1. **Title of the module**

WCON5460 (DI546) Conservation and Communities

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc in Wildlife Conservation

Available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the history of western conservation approaches towards local communities

8.2 Acquire a broad conceptual understanding of the social context of conservation, including economic, cultural and political factors

8.3 Acquire familiarity with different forms of community conservation and key issues and techniques in its implementation

8.4 Analyse case studies and come up with practical recommendations for management measures related to the relationship between communities and conservation

8.5 Critically approach and analyse of the current conservation-preservation debate

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate general learning and study skills

9.2 Demonstrate critical and analytical skills

9.3 Express ideas in writing and orally

9.4 Interpret scholarly publications

9.5 Make a structured and logical argument

1. **A synopsis of the curriculum**

The driving causes of biodiversity loss are not just ecological, but also political, economic and cultural, and conservationists need to acquire the knowledge and skills to address broader social contexts. This module aims to introduce students to cutting-edge debates about the place of local people in biodiversity conservation, and provide them with an overview of the essential role that the social sciences play in the analysis of environmental issues. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation-preservation debate.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Russell, D and Harshbarger, C (2003), Groundwork for community-based conservation: strategies for social research. Altamira Press.

Mulder, MB and Coppolillo, P (2005), Conservation: linking ecology, economics and culture. New Jersey: Princetown University Press.

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 125

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay/Report (2000 words) (50%)

Examination, 2 hour (50%)

13.2 Reassessment methods

Reassessment Instrument:100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminars |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Fieldtrip |  | **x** | **x** |  | **x** |  |  |  |  |  |
| Independent study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay/Report | **x**  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Exam |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

In examining the causes of biodiversity loss, students are encouraged to consider and understand a variety of different political, economic and cultural issues from broad social contexts. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation, and particularly of the importance of politics and economics; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation-preservation debate.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/10/17 | Minor | January 2018 | 12 | No |
| 31/01/20 | Major | Sep 20 | 1 | No |