MSc (FHEQ Level 7) 2022/23
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/Dr A Closs Stephens/Prof MA Doel/Dr OH Elias/...**
GEGM29 **Crisis and Global Change** **20 Credits** **Dr A Closs Stephens/Dr RG Smith**	**GEGM16** **Advanced Research in Human Geography** **20 Credits** **Prof MA Doel**
Dissertation	
GEGM20 **Dissertation** **60 Credits** **Dr KG Rees**	
Total 180 Credits	

Optional Modules
Choose exactly 20 credits

GEGM07	Environmental Dynamics	Dr I Robertson/Prof SH Doerr/Dr NJ Felstead/..	TB1	20
GEGM26	Climate Science and Policy	Prof T Murray	TB2	20
PO-M35	Approaches to International Relations	Dr E Akcali/Prof A Collins/Ms L Owen/..	TB1	20
PO-M64	Violence, Conflict and Development	Dr K Peters/Mr RJ Bideleux/Dr G Clarke/..	TB1	20
WS-M94	War, Technology and Society	Dr J Miakinkov/Dr GC Oram	TB1	20

And
Choose exactly 20 credits

CL-M103	Heritage, Law and Conflict.	Prof ND Pollard	TB2	20
GEGM22	Geographical Information Systems	Prof AJ Luckman/Dr RJ Fry/Dr Y Sun/..	TB2	20
PO-M60	Critical Security Studies: Issues and Approaches in Contemporary Security	Dr E Akcali	TB2	20
PO-M87	Comparative Governance in Complex Systems	Dr DSD Curry	TB2	20
PO-M96	Development in Practice	Dr K Peters	TB2	20
WS-M95	War, Identity and Society	Dr GC Oram/Dr J Miakinkov/Dr K Peters/..	TB2	20

CL-M103 Heritage, Law and Conflict.

Credits: 20 Session: 2022/23 January-June	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Prof ND Pollard	
Format: one two-hour seminar weekly	

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: Second marking as sampling or moderation

Assessment Feedback: Students will received 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.

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

GEGM07 Environmental Dynamics

Credits: 20 **Session:** 2022/23 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: Fieldtrip (15 hours), lectures (20 hours).
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.

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 to investigate the natural archival evidence for past climatic and environmental change.

Indicative lecture topics include:
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:
 a. Rapid climate change and potential triggers/drivers
 - External forcings (solar variability, volcanic eruptions)
 - Internal system dynamics (thermohaline circulation, greenhouse gases)
 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.
 5. 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 content:

Catchment ecosystems/lake catchment ecosystem
Analysis of a complex environmental dataset
Soils
Global Biogeochemical Cycles
Terrestrial biosphere & response to climatic changes
Soil resources and nutrient losses
Soil erosion and wildfire impacts
Human civilisation and the impact of climatic change

Moderation approach to main assessment: Universal non-blind double marking

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

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

Not normally available to exchange or visiting students.

GEGM15 Qualitative Research Methods

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr AL Pigott, Dr A Closs Stephens, Prof MA Doel, Dr OH Elias, Dr KH Halfacree, Dr JF Maddern, Dr KG Rees, Prof SV Shubin, 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:

• 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

Assessment Feedback: Continual assessment feedback in writing on standard department feedback forms

Failure Redemption: resubmit continual assessment

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:** 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Prof MA Doel

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 (50%)
Coursework 2 (50%)

Assessment Description: Coursework 1 is a 2,500-word structured evaluation of the set of prescribed readings (50% weighting).
Coursework 2 is a 2,500-word essay on a thematic cluster of key social science concepts that is transforming Human Geography and is being reshaped by Human Geographers (50% weighting).

Moderation approach to main assessment: Universal second marking 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.

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: 2022/23 September-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr KG Rees

Format: c.10 hrs contact per student, plus c.3 hr presentation sessions, c.2 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 Description: Submission of research dissertation (maximum 10,000 words) in September.

Moderation approach to main assessment: Universal double-blind marking

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 cydlynydd 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 goruchwylio / 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 flaenddalen/ 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: 2022/23 January-June

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 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: Universal second marking 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)

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 Colleges of Science, 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: 2022/23 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 symbotic/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:	Coursework 1 (10%)
	Coursework 1 (10%)
	Coursework 2 (15%)
	Coursework 2 (15%)
	Participation Exercise (5%)
	Participation Exercise (5%)
	Coursework 3 (30%)
	Coursework 3 (30%)
	Coursework 4 (40%)
	Coursework 4 (40%)

Assessment Description: Participation Exercise

CW1 - Engagement

CW2 - Press release on scientific paper

CW3 - INDC document

CW4 - COP26 essay

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Via online marking and feedback in class sessions

Failure Redemption: Resit coursework / alternative essay if coursework cannot be resat

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: 2022/23 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)

Intended Learning Outcomes: By the end of the module, students will be able to:
*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: Coursework 1 (30%)
Coursework 2 (70%)

Assessment Description: Coursework 1. Individual Write-up – 1,500 word written analysis of 1 creative encounter, using key ideas and literatures from the course
Coursework 2. Individual Reading Journal to cover 3 conceptual sessions – 3,500 word (maximum), plus reference list, for submission towards the end of the module.

Moderation approach to main assessment: Second marking as sampling or moderation
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.
Additional Notes: Module code reserved by r.muxworthy on 16/03/2021 10:18:58

GEGM29 Crisis and Global Change

Credits: 20 Session: 2022/23 September-January	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr A Closs Stephens, Dr RG Smith	

Format: 26 hours of lectures and seminars.

             6 hours of presentations in a seminar.

Delivery Method: Contact Hours and delivery method

Lectures and workshops 28
11 x 2 hours, weekly (22 hours)
 2 student presentation workshops with discussion (2 x3 hours)
Individual meeting with tutor to discuss essay topic.

Reading/Private Study 100

Preparation for workshop 33
Preparation for Assessment 50

Total Notional Hours 200

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: Syllabus is subject to change, depending on particular staff involved from year to year and their expertise. Nevertheless, the syllabus might typically look like this:

Week 01. Introduction to the module (2 hours)
Week 02. Approaching Global Crises: frameworks for understanding (2 hours)
Week 03. The Pathologies of Global Cities: inequality and global change (2 hours)
Week 04. The Pathologies of Global Cities: the disappearing middle class (2 hours)
Week 05. The Pathologies of Global Cities: protest and response (2 hours)

Week 06. Imagining Climate Change: thinking the past, present and future (2 hours)
Week 07. Imagining Climate Change: people, place and planet (2 hours)
Week 08. Imagining Climate Change: artistic and activist responses (2 hours)

Presentation workshops - including questions and discussion (2 x 3 hour sessions)

Week 09. The Global Politics of Nationalism: change and continuity (2 hours)
Week 10. The Global Politics of Nationalism: race, gender, difference (2 hours)
Week 11. The Global Politics of Nationalism: crises and everyday life
and Review lecture (2 hours)

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: Second marking as sampling or moderation

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.

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

PO-M35 Approaches to International Relations

Credits: 20 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr E Akcali, Prof A Collins, Ms L Owen, Dr L Trenta

Format: 22

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

On Campus

Module Aims: The module explores a variety of approaches to the study of internation relations. It focuses on key issues which have become central to the sunject, 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%)

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

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Individual written feedback on coursework

Failure Redemption: Re-submit assignment

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: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr E Akcali

Format: 22

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%)

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.

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: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr K Peters, Mr RJ Bideleux, Dr G Clarke

Format: 22 (The weekly 2 hour sessions are split in an hour of lectures and an hour of student presentations/discussions with the lecturer)

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 soome 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: Second marking as sampling or moderation

Assessment Feedback: individual written feedback on coursework

Failure Redemption: re-submit assignment

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

NA

PO-M87 Comparative Governance in Complex Systems

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr DSD Curry

Format: 2 hour seminars/week

Delivery Method: Seminar based

Module Aims: The module provides a look at the growth of governance as a way of understanding politics and public policy that moves beyond traditional ideas of government and power. After examining what, exactly, governance means, the module will outline the key frameworks and theories underpinning the governance literature, which will be augmented with practical applications of the concept from different political contexts. This will be followed by examination of the structural, relational and policy elements that underpin governing and decision-making and how governance can be measured as a normative and analytical concept, as well as the challenges to democratic accountability and legitimacy posed by governance. The module will finish by looking at governance in real-world contexts and the implications of the shift from 'government' to 'governance' in public administration, the EU, developing nations and other complex systems and policy contexts.

Module Content: Core topics will include:
1. What is governance? How does it fit with government?
2. Theories of governance: multi-level, network, micro, meso, macro or meta?
3. Institutional, relational and policy factors of governance
4. Moving beyond government: new actors in the governance process
5. Can governance be 'good'? Measuring governance as a normative and analytical concept
6. Governance, Accountability and Legitimacy
7. Different Governance Models: Governance and public administration
8. Different Governance Models: Governance in different policy contexts
9. Different Governance Models: Governance of complex systems
10. Different Governance Models: EU Governance
11. Different Governance Models: Governance in a Developing Context

Intended Learning Outcomes: By the end of the module, students will be able to:
- Critically engage with the key theoretical debates in governance;
- Evaluate how the shift to governance has affected policy and political decision-making;
- Interpret current research in the field of governance
- Engage in debates about the practical effects of governance in comparative contexts
- Critically assess the effects of governance on democratic legitimacy and accountability.
- Analyse different measures of governance and how to assess governance
- Compare different conceptions of governance and how they apply in practical settings
- Evaluate the role of actors, institutions and policy in shaping governance.

Assessment: Coursework 1 (20%)
                        Coursework 2 (80%)

Assessment Description: 20% - One poster presentation (1000 words) evaluating governance perspectives in a specific comparative case
80% - Essay (4000 words) on a topic agreed with convenor

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Feedback sheet and meetings

Failure Redemption: Resubmit failed component (essay and/or poster)
Poster 1000 words (20%)
Essay 4000 words (80%)

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

Not available to visiting and exchange students.

This module is compulsory to students on the MA Public Policy and MA Politics programmes.

PO-M96 Development in Practice

Credits: 20 Session: 2022/23 January-June

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr K Peters

Format: Weekly 2 hour sessions

Delivery Method: Lectures and seminars

Module Aims: We are increasingly moving towards a globalised world. Nevertheless, there are still huge socio-economic and political differences between countries and within countries. A key question for many nations in the Global South is how to achieve inclusive and sustainable socio-economic development and reduce poverty. The scholarly discipline of Development Studies has studied this important question of how to develop countries for the last 70 years or so. Over these decades many different models and approaches have been tried, by national governments, by supra-national bodies such as the World Bank or the IMF as well as by Non-Governmental Organisations and Civil Society groups, such as Oxfam or Action-Aid. In this module an overview of Development as a planned intervention is provided, and the different development models and approaches are critically assessed. Furthermore, this module offers practical skills and an introduction to development tools, aimed at enhancing the planning and management capabilities of those already working in development or wishing to become development professionals. An important focus is on skills acquisition, and there is a strong emphasis on student-led learning, planning exercises, individual and group presentations, and case-study work.

Module Content: 1 Introduction: what is development?
2 Concepts and perspectives on development
3 Development and its spoilers.
4 Development: who is responsible?
5 Debt and conditionalities
6 Logical Framework Analysis
7 Stakeholder Analysis
8 Gender analysis
9 Surveys & qualitative data gathering
10 Monitoring, Evaluation and Learning

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

1 Demonstrate familiarity with the key concepts and approaches in international development and how these are operationalised in practice;
2 Identify and critically assess the main factors in development of: multilateral, national and non-governmental organisations;
3 Evidence an operational and critical understanding of project cycles and the Logical Framework;
4 Demonstrate an ability to apply the methods and concepts involved in participatory project planning;
5 Undertake a stakeholder analysis, and demonstrate an appreciation of the complexities inherent in undertaking such an analysis;
6 Conduct a gender analysis and appreciate its importance for international development;
7 Demonstrate an applied knowledge of surveys and how to design and conduct these;
8 Evaluate practical development projects via approaches and techniques for monitoring and evaluation, as part of the project cycle.

Assessment: Group Work - Coursework (40%)
Assignment 1 (60%)

Resit Assessment: Assingment resit (100%)

Assessment Description: Group report: in groups of three, students have to write a 7000 word group report, in response to a Terms of Reference detailing a particular development challenge.

Individual assignment: Students have to complete an annotated Logical Framework (2000 words) for a development intervention.

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Coursework: Written feedback via Grademark

Failure Redemption: To redeem failure in this module students will be expected to resit the coursework component and this will be weighted at 100%.

Additional Notes: The module will be an optional module for PPIR students on the following MA Programmes: Development and Human Rights, International Security and Development, International Relations, Politics, Public Policy this year (i.e., 2021/22 academic year) and in the years that follow.

WS-M94 War, Technology and Society

Credits: 20 Session: 2022/23 September-January

Pre-requisite Modules:

Co-requisite Modules:

Lecturer(s): Dr J Miakinkov, Dr GC Oram

Format: 22

Delivery Method: On campus

Module Aims: From the late Eighteenth century onwards the relationship between war and society was changed by two permanent revolutions in France and America. Industrialisation, coupled with the growth of centralised nation states dramatically modified the conduct of large scale warfare. In this module students will seek to understand the impact of industrialisation, nationalism, technology and ideology on warfare. The course will follow the development of industrialised mass warfare from the Napoleonic period, through to the era of the 'total warfare' of WWI and WW2 and the limited conflict of the Cold War/nuclear era.

Module Content: 1. Course introduction.
2. Challenging the Western Way of War.
3. The Impact of the French and American Revolutions.
4. Military Leadership and Napoleonic Warfare.
5. War and Technology.
6. Total War.
7. World War II - The Good War?
8. War and Society in the Nuclear Age.
9. Insurgency/Counterinsurgency and Terrorism.
10. New Wars and the Revolution in Military Affairs.

Intended Learning Outcomes: By the end of the module the student should have developed:
- An understanding of the degree to which contemporary debates about aspects of war are reflected in the historical record of war in the period since the end of the Eighteenth century.
- A greater ability to evaluate the major theories about war and its relationship to society and to apply these to examples from the historical record.
- An appreciation of the way in which while each era may have a specific form of warfare, the nature and meaning of war over time has significant continuities.
- An ability to undertake systematic research into aspects of the relationship between war and society.

Assessment:
Presentation (15%)
Coursework 1 (30%)
Coursework 2 (55%)

Assessment Description: Presentation 15%
Book review 30%
Research Essay 55%

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: Individual written feedback on coursework

Failure Redemption: re-submit coursework

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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WS-M95 War, Identity and Society

Credits: 20 Session: 2022/23 January-June	
Pre-requisite Modules:	
Co-requisite Modules:	
Lecturer(s): Dr GC Oram, Dr J Miakinkov, Dr K Peters	
Format: 21	
Delivery Method: On campus	

Module Aims: This module is the companion module to HUPM03. It takes a pluri-disciplinary approach to understanding the impacts of war on society and vice-versa. The module evaluates the ways in which conflict changes and reshapes society and analyses the problems of war, its representations and its social outcomes. 'War' in thus not viewed solely in terms of military history, but rather through a broader context of changing social, economic and cultural trends both as a motor for change and as part of those broader changes.

The module is taught over a ten week period. The weekly two hour sessions include at least an hour of seminar style 'teaching', to make sure that there is ample time for discussions, questions, student presentations, etc. Hence, it is expected of all students to read the compulsory reading for each session beforehand, so that meaningful discussions can take place.
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Module Content: 1. Introductory Session: Nationalism and Identity
2. Gender and Identity
3. Hyper Masculinity in War
4. Childhood in Conflict
5. War, displacement and exile
6. Transitional Justice and Reconciliation
7. Memorialisation of War
8. The Blogs of War: Social Media and Contemporary Conflict
9. Cyberwar
10. Robot Wars: The Robotic Revolution in Military Affairs
11. Essay preparation session

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

- Further develop a sophisticated and comprehensive understanding of the key issues in War & Society
- Engage conceptually and critically a range of War & Society texts, artifacts, materials and contexts
- Engage in sophisticated critical discourse from a War & Society perspective
- Communicate effectively on paper and in class discussions

Assessment:	Coursework 1 (15%)
	Coursework 2 (30%)
	Coursework 3 (55%)

Assessment Description: Presentation - 15%
Review Essay - 30% (1,200 words)
Research Essay - 55% (3,500 words)

Moderation approach to main assessment: Second marking as sampling or moderation

Assessment Feedback: written comments in electronic format through GradeMark

Failure Redemption: re-submit failed component

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