



**Swansea University
Prifysgol Abertawe**

**FACULTY OF SCIENCE AND
ENGINEERING**

**POSTGRADUATE STUDENT
HANDBOOK**

YEAR 4 (FHEQ LEVEL 7)

**MSC SOCIETY, ENVIRONMENT AND GLOBAL
CHANGE**

POSTGRADUATE PROGRAMME

**SUBJECT SPECIFIC
PART TWO OF TWO
MODULE AND COURSE STRUCTURE
2023-24**

DISCLAIMER

The Faculty of Science and Engineering has made all reasonable efforts to ensure that the information contained within this publication is accurate and up-to-date when published but can accept no responsibility for any errors or omissions.

The Faculty of Science and Engineering reserves the right to revise, alter or discontinue degree programmes or modules and to amend regulations and procedures at any time, but every effort will be made to notify interested parties.

It should be noted that not every module listed in this handbook may be available every year, and changes may be made to the details of the modules. You are advised to contact the Faculty of Science and Engineering directly if you require further information.

The 23-24 academic year begins on 25 September 2023

Full term dates can be found [here](#)

DATES OF 23-24 TERMS

25 September 2023 – 15 December 2023

8 January 2024 – 22 March 2024

15 April 2024 – 07 June 2024

SEMESTER 1

25 September 2023 – 29 January 2024

SEMESTER 2

29 January 2024 – 07 June 2024

SUMMER

10 June 2024 – 20 September 2024

IMPORTANT

Swansea University and the Faculty of Science of Engineering takes any form of **academic misconduct** very seriously. In order to maintain academic integrity and ensure that the quality of an Award from Swansea University is not diminished, it is important to ensure that all students are judged on their ability. No student should have an unfair advantage over another as a result of academic misconduct - whether this is in the form of **Plagiarism, Collusion** or **Commissioning**.

It is important that you are aware of the **guidelines** governing Academic Misconduct within the University/Faculty of Science and Engineering and the possible implications. The Faculty of Science and Engineering will not take intent into consideration and in relation to an allegation of academic misconduct - there can be no defence that the offence was committed unintentionally or accidentally.

Please ensure that you read the University webpages covering the topic – procedural guidance [here](#) and further information [here](#). You should also read the Faculty Part One handbook fully, in particular the pages that concern Academic Misconduct/Academic Integrity.

Welcome to the Faculty of Science and Engineering!

Whether you are a new or a returning student, we could not be happier to be on this journey with you.

At Swansea University and in the Faculty of Science and Engineering, we believe in working in partnership with students. We work hard to break down barriers and value the contribution of everyone.

Our goal is an inclusive community where everyone is respected, and everyone's contributions are valued. Always feel free to talk to academic, technical and administrative staff, administrators - I'm sure you will find many friendly helping hands ready to assist you. And make the most of living and working alongside your fellow students.

During your time with us, please learn, create, collaborate, and most of all – enjoy yourself!

Professor David Smith
Pro-Vice-Chancellor and Executive Dean
Faculty of Science and Engineering



Faculty of Science and Engineering	
Pro-Vice-Chancellor and Executive Dean	Professor David Smith
Head of Operations	Mrs Ruth Bunting
Associate Dean – Student Learning and Experience (SLE)	Dr Laura Roberts
School of Biosciences, Geography and Physics	
Head of School	Dr Kevin Rees
School Education Lead	Dr Wendy Harris and Dr Sarah Roberts
Head of Geography	TBC
Geography Programme Director	Dr Joanne Maddern
Year Coordinators	Year 0 – Dr Kath Ficken Year 1 – Dr Kath Ficken Year 2 – Dr Nick Felstead Year 3 – Dr Keith Halfacree PGT – Dr Iain Robertson

STUDENT SUPPORT

The Faculty of Science and Engineering has two **Reception** areas - Engineering Central (Bay Campus) and Wallace 223c (Singleton Park Campus).

Standard Reception opening hours are Monday-Friday 8.30am-4pm.

The **Student Support Team** provides dedicated and professional support to all students in the Faculty of Science and Engineering. Should you require assistance, have any questions, be unsure what to do or are experiencing difficulties with your studies or in your personal life, our team can offer direct help and advice, plus signpost you to further sources of support within the University. There are lots of ways to get information and contact the team:

Email: studentsupport-scienceengineering@swansea.ac.uk (Monday–Friday, 9am–5pm)

Call: +44 (0) 1792 295514 (Monday-Friday, 10am–12pm, 2–4pm).

Zoom: By appointment. Students can email, and if appropriate we will share a link to our Zoom calendar for students to select a date/time to meet.

The current student **webpages** also contain useful information and links to other resources:

<https://myuni.swansea.ac.uk/fse/>

READING LISTS

Reading lists for each module are available on the course Canvas page and are also accessible via <http://ifindreading.swan.ac.uk/>. We've removed reading lists from the 23-24 handbooks to ensure that you have access to the most up-to-date versions.

We do not expect you to purchase textbooks, unless it is a specified key text for the course.

THE DIFFERENCE BETWEEN COMPULSORY AND CORE MODULES

Compulsory modules must be **pursued** by a student.

Core modules must not only be **pursued**, but also **passed** before a student can proceed to the next level of study or qualify for an award. Failures in core modules must be redeemed.

Further information can be found under “Modular Terminology” on the following link -

<https://myuni.swansea.ac.uk/academic-life/academic-regulations/taught-guidance/essential->

[info-taught-students/your-programme-explained/](#)

MSc (FHEQ Level 7) 2023/24
Society, Environment and Global Change
MSc Society, Environment and Global Change

Compulsory Modules

Semester 1 Modules	Semester 2 Modules
GEGM28 Society-Environment Relations 20 Credits Dr A Rogers/Prof MA Doel/Dr CM Muellerleile	GEGM15 Qualitative Research Methods 20 Credits Dr AL Pigott/Prof MA Doel/Dr KH Halfacree/Dr JF Maddern/...
GEGM29 Crisis and Global Change 20 Credits Dr A Closs Stephens/Dr RG Smith	
Dissertation	
GEGM20 Dissertation 60 Credits Dr A Rogers	
Total 180 Credits	

Optional Modules

Choose exactly 20 credits

CL-M103	Heritage, Law and Conflict.	Prof ND Pollard	TB1	20
GEGM07	Environmental Dynamics	Dr I Robertson/Prof SH Doerr/Dr NJ Felstead/..	TB1	20
GEGM22	Geographical Information Systems	Prof AJ Luckman/Dr RJ Fry/Dr Y Sun/..	TB1	20
GEGM30	Contemporary Rural Britain	Dr KH Halfacree	TB1	20
PO-M35	Approaches to International Relations	Dr EK Siaw	TB2	20
PO-M64	Violence, Conflict and Development	Dr Z Kilicoglu	TB1	20

And

Choose exactly 40 credits

GEGM16 is not compulsory however it is strongly recommended that students select this module.

GEGM16	Advanced Research in Human Geography	Dr CM Muellerleile	TB2	20
GEGM26	Climate Science and Policy	Prof T Murray	TB2	20
GEGM31	Violent Geographies	Prof MA Doel	TB2	20
PO-M60	Critical Security Studies: Issues and Approaches in Contemporary Security	Ms L Owen	TB2	20

CL-M103 Heritage, Law and Conflict.

Credits: 20 Session: 2023/24 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof ND Pollard

Format: Seminar 1x2hr

Delivery Method: The learning activities in this module will comprise ten two hour interactive seminars and one two hour session of student presentations as the contact component of a module largely emphasising independent study.

Training in skills required to complete the assessment tasks (a briefing document, an academic poster, a pre-recorded presentation) will be provided alongside the academic subject content.

Module Aims: This module will engage students in critical analysis and discussion of the protection, destruction, damage and looting of cultural heritage in conflict from the First World War to the present day wars in Syria, Yemen and Nagorno-Karabakh. The main focus will be on tangible cultural heritage - historic and religious buildings, archaeological sites and monuments, works of art and cultural institutions such as museums and archives. However, some attention will be paid to intangible and natural cultural heritage, and the specific challenges of protecting it.

The materials studied will prompt students to consider questions such as how cultural heritage is defined and by whom; why and how cultural heritage is damaged and destroyed in conflict; the humanitarian and practical rationales for protecting it; and the military, institutional and legal protections available and their limitations. Particular issues to be examined include the development and organisation of specialist military cultural protection units like the Allied MFAA 'Monuments Men' of the Second World War and their modern counterparts; the roles played by international organisations such as UNESCO and Blue Shield; and the changing protection accorded to cultural property accorded by the law of armed conflict and international humanitarian law from the 1907 Hague Convention to the 1977 Protocol I to the Geneva Conventions, by way of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict.

Case studies examined will include the First World War damage to Reims Cathedral, the 1943-44 bombings of Pompeii and of Montecassino Abbey, the 1993 destruction of the bridge at Mostar and the destruction of Yazidi cultural heritage and ancient and religious sites in Syria and Iraq by Da'esh/ISIL in 2014-15.

Module Content:

1. Introduction to cultural heritage and cultural property. How are they defined and who gets to define and assign value to them? Tangible and intangible cultural property, natural heritage defined in national and international law and in scholarly literature.
2. The development of legal frameworks to protect cultural heritage from Hague 1907 to the present day. The roles of international organisations like UNESCO and Blue Shield.
3. Rationales for protecting cultural heritage: moral, philosophical, economic and strategic.
4. How is cultural heritage damaged in conflict? Deliberate targeting as a weapon against national, ethnic and community groups. Contested heritage - is its destruction sometimes justifiable?
5. How is cultural heritage damaged in conflict? Accidental damage in combat,
6. How is cultural heritage damaged in conflict? Security deficit, looting and the illicit antiquities trade.
7. Military cultural property protection specialists and doctrine - organisation and development, functions and problems: Kunstschutz, MFAA, Carabinieri Tutela Patrimonio Culturale, UK CPPU.
8. Safeguarding collections - in situ protection in museums and galleries, and refuges for movable cultural property.
9. Historical case study: bombing in the Second World War.
10. Historical case study: the Mostar and Timbuktu prosecutions.
11. Poster display and presentations.

Intended Learning Outcomes: At the end of this module students should be able to:

Present a critical knowledge of key issues, themes and arguments relating to cultural heritage in conflict by means of a case study.

Evaluate and explain the strengths and weaknesses of various categories of evidence to understand historical and contemporary instances of damage to cultural heritage in conflict.

Evaluate, compare and contrast different methods and rationales for the protection of cultural heritage in conflict through the medium of a case study.

Design and create a research poster presenting and appraising key aspects of an historical or contemporary instance of damage to cultural heritage in war.

Assessment:
Coursework 1 (50%)
Coursework 2 (25%)
Presentation (25%)

Assessment Description: 50%: A 2500-3000 word briefing paper providing a summary of key information relating to a contemporary or historical example of damage caused to cultural heritage by conflict.

25%: An academic research poster on a contemporary or historical example (the same one as the briefing paper) of damage caused to cultural property by conflict. Total c. 500-800 words of text (plus illustrations, captions, bibliography) adhering to formatting (etc.) criteria set out by the Archaeological Institute of America for display at its annual meetings (or any other set of criteria agreed in advance with the module lecturer).

25%: A brief (10 minute) recorded presentation (MP4, Zoom, Panopto or similar) introducing the subject of the research poster to its viewers.

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Students will receive detailed written summative feedback on both items of coursework - the briefing paper and the poster - and a completed score-sheet for the marking criteria for the presentation.

Failure Redemption: Repeat failed elements.

Reading List: Pollard, Nigel, 1962- author., *Bombing Pompeii : world heritage and military necessity*, University of Michigan Press, 2020 - 2020.ISBN: 0472127292

O'Keefe, Roger, 1968-, *The protection of cultural property in armed conflict*, Cambridge University Press, 2006.ISBN: 9780511261459

Bevan, Robert, author., *The destruction of memory : architecture at war*, Reaktion Books, 2016 - 2016.ISBN: 1780236085

Nicholas, Lynn H., *The rape of Europa : the fate of Europe's treasures in the Third Reich and the Second World War*, Knopf Doubleday Publishing Group, 2009.ISBN: 9780307739728

Kila, Joris., ebrary, Inc., *Heritage under siege military implementation of cultural property protection following the 1954 Hague Convention*, Brill, 2012.ISBN: 9789004228535

Weiss, Thomas G. (Thomas George), 1946- editor.; Cuno, James B., editor.; J. Paul Getty Trust, issuing body., *Cultural Heritage Under Siege Laying the Foundation for a Legal and Political Framework to Protect Cultural Heritage at Risk in Zones of Armed Conflict*, Project Muse, 2020.ISBN: 9781606066829

Rothfield, Lawrence, 1956-, *Antiquities under siege : cultural heritage protection after the Iraq war*, AltaMira Press, 2008.ISBN: 9780759110984

Mancini, JoAnne Marie, 1968- editor.; Bresnahan, Keith, editor., *Architecture and armed conflict : the politics of destruction*, Routledge, Taylor & Francis Group, 2015.ISBN: 9780415702508

Francioni, Francesco, editor.; Gordley, James, editor.; Chechi, Alessandro, contributor., *Enforcing international cultural heritage law*, Oxford University Press, 2013 - 2013.ISBN: 019176017X

Lixinski, Lucas, author., *Intangible cultural heritage in international law*, Oxford University Press, 2013 - 2013.ISBN: 019175854X

Kramer, Alan, 1954-, *Dynamic of destruction : culture and mass killing in the First World War*, Oxford University Press, 2007.ISBN: 9780192803429

Lambourne, Nicola., *War damage in Western Europe : the destruction of historic monuments during the Second World War*, Edinburgh University Press, 2001.ISBN: 9780748612857

Cunliffe, Emma (Emma Louise), editor.; Fox, Paul (Art historian), editor., *Safeguarding cultural property and the 1954 Hague Convention : all possible steps*, The Boydell Press, 2022.ISBN: 1800104286

Blake, Janet E. Author, *International cultural heritage law*, Oxford University Press, 2015.ISBN: 0191790303

Lixinski, Lucas, author., *Intangible cultural heritage in international law*, Oxford University Press, 2013 - 2013.ISBN: 019175854X

Kila, Joris, editor.; Balcells, Marc, editor., *Cultural property crime : an overview and analysis on contemporary perspectives and trends*, Brill, 2015 - 2015.ISBN: 9004280545

Luck, Edward C., author., J. Paul Getty Trust, issuing body., *Cultural Genocide and the Protection of Cultural Heritage*, Project Muse, 2020 - 2018.ISBN: 9781606066744

Kila, Joris, author, editor of compilation.; Zeidler, James A., 1949- author, editor of compilation., *Cultural heritage in the crosshairs : protecting cultural property during conflict*, Brill, 2013.ISBN: 9789004247819

Rush, Laurie Watson, 1955-, *Archaeology, cultural property, and the military*, Boydell Press, 2010.ISBN: 9781843835394

Stone, Peter G., 1957-; Farchakh Bajjaly, Joanne.; Fisk, Robert., *The destruction of cultural heritage in Iraq*, Boydell Press, 2008.ISBN: 9781843834830

Additional Notes: This module is available for visiting and exchange PGTM students.

GEGM07 Environmental Dynamics	
Credits: 20 Session: 2023/24 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr I Robertson, Prof SH Doerr, Dr NJ Felstead, Dr J Hiemstra, Prof NJ Loader, Dr E Urbanek	
Format:	Fieldtrips (32 hours) and lectures (20 hours). Contact hours will be delivered through formal lectures and three fieldtrips (Stackpole residential weekend, the Carbon Community and Tata Steel)
Delivery Method: Lectures will be delivered on Singleton Campus with a compulsory residential weekend at the Stackpole Centre in Pembrokeshire. Subject to availability, additional fieldtrips will be to the Carbon Community and Tata Steel.	
Module Aims: This module aims to explain and understand past, present and potential future changes in the Earth's climate and environment. It provides a broad approach to environmental processes and dynamics operating on land, in the oceans and in the atmosphere on a global and regional scale. Emphasis is placed on the evidence available for reconstructing past environmental dynamics, the implications for present-day processes, future predictions and likely impacts.	
Module Content: The lecture component of this course will be supported by practical sessions in the field.	
Indicative lecture topics include:	
<ol style="list-style-type: none"> 1. The significance of past environmental dynamics for understanding the mechanisms underlying present and future changes. 2. Principles of reconstructing past environmental changes. 3. Evidence and processes associated with current environmental issues: <ol style="list-style-type: none"> a. Rapid climate change and potential triggers/drivers b. Terrestrial biosphere: response to climate change and role in modulating climate. c. Role of humans as drivers of change (e.g. through deforestation, soil erosion, eutrophication). d. Global and regional implications of future climate change for human societies. 4. Using palaeodata to predict future changes. 	
Intended Learning Outcomes: Upon successful completion of the module, the student will be able to:	
Describe the evidence for past and present global changes and their implications for the future	
Understand how proxy data are used to reconstruct past environmental change	
Critically evaluate anthropogenic changes to biogeochemical cycles	
Interpret anthropogenic changes to a catchment lake ecosystem	
Assessment:	Examination 1 (50%) Coursework 1 (25%) Poster (25%)

Assessment Description: Typical module content:

- 1) Introduction (Dr Iain Robertson)
- 2) Literature searching & reference management (Susan Glen, Library)
- 3) Carbon sequestration (Dr Iain Robertson)
- 4) Catchment ecosystems (Dr Iain Robertson)
- 5) Stackpole Estate and Bosherton Lakes (Dr Iain Robertson)
- 6) Stackpole geology (Dr John Hiemstra)
- 7) Soil erosion (Prof. Stefan Doerr)
- 8) Wildfires: principles and impacts (Prof. Stefan Doerr)
- 9) Stackpole data clinic (Dr Iain Robertson and Prof. Neil Loader)
- 10) Soils (Dr Emilia Urbanek)
- 11) Global biogeochemical cycles (Dr Iain Robertson)
- 12) Biochar (Dr Iain Robertson)
- 13) Collapse of civilisations (Dr Iain Robertson)
- 14) Environmental management (Morgan Livingstone, Tata Steel)
- 15) Civilisation collapse and the demise of the Maya (Dr Nick Felstead)
- 16) Summary (Dr Iain Robertson)

- 1) Fieldwork: The Carbon Community
- 2) Fieldwork: Stackpole Estate and Pyllau Cochion
- 3) Fieldwork: Tata Steel

Moderation approach to main assessment: Universal Non-Blind Double Marking of the whole cohort

Assessment Feedback: Students will receive examination feedback through the tutorial system. Continual assessment feedback is given in writing on standard departmental feedback forms.

Failure Redemption: Resit examination or resubmit continual assessment whichever if applicable

Reading List: Ruddiman, W. F., Earth's climate : past and future / William F. Ruddiman., W.H. Freeman and Company,, 2013.ISBN: 9781429255257

Diamond, Jared M., Collapse : how societies choose to fail or survive / Jared Diamond., Penguin Books,, 2011.ISBN: 9780241958681

Bradley, Raymond S., Alverson, Keith D., Pedersen, Thomas F., Paleoclimate, global change, and the future / Keith D. Alverson, Raymond S. Bradley, Thomas F. Pedersen (eds.), Springer,, c2003..ISBN: 3540424024

Oldfield, Frank., Environmental change : key issues and alternative perspectives / Frank Oldfield., Cambridge University Press,, 2005.ISBN: 9780521536332

Anson Mackay, Global change in the holocene edited by Anson Mackay ... [et al.], Hodder Arnold, 2005.ISBN: 9781444119176

Johannes Lehmann Dr. editor.; Stephen Joseph 1950- editor., Biochar for environmental management : science, technology and implementation / edited by Johannes Lehmann and Stephen Joseph., Abingdon, Oxon : Routledge is an imprint of the Taylor & Francis Group, an informa business, 2015.ISBN: 9780203762264

Speer, James H., Fundamentals of tree-ring research / James H. Speer., University of Arizona Press,, 2010.ISBN: 9780816526840

Lowe, J. J. (Joseph John), 1946- author., Walker, Mike, author., Reconstructing quaternary environments, Routledge is an imprint of the Taylor & Francis Group, an informa business, 2015.ISBN: 9781317753704

H. Fritts, Tree Rings and Climate., Elsevier Science, 2012.ISBN: 9780323145282

Fritts, Harold C., Tree rings and climate / H.C. Fritts., Blackburn Press,, 2001.ISBN: 9781930665392

Additional Notes: Not normally available to exchange or visiting students.

GEGM15 Qualitative Research Methods	
Credits: 20 Session: 2023/24 January-June	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr AL Pigott, Prof MA Doel, Dr KH Halfacree, Dr JF Maddern, Dr KG Rees, Dr RG Smith	
Format:	20 Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.
Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus	
Lectures	
Module Aims: This module provides an introduction to the main data-sources and analysis methods used in qualitative research. In addition to covering the key conceptual and epistemological issues associated with qualitative research design, the module provides an introduction to a range of qualitative techniques used in social science research including questionnaire design, interviewing, observational methods, visual methodologies and textual analysis. Issues associated with combining a mixture of qualitative methods are also considered. The strengths and limitations of various techniques are explored with particular emphasis on issues of reliability, validity and representativeness.	
Module Content: 1. Qualitative Research in Context and Research Design 2. Effective Questionnaire Design 3. Textual Analysis 4. Interviews and Focus Groups 5. Elite Interviewing 6. Observational Methods 7. Ethnography and Participant Observation 8. Sensory Ethnography 9. Archival Research 10. Analysing and Presenting Qualitative Research Findings	
Intended Learning Outcomes: By the end of this module the student should be able to: <ul style="list-style-type: none"> • Critically appraise the use of qualitative data collection methods and problems specific to their analysis. • Select appropriate techniques for handling qualitative datasets • Critically appraise the more specialist techniques of qualitative research, such as network analysis, internet based research, documentary research, visual research and archival research. • Discuss contemporary issues in qualitative research 	
Assessment:	Coursework 1 (100%)
Assessment Description: The essay provides students with an opportunity to explore in greater detail an issue or theme of particular interest, and to develop independent research skills. Students undertaking this module are expected to construct their own essay question in consultation with the module co-ordinator and appropriate seminar tutor. The topic for the assessed essay must clearly relate to the subject matter of the module and must be approved by the module co-ordinator.	
Moderation approach to main assessment: Universal Non-Blind Double Marking of the whole cohort	
Assessment Feedback: Continual assessment feedback in writing on standard department feedback forms	
Failure Redemption: resubmit continual assessment	

Reading List: Celia Lury; Nina Wakeford, *Inventive methods the happening of the social* / edited by Celia Lury and Nina Wakeford., Routledge, 2012.ISBN: 1280876301

Celia Lury editor.; Rachel Fensham editor.; Alexandra Heller-Nicholas editor.; Sybille Lammes editor.; Angela Last editor.; Mike Michael editor.; Emma Uprichard editor., *Routledge handbook of interdisciplinary research methods* / edited by Celia Lury, Rachel Fensham, Alexandra Heller-Nicholas, Sybille Lammes, Angela Last, Mike Michael, Emma Uprichard., Abingdon, Oxon : Routledge, 2018.ISBN: 9781138886872

Davies, W., *How statistics lost their power - and why we should fear what will come next*, 2017, 19 Jan.

Norman K Denzin; Yvonna S Lincoln, *The landscape of qualitative research* / editors, Norman K. Denzin, University of Illinois, Urbana-Champaign and Yvonna S. Lincoln, Texas A&M University., Los Angeles : SAGE Publications, 2013.ISBN: 9781452258065

Geertz, Clifford., *American Council of Learned Societies., The interpretation of cultures selected essays*, Basic Books, 1973.ISBN: 0465097197

Geertz, Clifford., *The interpretation of cultures : selected essays*, Hutchinson, 1975.

Holloway, Immy ; Todres, Les, *The Status of Method: Flexibility, Consistency and Coherence*, SAGE Publications, 2003-12.ISBN: 14687941

Seale, Clive, *Quality in Qualitative Research*, Sage Publications, 1999-12.ISBN: 10778004

Pamela Shurmer-Smith, *Doing cultural geography* / edited by Pamela Shurmer-Smith., SAGE, 2001.ISBN: 0761965653

Denzin, Norman K., editor.; Lincoln, Yvonna S., editor.; Giardina, Michael D., 1976- editor.; Cannella, Gaile Sloan, 1951- editor., *The SAGE handbook of qualitative research*, SAGE Publications, Inc., 2024.ISBN: 9781071836743

Celia Lury; Nina Wakeford, *Inventive methods the happening of the social* / edited by Celia Lury and Nina Wakeford., Routledge, 2012.ISBN: 1280876301

Speer, Jessie, "A Collection of Stories, Poetry and Theories": *Homelessness, Outsider Memoirs, and the Right to Theorize*, Routledge, 2019-07-03.ISBN: 2373566X

Davies, Charlotte Aull., *Reflexive ethnography : a guide to researching selves and others* / Charlotte Aull Davies., Routledge., 2008.ISBN: 9780415409018

Hesse-Biber, Sharlene Nagy, Leavy, Patricia, *Approaches to qualitative research : a reader on theory and practice* / edited by Sharlene Nagy Hesse-Biber and Patricia Leavy., Oxford University Press, 2004.ISBN: 0195157753

Clark, Tom (Lecturer in research methods) author., Foster, Liam, author.; Sloan, Luke, author.; Bryman, Alan., *Bryman's social research methods*, Oxford University Press, 2021.ISBN: 9780198796053

Bryman, Alan, author., *Social research methods*, Oxford University Press, 2016.ISBN: 9780192529497

Nicholas Clifford; Meghan Cope; Thomas Gillespie; Shaun French, *Key methods in geography* / edited by Nicolas Clifford, Meghan Cope, Thomas Gillespie & Shaun French, Sage Publications, 2016.ISBN: 9781446298602

Flick, Uwe, *An Introduction to Qualitative Research.*, SAGE Publications Ltd, 2022.ISBN: 9781529781328

David Silverman author., *Interpreting qualitative data* / David Silverman., Thousand Oaks, CA : SAGE Pub., 2020.ISBN: 9781526467249

Silverman, David, 1943- author., *Doing qualitative research*, SAGE Publications Ltd, 2021.ISBN: 1529769000

Radcliffe, Sarah A., author., *Decolonizing geography : an introduction*, Polity, 2022 - 2022.ISBN: 9781509541607

Roland. Barthes, Annette Lavers, *Mythologies* / Roland Barthes ; selected and translated from the French by Annette Lavers., Vintage, 1993.ISBN: 9780099972204

Marshall Blonsky, *On signs : a semiotics reader* / edited by Marshall Blonsky., Blackwell, 1985.ISBN: 063110271x

Nicholas Clifford; Meghan Cope; Thomas Gillespie; Shaun French, *Key methods in geography* / edited by Nicolas Clifford, Meghan Cope, Thomas Gillespie & Shaun French, Sage Publications, 2016.ISBN: 9781446298602

Nicholas Clifford; Meghan Cope; Thomas Gillespie; Shaun French, *Key methods in geography* / edited by Nicolas Clifford, Meghan Cope, Thomas Gillespie & Shaun French, Sage Publications, 2016.ISBN: 9781446298602

Vannini, Phillip ; Taggart, Jonathan, *Doing islandness: a non-representational approach to an island's sense of place*, SAGE Publications, 2013-04.ISBN: 14744740

Dydia Dely.. I.];, DeLyser, Dydia ; Herbert, Steve ; Aitken, Stuart ; Crang, Mike ; McDowell, Linda, *The SAGE Handbook of Qualitative Geography*, SAGE Publications Ltd, 2010.ISBN: 9781412919913

Ahmed, S, *Collective feelings - Or, the impressions left by others*, SAGE PUBLICATIONS LTD, 2004-04.ISBN: 02632764

Anderson, Ben, *Becoming and Being Hopeful: Towards a Theory of Affect*, SAGE Publications, 2006-10. ISBN: 02637758

Clifford, Nicholas.; Cope, Meghan; Gillespie, Thomas; French, Shaun, *Key methods in geography*, Sage Publications, 2016. ISBN: 9781446298602

Boy, J.D ; Uitermark, J, *Reassembling the city through Instagram*, WILEY, 2017. ISBN: 00202754

Rose, Gillian, *Visual Methodologies : An Introduction to Researching with Visual Materials*, , 2022. ISBN: 9781529767193

Rose, Gillian, 1962- author., *Visual methodologies : an introduction to researching with visual materials*, SAGE Publications Ltd, 2016 - 2016. ISBN: 9781473948907

Gillian Rose, *Visual Methodologies Companion*.

Margolis, Eric, 1947-; Pauwels, L. (Luc), *The SAGE handbook of visual research methods*, SAGE, 2011. ISBN: 9781847875563

Leszczynski, Agnieszka, *Digital methods II: Digital-visual methods*, SAGE Publications, 2019-12. ISBN: 03091325

Rogers, R, *Visual media analysis for Instagram and other online platforms*, SAGE Publications, 2021. ISBN: 20539517

Rose, Gillian, *Doing Family Photography: The Domestic, The Public and The Politics of Sentiment*, Taylor & Francis, 2010. ISBN: 075467732X

Rose, Gillian, 1962-; Tolia-Kelly, Divya Praful., *Visuality/materiality : images, objects and practices*, Routledge, 2016 - 2012. ISBN: 9781315547930

Von Benzon, Nadia, editor.; Holton, Mark (Lecturer in human geography) editor.; Wilkinson-Zerner, Catherine, editor.; Wilkinson, Samantha, editor., *Creative methods for human geographers*, SAGE Publications Ltd, 2021 - 2021. ISBN: 1526496984

Paul J Cloke; Ian Cook; Phil Crang 1964-; Mark Goodwin; Joe Painter; Chris Philo, *Practising human geography / Paul Cloke ... [et al.]*, SAGE, 2004. ISBN: 9780761973003

Lynch, Michael, *Against Reflexivity as an Academic Virtue and Source of Privileged Knowledge*, SAGE Publications, 2000-06. ISBN: 02632764

Rose, Gillian, *Situating knowledges: positionality, reflexivities and other tactics*, SAGE Publications, 1997-06. ISBN: 03091325

Bradshaw, Matt, *Contracts and member checks in qualitative research in human geography: reason for caution?*, Royal Geographical Society (with The Institute of British Geographers), 2001-06. ISBN: 00040894

Cormode, L ; Hughes, A, *The economic geographer as a situated researcher of elites*, Elsevier Ltd, 1999. ISBN: 00167185

Hughes, A. & Cormode, L., *Guest editorial: Researching elites and elite spaces*, 1998.

Kezar, Adrianna, *Transformational Elite Interviews: Principles and Problems*, SAGE Publications, 2003-06. ISBN: 10778004

Parry, B.C., *Hunting the gene-hunters - the role of hybrid networks, status and chance in securing and structuring interviews with corporate elites*, 1998.

Rice, Gareth, *Reflections on interviewing elites*, Blackwell Publishing Ltd, 2010-03. ISBN: 00040894

Smith, Katherine E, *Problematising power relations in 'elite' interviews*, Elsevier Ltd, 2006. ISBN: 00167185

Farías, Ignacio ;Bender, Thomas ;Portales, Universidad Diego, *Urban Assemblages : How Actor-Network Theory Changes Urban Studies*, Routledge, 2009-11-09. ISBN: 9780415486620

Baxter, Jamie ; Eyles, John, *Evaluating Qualitative Research in Social Geography: Establishing 'Rigour' in Interview Analysis*, Blackwell Publishing Ltd, 1997-12. ISBN: 00202754

Sharon A. Bong, *Debunking Myths in Qualitative Data Analysis*, FQS, 2002-05-01.

James Clifford 1945-; George E Marcus; School of American Research (Santa Fe, N.M.), *Writing culture : the poetics and politics of ethnography / edited by James Clifford and George E. Marcus.*, University of California Press, 1986. ISBN: 0520057295

Nicholas Clifford; Meghan Cope; Thomas Gillespie; Shaun French, *Key methods in geography / edited by Nicolas Clifford, Meghan Cope, Thomas Gillespie & Shaun French*, Sage Publications, 2016. ISBN: 9781446298602

Crang, Mike, *Qualitative methods: touchy, feely, look-see?*, SAGE Publications, 2003-08. ISBN: 03091325

Miles, Matthew B., author., Huberman, A. M., author.; Saldana, Johnny, author., *Qualitative data analysis : a methods sourcebook*, SAGE, 2020. ISBN: 9781506353074

Silverman, David author., *Interpreting qualitative data*, SAGE Pub., 2020. ISBN: 9781526467249

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

This is a compulsory module for student undertaking the MSc Social Research Methods. This module can also be accessed by those research students from across the University that are interested in social research methods or who are planning to conduct social research.

GEGM16 Advanced Research in Human Geography

Credits: 20 Session: 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr CM Muellerleile

Format: Reading group seminars (10) + Residential Theory School (10)

Delivery Method: Five 2-hour seminars (weekly), during which students will engage in a structured peer-group discussion of the prescribed texts, facilitated by the module coordinator and other interested lecturers, academic staff, and postgraduate students where appropriate.

Off-campus, residential Theory School: it is normally a 2-day / 1-night residential event, held at Gregynog Hall (Tregynon, Near Newtown, Powys SY16 3PL). The Theory School is a collaboration between the Department of Geography at Swansea University, the Department of Geography & Earth Sciences at Aberystwyth University, and the School of Geography & Planning at Cardiff University, and forms part of the research-training provision for the Human Geography Pathway of the ESRC Wales DTP. Postgraduate students and staff from all three universities normally attend and participate in the Theory School, and postgraduate students from elsewhere in the UK and internationally occasionally do so too.

Note: Students on the module will need to make their own travel arrangements for attending the residential Theory School (and Postgraduate Conference, where appropriate). For students on the module the cost of attending the residential Theory School (and Postgraduate Conference, where appropriate) will be covered by the Department (i.e. accommodation and subsistence).

Module Aims: Through a series of five, weekly, 2-hour seminars devoted to the peer-group discussion of a set of prescribed texts (typically ~10 journal articles and/or book chapters), students will explore the ways in which contemporary theoretical, epistemological, and methodological debates in the social sciences inform research in Human Geography, and come to appreciate the distinctive contribution that Human Geography may offer these debates in return. Once the series of seminars is complete, students will attend a (typically) two-day / one-night residential Human Geography Theory School at Gregynog Hall, near Newtown in Powys (or similar venue), where we will again discuss the set of texts but this time with postgraduate students from the Department of Geography & Earth Sciences at Aberystwyth University, and also from the School of Geography & Planning at Cardiff University. The Theory School is a long-standing and very well-established collaboration between the three universities, and it takes place annually (usually in late March or early April) under the auspices of the Economic & Social Research Council's Wales Doctoral Training Partnership (ESRC Wales DTP) for the Human Geography Pathway. The overarching theme for the Theory School, and the set of ~10 texts prescribed for that theme, are curated each year in conjunction with an international expert in the field, who also delivers a keynote lecture at the Theory School. Recent themes have included racial capitalism, feminist geopolitics, non-representational theory, unreason, the unconscious, and the sacred.

Module Content: The overarching theme for the module, and the set of texts prescribed for that theme, are curated each year in conjunction with an international expert in the field, who also delivers a keynote lecture at the off-campus residential Theory School. Recent themes have included racial capitalism, feminist geopolitics, non-representational theory, unreason, the unconscious, and the sacred. The theme that is chosen is always one that is at the forefront of research in Human Geography at the time the module is delivered. There will be a set of prescribed texts to read – normally 10 or so journal articles and/or book chapters – chosen for their ability to allow students to reflect on contemporary theoretical, epistemological, and methodological debates in the social sciences that have informed advanced research in Human Geography, and to ascertain the distinctive contribution that Geography may offer these debates in return. Each of the five, weekly, 2-hour seminars will be devoted to students discussing as a group one or two of these texts, which they will have read and digested beforehand. The discussion will be facilitated by the module coordinator, and include other interested lecturers, academic staff, and postgraduate students where appropriate. Once the series of seminars is complete, students will attend and participate in an off-campus, residential Theory School, which is normally a 2-day / 1-night residential event, held at Gregynog Hall in Powys. The Theory School is a collaboration between the Department of Geography at Swansea University, the Department of Geography & Earth Sciences at Aberystwyth University, and the School of Geography & Planning at Cardiff University. At the Theory School we will once again discuss the set of texts, but this time with postgraduate students from Aberystwyth and Cardiff Universities to enrich the discussion with perspectives from cognate disciplines, such as Earth science and urban and regional planning.

Note: The Theory School is immediately preceded by a Postgraduate Conference (again under the auspices of the ESRC Wales DTP Human Geography Pathway), which GEGM16 students may also attend if they so wish. This would normally extend the off-campus residential event at Gregynog Hall by 1-day / 1-night, resulting in a 3-day / 2-night learning experience with postgraduate students from Swansea, Aberystwyth, and Cardiff Universities. Attendance at the Postgraduate Conference is neither expected nor required for GEGM16, and has no bearing on the ability of students to achieve the aims, learning objectives, assessment requirements, or transferable skills of the GEGM16 module. Attendance at the Postgraduate Conference is a purely extra-curriculum activity with respect to GEGM16, but one that students in the past have found enlightening and rewarding. At the conference, postgraduate research students from the three universities give short presentations on their research projects, from conception through to completion (research design, data collection and data analysis, key findings and their significance, and the process of writing-up the research in the form of a dissertation thesis). Each presentation is followed by a short question-and-answer session that is intended to support students in their ongoing research projects.

Intended Learning Outcomes: On completion of this module, students should be able to:

1. Demonstrate a critical understanding of the concepts explored in the module, their interconnections, and how these concepts have been developed and used in Human Geography and related disciplines.
2. Discuss and evaluate the deployment of these concepts in geographical and related literatures.
3. Articulate and justify an individual critical perspective in relation to debates on key concepts and theoretical developments in human geography.
4. Construct and communicate a scholarly argument in written form.

Assessment: Coursework 1 (25%)
Coursework 2 (75%)

Assessment Description: Coursework 1 is a 1-2,000 word set of reflective journal entries based on the off-campus residential event.

Coursework 2 is a 5-6,000 essay on one sub-theme of the broader theme of the readings. The essay should be written as one of three engagements or questions. 1) How have the set of readings (or a sub-set) changed the way students think about concrete experiences in their own life? 2) How does the theme inform the student's emergent Masters or PhD research? 3) In what ways are the readings contributing to broader debates in Human Geography?

Moderation approach to main assessment: Moderation of the entire cohort as Check or Audit

Assessment Feedback: Feedback will be provided in written form for the two coursework assessments via Canvas.

Failure Redemption: Resubmit the failed piece(s) of assessment.

Reading List: Country, Bawaka ; Wright, Sarah ; Suchet-Pearson, Sandie ; Lloyd, Kate ; Burarrwanga, Laklak ; Ganambarr, Ritjilili ; Ganambarr-Stubbs, Merrkiyawuy ; Ganambarr, Banbapuy ; Maymuru, Djawundil ; Sweeney, Jill, Co-becoming Bawaka: Towards a relational understanding of place/space, SAGE Publications, 2016-08.ISBN: 03091325

Hunt, Sarah, Ontologies of Indigeneity: the politics of embodying a concept, SAGE, 2014-01-01.ISBN: 14744740

Carrithers, Michael ; Candea, Matei ; Sykes, Karen ; Holbraad, Martin ; Venkatesan, Soumhya, Ontology Is Just Another Word for Culture: Motion Tabled at the 2008 Meeting of the Group for Debates in Anthropological Theory, University of Manchester, SAGE Publications, 2010-06.ISBN: 0308275X

Wenner-Gren Foundation for Anthropological Research.; Cadena, Marisol de la, editor.; Starn, Orin, editor., Indigenous experience today, Routledge, Taylor & Francis Group, 2020.ISBN: 1000190188

Blaser, Mario, Ontology and indigeneity: on the political ontology of heterogeneous assemblages, SAGE, 2014-01-01.ISBN: 14744740

De La CADENA, MARISOL, INDIGENOUS COSMOPOLITICS IN THE ANDES: Conceptual Reflections beyond "Politics", Blackwell Publishing Inc, 2010-05.ISBN: 08867356

Sundberg, Juanita, Decolonizing posthumanist geographies, SAGE, 2014-01-01.ISBN: 14744740

Todd, Zoe, An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism, Blackwell Publishing Ltd, 2016-03.ISBN: 09521909

Latour, Bruno, Perspectivism: Type or bomb, Blackwell Publishing, 2009-04.ISBN: 0268540X

De Castro, Eduardo Viveiros, Cosmological Deixis and Amerindian Perspectivism, Royal Anthropological Institute of Great Britain and Ireland, 1998-09-01.ISBN: 13590987

Eduard Viveiros de Castro, Perspectival Anthropology and the Method of Controlled, 2004.ISBN: 15454703

Cameron, Emilie ; de Leeuw, Sarah ; Desbiens, Caroline, Indigeneity and ontology, SAGE, 2014-01-01.ISBN: 14744740

Radcliffe, SA, Geography and indigeneity I: Indigeneity, coloniality and knowledge, Progress in Human Geography, 2017.

Radcliffe, SA, Geography and indigeneity II: Critical geographies of indigenous bodily politics, Progress in Human Geography, 2018-06-01.

Radcliffe, Sarah A., Geography and indigeneity III: Co-articulation of colonialism and capitalism in indigeneity's economies, SAGE Publications, 2020-04.ISBN: 03091325

Latour, Bruno, author., Porter, Catherine, translator., An inquiry into modes of existence : an anthropology of the moderns, Harvard University Press, 2013.ISBN: 9780674724990

Wenner-Gren Foundation for Anthropological Research.; Cadena, Marisol de la, editor.; Starn, Orin, editor., Indigenous experience today, Routledge, Taylor & Francis Group, 2020.ISBN: 1000190188

Coombes, Brad ; Johnson, Jay T. ; Howitt, Richard, Indigenous geographies I: Mere resource conflicts? The complexities in Indigenous land and environmental claims, SAGE Publications, 2012-12.ISBN: 03091325

Coombes, Brad ; Johnson, Jay T. ; Howitt, Richard, Indigenous geographies II: The aspirational spaces in postcolonial politics – reconciliation, belonging and social provision, SAGE Publications, 2013-10.ISBN: 03091325

Coombes, Brad ; Johnson, Jay T. ; Howitt, Richard, Indigenous geographies III: Methodological innovation and the unsettling of participatory research, SAGE Publications, 2014-12.ISBN: 03091325

A World of Many Worlds.

Kohn, Eduardo, Strier, KB ; Brenneis, D, Anthropology of Ontologies, Annual Reviews, 2015-10-21.ISBN: 00846570

Scott, Michael W., The anthropology of ontology (religious science?), Blackwell Publishing Ltd, 2013-12.ISBN: 13590987

Viveiros de Castro, Eduardo ; Skafish, Peter, Peter Skafish, Cannibal Metaphysics, University of Minnesota Press, 2015-11-01.ISBN: 9781937561215

de Castro, Eduardo Viveiros, Who is Afraid of the Ontological Wolf?: Some Comments on an Ongoing Anthropological Debate, Berghahn Journals, 2015-04-01.ISBN: 03057674

[Correction]: Who is Afraid of the Ontological Wolf? Some Comments on an Ongoing Anthropological Debate, Berghahn Journals, 2015-10-01.ISBN: 03057674

Additional Notes: Students on the module will need to make their own travel arrangements for attending the residential Theory School (and Postgraduate Conference, where appropriate). For students on the module the cost of attending the residential Theory School (and Postgraduate Conference, where appropriate) will be covered by the Department (i.e. accommodation and subsistence).

GEGM20 Dissertation

Credits: 60 Session: 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr A Rogers

Format: c.4 hrs contact per student, plus c.4 hr presentation sessions, c.1 hr project planning selection meeting.

Delivery Method:

On-campus provision is delivered through a combination of individual meetings, group meetings, presentations, and supervision according to the chosen research topic.

With the diverse nature of dissertations in mind, students may need to work off-site or in the field during part of their research period.

There may be change in delivery of module e.g. from in-person to on-line synchronous.

Choice of Dissertation topic may be limited by covid-19 restrictions (i.e. restricted choice of topic/method, use of secondary data etc.).

Module Aims: The dissertation is an original, substantive and independent research project in any aspect of Human Geography, and engaging topics of society, environment and global change. It is typically based on approximately four months work, comprising primary research, analysis and write-up.

The end result should be a 10,000 word dissertation.

Support is provided by a staff supervisor and through student-led discussions. There will also be an opportunity to give constructive feedback to other students undertaking related research projects, learning from their research problems and their subsequent solutions. A presentation session (July) will be used to communicate provisional findings and gather feedback from staff and peers.

Module Content: The dissertation is an original, substantive, and independent research project focused on an aspect of Human Geography that is supervised by one or more appropriate members of academic staff. The dissertation is presented as a 10,000 word (maximum) report and supported through meetings with the assigned supervisor.

The dissertation provides an opportunity for students to develop and undertake an independent, substantial and original research project that complements and reports on a topic of interest on the Masters Program. Dissertation work is usually done from June to mid-September in the second and third periods of study. However, work can be started at any time and before this date, and students are encouraged to start their research early. An initial Dissertation meeting will be held in TB1 where the dissertation will be introduced and the date of submission. However, in recognition of the fact that many Masters level students have already identified areas of significant expertise, have other responsibilities including caring roles, or would like to undertake projects that require extended monitoring or fieldwork, students may identify a research topic and approach and discuss it with a coordinator / potential module supervisors to develop their research ideas at any time in TB1 or TB2. In developing their ideas, students are asked to write a concise project proposal and conduct background literature reviews at this early stage of project development.

Once students have identified an appropriate research topic and research question, an academic supervisor will be appointed who will work with the student to further refine the thesis and approve the topic and scope of the study. They will also provide supervision through the research process. Students refine their dissertation ideas and develop their research throughout TB2. A meeting held at the beginning of semester 2 will provide an opportunity to answer students' questions about the module and monitor progress. At the end of the examination period, it is expected that students will have chosen an appropriate topic for their dissertations, and that these have been approved and ready to embark on the research (if they have not already done so).

Full-time students are expected to work full-time on their dissertations throughout the research period. Students are expected to be proactive in arranging meetings with their supervisors. Students are provided with a supervision record and a meeting guide for at least 10 hours of supervision provided to them during the research period. The record of supervision is available on Canvas and should be submitted as a mandatory part of the "Administrative Annex". Where a student's bursary conditions require that time is spent with an industrial partner, students will also need to monitor this contact, in addition to supervision at the University. During the research period, individual and group meetings are held to give students the opportunity to discuss any concerns, discuss progress etc. These sessions will include a mandatory presentation (July) in which the student will be required to present their research strategy, results and progress to date. Presentation is accompanied by peer group discussion and questions. There will also be an opportunity to give constructive feedback to fellow students undertaking related research projects, learning from their research experiences. Written feedback will be provided to students following the presentations.

Intended Learning Outcomes: At the end of this module the student should be able to:

- Identify an appropriate research topic and contextualize this research within contemporary debates in Human Geography.
- Execute a sustained programme of research in Human Geography
- Survey and critically engage with the literature relevant to the research programme
- Understand and work within health and safety legislation (including covid regulations) and ethical guidelines.
- Identify, justify and conduct an appropriate methodology and utilize appropriate analytical and presentational techniques to coherently explore their research topic.
- Present early findings and situate the work within a field of research.
- Locate the results of their own research within contemporary debates in Human Geography research.

Assessment: Dissertation (100%)

Assessment Description: Submission of research dissertation (maximum 10,000 words) in September.

Moderation approach to main assessment: Universal Double Blind Marking of the whole cohort

Assessment Feedback: Feedback during the research/write-up process provided verbally and in writing via supervisor through the formal supervision meetings and meeting record reports. Feedback on strengths/weaknesses of dissertation available after release of result.

Supervisors may comment on a draft of the essay, which will be submitted to them within a reasonable time period (at least 3 weeks before submission). The review does not take the form of a formal assessment or proof reading, but acts as an opportunity to provide broad feedback and identify the main areas of concern or areas for further development during the remaining time.

Group and individual meetings are held throughout the year to offer students the opportunity to discuss concerns and progress etc. These sessions will consist of one mandatory presentation (c. July) where students will be required to present their research strategies, results and progress to date. Each presentation will be followed by a peer group discussion and questions. There will also be an opportunity to give constructive feedback to fellow students undertaking related research projects, learning from their research experiences. Written feedback will be provided to students following this meeting.

Failure Redemption: Resubmit dissertation. Ability to resubmit the dissertation within 3 months. This re-submission carries 100% of the marks.

Additional Notes: Available to students enrolled on the MSc in Society, Environment and Global Change and the MSc in Social Research Methods.

Dissertations may only be submitted for examination following the successful completion of Part One. To succeed, dissertations must have a mark of 50% or higher. The dissertation has a relative value of 0.5 (ie Part 1 equivalent value) when calculating the final MSc degree classification. A full-time thesis is normally conducted from June to mid-September in the second and third periods of study. However, in recognition of the fact that many Masters level students have significant areas of interest / expertise, external roles and responsibilities including care work, and/or would like to undertake projects that require monitoring or extended fieldwork, dissertation work may begin at any time before this date (subject to approval of the subject by their supervisors) and students are encouraged to begin their research early.

As a personal choice, or in some cases as a result of bursary conditions, students may wish / need to undertake a research project in partnership with industry. All subjects and details of a partnership must be approved by the module coordinator and academic supervisor before the student begins the research. Please note that supervisors have many duties as well as offering guidance and support to students writing their dissertations, including research and fieldwork abroad. You should therefore assume that your supervisor in Swansea cannot be contacted throughout the entire research period.

TRAETHAWD DRWY YR IAETH CYMRAEG - DISSERTATION THROUGH THE WELSH LANGUAGE
Gwahoddir myfyrwyr Cymraeg i gyflwyno eu traethawd hir yn y Gymraeg. Fodd bynnag, nid oes gorfodaeth arnynt i

wneud hynny os yw'n well ganddynt ysgrifennu yn Saesneg. Rhaid i fyfyrwyr sy'n bwriadu cyflwyno eu traethawd hir

yn y Gymraeg hysbysu cydlynedd y modiwl, a chofrestru eu diddordeb gyda Swyddfa Gweinyddu Dysgu'r Coleg

erbyn y dyddiad olaf a nodir gan y Brifysgol.

Fel arfer, cynhelir sesiynau goruchwyllo / tiwtorialau / seminarau yn Saesneg, gan adlewyrchu gallu ieithyddol

presennol staff yr Adran Daearyddiaeth. Ymdrechir i sicrhau bod y traethawd hir yn cael ei farcio gan siaradwr

Cymraeg sydd â'r arbenigedd perthnasol. Fodd bynnag, os na fydd hynny'n bosibl, efallai y bydd angen cyfieithu'r

traethawd hir. Dylai ymgeiswyr fod yn ymwybodol y gall hyn arwain at beth oedi yn y broses asesu.

Mae'r un meini prawf fformatio a chosbau'n ddilys ar gyfer traethawd hir yn y Gymraeg neu'r Saesneg.

Dylai'r

ddogfen ysgrifenedig fod o'r safon a'r ansawdd a ddisgwylir ar lefel gradd uwch. Efallai y bydd o gymorth i fyfyrwyr

sy'n ysgrifennu yn y Gymraeg i gynnwys geirfa o'r termau allweddol yn y flaendalen/ mewn atodiad i'r ddogfen a

gyflwynir.

(Translation: Welsh-speaking students are invited to submit their thesis through the medium of Welsh, although they

are not obliged to do so if they would prefer to write in English. Students planning to submit their dissertation in

Welsh are required to notify their module co-ordinator and to register their interest with the Teaching and Administration Office by the specified University deadline.

Supervisions/Tutorials/Seminars will normally be held in English reflecting the current linguistic competences within

the Department of Geography. Effort will be made for the dissertation to be marked by a Welsh speaker with

relevant expertise, however, where this is not possible, the dissertation may require translation. Candidates should

be aware that this may result in a slight delay to the assessment process.

For dissertations submitted through the medium of Welsh, the same formatting criteria and penalties apply as for

the English language submissions. The written document should be of a quality and to a standard that is

expected
for a higher degree. Students writing in Welsh may also find it helpful to incorporate a glossary of key-terms
as a
cover page/Appendix within the submitted document).

GEGM22 Geographical Information Systems

Credits: 20 Session: 2023/24 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof AJ Luckman, Dr RJ Fry, Dr Y Sun

Format: 32

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: Online asynchronous mini-lectures and demonstrations, remote or in-person computer lab access for working through exercises at a time to suit the student, one hour per week timetabled in-person contact for help and advice, and 3 hours per week synchronous timetabled help session via zoom

Module Aims: This module will provide students from a range of disciplines including Geography and Bioscience with a comprehensive understanding of Geographic Information Systems, and key practical skills in the market-leading open-source GIS software tool Quantum GIS (QGIS). At the end of the module students will know how and where to acquire geospatial data, how to combine and analyse these data for specific objectives, and how to visualise primary and derived data in the form of maps.

Module Content: INTRODUCTION

This module will provide students from a range of disciplines including geography and bioscience, with a comprehensive understanding of Geographical Information Systems and key skills in using GIS within their research work and future careers. It will take a hands-on approach in a computer lab, combined with a series of lectures, to address the learning outcomes. Emphasis will be placed on equipping students with practical skills in the Quantum GIS (QGIS) software, and giving them the ability to import, combine, spatially analyse, and map a range of data from field survey, government agencies and census statistics.

INDICATIVE LECTURE TOPICS

- Introduction to GIS in Geography and Bioscience
- Sources and types of geospatial data relevant to Geography and Bioscience
- Aspects of visualizing and manipulating data from understanding the geographic reference frame through to spatial filters, spatial interpolation and map projections
- Approaches to querying data including combining attributes, selection of elements using spatial and attribute data, containment within regions and selection through proximity
- Elements of data analysis including spatial statistics, analysis of road and other communication networks, and surface elevation studies including line-of-sight visibility
- Basics of mapping and map design from cartographic principles, through symbolism and generalization, to human perception of space and essential reference data.

INDICATIVE COMPUTER PRACTICAL EXERCISES

- Importing and manipulating GIS layers
- Digitising and geocoding new data
- Querying, measurement and retrieval
- Raster and vector analysis
- Combining layers using containment and buffering
- Analysis of pathways within a transport network
- Topographic analysis, visualisation and viewsheds

Intended Learning Outcomes: At the end of this module, the student will:

- 1) Have a critical awareness of the purpose, scope and potential applications of Geographical Information Systems (GIS).
- 2) Understand the nature of geospatial data and be able to critically evaluate a range of geospatial data types.
- 3) Be able to synthesize a range of primary (e.g. GPS, remote sensing) and secondary (e.g. Ordnance Survey, UK census) sources of geospatial data.
- 4) Be familiar with the QGIS software package whilst having a critical awareness of the strengths and weaknesses of alternative commercial and freeware GIS software tools.
- 5) Have the skills to import, combine and synthesize geographic data from multiple map sources in QGIS.
- 6) Understand data standards and formats such as GeoTiff, Shape Files and KML, and be able to exchange geospatial data between software packages.
- 7) Be skilled in applying a range of GIS analysis tools from basic data editing to view-shed and network analysis.
- 8) Be able to critically evaluate maps using cartographic principles and results from advanced applications of GIS, based on case studies from epidemiology, demography, biological habitat mapping and geography.
- 9) Have the skills to develop a GIS project from basic data sourcing to spatial analysis and map visualization.

Assessment:	Coursework 1 (10%)
	Coursework 2 (20%)
	Coursework 3 (10%)
	Coursework 4 (60%)

Assessment Description: Coursework 1: Specimen Map. Individual formative assignment submitted through Turnitin and marked online
Coursework 2: Project proposal with map of indicative dataset. Individual Turnitin assignment submitted through Turnitin and marked online
Coursework 3: Multiple Choice Quiz. Individual randomized MCQ based on the course content and marked automatically online
Coursework 4: Project report. Individual summative assignment submitted through Turnitin and marked online

Moderation approach to main assessment: Moderation of the entire cohort as Check or Audit

Assessment Feedback: Student will receive feedback within 3 weeks of submission on all assignments. Feedback will include both individual formative comments and general group comments.

Failure Redemption: Resubmit failed component(s)

Reading List: QGIS, QGIS Tutorial.

D. Ian Heywood author., Sarah Cornelius author.; Steve Carver author., An introduction to geographical information systems / Ian Heywood, Sarah Cornelius, Steve Carver., Harlow : Pearson Education Limited, 2011. ISBN: 9780273722595

Paul. Longley, Geographic information science & systems / Paul A. Longley, University College London, UK, Michael F. Goodchild, University Of California, Santa Barbara, USA, David J. Maguire, Birmingham City University, UK, and David W. Rhind, City University, London, UK., Hoboken, NJ : Wiley, 2015. ISBN: 9781118676950

Burrough, P. A., author., McDonnell, Rachael, author.; Lloyd, Christopher D., author., Principles of geographical information systems, Oxford University Press, 2015. ISBN: 9780198742845

Christopher B. Jones, Geographical information systems and computer cartography / by Christopher B. Jones., Longman, 1997. ISBN: 9780582044395

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

This module is available to all postgraduate students within the Faculty of science and engineering, Medicine and Human and Health Sciences. Student should be familiar with basic computing and will benefit from numeracy skills.

GEGM26 Climate Science and Policy

Credits: 20 Session: 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof T Murray

Format:

Contact Hours will be delivered through a blend of live activities online and on-campus, and may include, for example, lectures, seminars, practical sessions and Academic Mentoring sessions.

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

Campus

Module Aims: This module will develop critical thinking about the role of science, especially climate science, in society. This role will be discussed in terms of what is desirable, what is practical and what is the present reality. We will focus on a few specific areas; what climate science tells us about what we should do as a society; what current policy is and what is needed; how science provides advice to policy-makers (especially through the activities of bodies such as the Intergovernmental Panel on Climate Change); and the symbiotic/antagonistic relationship between science and the media. During the module you will be challenged to think about familiar topics in new ways - from the ownership of the information you consume to the role of housing, agriculture and business in a post-carbon society. We will also consider the communication of climate science topics to scientists, the general public and to policy makers.

Assuming there are no covid restrictions this module will be taught in a mixed format - there will be one or two face-to-face field trips, meetings and role playing sessions - but in order to allow visiting speakers from the widest range of sources - most sessions will be delivered online.

Module Content: Sample syllabus (details will change from year-to-year)

Climate Science and Policy, lectures, seminars and discussions

WEEK 1: Introduction / format of the module; The scientific method; Peer Review; Intro to the EN-ROADS simulator. Distribution of talk symposium topics.

WEEK 2: Visiting speaker; Science and the media; Assignment: critique of article.

WEEK 3: Visiting speaker; Science, risk and policy.

WEEK 4: NO SESSION

WEEK 5: Visiting speaker; Student talk symposium: [Topics: Extinction Rebellion; IPCC; Climate Change Committee; NRW; SPECIFIC, Institute for Government, IPCC topics].

WEEK 6: Citizen's assembly report <https://www.climateassembly.uk/recommendations/index.html> (Links to an external site.) Two visiting speakers.

WEEK 7: Visiting speaker; Feedback on critique. Science into stories... Getting science into the media, press releases; Assignment: writing a press release

WEEK 8: 2nd part of student talk symposium.

WEEK 9: Two visiting speakers.

WEEK 10: 23rd April World Climate Summit simulation <https://www.climateinteractive.org/programs/world-climate/> 6 bloc simulation plus possibly Extinction Rebellion => teams of 3 or 4 people, 3 rounds negotiations, ~20 minutes ea

Typical visiting speaker topics:

Purpose, People, Play - we are the leaders we are waiting for

Calculating and reducing the carbon footprint of Swansea University

Solutions to fuel poverty and climate change in the built environment

What is farming for? Agriculture and Climate Change in the UK

Why net zero is not enough

Well-being of future generations (Wales) act, 2015, The Environment Act and the Climate Emergency

IPCC, how it works and is it fit for purpose?

Natural Resources Wales, Welsh environmental legislation and the climate emergency

Use of activism to provoke behaviour change - Extinction Rebellion

Intended Learning Outcomes: At the end of this module you will have developed understanding of:

- the role of an individual in the climate system and your own carbon footprint
- inputs into climate models and the changes that are needed in society to limit climate warming to below 1.5/2.0 degrees C as per the Paris agreement
- current UK policy on climate change, including net zero - and whether this is sufficiently ambitious
- the role of different aspects of the UK economy in climate change (business, agriculture etc)
- the international basis for tackling climate change and the role of and challenges for different countries
- the workings and findings of the IPCC and other climate related policy bodies
- the way that science and the media interact and the ownership and influences on the media we consume

Assessment:

- Participation Exercise (5%)
- Coursework 1 (25%)
- Coursework 2 (30%)
- Coursework 3 (40%)

Assessment Description: Participation Exercise- Contribution and engagement (Throughout course, 5%)
Coursework 1- Press release & critique of media article (31/10/2022, 25%) individual mark
Coursework 2- INDC document (29/11/2022, 30%) group mark
Coursework 3- Reflective essay (15/12/2022, 40%) individual mark

Moderation approach to main assessment: Moderation by sampling of the cohort
Assessment Feedback: Via online marking and feedback in class sessions
Failure Redemption: Resit coursework / alternative essay if coursework cannot be resat
Reading List: Nelkin, Dorothy., Selling science : how the press covers science and technology / Dorothy Nelkin., W.H. Freeman., c1995..ISBN: 9780716725954 Gregory, Jane., Miller, Steve., Science in public : communication, culture, and credibility / Jane Gregory and Steve Miller., Perseus Pub.,, 2000.ISBN: 9780738203577 Mark C. Serreze author., Roger G Barry (Roger Graham), 1935- author., The Arctic climate system / Mark C. Serreze, University of Colorado at Boulder, Roger G. Barry, University of Colorado at Boulder., New York, NY, USA : Cambridge University Press, 2014.ISBN: 9781107037175
Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.
Available to visiting postgraduate students with permission of scheme coordinator.

GEGM28 Society-Environment Relations

Credits: 20 Session: 2023/24 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr A Rogers, Prof MA Doel, Dr CM Muellerleile

Format: 22 hours of seminars (2 hours per week for 11 weeks) and 5 hours of encounters (x1 session of 2 hours x1 session of 3 hours e.g. exhibition visit), plus 1 hour of assessment guidance (28 hours in total).

Delivery Method: 22 hours of seminars (2 hours per week for 11 weeks) and 5 hours of encounters (x1 session of 2 hours x1 session of 3 hours e.g. exhibition visit), plus 1 hour of assessment guidance (28 hours in total).

Individual meeting with tutor to discuss essay topic.

Reading/Private Study 100

Preparation for encounters 20

Preparation for Assessment 80

Total Notional Hours 200

Module Aims: This module will ensure that students have the critical foundations for a sophisticated consideration of the entanglements between social and environmental worlds, and of the role that Human Geography has played in developing these understandings. The module opens with a conceptual consideration of society-environment relations, and how this is embedded within both historical and contemporary trajectories of geographic thought. The module then considers ten concepts through which we might think – and rethink – these entanglements between humans, non-humans and the environment. In so doing it highlights how geographers can contribute to thinking afresh about global change. The module is taught through seminars, but also encourages students to reflect critically on the ideas presented via 2 creative encounters (e.g. a film, an artwork) and through a reflective reading journal.

Module Content: The course will proceed through two hour seminars orientated around a conceptual theme through which society-environment entanglements can be explored geographically. After an introductory session, ten key ideas will be explored. This will be accompanied by encounters with films, artworks, or other media that allow for critical reflection on core approaches.

The precise concepts that will be discussed in each year will vary depending on the state of the discipline as well as staff availability and interest. Nevertheless, a typical delivery programme might look like this:

Week 01 Introduction: Entanglements of Environment, Society and Geography (2 hour seminar)

Week 02: Anthropocene (2 hour seminar) PLUS Assessment workshop (1 hour)

Week 03: Decolonisation (2 hour seminar)

Week 04: Resistance (2 hour seminar) PLUS Creative Encounter 2 (3 hours)

Week 05: Endurance and Resilience (2 hour seminar)

Week 06: Creativity (2 hour seminar) PLUS Creative Encounter 1 (2 hours)

Week 07: Kin and Connection (2 hour seminar)

Week 08: Care (2 hour seminar)

Week 09: Neoliberalism (2 hour seminar)

Week 10: Waste (2 hour seminar)

Week 11: Debt (2 hour seminar)

<p>Intended Learning Outcomes: By the end of the module, students will be able to:</p> <ul style="list-style-type: none"> *Apply complex ideas to think critically about the entanglements between society and the environment, particularly through a geographical lens. *Analyse the importance of theory and practice, particularly via cultural artefacts, as modes of critical intervention into society-environment relations *Critically analyse and reframe complex ideas in the field of society, the environment and global change. *Evaluate competing perspectives on human, non-human and environmental relations founded on different understandings of these key terms. *Critically reflect on key ideas in the module's syllabus through the production of a reading journal. *Critically apply key ideas through an analysis of a cultural artefact 	
Assessment:	<p>Coursework 1 (30%) Coursework 2 (60%) Coursework 3 (10%)</p>
<p>Assessment Description: Coursework 1 - 1,800 words analysis of 1 creative encounter using key ideas and literatures from the course - plus references.</p> <p>Coursework 2 - individual essay where they critically discuss a real world example, issue or debate in relation to the academic literatures discussed. This is to be a maximum of 2,500 words plus references.</p> <p>Coursework 3 - participation. Students will be responsible for writing a very short response to three prompts on a canvas discussion board before each seminar. These include something they enjoyed, something they found challenging, and two questions the readings raised for them. Their contributions will be assessed across nine seminars.</p>	
<p>Moderation approach to main assessment: Moderation by sampling of the cohort</p>	
<p>Assessment Feedback: Feedback will be provided individually on canvas in a written format. Group feedback will also be provided via canvas so that students can see where they sit in relation to their peers , as well as being able to see common issues. All marks will be awarded according to the PGT marking criteria.</p> <p>For Coursework 3, feedback will be provided individually via email.</p>	
<p>Failure Redemption: The Pass mark for modules will be set at 50%. Credits will be awarded to candidates who pass a module (toleration regulations apply). If the mark is <40% they will be offered a resit. If the mark is between 40% and 49% then they can opt to tolerate 20 credits (1 module) and can then progress to part 2. MSc students have the option to resit all their modules in August.</p>	

Reading List: Parsons, Laurie (Lecturer in human geography), author., Carbon colonialism : how rich countries export climate breakdown, Manchester University Press, 2023 - 2023.ISBN: 9781526169181
Castree, Noel, 1968-, Making sense of nature, Routledge, 2013.ISBN: 9780415545501
Tsing, Anna Lowenhaupt., The mushroom at the end of the world : on the possibility of life in capitalist ruins, Princeton University Press, 2015.ISBN: 9780691162751
Giraud, Eva Haifa, 1984- author., What comes after entanglement? : activism, anthropocentrism, and an ethics of exclusion, Duke University Press, 2019.ISBN: 9781478007159
Yusoff, Kathryn, author., A billion black Anthropocenes or none, University of Minnesota Press, 2018 - 2018.ISBN: 9781452961057
Puig de la Bellacasa, Maria, author., Matters of care : speculative ethics in more than human worlds, University of Minnesota Press, 2017.ISBN: 9781452953465
Haraway, Donna Jeanne, author., Staying with the trouble : making kin in the Chthulucene, Duke University Press, 2016.ISBN: 9780822362142
Lorimer, Jamie, 1979- author., The probiotic planet : using life to manage life, University of Minnesota Press, 2020.ISBN: 9781452963426
Castree, Noel, 1968- editor.; Braun, Bruce, 1964- editor., Social nature : theory, practice, and politics, Blackwell Publishers, 2001.ISBN: 0631215670
The Care Collective., Chatzidakis, Andreas, contributor.; Hakim, Jamie, contributor.; Littler, Jo, contributor.; Rottenberg, Catherine, contributor.; Segal, Lynne, contributor., The care manifesto : the politics of interdependence, Verso Books, 2020 - 2020.ISBN: 9781839760969
Castree, Noel, 1968- editor.; Hulme, Mike, 1960- editor.; Proctor, James D., 1957- editor., Companion to environmental studies, Routledge, 2018 - 2018.ISBN: 9781138192201
Maslin, Mark, author., How to save our planet : the facts, Penguin Life, 2021.ISBN: 9780241472521
Klein, Naomi, 1970- author., Hot money, Penguin Books, 2021.ISBN: 9780141996882
Hitchings, Russell, author., The unsettling outdoors : environmental estrangement in everyday life, John Wiley & Sons, Inc., 2021 - 2021.ISBN: 9781119549123
Mc Cluskey, Emma, From Righteousness to Far Right : An Anthropological Rethinking of Critical Security Studies, McGill-Queen's University Press.ISBN: 0773558136
Van Dooren, Thom, 1980- editor.; Chrulew, Matthew, editor., Kin : thinking with Deborah Bird Rose, Duke University Press, 2022.ISBN: 9781478015420
E. C. Ellis, Anthropocene: A Very Short Introduction, OUP, 2018.ISBN: 9780191834738
C. Hamilton, Defiant Earth: The Fate of Humans in the Anthropocene, Polity, 2017.ISBN: 978-1-509-51978-1
B. Latour, Facing Gaia: Eight Lectures on the New Climate Regime, Polity, 2017.ISBN: 978-0-745-68437-6
J. Derrida, The Beast and the Sovereign, Volume 2, University of Chicago Press, 2011.ISBN: 9780226144405
J. Roffe and H. Stark, Deleuze and the Non/Human, Palgrave Macmillan, 2015.ISBN: 978-1-137-45369-3
R. Gasché, Geophilosophy: On Gilles Deleuze and Félix Guattari's What is Philosophy?, Northwestern University Press, 2014.ISBN: 9780810167421
S. Gaston, The Concept of World From Kant to Derrida, Rowman & Littlefield, 2013.ISBN: 978-1-78348-002-9
P. Hallward, Out of This World: Deleuze and the Philosophy of Creation, Verso, 2006.ISBN: 9781789602401
Stiegler, Bernard, The Neganthropocene, Open Humanities Press, 2018.ISBN: 1785420496
Weisman, Alan., The world without us, Picador/Thomas Dunne Books, 2008 - 2007.ISBN: 9780312427900
Zalasiewicz, J. A., Freedman, Kim., The earth after us what legacy will humans leave in the rocks?, Oxford University Press, 2008.ISBN: 1281975699
Latour, Bruno author., Porter, Catherine, 1941- translator., Down to earth : politics in the new climatic regime, Polity Press, 2018.ISBN: 9781509530564
Naas, Michael, author., The end of the world and other teachable moments : Jacques Derrida's final seminar, Fordham University Press, 2015.ISBN: 0823263290
Derrida, Jacques., Mallet, Marie-Louise., The Animal That Therefore I Am, Fordham University Press, 2008.ISBN: 0823246876
Derrida, Jacques., Bennington, Geoffrey., The beast and the sovereign, The University of Chicago Press, 2009.ISBN: 9780226144283
Derrida, Jacques, author., Kamuf, Peggy, 1947- editor.; Brault, Pascale-Anne, editor.; Naas, Michael, translator., Life death, University of Chicago Press, 2020.ISBN: 022670114X
Haraway, Donna Jeanne., When species meet, University of Minnesota Press, 2008.ISBN: 0816654034
Haraway, Donna Jeanne, author., Manifestly Haraway, Univ Of Minnesota Press, 2016 - 2016.ISBN:

1452950148

Inwood, M. J., 1944-2021., Heidegger : a very short introduction, Oxford University Press, 2000.ISBN: 9786611769963

Kohn, Eduardo., How Forests Think Toward an Anthropology Beyond the Human, University of California Press, 2013.ISBN: 0520956869

McCance, Dawne, 1944- author., The reproduction of life death : Derrida's La vie la mort, Fordham University Press, 2020 - 2019.ISBN: 0823286282

Guattari, Félix, 1930-1992., Genosko, Gary., The three ecologies, Athlone Press, 2000.ISBN: 0485006081

Deleuze, Gilles, 1925-1995., Guattari, Félix, 1930-1992.; Parnet, Claire., On the line, Semiotexte, 1983.

Deleuze, Gilles, 1925-1995., Guattari, Félix, 1930-1992., What is philosophy?, Verso, 1994.ISBN: 0860914224

Deleuze, Gilles, 1925-1995 author, Guattari, Félix, 1930-1992, author; Massumi, Brian, translator, A thousand plateaus : capitalism and schizophrenia, University of Minnesota Press, 1987.ISBN: 0816614024

Saldanha, Arun, author., Space after Deleuze, Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2017.ISBN: 9781441111883

Flaxman, Gregory., Gilles Deleuze and the fabulation of philosophy. Volume 1, Powers of the false, University of Minnesota Press, 2012.ISBN: 0816678405

Hallward, Peter., Out of this world : Deleuze and the philosophy of creation, Verso, 2006.ISBN: 9781844675555

Stivale, Charles J., Gilles Deleuze : key concepts, McGill-Queen's University Press, 2005.ISBN: 9780773529854

Bonta, Mark, 1969-, Protevi, John, 1955-, Deleuze and geophilosophy : a guide and glossary, Edinburgh University Press, 2004.ISBN: 9780748618392

Wainwright, Joel, author., Mann, Geoff, author., Climate leviathan : a political theory of our planetary future, Verso, 2018 - 2018.ISBN: 1786634317

Moore, Jason W., author., Capitalism in the web of life : ecology and the accumulation of capital, Verso, 2015.ISBN: 9781781689028

I. Buchanan and G. Lambert, Deleuze and Space, Edinburgh University Press, 2005.ISBN: 9780748618743

Additional Notes: Module code reserved by r.muxworthy on 16/03/2021 10:18:58

GEGM29 Crisis and Global Change

Credits: 20 Session: 2023/24 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr A Closs Stephens, Dr RG Smith

Format: 20 hours of lectures and seminars. 4 hours of workshops. 2 hours essay plan surgery. 8 hours field visit.

Delivery Method: Contact hours and delivery method: 10 x 2 hour lectures and seminars (20 hours); 2 x 2 hour workshops (4 hours); 1 x 2 hour essay writing surgery; 1 x 8 hour field visit. Total: 34 hours. Private study 100 hours. Prep for assessment 50 hours. Prep for workshops 16 hours. Total 200 hours.

Module Aims: 'Crisis and Global Change' is a compulsory module for the MSc in Society, Environment and Global Change.

One part of this module is designed to provide an advanced introduction to key geographical concepts and frameworks for addressing global crises. This includes asking how we approach and understand 'crisis'? How in particular do we develop critical approaches for understanding and evaluating different crises? And at what scale are different crises addressed, by governments as well as various institutions and organisations? We will address how crises impact people and place unevenly, how crises for some are opportunities for others, what moments of crisis reveal about broader dynamics of power, identity, inequality and violence, and finally how crises also present moments for thinking about change in the world around us.

The second part of the module is designed to allow students to explore particular urgent issues and debates in more depth. These will change in any given year, and will draw on staff's research expertise. It will include a focus on topics such as: The Pathologies of Global Cities; Financial and Economic Crises and Resilience; the Global Politics of Nationalism; Migration, Race, Memory and Culture; Imagining Climate Change; and Sustainability and the Politics of Place. These topical lectures will give students an opportunity to develop a deeper understanding of some global crises, and to consider how crises interconnect.

The module will conclude by considering questions about how we respond to crises, looking at the role of cities, communities, artists, civil society and social movements in engaging social change.

Overall the module is designed so that students develop advanced frameworks for approaching and understanding the geographies of global crises, and for considering how crises interconnect and impact people and place differently. By the end of the module, students will be able to connect theoretical frameworks with discussion of urgent global issues, and feel confident that they have a wide-ranging understanding of how to address debates around crisis and global change.

Module Content: Week 01. Introduction and approaching global crises.
Week 02. Global nationalism: in the aftermath of the Covid-19 pandemic
Week 03. Global nationalism: the 'left behind' and populist politics
Week 04. Global nationalism and the politics of migration
Workshop 1: Times of crisis
Week 05: Global City pathologies and solutions
Week 06: Polycrisis and inequality: social polarization and the super-rich
Week 07: Global city solutions
Workshop 2: Local urban solutions
Week 08: The climate emergency and racial inequalities
Week 09: The climate emergency and what it means to act
Essay writing surgery
Week 10: The climate emergency and new political movements
Field visit: Crisis and everyday life

Intended Learning Outcomes: By the end of this module, students will be able to:

- * Articulate key concepts in the geographical study of global crises, giving key descriptions and definitions.
- * Critically evaluate and assess different frameworks for addressing crises.
- * Apply approaches and frameworks to address topical global crises, by selecting information and developing arguments in written essay form and in an individual presentation.
- * Examine different arguments, approaches and narratives with respect to various global crises
- * Create and posit critical questions with respect to various global crises.
- * Evaluate different ways of addressing and responding to global crises; formulate opinions about various solutions and ways forward; consider crises in relation to the geographies of everyday life.
- * Address questions of global change with specific attention to different audiences and stakeholders

Assessment: Coursework 1 (100%)

Assessment Description: Coursework: Individual essay (1 question to answer from a choice of 3). This will be a 4,000 word maximum essay, engaging core themes from this module. Students will have an opportunity to submit and discuss an essay plan with a member of the teaching team.

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Students will receive individual feedback for each assessment component electronically via the module's Canvas site, within 3-weeks of the submission deadline.

Failure Redemption: The Pass mark for modules will be set at 50%. Credits will be awarded to candidates who pass a module (toleration regulations apply).

If the mark is <40% they will be offered a resit.

If the mark is between 40% and 49% then they can opt to tolerate 20 credits (1 module) and can then progress to part 2.

MSc students have the option to resit all their modules in August.

Reading List: Latour, Bruno author., Porter, Catherine, 1941- translator., *Down to earth : politics in the new climatic regime*, Polity Press, 2018. ISBN: 9781509530564; 9781509530571

Sultana, Farhana, *Political ecology II: Conjunctures, crises, and critical publics*, SAGE Publications, 2021-12. ISBN: 03091325

Edkins, Jenny, author., *Change and the politics of certainty*, Manchester University Press, 2019. ISBN: 1526119013

Lisle, Debbie, *A Speculative Lexicon of Entanglement*, SAGE Publications, 2021-06. ISBN: 03058298

Nixon, Rob, 1954-, *Slow violence and the environmentalism of the poor*, Harvard University Press, 2011. ISBN: 067424799X

Sharma, Nandita Rani, 1964- author., *Home rule : national sovereignty and the separation of natives and migrants*, Duke University Press Books, 2020. ISBN: 147800245X

Bialasiewicz, Luiza ; Eckes, Christina, 'Individual sovereignty' in pandemic times – A contradiction in terms?, Elsevier Ltd, 2021-03. ISBN: 09626298

Basile, Patricia, *Vulnerability, neglect, and collectivity in Brazilian favelas: Surviving the threats of the COVID-19 pandemic and the state's necropolitics*, SAGE Publications, 2022-07-12. ISBN: 00420980

Achille Mbembe, *The society of enmity*.

Angharad Closs Stephens, *What makes a national atmosphere?*.

Bruno Latour on the Covid-19 crisis (2020).

Arundhati Roy, 'We are witnessing a crime against humanity': Arundhati Roy on India's Covid catastrophe.

Victoria J. E. Jones, *Feeling in Suspension: Waiting in COVID-19 Shopping Queues*.

Collecting Covid Questionnaires 2020.

Tim Cresswell, *Valuing mobility in a post COVID-19 world*.

Peter Adey et al., *Pandemic (Im)mobilities*.

Anderson, Benedict R. O'G. (Benedict Richard O'Gorman), 1936-2015., *American Council of Learned Societies., Imagined communities reflections on the origin and spread of nationalism*, Verso, 2006. ISBN: 9781844670864

Martina Tazzioli and Maurice Stierl, " We Closed the Ports to Protect Refugees. " *Hygienic Borders and Deterrence Humanitarianism during Covid-19* M A R T I N A TAZZIOLI.

Erik Ringmar, *The making of the modern world*.

Butler, Judith, 1956-, Spivak, Gayatri Chakravorty., *Who sings the nation-state? : language, politics, belonging*, Seagull Books, 2010 - 2007. ISBN: 9781906497835

Brown, Wendy., *Walled States, Waning Sovereignty*, distributed by the MIT Press, 2017. ISBN: 1942130104

Shilliam, Robbie, 1969- author., *Race and the undeserving poor : from abolition to Brexit*, Agenda Publishing, 2018 - 2018. ISBN: 9781788210386

Wolves are coming back, Manchester University Press. ISBN: 1526147017

Nicholas de Genova, *Rebordering 'the people': Notes on theorizing populism*, 2018.

Mc Cluskey, Emma, *From Righteousness to Far Right: An Anthropological Rethinking of Critical Security Studies*, McGill-Queen's University Press, 2019. ISBN: 9780773556881

Hubbard, Phil, author., *Borderland : identity and belonging at the edge of England*, Manchester University Press, 2022. ISBN: 9781526153876

Ware, Vron, author., *Return of a native : learning from the land*, Repeater, 2022 - 2022. ISBN: 9781913462987

Nicholas de Genova, *Rebordering 'the People': Notes on Theorizing Populism*.

Emejulu, A, *Can 'the people' be feminists? Analysing the fate of feminist justice claims in populist grassroots movements in the United States*.

Hall, Stuart, 1932-2014.; Open University., *Representation : cultural representations and signifying practices*, Sage in association with the Open University, 1997. ISBN: 9780761954323

Cynthia Weber, *Right-Wing Populism, Anti-genderism, and Real US Americans in The Age of Trump*, *The Disorder of Things*, 6 July 2017.

'That which is not a mosque'.

Titley, Gavan, editor.; Freedman, Des, editor.; Khiabany, Gholam, editor.; Mondon, Aurelien, editor., *After Charlie Hebdo : terror, racism and free speech*, Zed Books, 2017. ISBN: 9781783609406

Sontag, Susan, 1933-2004., *Regarding the pain of others*, Penguin, 2004 - 2003. ISBN: 9780141012377

William Allen a , Bridget Anderson b , Nicholas Van Hear b , Madeleine Sumption b , Franck Düvell b , Jennifer Hough c , Lena Rose c , Rachel Humphris d , and Sarah Walker e, *Who Counts in Crises? The New Geopolitics of International Migration and Refugee Governance*.

G Lilie Chouliaraki, *Post-humanitarianism Humanitarian communication beyond a politics of pity* A R T I C L E.

Anna Carasthatis and Myrto Tsilimpounidi, *Reproducing refugees: photographia of a crisis*.

Chouliaraki, Lilie., *The spectatorship of suffering*, SAGE Publications, 2006. ISBN: 9780761970408

Dr. Myrto Tsilimpounidi, PhD.,
Anna Carastathis, PhD., *Critical, The Refugee Crisis - from Athens to Lesbos*.

William Walters and Barbara Luthi, *The politics of cramped space*.

Lilie Chouliaraki, *Post-humanitarianism: humanitarian communication beyond a politics of pity..*

Vicki Squire, *Governing migration through death in Europe and the US: Identification, burial and the crisis of modern humanism*.

Martina Tazzioli & William Walters, *Global Society The Sight of Migration: Governmentality, Visibility and Europe's Contested Borders*.

Lorenzo Tondo, 'I have seen the tragedy of Mediterranean migrants.'

Kathy Burrell

Kathrin H € orschelmann, *Perilous Journeys: Visualising the Racialised " Refugee Crisis "*, 2019.

Sassen, Saskia, author., *The global city : New York, London, Tokyo*, Princeton University Press, 2001. ISBN: 9781400847488

Acuto, Michele, 1984-; Steele, Wendy., *Global city challenges : debating a concept, improving the practice*, Palgrave Macmillan, 2013. ISBN: 9781137286864

Short, John R., Kim, Yeong-Hyun., *Globalization and the city*, Addison Wesley Longman, 1999. ISBN: 9780582369122

McNeill, Donald., *Global Cities and Urban Theory.*, SAGE Publications, 2016. ISBN: 1473933455

Clark, Greg, 1962- author., *Global Cities A Short History*, Brookings Institution Press, 2016. ISBN: 0815728921

Smith, Richard G, *Dubai in extremis*, SAGE Publications, 2014-12. ISBN: 02632764

Smith, Richard G., *Why skyscrapers after Covid-19?*, Elsevier Ltd, 2021-12. ISBN: 00163287

Beaverstock, J.V ; Smith, R.G ; Taylor, P.J, *A roster of world cities*, Elsevier Ltd, 1999. ISBN: 02642751

NÉMETH, JEREMY ; HOLLANDER, JUSTIN, *Security Zones and New York City's Shrinking Public Space*, Blackwell Publishing Ltd, 2010-03. ISBN: 03091317

Moreno, Carlos ; Allam, Zaheer ; Chabaud, Didier ; Gall, Catherine ; Pratlong, Florent, *Introducing the "15-minute city": Sustainability, resilience and place identity in future post-pandemic cities*, MDPI AG, 2021-03-01. ISBN: 26246511

Hamnett, Chris, *Social Polarisation in Global Cities: Theory and Evidence*, Carfax Publishing Company, 1994-04-01. ISBN: 00420980

Sassen, Saskia, author., *The global city : New York, London, Tokyo*, Princeton University Press, 2001. ISBN: 9781400847488

Rowland Atkinson, *How London was Captured by the Super-Rich*. ISBN: 9781788737982

Davis, Mike ; Morrow, Robert, *City of Quartz: Excavating the Future in Los Angeles*, Verso, 2006. ISBN: 1844675688

Hamnett, Chris, *The changing social structure of global cities: Professionalisation, proletarianisation or polarisation*, SAGE Publications, 2021-04. ISBN: 00420980

Lee, Kim-ming ; Wong, Hung ; Law, Kam-ye, *Social polarisation and poverty in the global city: The case of Hong Kong*, SAGE Publications, 2007. ISBN: 00094455

Hamnett, Chris, *Why Sassen is Wrong: A Response to Burgers*, Carfax Publishing Company, 1996-02-01. ISBN: 00420980

Burgers, Jack ; Hamnett, Chris, *No polarisation in Dutch cities? Inequality in a corporatist country. Why Sassen is wrong: a response to Burgers*, 1996-02-01. ISBN: 00420980

Florida, Richard ; Mellander, Charlotta, *The geography of the global super-rich*, Elsevier Ltd, 2019-05. ISBN: 02642751

Atkinson, Rowland, *Necrotecture: Lifeless Dwellings and London's SuperRich*, John Wiley & Sons, Ltd, 2019-01. ISBN: 03091317

Taylor, Peter J. ; Derudder, Ben, *NYLON 2020: The changing relations between London and New York in corporate globalisation*, Wiley Subscription Services, Inc, 2022-03. ISBN: 00202754

Pow, Choon-Piew, *Living it up: Super-rich enclave and transnational elite urbanism in Singapore*, Elsevier Ltd, 2011. ISBN: 00167185

Beaverstock, Jonathan V. ; Hall, Sarah ; Wainwright, Thomas, *Servicing the Super-Rich: New Financial Elites and the Rise of the Private Wealth Management Retail Ecology*, Routledge, 2013-06-01. ISBN: 00343404

Cousin, Bruno ; Chauvin, Sébastien, *Is there a global superbourgeoisie?*, Wiley Subscription Services, Inc, 2021-06. ISBN: 17519020

Butler, Tim ; Lees, Loretta, *Super-gentrification in Barnsbury, London: globalization and gentrifying global elites at the neighbourhood level*, Blackwell Publishing, 2006-12. ISBN: 00202754

Jo Black, Katie ; Richards, Mallory, Eco-gentrification and who benefits from urban green amenities: NYC's high Line, Elsevier B.V, 2020-12.ISBN: 01692046

Cortes, Sayel ; van der Heijden, Jeroen ; Boas, Ingrid ; Bush, Simon, Unpacking the heterogeneity of climate city networks, Elsevier Ltd, 2022-02.ISBN: 02642751

Acuto, Michele, 1984-, author., Global cities, governance and diplomacy : the urban link, Routledge, 2013.ISBN: 0203073819

Curtis, Simon (Lecturer in international politics), author., Global cities and global order, Oxford University Press, 2016.ISBN: 0191804002

Rapoport, Elizabeth, author., Acuto, Michele, 1984- author.; Grcheva, Leonora, author., Leading cities : a global review of city leadership, UCL Press, 2019.ISBN: 1787355454

Beaverstock, Jonathan V. ; Smith, Richard G. ; Taylor, Peter J., World-City Network: A New Metageography?, Taylor & Francis Group, 2000-03-01.ISBN: 00045608

Moreno, Carlos ; Allam, Zaheer ; Chabaud, Didier ; Gall, Catherine ; Pralong, Florent, Introducing the "15-minute city": Sustainability, resilience and place identity in future post-pandemic cities, MDPI AG, 2021-03-01.ISBN: 26246511

McLaren, Duncan, 1965- author., Agyeman, Julian, author., Sharing cities : a case for truly smart and sustainable cities, MIT Press, 2015.ISBN: 0262329719

Hage, Ghassan, author., Is racism an environmental threat?, Polity, 2017 - 2017.ISBN: 9780745692265

Yusoff, Kathryn ; Gabrys, Jennifer, Climate change and the imagination, John Wiley & Sons, Inc, 2011-07.ISBN: 17577780

Bulley, Dan, editor.; Edkins, Jenny, editor.; El-Enany, Nadine, editor.; Okri, Ben, writer of supplementary textual content.; Scraton, Phil, writer of preface., After Grenfell : violence, resistance and response, Pluto Press, 2019 - 2019.ISBN: 9780745339580

Carson, Rachel, 1907-1964., Silent spring, Penguin, 1999.ISBN: 0140273719

Yusoff, Kathryn, author., A billion black Anthropocenes or none, University of Minnesota Press, 2018 - 2018.ISBN: 9781452961057

Andrew Baldwin, Premediation and white affect: climate change and migration in critical perspective, 2016.

Gergan, M., Smith, S., & Vasudevan, P., Earth beyond repair: Race and apocalypse in collective imagination.

Cheryl Harris, Whiteness as property, Harvard Law Review.

Berlant, Lauren Gail, 1957-2021., Cruel optimism, Duke University Press, 2011.ISBN: 9780822351115

Theory, Apocalypse Forever? Post-political Populism and the Spectre of Climate Change.

Lauren Berlant, Cruel Optimism - a podcast.

Debbie Lisle, Waiting for International Political Sociology: A Field Guide to Living In-Between, 2016.

Kathryn Manzo, Imaging vulnerability: the iconography of climate change.

Kathryn Manzo, The usefulness of climate change films, 2017.

The Inconvenience of Other People - Introduction, Lauren Berlant.

Theory, The Politics of Climate Change Is More Than the Politics of Capitalism.

Kum-Kum Bhavnani, John Foran, Priya A. Kurian, Debashish Munshi, Climate Futures: Re-imagining Global Climate Justice.

Rankine, Claudia, 1963- author, Citizen : an American lyric, Penguin Books, 2015 - 2014.ISBN: 9780141981772

Rankine, Claudia, Just us : an American conversation, Penguin Books, 2021.ISBN: 9780141994086

Rebecca Solnit, When the hero is the problem, 2 April 2019.

Madeleine Fagan, Security in the anthropocene: Environment, ecology, escape.

Nicholas de Genova, The European Question.

Engin Isin, Mobile People.

Haraway, Donna Jeanne, author., Staying with the trouble : making kin in the Chthulucene, Duke University Press, 2016.ISBN: 9780822362142

Claudia Rankine, On the Path to Understanding? A Conversation with Claudia Rankine, 9 September 2020.

William E Connolly, Facing the Planetary Entangled Humanism and the Politics of Swarming.

Additional Notes: Module code reserved by r.muxworthy on 16/03/2021 10:21:07

GEGM30 Contemporary Rural Britain	
Credits: 20 Session: 2023/24 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr KH Halfacree	
Format: 32 (30 lectures, 2 films)	
Delivery Method: Lectures and film material; on campus	
<p>Module Aims: This module provides a comprehensive account of the human geography of present-day rural Britain. Substantive issues covered include: the rural economy, both agricultural and non-agricultural; population change in the countryside, especially migration; the development and impact of the town and country planning system in rural areas; the more specific issues of rural housing, accessibility and services, and their link to deprivation; the activities and effects of rural pressure groups; the variety of different groups and experiences found in the countryside, especially focusing on neglected groups; political debates over land use and control; the political structure of rural areas; and the idea that rural Britain is moving from 'productivism' to 'post-productivism'. The module is exclusively focused on Britain during the post-1945 period. It demonstrates that contemporary rural Britain does not conform to the timeless rustic idyll of Laura Ashley designs and chocolate box cottages but is an arena of dynamic change, conflict and compromise.</p>	
<p>Module Content: Topics included in 2022-23 session:</p> <p>Defining rural in 2023: imagination & more Agricultural change since 1945: a revolution Agriculture & the environment: unhappy bedfellows Making a living on the farm: ever a challenge Non-agricultural employment: a neglected majority Coursework 1 introduction Migration & changing rural populations: realising the idyll Poverty, village services & housing: outside the idyll Neglected rural geographies: beyond the idyll Contested rural leisure: discipline, walking & hunting The evolution of rural planning: focus on land use Towards grass-roots rural planning: 'ordinary' voices? & Coursework 2 introduction The politics of farming: corporatism undermined Radical ruralities: low impact alternative settlement Conclusion: towards a 'post-productivist countryside'</p>	
<p>Intended Learning Outcomes: At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> - Outline a comprehensive knowledge and understanding of the socio-economic, political and cultural composition of rural Britain since 1945. - Understand the importance of contrasting theoretical concepts and ideas for explaining these patterns and processes. - Present an informed, contextualised and detailed account of the human geography of rural Britain today. - Summarise both descriptive and more conceptual material concerning contemporary rural Britain in essay form. 	
Assessment:	Examination (50%) Coursework 1 (25%) Group Work - Project (25%)
<p>Assessment Description: CW1 - Individual critical essay on rural representations CW2 - Group or individual project dealing with a specific rural problem in a specific real-life location</p>	
Examination - 2 questions from choice of 6	
Moderation approach to main assessment: Moderation by sampling of the cohort	
Assessment Feedback: Continual assessment feedback in writing on standard department feedback forms	
Failure Redemption: The coursework elements can be resubmitted. The examination element could be replaced by a 2,000-word (maximum) coursework essay.	

Additional Notes: Available to elective, visiting or exchange students. Although clearly a social science Human Geography module, it is accessible to those from other backgrounds.

GEGM31 Violent Geographies

Credits: 20 Session: 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof MA Doel

Format: Lectures ~28
Feedback/Revision ~2
Workshops/Seminars ~2

Delivery Method: Primarily on Campus

Module Aims: The modern world has proven itself to be incredibly brutal and destructive, with the last century being the most destructive century in human history. Not only have new forms of violence and ruination been brought into being and their operation intensified and accelerated (from the industrial slaughter of animals and humans to the wholesale annihilation of environments and populations), but the future itself has been increasingly recast as catastrophic, apocalyptic, and dystopian. It is arguably easier to imagine the end of the world than the end of the modern, capitalist world system. This module explores the violent geographies of the modern world, with particular emphasis on revolutionary, biopolitical, quotidian, and financial violence. A key consideration is the extent to which the alternative 'Capitalism or Barbarism' will be swept away by a resurgence of 'Communism.'

Module Content: The module will engage with topics such as:

- * Requiem for Detroit? Living in the post-industrial ruins
- * Violence in the best of all possible worlds
- * Endless horror: from fairy tales to cat massacres
- * Enlightened killing and industrial slaughter
- * The banality of evil and the lesser evil
- * Divine violence
- * Accumulation through dispossession
- * Zombie capitalism
- * Gothic Marxism
- * Disaster capitalism
- * Biopolitics and thanatopolitics
- * The violence of finance capitalism
- * The communization of capitalism
- * The Idea of communism
- * Militancy and insurrection
- * Desiring revolution
- * Fatal theory

Intended Learning Outcomes: By the end of the module, students should be able to:

- * account for the violent and destructive character of the modern world.
- * explain how new forms of violence and ruination have been brought into being, and why they have been subject to intensification and acceleration.
- * clarify why the future tends to become catastrophic, apocalyptic, and dystopian.
- * identify the violent geographies of the modern world, and distinguish between revolutionary, biopolitical, quotidian, and financial violence.
- * elucidate the connections between Capitalism, Communism, and Commonism.

Assessment: Examination 1 (50%)
Coursework 1 (50%)

Assessment Description: A 2-hour written examination (worth 50% of the total module mark).

The continuous assessment is a photo-essay (worth 50% of the total module mark), comprising a maximum of 12 images, each of which should be accompanied by a maximum of 50 words (i.e. 600 words maximum in total).

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Students will receive examination feedback after exams if taken in January, with comments on scripts. Continual assessment (photo-essay) feedback is given to individuals electronically through Canvas, and cohort feedback is given orally during one of the lectures.

Failure Redemption: The coursework (photo-essay) element can be resubmitted. The examination (2-hour unseen) element would be replaced by a 2,000-word (maximum) coursework essay.

Additional Notes: Module code reserved by m.a.doel on 29/05/2013 03:18:23

PO-M35 Approaches to International Relations

Credits: 20 **Session:** 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr EK Siaw

Format: 1 x 2 hour lecture per week

Delivery Method: All Programmes will employ a blended approach to delivery using the Canvas Digital Learning Platform for live and self-directed online activity, with live and self-directed on-campus activities each week. Students may also have the opportunity to engage with online versions of sessions delivered on-campus

On Campus

Module Aims: The module explores a variety of approaches to the study of international relations. It focuses on key issues which have become central to the subject, notably the changing states system and the emergence of major non state actors, economic globalisation and security studies. It also examines key theoretical approaches, notably realism, liberalism and Marxism; Neo-realism and neo-Liberalism; and reflectivist critiques of rationalism, including constructivism, critical theory, post-structuralism and feminism.

Module Content: Introduction: The Agenda of International Relations

Realism and Anarchy: case study: war

Liberalism and regimes: case studies: the environment and space

Globalisation: case study: poverty

Introduction to 'Reflectivist' critiques

Case study: gender in IR

Security Studies (Mike Sheehan)

Foreign Policy Decision-Making

Case study: Unipolarity and the Role of the US

Great debates workshop

Intended Learning Outcomes: By the end of the module you should have developed:

Your understanding of the contemporary international system's origins and the constraints and influences on state behaviour.

A greater ability to evaluate the major theories of international relations and to apply these to 'real world' case studies.

An appreciation of what can be considered security issues; of the difficulties of achieving security; and of the factors that influence and determine foreign policy-making.

Your ability to undertake systematic, theory-sensitive research into aspects of the inter-state system.

Assessment: Coursework 1 (20%)

Coursework 2 (80%)

Resit Assessment: Coursework reassessment instrument (100%)

Assessment Description: A 1000 -1500 word position paper (20%) and 3500 word essay (80%) in January.

Moderation approach to main assessment: Moderation by sampling of the cohort

Assessment Feedback: Individual written feedback on coursework

Failure Redemption: Re-submit assignment

Reading List: Baylis, John, 1946- editor.; Smith, Steve, 1952- editor.; Owens, Patricia, 1975- editor., The globalization of world politics : an introduction to international relations., Oxford University Press, 2019.ISBN: 9780191864612

de Carvalho, Benjamin ; Leira, Halvard ; Hobson, John M., The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919, SAGE Publications, 2011-05.ISBN: 03058298

Thakur, Vineet ; Smith, Karen, Thakur, Vineet ; Smith, Karen, Introduction to the Special Issue: The multiple births of International Relations, Cambridge University Press, 2021-12.ISBN: 02602105

Smith, Steve ; Dunne, Tim ; Kurki, Milja, International Relations Theories: Discipline and Diversity, Oxford University Press, 2020-12-17.ISBN: 9780198814443

Sanjay Seth, The Limits of International Relations Theory: A Postcolonial Critique,.

Ashworth, Lucian M., Did the Realist-Idealist Great Debate Really Happen? a Revisionist History of International Relations, SAGE Publications, 2002-04.ISBN: 00471178

Dunne, Timothy, 1965- editor.; Kurki, Milja, editor.; Smith, Steve, 1952- editor., International relations theories : discipline and diversity, Oxford University Press, 2021 - 2020.ISBN: 9780191852220

Guilhot, Nicolas, Imperial Realism: Post-War IR Theory and Decolonisation, Routledge, 2014-08-08.ISBN: 07075332

Rose, Gideon, Neoclassical Realism and Theories of Foreign Policy, Cambridge University Press, 1998-10.ISBN: 00438871

Deudney, D. & Ikenberry, G., Liberal World.

Doyle, Michael W, Liberalism and World Politics, Cambridge University Press, 1986-12.ISBN: 00030554

DOYLE, MICHAEL W, Three Pillars of the Liberal Peace, Cambridge University Press, 2005-08.ISBN: 00030554

Dunne, Timothy, 1965- editor.; Kurki, Milja, editor.; Smith, Steve, 1952- editor., International relations theories : discipline and diversity, Oxford University Press, 2021 - 2020.ISBN: 9780191852220

Weiss, Thomas George., Thakur, Ramesh Chandra, 1948-, Global governance and the UN an unfinished journey, Indiana University Press, 2010.ISBN: 1282555197

Callahan, William A., Chinese Visions of World Order: Post-hegemonic or a New Hegemony?, Blackwell Publishing Ltd, 2008-12.ISBN: 15219488

Michael Barnett, The End of a Liberal International Order That Never Existed.

Barnett, Michael, International Progress, International Order, and the Liberal International Order, Oxford University Press, 2021.ISBN: 17508916

Hopf, Ted, The Promise of Constructivism in International Relations Theory, MIT Press, 1998-07-01.ISBN: 01622889

Weldes, Jutta, Constructing National Interests: The United States and the Cuban Missile Crisis, University of Minnesota Press, 1999.ISBN: 9780816631100

Kaufman, Stuart J, Symbolic Politics or Rational Choice? Testing Theories of Extreme Ethnic Violence, MIT Press, 2006-04-01.ISBN: 01622889

BARKAWI, TARAK ; LAFFEY, MARK, The postcolonial moment in security studies, Cambridge University Press, 2006-04.ISBN: 02602105

Hobson, John M, The Twin Self-Delusions of IR: Why 'Hierarchy' and Not 'Anarchy' is the Core Concept of IR, SAGE Publications, 2014-06.ISBN: 03058298

Smith, Steve ; Owens, Patricia ; Baylis, John, Globalization of World Politics: An Introduction to International Relations, Oxford University Press, 2019-12-18.ISBN: 9780198825548

Carpenter, R. Charli, Gender Theory in World Politics: Contributions of a Nonfeminist Standpoint?, Blackwell Publishers Inc, 2002-12.ISBN: 15219488

Cohn, Carol, Sex and Death in the Rational World of Defense Intellectuals, University of Chicago Press, 1987-07-01.ISBN: 00979740

KHALILI, LALEH, Gendered practices of counterinsurgency, Cambridge University Press, 2011-10.ISBN: 02602105

Rahul Rao, The state of 'Queer IR'.

Reus-Smit, Christian, 1961- editor.; Snidal, Duncan, editor., The Oxford handbook of international relations, Oxford University Press, 2008.ISBN: 9780191003257

Dalby, Simon.; O Tuathail, Gearoid., Rethinking geopolitics, Routledge, 1998.ISBN: 1134692129

Epstein, Charlotte, Dunne, Tim ; Hansen, Lene ; Wight, Colin, Constructivism or the eternal return of universals in International Relations. Why returning to language is vital to prolonging the owl's flight, SAGE Publications, 2013-09.ISBN: 13540661

Allison, Graham T., Zelikow, Philip, 1954-, Essence of decision : explaining the Cuban Missile Crisis, Longman, 1999.ISBN: 9780321013491

Bernstein, Barton J, Understanding decisionmaking, U.S. foreign policy, and the Cuban missile crisis, MIT

Press Journals, The, 2000-07-01.ISBN: 01622889

Bendor, Jonathan ; Hammond, Thomas H, Rethinking Allison's Models, Cambridge University Press, 1992-06.ISBN: 00030554

ALLYN, BJ ; BLIGHT, JG ; WELCH, DA, ESSENCE OF REVISION - MOSCOW, HAVANA, AND THE CUBAN MISSILE CRISIS, Mit Press, 1990-12-01.ISBN: 01622889

McKeown, Timothy J, The Cuban Missile Crisis and Politics as Usual, Cambridge University Press, 2000-02.ISBN: 00223816

Sagan, Scott D., Waltz, Kenneth Neal, 1924-, The spread of nuclear weapons : a debate renewed : with new sections on India and Pakistan, terrorism, and missile defense, W.W. Norton, 2002.ISBN: 9780393977479

Sagan, Scott Douglas, Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb, MIT Press, 1996-12-01.ISBN: 01622889

Sagan, Scott Douglas, The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons, MIT Press, 1994-04-01.ISBN: 01622889

Smith, Steve ; Owens, Patricia ; Baylis, John, Globalization of World Politics: An Introduction to International Relations, Oxford University Press, 2019-12-18.ISBN: 9780198825548

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Normally available to all advanced visiting and exchange students and all students pursuing masters degrees at UWS.

PO-M60 Critical Security Studies: Issues and Approaches in Contemporary Security

Credits: 20 **Session:** 2023/24 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Ms L Owen

Format: 1 x 2 hour lecture per week

Delivery Method: Primarily on campus

Module Aims: This MA module will offer students an opportunity to explore a multiplicity of new approaches to the study of international security, and analyse a number of pressing issue-areas within this subject area. The module allows students to engage theoretical debates over the meaning and definition of the concept of security itself and various theoretical approaches to the study of security. The module starts with a traditional understanding of security as 'military security,' by looking at strategic studies. The module then explores the debate regarding the broadening and deepening of security. The first theoretical part of the module also includes: the Copenhagen School, the Welsh School of Critical Security Studies, post-structuralist approaches and feminist approaches. In the second part, the module will use these theoretical lenses to debate prominent security issues increasingly seen to form part of the broadened security agenda, such as the environment, migration, identity, gender and human security.

Module Content: 1. Introduction: Realism and the Nature of Security

2. Strategic Studies

3. Broadening Security

4. Securitisation

5. Critical Security

6. Gender and Security

7. Identity and Security.

8. Case-Study: Environmental Security

9. Case-Study: Disease and Security

10. Case-Study: Migration

Intended Learning Outcomes: By the end of the module, students should be able to:

- Discuss the main approaches to security,
- Compare and contrast different approaches,
- Evaluate the strength and weaknesses of contemporary approaches to security,
- Choose the appropriate framework of analysis to discuss contemporary security issues,
- Select, apply and elaborate on the appropriate conceptual tools to the specific area of security studies,
- Explore the boundaries of 'security studies' as a discipline,
- Make a judgement on whether to adopt a broad or narrow view of security studies and on whether to abandon a state-centric approach to focus on the individual,
- Assess the security impact of contemporary issues such as migration, disease and the environment,

Assessment: Coursework 1 (20%)

Coursework 2 (80%)

Resit Assessment: Coursework reassessment instrument (100%)

Assessment Description:

• Assignment 1: Concept note for extended essay (1000 words) – 20%

• Assignment 2: Extended essay (4000 words) – 80%

Moderation approach to main assessment: Not applicable

Assessment Feedback: Written feedback will be provided on the assessed essay. Students may have individual meetings with the course convenor to discuss assessment performance.

Failure Redemption: Submission of a 5,000 word essay in a subsequent assessment.

Reading List: Ken Booth 1943-, Critical security studies and world politics / edited by Ken Booth., Lynne Rienner Publishers, 2005.ISBN: 1555878261
Laura Sjoberg 1979-, Gender and international security feminist perspectives / edited by Laura Sjoberg., Routledge, 2010.ISBN: 1135240264
Laura Sjoberg 1979-, Gender and international security : feminist perspectives / edited by Laura Sjoberg., Routledge, 2010.ISBN: 9780415475792
Columba. Peoples, Nick Vaughan-Williams, Critical security studies : an introduction / Columba Peoples and Nick Vaughan-Williams., Routledge, 2010.ISBN: 9780415484442
Keith Krause; Michael C Williams (Michael Charles), 1960-, Critical security studies concepts and cases / Keith Krause and Michael C. Williams, editors., University of Minnesota Press, 1997.ISBN: 081668765X
Keith Krause; Michael C Williams (Michael Charles), 1960-, Critical security studies : concepts and cases / edited by Keith Krause and Michael C. Williams., UCL Press, 1997.ISBN: 1857287339

Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.

Available to visiting and exchange students.

PO-M64 Violence, Conflict and Development
Credits: 20 Session: 2023/24 September-January
Pre-requisite Modules:
Co-requisite Modules:
Lecturer(s): Dr Z Kilicoglu
Format: 1 x 2 hour lecture per week
Delivery Method: On Campus
Module Aims: Violence and conflict have been enduring and widespread obstacles to the promotion of sustainable development throughout the latter half of the twentieth century, and the 21st century looks set to continue this pattern. This module examines the roots and causes of conflict and violence in developing nations and explores how and why such conflict emerge even between hitherto seemingly peacefully co-existing communities. The module asks what impact protracted and violent conflict can have upon development prospects and democratisation processes, and examines national and international responses to violence and conflict mediation processes and systems. The module also explores some of the arguments surrounding the use of aid in conflict situations, and examines the extent to which development aid and emergency relief can assist in perpetuating a state of conflict.
Module Content: 1. Definitions and trends of violent conflict and its causes 2. Greed & grievance: conflict in Sierra Leone 3. Misery matters most: Shining Path and guerrilla warfare in Peru 4. Complex Humanitarian Emergencies: armed and non-armed interventions 5. Paradoxes of Humanitarian Aid: intervention, extreme stress and the importance of context amongst conflict-affected communities in Central America 6. The disarmament, demobilisation and reintegration of ex-combatants 7. Post-war recovery: reconstruction and rehabilitation 8. Liberal peace and the dark-side of democracy 9. Security Sector Reform and Transitional Justice 10. Displacement and repatriation
Intended Learning Outcomes: - To be able to appreciate the complexity of the relationship between conflict and (the lack) of development; - to be familiar with general theories and themes relating to conflict, violence and development; - to be aware of definitions and trends in contemporary violent conflicts; - to be able to appreciate the value of both general and in-depth case studies in understanding armed conflicts. - To be able to assess both old and new wars and their causes - To be able to critically assess the role and impact of humanitarian interventions in conflict zones - To have a better understanding of post-war reconstruction and reconciliation processes.
Assessment: Coursework 1 (25%) Coursework 2 (50%) Coursework 3 (25%)
Assessment Description: • Assessment 1: Annotated PowerPoint presentation slides, to be submitted prior to the day of your presentation - 25% • Assessment 2: 2000 word essay - 50% • Assessment 3: 1500 word briefing document/report - 25%
Moderation approach to main assessment: Moderation by sampling of the cohort
Assessment Feedback: individual written feedback on coursework
Failure Redemption: Resit failed components
Additional Notes: Delivery of both teaching and assessment will be blended including live and self-directed activities online and on-campus.
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