



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Environmental Management in the Global South | | |
| Module Code | UBGMPU-30-3 | Level | Level 6 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Contributes towards | | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
|---|
| <p>Features: Module Entry Requirements: 60 credits at level 2</p> <p>Educational Aims: See Learning Outcomes.</p> <p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: working as a team member; time management.</p> <p>Outline Syllabus: The syllabus includes:</p> <p>Theme 1: Political Ecology:</p> <p>Political ecology: the philosophical approach to the module The population environment debate Environmental Policy making in the Developing World Misinterpreting environmental realities in the Developing World Participatory Rural Appraisal: Unlocking the Truth about local environments in the `Developing World</p> |

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Indigenous solutions to environmental management problems
Managing communal property resources
Climate change: The implications for environmental management in the Developing World
Millennium Development Goal 7: Integrating Environmental Management into Development

Theme 2: Managing urban environments in the Global South:
Environmental conditions in rapidly growing urban centre
Planning responses to urban environmental pressures.
Governance and the role of participatory agents in tackling environmental urban issues.
Improving urban resilience in the face of global climate change

Teaching and Learning Methods: Scheduled learning on this module includes lectures, student presentations, small group breakout discussion groups and large group summary discussions.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion.

Theme 1: The Political Ecology of environmental management:
This theme will be delivered using lectures and discussion groups.
Materials will be supplied to students either in the week before or during the lecture which becomes the basis for small group analysis and discussion. Groups then reconvene to summarise and critically analyse the main findings from the sub-groups.

Theme 2: Managing urban environments in the Global South:
This theme will be delivered using lectures and discussion groups.
Materials will be supplied to students either in the week before or during the lecture which becomes the basis for small group analysis and discussion. Groups then reconvene to summarise and critically analyse the main findings from the sub-groups.

Students will receive – on average - 3 hours of contact each week.

The amount of time spent on activities in this module is:

Activity:

Contact time: 72 hours

Assimilation and development of knowledge: 98 hours

Exam preparation: 30 hours

Coursework preparation: 100 hours

Total study time: 300 hours

Part 3: Assessment

Component A – Examination (3 Hours):

Written exam

Timing: end of semester 2

Unseen question paper

Will test student knowledge and understanding of the key concepts and theories encountered on the module.

Will test the student's ability to respond to questions to produce logical, focused answers based upon relevant research and understanding of theoretical and empirical materials.

Component B - The Small Group or Individual Presentation:

A decision on whether component B will be assessed via small group presentations or individual presentations will be determined by the module leader at the start of the module and will be dependent on module size.

Equivalent to 2000 words per student (10 mins). In addition, students must be prepared to answer successfully 10 minutes of follow up questions generated by their presentation (10 minutes per group or 10 minutes per individual).

Timing: last three weeks of semester 2

Will test the ability of the group (or individual) to design and implement a small-scale research project which utilises a range of skills developed over the course of the academic year.

Formative assessment:

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Formative feedback for the examination may include the use of past papers, or a mock exam. Feedback for the presentation may include advice on the relevance of selected case-study material and the structure of the presentation.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------------|------------------|-------------------|------------------------|
| Presentation - Component B | | 25 % | Presentation (10 mins) |
| Examination - Component A | ✓ | 75 % | Examination (3 hours) |
| Resit Components | Final Assessment | Element weighting | Description |
| Written Assignment - Component B | | 25 % | Essay (2000 words) |
| Examination - Component A | ✓ | 75 % | Examination (3 hours) |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|--|-----|---|---------------------------------|--|-------------------------------------|--|---------------------------------------|--|---|---|-----------------------|----|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Explain how western colonial societies impacted upon environment and management systems in their colonies</td> </tr> <tr> <td>MO2</td> <td>Challenge the received wisdoms that perpetuate stereotypical images of the state of the environment and the impact of population upon it in the developing world</td> </tr> <tr> <td>MO3</td> <td>Discuss the complexities that exist between pre-modern societies, and their environments</td> </tr> <tr> <td>MO4</td> <td>Critically evaluate the benefits and problems associated with participative management and research of the environment in the global south</td> </tr> <tr> <td>MO5</td> <td>Critically evaluate the environmental issues facing rapidly growing cities in the Global South and the range of responses to enable them to improve their resilience in the face of those pressures</td> </tr> </tbody> </table> | Module Learning Outcomes | | MO1 | Explain how western colonial societies impacted upon environment and management systems in their colonies | MO2 | Challenge the received wisdoms that perpetuate stereotypical images of the state of the environment and the impact of population upon it in the developing world | MO3 | Discuss the complexities that exist between pre-modern societies, and their environments | MO4 | Critically evaluate the benefits and problems associated with participative management and research of the environment in the global south | MO5 | Critically evaluate the environmental issues facing rapidly growing cities in the Global South and the range of responses to enable them to improve their resilience in the face of those pressures | | | | | | | | |
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| Contact Hours | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
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| Independent study/self-guided study | 228 | | | | | | | | | | | | | | | | | | | | |
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| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgmpu-30-3.html</p> | | | | | | | | | | | | | | | | | | | | |