<https://www.dur.ac.uk/courses/info/?id=17340&title=Geography&code=L702&type=BA&year=2020>

BA Geography

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1071>

Human Geography

## Department: Geography

### GEOG1071: HUMAN GEOGRAPHY

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Tied | **Level** | 1 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

#### Prerequisites

* None

#### Corequisites

* None

#### Excluded Combination of Modules

* None

#### Aims

* To introduce students to a broad range of concepts and approaches in human geography, and the way in which these approaches and new ways of thinking have been developed in response to specific problems.
* To use a variety of specific case studies to illustrate the latest concepts and approaches in geography, and how these concepts and approaches are responding to contemporary debates and societal challenges.

#### Content

* The module is based on an examination of different scales of inquiry in relation to several substantive themes within human geography. The module showcases cutting edge research currently being undertaken by members of the Geography Department.

#### Learning Outcomes

Subject-specific Knowledge:

* On successful completion of this module students will be able to:
* Demonstrate comprehension of a range of human geographical ideas, concepts and approaches.
* Understand how and why geographers have developed new approaches in response to contemporary challenges and epistemological problems.
* To recognise how differing ideas, concepts and approaches are reflected in research and in response to the diversity of places, meaning, human lifeworlds and the production of difference and inequality.
* To assess, judge and critically evaluate competing intellectual positions.
* Critically engage with key issues in human geography

Subject-specific Skills:

* On successful completion of this module students will be able to:
* Critically judging and evaluating evidence
* Abstracting and synthesising information
* Developing a reasoned argument

Key Skills:

* Self-directed learning
* Written communication
* Contextualizing information

#### Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module

* The module is based on a programme of lectures
* These provide the context in which introductory concepts and related research case studies are conveyed, contributing to building knowledge and understanding ·
* Lectures are complemented by small group tutorials where key skills relevant to undergraduate study are developed
* Full reading lists provide students with the means to undertake independent study and learning
* Formative assessment and 50% of summative assessment is set, marked and returned to tutors, who will provide individual feedback to support student development
* Two essays (one summative) provide students with scope to explore in greater detail selected themes drawn from the module
* The video will contribute to the module learning outcomes by providing students the opportunity to demonstrate their comprehension of module content, to evaluate evidence, synthesise information, and, in a self-directed manner, to communicate complex information through its contextualisation
* The remainder of the summative assessment is based on an unseen examination paper designed to assess students' acquisition of the learning outcomes
* NOTE: this module also includes a suite of transition study skills exercises, which are delivered to students electronically via duo for completion between early September and mid October (prior to the first tutorial meeting). Details can be found in the Formative Assessment text box below.

#### Teaching Methods and Contact Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 38 | Twice weekly | 1 hour | 38 |  |
| Tutorials | 5 | Five times annually | 1 hour | 3 |  |
| Preparation and Reading |  |  |  | 157 |  |
| Total |  |  |  | 200 |  |

#### Summative Assessment

|  |  |
| --- | --- |
| **Component: Examination** | **Component Weighting: 40%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| unseen written examination 2 questions in 2 hours |  | 100% |  |
| **Component: Tutorial Essay** | **Component Weighting: 40%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| tutorial essay 1 max.4 sides A4 |  | 100% |  |
| **Component: Video short film** | **Component Weighting: 20%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| 1 video short film (5 minutes in length) |  | 100% |  |

#### Formative Assessment:

Prior to their first tutorial, students will be asked to complete a series of transition study skills tasks based around the following indicative themes: Exploring academic literature Critical reflection Effective essay writing (introductions, paragraphs and conclusions) Note taking How to avoid Plagiarism Time management Marking previously submitted essays The tasks will be made available to incoming students via duo during September, with an expectation that they will be completed prior to their first tutorial, so that comprehensive group feedback can be given. Preparation for the second tutorial will involve familiarisation with the departmental assessment criteria and descriptors. Feedback on this formative task will inform discussion in the second tutorial, alongside further support for essay writing skills, in advance of the formative essay. Support for reading skills will be provided throughout the year through ‘guided readings’ which will be made available to accompany specific lectures. These will assist students in developing efficient and strategic reading skills when dealing with original academic texts. Other formative assessment includes one formative essay (max 4 x A4 sides) plus detailed feedback given on the two summative essays.

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1081>

# Module Description

## Department: Geography

### GEOG1081: PHYSICAL GEOGRAPHY

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Tied | **Level** | 1 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

#### Prerequisites

* None

#### Corequisites

* None

#### Excluded Combination of Modules

* None

#### Aims

* The module introduces students to a broad range of concepts and approaches in physical geography, using scale, from global to local, as the organizing framework.

#### Content

* The module provides an integrated framework for the study of the environmental systems of the Earth
* The module examines five important themes in physical geography through a variety of scales, from global to local: 1) Climate processes and change; 2) Quaternary glaciations and landscapes; 3) Sea-level change; 4) Water and water resources; and 5) Active tectonics and mountain environments
* The module will also address the interconnections between these themes

#### Learning Outcomes

Subject-specific Knowledge:

* On successful completion of this module students will be able to:
* understand the importance of time and rates of change through a consideration of contemporary Earth processes and longer-term environmental change
* understand how humans have affected these processes and changes
* apply these themes at a conceptual level and with reference to selected case studies provided in lectures and student readings

Subject-specific Skills:

* On successful completion of this module students will be able to:
* understand general principles (e.g. timescales, spatial variability, procees and form) of Physical Geography and relate them within and between the key themes of the course
* critically engage with key issues in Physical Geography
* understand the range and scope of approaches to Physical Geography

Key Skills:

* On successful completion of the module students are expected to be able to:
* assess and interpret material presented in lectures
* present logical written arguments
* critically evaluate a range of literature on selected themes in Physical Geography
* abstract information from multiple sources

#### Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module

* The module framework is based on a programme of lectures
* These lectures provide the context in which facts and introductory concepts are conveyed, contributing to building knowledge and understanding
* Lectures are complemented by small-group tutorials in which concepts introduced in lectures can be explored in more detail
* Comprehensive reading lists provide students with the means to undertake independent study and learning
* Two essays (one formative) provide students with scope to explore in greater detail selected themes drawn from the module
* A short film/video will contribute to the module learning outcomes by providing students the opportunity to demonstrate their comprehension of module content, to evaluate evidence, synthesise information, and, in a self-directed manner, to communicate complex information through its contextualisation
* The remainder of the summative assessment is based on an unseen examination paper designed to assess student's acquisition of (1) the technical aspects of the module by means of short-answer questions; and (2) the interdisciplinary nature of the learning outcomes by means of an essay-style question
* Formative assessment and 60% of summative assessment is set, marked and returned in tutorial groups
* Tutorials also provide a forum enabling active acquisition of skills
* NOTE: this module also includes a suite of transition study skills exercises, which are delivered to students electronically via DUO for completion between early September and mid-October (prior to the first tutorial meeting). Details can be found in the Formative Assessment text box below.

#### Teaching Methods and Contact Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 40 | Twice weekly | 1 hour | 40 |  |
| Tutorials | 5 | Five times annually | 1 hour | 5 |  |
| Preparation and Reading |  |  |  | 155 |  |
| Total |  |  |  | 200 |  |

#### Summative Assessment

|  |  |
| --- | --- |
| **Component: Examination** | **Component Weighting: 40%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Unseen written examination made up of two parts: the first is made up of short questions to evaluate technical understanding across the range of materials covered in the module; the second is made up of essay-style questions. | 2 hours | 100% |  |
| **Component: Tutorial Essay** | **Component Weighting: 40%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| tutorial essay 1 (max 4 x A4 sides) |  | 100% |  |
| **Component: Video short film** | **Component Weighting: 20%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| 1 video short film (5 minutes in length) |  | 100% |  |

#### Formative Assessment:

Prior to their first tutorial (scheduled for mid-October), students will be asked to complete a series of transition study skills tasks based around the following indicative themes: Exploring academic literature Critical reflection Effective essay writing (introductions, paragraphs and conclusions) Note taking How to avoid Plagiarism Time management Marking previously submitted essays The tasks will be made available to incoming students via DUO during September, with an expectation that they will be completed prior to their first tutorial, so that comprehensive group feedback can be given. Other formative assessment includes one formative essay (max 4 x A4 sides) plus detailed feedback given on the two summative essays

be subject to the procedures defined in the University's General Regulation V, and may be required to leave the University

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1222>

**Department: Geography**

**GEOG1222: INTRODUCTION TO GEOGRAPHICAL RESEARCH (BA)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Tied | **Level** | 1 | **Credits** | 40 | **Availability** | Available in 2019/20 | **Module Cap** | 170 | **Location** | Durham |

**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To introduce students to a variety of methods for research and analysis in human geography
* To enable students to select appropriate methods for different field contexts
* To enable students to select appropriate methods for the study of diverse geographical issues
* To develop students’ geographical skills in bibliographic, textual, qualitative and quantitative research and analysis

**Content**

* This module is designed to give students a broad introduction to research in Geography in Term 1. Lectures will focus on the philosophical and practical issues involved in different research approaches for a range of geographical environments. Students will learn how to approach a topic and formulate research questions, and will be offered a broad introduction to qualitative and quantitative research. In the practicals, students will practice this knowledge as applied to particular research techniques. In Term 2, the module focuses more specifically on a range of current methods in human geography, offering students more in depth conceptual and practical learning. Students will also be prepared for two days of fieldwork in Newcastle upon Tyne, where they will formulate, conduct, analyse and reflect on a research project on a contemporary issue. As such the module offers a grounding in human geography research that will prepare them for more advanced methodological training and empirical practice later in the degree programme
* Lecture themes (Term 1): Research design, Tools and data collection, Quantitative and qualitative data analysis, GIS, interviewing
* Practicals (Term 1): Formulating research questions and problem solving, Use of Excel for data handling and data presentation, Formulating social research tools - interviewing, Introduction to remote sensing and image processing
* Lecture themes (Term 2): Human Geography Research Design, Ethics in Geographical Research, Ethnography/participant observation, Introduction to fieldwork
* Practicals (Term 2): Advance quantitative data analysis, participant observation, field work preparation, writing up field reports
* Fieldwork (Term 2): 2 full day trips to Newcastle-upon-Tyne

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module students will be able to:
* Understand the linkages between research design, information collection, analysis, display and interpretation
* Demonstrate understanding of basic statistical terminology
* Demonstrate understanding of appropriate qualitative and quantitative approaches
* Demonstrate an understanding of a range of methods to undertake research and analysis in human geography
* Demonstrate an understanding of the ethical and conceptual underpinnings of research

Subject-specific Skills:

* On successful completion of the module students will be able to
* Formulate basic research questions and proposals in human geography contexts
* Design simple research projects using a diversity of approaches and techniques
* Demonstrate ability with appropriate software packages to undertake geographical analysis and research
* Use a range of methods to undertake geographical analysis and research
* Demonstrate basic competence with methods of analysis used in human geography
* Apply basic statistics to geographical data
* Evaluate and reflect upon the ethical and conceptual underpinnings of a research project

Key Skills:

* Basic competence in the use of range of software packages
* Analytical skills
* Ability to analyse data
* Ability to work effectively within a group

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Lectures will provide an introduction and theoretical background to underpin the fieldwork and practical work. These will be supported by additional reading lists, which will enable the student to build on information provided in the lectures
* Since learning outcomes are focused on skills and methods, practicals and fieldwork will play an important role in the module by providing active learning environments where the students are encouraged to engage with the subject matter
* Formative assessment will allow the students to receive feedback on skills that will be the focus of summative assessment
* Fieldwork will enable the student to gain 'hands on' experience of collecting and analysing data using a range of techniques and methods. The module has no essay based examination. In order to align the assessment with the learning outcomes which are focussed on skills, all marks will come from summative assessment

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 10 | Term 1 | 1 hour | 10 |  |
| Lectures | 3 | Term 2 | 1 hour | 3 |  |
| Lecture (fieldtrip H&S briefing) | 1 | Term 2 | 1 hour | 1 | ■ |
| Practicals | 8 | Term 1 | 1 hour | 8 |  |
| Practicals | 5 | Term 2 | 2 hours | 10 |  |
| Fieldwork | 2 | Term 2 | 8 hours | 16 | ■ |
| Preparation and Reading |  |  |  | 352 |  |
| Total |  |  |  | 400 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Human Geography Field Report** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Field Report | Max 5 pages A4 | 100% |  |
| **Component: Interview Analysis Report** | **Component Weighting: 25%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Interview Analysis Report | N/A | 100% |  |
| **Component: DUO-based online multiple choice assessment** | **Component Weighting: 25%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| duo-based online multiple choice assessment | N/A | 100% |  |

**Formative Assessment:**

Research Project Proposal (Group)

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1222>

**Department: Geography**

**GEOG1222: INTRODUCTION TO GEOGRAPHICAL RESEARCH (BA)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Tied | **Level** | 1 | **Credits** | 40 | **Availability** | Available in 2019/20 | **Module Cap** | 170 | **Location** | Durham |

**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To introduce students to a variety of methods for research and analysis in human geography
* To enable students to select appropriate methods for different field contexts
* To enable students to select appropriate methods for the study of diverse geographical issues
* To develop students’ geographical skills in bibliographic, textual, qualitative and quantitative research and analysis

**Content**

* This module is designed to give students a broad introduction to research in Geography in Term 1. Lectures will focus on the philosophical and practical issues involved in different research approaches for a range of geographical environments. Students will learn how to approach a topic and formulate research questions, and will be offered a broad introduction to qualitative and quantitative research. In the practicals, students will practice this knowledge as applied to particular research techniques. In Term 2, the module focuses more specifically on a range of current methods in human geography, offering students more in depth conceptual and practical learning. Students will also be prepared for two days of fieldwork in Newcastle upon Tyne, where they will formulate, conduct, analyse and reflect on a research project on a contemporary issue. As such the module offers a grounding in human geography research that will prepare them for more advanced methodological training and empirical practice later in the degree programme
* Lecture themes (Term 1): Research design, Tools and data collection, Quantitative and qualitative data analysis, GIS, interviewing
* Practicals (Term 1): Formulating research questions and problem solving, Use of Excel for data handling and data presentation, Formulating social research tools - interviewing, Introduction to remote sensing and image processing
* Lecture themes (Term 2): Human Geography Research Design, Ethics in Geographical Research, Ethnography/participant observation, Introduction to fieldwork
* Practicals (Term 2): Advance quantitative data analysis, participant observation, field work preparation, writing up field reports
* Fieldwork (Term 2): 2 full day trips to Newcastle-upon-Tyne

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module students will be able to:
* Understand the linkages between research design, information collection, analysis, display and interpretation
* Demonstrate understanding of basic statistical terminology
* Demonstrate understanding of appropriate qualitative and quantitative approaches
* Demonstrate an understanding of a range of methods to undertake research and analysis in human geography
* Demonstrate an understanding of the ethical and conceptual underpinnings of research

Subject-specific Skills:

* On successful completion of the module students will be able to
* Formulate basic research questions and proposals in human geography contexts
* Design simple research projects using a diversity of approaches and techniques
* Demonstrate ability with appropriate software packages to undertake geographical analysis and research
* Use a range of methods to undertake geographical analysis and research
* Demonstrate basic competence with methods of analysis used in human geography
* Apply basic statistics to geographical data
* Evaluate and reflect upon the ethical and conceptual underpinnings of a research project

Key Skills:

* Basic competence in the use of range of software packages
* Analytical skills
* Ability to analyse data
* Ability to work effectively within a group

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Lectures will provide an introduction and theoretical background to underpin the fieldwork and practical work. These will be supported by additional reading lists, which will enable the student to build on information provided in the lectures
* Since learning outcomes are focused on skills and methods, practicals and fieldwork will play an important role in the module by providing active learning environments where the students are encouraged to engage with the subject matter
* Formative assessment will allow the students to receive feedback on skills that will be the focus of summative assessment
* Fieldwork will enable the student to gain 'hands on' experience of collecting and analysing data using a range of techniques and methods. The module has no essay based examination. In order to align the assessment with the learning outcomes which are focussed on skills, all marks will come from summative assessment

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 10 | Term 1 | 1 hour | 10 |  |
| Lectures | 3 | Term 2 | 1 hour | 3 |  |
| Lecture (fieldtrip H&S briefing) | 1 | Term 2 | 1 hour | 1 | ■ |
| Practicals | 8 | Term 1 | 1 hour | 8 |  |
| Practicals | 5 | Term 2 | 2 hours | 10 |  |
| Fieldwork | 2 | Term 2 | 8 hours | 16 | ■ |
| Preparation and Reading |  |  |  | 352 |  |
| Total |  |  |  | 400 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Human Geography Field Report** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Field Report | Max 5 pages A4 | 100% |  |
| **Component: Interview Analysis Report** | **Component Weighting: 25%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Interview Analysis Report | N/A | 100% |  |
| **Component: DUO-based online multiple choice assessment** | **Component Weighting: 25%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| duo-based online multiple choice assessment | N/A | 100% |  |

**Formative Assessment:**

Research Project Proposal (Group)

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2511>

**GEOG2511: URBAN GEOGRAPHY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

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**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To introduce students to a range of debates in urban geography and cognate debates in urban studies
* To enable students to appreciate and understand the changing economic, political, social and cultural character of cities in the 21st Century

**Content**

* The module will address key themes in urban geography, for example:
* Theories and concepts of urbanization and urbanism
* Urbanization in the global north and global south
* Urban economies
* The city and mental life
* Poverty and infrastructure
* Public space and spatial exclusions
* Urban diversity
* Urban politics and policy

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module students will be able to:
* Demonstrate knowledge of a range of debates in urban geography
* Understand the range of perspectives and approaches to urban geographical enquiry

Subject-specific Skills:

* On successful completion of the module students will be able to:
* Critically evaluate available evidence on urban forms and processes
* Discuss and write effectively about these debates, approaches, forms and processes

Key Skills:

* On successful completion of the module students will be able to:
* Demonstrate expertise in critical reflection and analysis
* Communicate effectively when writing critical urban geographical analysis
* Evaluate evidence from a range of sources (academic, media, social media, governmental and other institutional sources)
* Demonstrate an ability to formulate critical and sophisticated arguments from the above-mentioned sources
* Demonstrate a capacity to improve their own independent learning and performance by gathering necessary information from a range of bibliographic and electronic sources with a view to the critical appraisal of a particular topic
* Demonstrate a range of skills including the ability to evaluate and synthesise information obtained from a variety of sources
* Demonstrate a capacity to evaluate the merits of contrasting theoretical and conceptual approaches

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Basic facts on urban geography are introduced and explained in lectures
* Concepts and alternative academic approaches are introduced in lectures and discussed and developed in tutorials
* Factual understanding is tested in exams and coursework
* Critical evaluation and effective writing are tested in exams and coursework

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 11 | Term 1,2 and 3 | 2 | 22 |  |
| Lectures | 4 | Term 1 and 2 | 1 | 4 |  |
| Seminars | 4 | Term 1 and 2 | 1 | 4 |  |
| Tutorials | 2 | Term 1 and 2 | 1 | 2 |  |
| Preparation and Reading |  |  |  | 168 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Exam** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Unseen exam | 2 hours | 100% |  |
| **Component: Essay** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Essay | 5 x A4 sides | 100% |  |

**Formative Assessment:**

An individually written critical evaluation of one lecture topic or related theme (maximum 3 pages A4).

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2561>

**Department: Geography**

**GEOG2561: SOCIAL AND CULTURAL GEOGRAPHY**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

|  |
| --- |
|  |

**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To develop understanding of contemporary social and cultural issues
* To introduce the changing ways in which geographers have approached social and cultural issues
* To develop with students their understanding of key approaches, issues, theories and debates in social and cultural geography

**Content**

* The module will involve a core set of lectures which will introduce key current themes and debates in social and cultural geography. These may include, for example:
* Geographies of class
* Geographies of (dis)ability
* Geographies of sexuality
* Geographies of race
* Geographies of species

**Learning Outcomes**

Subject-specific Knowledge:

* Students are expected to be able to:
* Demonstrate understanding of key approaches, theories and debates in social and cultural geography
* Critically assess and debate a number of the current questions facing social and cultural geography
* Demonstrate appreciation of the spatialities of social and cultural phenomena, and of competing explanations for these, and develop clear lines of argument
* Show a detailed understanding of selected areas of social / cultural geographical research through extended reading

Subject-specific Skills:

* Understand and synthesise some key literatures in social and cultural geography
* Demonstrate detailed understanding of a selection of key issues covered by the module

Key Skills:

* Demonstrate information management skills, including gathering information from a range of bibliographic and electronic sources
* Demonstrate planning an effective and well argued essay
* Demonstrate skills of critical assessment and analysis in relation to key literatures and debates
* Demonstrate the development of ideas and argument in written work

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Teaching and Learning: Background information and key concepts will be introduced in lectures
* In seminars, students will develop and demonstrate more detailed understanding and their skills of critical assessment
* In their independent learning, including reading widely, students will deepen their understanding of different perspectives and explanations - seminar preparation and time set for reading in the course will also encourage this
* Assessment: Preparing an annotated bibliography, and receiving formative feedback, will help to practice the skills that lead to learning outcomes as above
* The essay will allow students to practice and build on these literature-related and critical appraisal skills, as well as to demonstrate detailed understanding of specific topics and debates
* The exam will allow students to demonstrate broader understanding of the subject, to put together substantiated arguments, and to connect themes across the module.

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 15 | weekly | 2 hours | 30 |  |
| Seminars | 4 | 2 in Term 1; 2 in Term 2 | 1 hour | 4 |  |
| Preparation and Reading |  |  |  | 166 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Exam** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| unseen exam | 2 hours | 100% |  |
| **Component: Essay** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| essay | 5 x sides A4 | 100% |  |

**Formative Assessment:**

Formative assessment is provided through written individual and generic feedback on an annotated bibliography. Feedback is also given on summative coursework that will help students in exam preparation.

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2581>

**Department: Geography**

**GEOG2581: POLITICAL GEOGRAPHY**

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| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

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**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To introduce students to the field of academic political geography
* Promote an appreciation of the relationship between politics and geography
* Develop understandings of the politics of space - and the spaces of politics
* Engage issues in contemporary global geopolitics

**Content**

* A block of lectures on key concepts and then a number of lectures on topics drawn from the following list:
* Space, Territory, Security
* Contemporary Geopolitics
* Performing / Representing Geopolitics
* Terror, Borders, Dissent
* Citizenship and the making of a people
* Activism, resistance, and social movements

**Learning Outcomes**

Subject-specific Knowledge:

* Students are expected to be able to:
* Trace the emergence and evolution of academic political geography
* Understand key political geographic concepts such as space, territory, power and security
* Show an appreciation of the ways in which the political world is constituted through geographical representations

Subject-specific Skills:

* Students are expected to be able to:
* Think critically about the texts of academic and popular geopolitics
* Think critically about contemporary global geopolitics

Key Skills:

* Demonstrate expertise in critical reflection and analysis
* Communicate effectively in oral debates (during tutorials) which lead towards the writing of the summative assessment
* Evaluate sources of evidence in contemporary public debates
* Demonstrate an ability to formulate critical and sophisticated arguments

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* The lectures will introduce students to the concepts, theories and contemporary issues of political geography and global geopolitics
* Some lectures will include workshop discussions to facilitate small group teaching
* Small group discussion in tutorials will allow students to work through theoretical understandings introduced in lectures and apply such understandings to contemporary examples
* Examination and coursework will test critical understanding of concepts and critical thinking

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 15 | weekly | 2 hours | 30 |  |
| Tutorials | 4 | 2 in Term 1, 2 in Term 2 | 1 | 4 |  |
| Preparation and Reading |  |  |  | 166 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

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| --- | --- |
| **Component: Exam** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| unseen exam | 2 hours | 100% |  |
| **Component: Essay** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| coursework essay | 5 x sides A4 | 100% |  |

**Formative Assessment:**

Formative assessment is provided through feedback on small group discussions in tutorials occurring across the module, and at a feed-forward session at the beginning of Term 2.

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1251>

**Department: Geography**

**GEOG1251: UNDERSTANDING EARTH'S PRINCIPLES**

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| **Type** | Tied | **Level** | 1 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To provide broad foundation knowledge of the scientific principles of Physical Geography
* To deliver preliminary training in understanding the collection of observational data pertaining to Earth surface processes and environmental change

**Content**

* The module focuses on a broad range of fundamental concepts, processes and techniques that are critical to the understanding of physical geography, particularly Earth surface processes and environmental change. This introduces students to scientific principles that are based in physics, chemistry, ecology, and geology. The module assumes no prior knowledge of the fundamentals of concepts such as the physics of materials, rocks and their properties and structures, water and sediment chemistry. Each theme will be introduced in the context of how it has contributed to physical geography research. Overall, the module will demonstrate the wider significance of the discipline of physical geography, and the many potential roles of a physical geographer.
* Indicative content:
* Chemistry for physical geographers
* The physics of solid materials
* The physics of fluids and gasses
* An introduction to oceanography
* Fundamentals of meteorology and climatology
* Geology for physical geographers
* Principles of biogeography
* Research methods for physical geographers

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of this module students will be able to:
* Demonstrate a knowledge and understanding of the basic scientific principles behind thphysical geography
* Apply appropriate scientific laws to problem-solving in physical geography
* Demonstrate an understanding of fundamental process-form relationships in Earth surface processes and environmental change

Subject-specific Skills:

* On successful completion of this module students will be able to:
* Identify and assess the geological controls on Earth surface and environmental change
* Critically assess the physics and chemistry of climate and weather
* Identify and interpret data sources relevant to contemporary Earth challenges
* Analyse process-form relationships and patterns in Earth surface systems using fundamental scientific principles
* Summarize and present scientific information in a written practical report

Key Skills:

* Identify patterns and interpret data
* Undertake laboratory-based appraisals of Earth surface processes
* Present logical written arguments
* Critically analyse and interpret observations and data
* Solve problems and make reasoned decisions

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Lectures are used to convey the key facts and concepts and to contribute to building a broad knowledge and understanding. They will be supported by powerpoint presentations and video clips, together with some participatory activities. Reading lists will supplement the lectures and provide a range of general and case study-specific sources
* Practicals will provide experience in identifying, processing and interpreting common data sources. These will relate directly to themes and concepts presented in lectures. Assessment of the practicals, both formative and summative, requires the students to summarise their findings in the form of a short scientific report. This approach tests the students factual understanding of the class-based exercises, whilst also providing valuable experience in how to structure and present a short scientific publication.
* Seminars are designed to enable students to develop key skills in physical geography, including critical reading of contemporary literature, analysis of scientific data sets, and debating of scientific theory
* The Science Fair is a series of short practical sessions that students rotate around over a 3 hour period. The content relates to the broad concepts and techniques covered in the lecture on ‘The Geographer’s Toolkit’. Each session gives students hands on experience of research tools available to physical geographers and an indication of the questions that these tools can be used to address.
* The unseen examination will require students to demonstrate their knowledge of the fundamental principles underpinning the study of key Earth surface processes and environmental change. Both their factual knowledge and critical reasoning skills will be tested through a combination of multiple choice and extended essay questions.

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 12 | Varies | 2 hours | 24 |  |
| Practicals | 4 | Varies | 2 hours | 8 |  |
| Science Fair | 1 | Once | 3 hours | 3 |  |
| Seminars | 3 | Varies | 2 hours | 6 |  |
| Preparation and Reading |  |  |  | 159 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

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| --- | --- |
| **Component: Report on practical exercises** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Report on 3 of the practical exercises | Max 6 pages A4 | 100% |  |
| **Component: Unseen written examination** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Unseen written examination | 2 hours | 100% |  |

**Formative Assessment:**

Report on Term 1 Practical and Seminar (max 3 pages A4), Written feedback will be provided in advance of the Summative Assignment.

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2591>

**Department: Geography**

**GEOG2591: HANDLING GEOGRAPHIC INFORMATION**

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| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

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**Prerequisites**

* GEOG1232 (Introduction to Geographical Research BSc) or GEOG1222 (Introduction to Geographical Research BA)

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* This module aims to provide students with essential skills in acquiring, modifying, analysing and displaying geographical data.

**Content**

* This module will introduce students to a range of spatial analysis techniques that are at the core of many research applications in physical geography, by drawing on a range of examples from geomorphology, hydrology, glaciology and ecology. The module consists of lectures where the underlying theory and concepts behind different spatial analysis approaches will be taught, and practical sessions during which students will apply those approaches using the appropriate software tools. This application of spatial analysis tools during practical sessions will focus on a research themes linked to expertise of staff. Students will be encouraged to evaluate the strengths and weaknesses of different approaches within the context of different geographical phenomena or processes. Potential research themes may include, but are not limited to: ice sheets and glacier change, landscape evolution and digital elevation models, quantitative comparisons of geomorphic change, vegetation transitions, or the dynamic ocean.
* This module will:
* Provide core skills to allow students to use spatial analysis techniques as part of independent geographical research;
* Provide students with an understanding of the principles underlying the representation, measurement, and analysis of spatial phenomena, in addition to appropriate statistical methods;
* Provide students with an overview of core concepts underlying Geographic Information Science and Geographic Information Systems (GIS);
* Provide exposure to research-appropriate software;
* Enable students to visualise and interpret the results of spatial data analysis;
* Make students aware of the different sources of error and uncertainty in spatial data and spatial data processing.

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module, students are expected to:
* Have a broad, integrated knowledge and understanding of spatial analysis methods in physical geography, their principles and appropriate applications;
* Be aware of how best to access, use, interpret and evaluate spatial data within the context of research problems in physical geography;
* Have the ability to select suitable techniques for a given problem;
* Be able to describe, perform and evaluate a variety of spatial data analysis techniques with reference to a number of physical geographical examples.

Subject-specific Skills:

* On successful completion of the module, students are expected to:
* Have a knowledge of the basic principles of geographical information science and systems;
* Be able to create maps and understand the role of map projections when working with spatial data;
* Demonstrate awareness of a range of spatial analysis tools;
* Demonstrate the ability to collect or download spatial data and incorporate it into GIS analyses;
* Input, interrogate, manipulate, and present spatial data.

Key Skills:

* On successful completion of the module, students are expected to:
* Use industry standard and research-appropriate software packages to analyse spatial data, solve geographical problems and enhance employability;
* Formulate and evaluate questions, and identify and evaluate approaches to problem-solving using spatial data;
* Identify, acquire, evaluate and synthesise spatial data from a range of sources;
* Interpret and use numerical quantitative and statistical information effectively and appropriately;
* Develop good practice in data management;
* Demonstrate critical analysis and interpretation of data.

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Teaching will consist of 2 hour practicals. Additional lectures will provide an overview of the theoretical background to specific spatial analysis techniques to be applied during the practical component of the module.
* The weekly practical exercises are designed to provide significant ‘hands on’ experience with the tools and techniques introduced in the lectures and provide significant opportunities for formative discussion.
* Workshops at the end of the module will be used to answer general, specific and technical questions, guide students in the mastery of certain skills, and to support students in their summative project work.
* Summative assessments will enable students to demonstrate all the key skills and subject knowledge outlined in the ‘Learning Outcomes’ section of this document in order to solve geographical problems. The summative assessments mimic expectations that employers have when wide ranging spatial data needs to be combined, critically analysed and the findings presented in a clear, concise manner.

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 8 | Fortnightly | 1 hour | 8 |  |
| Practicals | 16 | Weekly | 2 hours | 32 |  |
| Workshops | 4 | To take place after lectures & practicals | 2 hours | 8 |  |
| Student preparation, self-led practical work and reading time |  |  |  | 152 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

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| --- | --- |
| **Component: Data Analysis and Presentation** | **Component Weighting: 40%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Data Analysis and Presentation |  | 100% |  |
| **Component: Project**  | **Component Weighting: 60%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Project |  | 100% |  |

**Formative Assessment:**

· Formative feedback will be provided via regular discussion with staff and demonstrators during practicals and workshops. This will ensure key skills can be appropriately related to subject knowledge. · The DUO ‘Ask your instructor’ discussion boards will be used heavily to support learning and provide formative discussion on best techniques, and to solve technical problems with individuals as they work through their practicals and assessments.

## <https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2641>

## Department: Geography

### GEOG2641: ECONOMIC GEOGRAPHY

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| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

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#### Prerequisites

* None

#### Corequisites

* None

#### Excluded Combination of Modules

* None

#### Aims

* Introduce students to developments and approaches in the academic field of economic geography
* Promote an appreciation of the changing and diverse ways in which geographers have theorized, conceptualized and debated the economic
* Develop understandings of the spaces and spatiality of economies across both the Global North and the Global South
* Engage critically in issues in contemporary economic geography, with reference to particular economic ‘worlds’ such as worlds of production, worlds of finance, worlds of circulation, worlds of work, digital economic worlds, and/or alternative economic worlds.

#### Content

* Typical topics include:
* What is the ‘economy’?
* Corporations and Global Production Networks
* States, Governments and Production
* Goods and Commodities, their Exchanges and Circulations
* Financial Markets and Financial Centres
* Financialisation and Economic Life
* Conflict and Cooperation at Work
* Embodiment of Work
* Digital Economic Circulations
* Alternative and Proliferative Economies

#### Learning Outcomes

Subject-specific Knowledge:

* Students are expected to be able to:
* Trace the development of the academic field of economic geography
* Understand key theories, concepts and debates in economic geography
* Show an appreciation of the ways in which space and spatiality matters in global economies

Subject-specific Skills:

* Students are expected to be able to:
* Understand and synthesize key literatures in economic geography
* Reflect critically about issues in contemporary economic geography, with reference to particular economic-geographical ‘worlds’ (e.g. production, work, finance, and/or digital economic worlds).

Key Skills:

* Students are expected to be able to:
* Demonstrate expertise in critical reflection and analysis
* Communicate effectively in written form
* Evaluate sources of evidence in contemporary public economic debates
* Demonstrate an ability to formulate critical and sophisticated arguments

#### Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module

* Lectures will introduce students to the academic field of economic geography, theoretical and conceptual debates, and contemporary issues in economic-geographical ‘worlds’ (e.g. production, work, finance, and/or digital economies).
* Student small group formative discussions in workshops will allow students to work through theoretical and conceptual understandings introduced in lectures and apply such understandings to contemporary issues
* Student groups will make formative presentations to the class conference held at the conclusion of the module, developing oral presentation and team-working skills and facilitating their critical reflections on the key concepts in contemporary economic geography studied in the module
* Summative coursework (essay, 50%), to be submitted in the first week of Term 2, will assess understandings of the spaces and spatialities of one of the first two economic-geographical ‘worlds’ studied on the module
* Summative Examination (50%) will test critical understanding of concepts and critical thinking with particular reference to all economic-geographical ‘worlds’ studied on the module.

#### Teaching Methods and Contact Hours

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 13 | Weekly (unless workshop) | 2 hours | 26 |  |
| Revision Class | 1 | Term 3 | 1 hour | 1 |  |
| Workshops | 5 | Approx 3 per term | 2 hour | 10 | ■ |
| Class Conference Seminar | 2 | Term 2 or 3 | 2 hours | 4 | ■ |
| Preparation and Reading |  |  |  | 159 |  |
| Total |  |  |  | 200 |  |

#### Summative Assessment

|  |  |
| --- | --- |
| **Component: Unseen written examination** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Unseen written examination | 2 hours | 100% |  |
| **Component: Coursework Essay** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Coursework Essay | Max 5 sides A4 | 100% |  |

#### Formative Assessment:

Formative assessment is provided through feedback on: small group discussions in the workshops occurring across the module; and presentations to the class conference that will be held at the conclusion of the module. Feedback on the small group workshop discussions will be about developing understanding of specific topics and concepts covered, and linking concepts to examples, and will inform the first coursework component of summative assessment (essay) in particular. Feedback on class conference group presentations will inform the second component of summative assessment (unseen written examination).

<https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG30D7>

**Department: Geography**

**GEOG30D7: EUROPE: GEOGRAPHIES OF INTEGRATION AND DISINTEGRATION**

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| **Type** | Open | **Level** | 3 | **Credits** | 10 | **Availability** | Available in 2019/20 | **Module Cap** | None. | **Location** | Durham |

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**Prerequisites**

* Any Level 2 BA Geography Module

**Corequisites**

* None

**Excluded Combination of Modules**

* None

**Aims**

* To develop students’ advanced knowledge and understanding of the changing political geography of Europe and the European Union
* To enable students to understand how space, place and territory are implicated in processes of European integration and disintegration
* To encourage students to reflect critically on the pasts, presents and futures of Europe and the EU and on the role of geography therein

**Content**

* The growth and development of the European Union has been one of the most significant geopolitical developments of the period since the end of the Second World War. For fifty years from the Treaty of Rome (1957), which established the European Economic Community, to the signing of the Lisbon Treaty in 2007, the narrative of continuous European integration held sway. Since 2008, however, a series of political shocks, including the global financial crisis, the debt crisis affecting some Eurozone countries, increased migration across the Balkans and the Mediterranean, heightened nationalism, and Brexit, have disrupted, and perhaps even reversed, the apparent trend towards ‘ever closer union’. Geography – understood as the role that space, place and territory play in politics – has been central to processes of both integration and disintegration. This module will examine the geographies of European integration and disintegration by focusing on:
* Placing and provincializing Europe in the world
* The smooth space of the single market
* Uneven development and ‘cohesion’
* EU expansion and soft power geopolitics
* Regionalism, nationalism, and populism
* The Euro and the debt crisis
* Territory, migration and new borders
* Brexit

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module, students will be able to:
* Demonstrate advanced knowledge and understanding of processes of European integration and disintegration
* Demonstrate advanced understanding of the role of space, place and territory in processes of European integration and disintegration

Subject-specific Skills:

* On successful completion of this module, students will be able to:
* Use geographical and political concepts effectively to analyse political issues and make arguments
* Think critically about the relationship between politics, space, place and territory

Key Skills:

* On successful completion of this module, students will be able to:
* Synthesise and analyse information from academic and non-academic sources
* Demonstrate good academic written communication skills

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Guided Readings will be provided for each topic in advance of the weekly class. Active reading and note-taking will be the main mode of learning and will develop advanced knowledge and understanding of the themes of the module and allow students to practise synthesising information from different sources.
* Interactive lectures will provide a structured synthesis of ideas and concepts covered in the readings, supplemented by case studies and additional material. Each lecture will include activities to develop, test and consolidate learning (e.g. quizzes, discussion, exercises), helping to ensure that students are developing knowledge and understanding and the ability to use concepts and think critically about the relationships between politics, space, place and territory.
* The workshop will provide an opportunity for students to present and receive peer and instructor feedback on a practice essay plan. This will help students develop skills in using concepts and critical thinking, synthesising and analysing information and developing communication skills.
* Formative assessment will comprise an essay plan addressing a question from a sample examination paper. Peer and instructor feedback will be provided in the workshop. This will allow students to assess the development of their knowledge and skills.
* Summative assessment will comprise an unseen examination. An unseen examination encourages students to develop knowledge and understanding across the breadth of the module and enables them to demonstrate their ability to synthesise and analyse information, to use concepts, to think critically, and to communicate effectively in writing.

**Teaching Methods and Contact Hours**

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lectures | 9 | Weekly | 2 hours | 18 |  |
| Workshop | 1 |  | 1 hour | 1 |  |
| Reading and preparation |  |  |  | 81 |  |
| Total |  |  |  | 100 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Examination** | **Component Weighting: 100%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Examination | 1.5 hours | 100% |  |

**Formative Assessment:**

Essay plan with peer and instructor feedback provided in the workshop.

[**https://www.dur.ac.uk/faculty.handbook/module\_description/?year=2019&module\_code=GEOG2661**](https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG2661)

**Department: Geography**

**GEOG2661: CLIMATE CHANGE: GEOGRAPHICAL PERSPECTIVES**

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| **Type** | Open | **Level** | 2 | **Credits** | 20 | **Availability** | Available in 2019/20 | **Module Cap** |  | **Location** | Durham |

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**Prerequisites**

* None

**Corequisites**

* None

**Excluded Combination of Modules**

**Aims**

* This module aims to provide students with an overview of contemporary climate change as an issue that transcends science and social science boundaries, and one that requires different understanding and responses at different scales.
* It will include an overview of a range of contemporary climate change issues, governance of these issues and wider debates. The module aims to link an understanding of the physical processes underpinning climate change with an appreciation of the multiple ways in which these are manifested as climate impacts, and aims to use case studies and in-depth analysis to enable students to assess the range of social and economic responses to climate change.

**Content**

* This module will develop a geographical perspective on climate change through addressing the following topics:
* The science of climate change: the patterns and causes of climate change, and the challenges in projecting future climate change
* The competing perspectives around climate change including major climate change controversies
* Social and economic responses to climate change including carbon trading
* Policy instruments and institutions for climate change governance
* Case studies for national and corporate response to climate change
* The importance of scale for understanding response to climate change

**Learning Outcomes**

Subject-specific Knowledge:

* On successful completion of the module students are expected to have knowledge of:
* Climate change as an issue that cuts across science and social science boundaries
* The range of challenges associated with understanding and managing climate change at different scales: from global to local
* An understanding of the major controversies associated with climate change
* A range of examples of social and economic responses to climate change, and at different scales

Subject-specific Skills:

* On successful completion of this module students will be able to:
* Describe the way climate change science works, its major controversies, the ways in which future climate will change, and the importance of understanding uncertainty.
* Compare and critically analyse different approaches to responding to climate change at a variety of scales and in a range of settings
* Demonstrate their understanding of both theoretical debates and empirical issues through case studies and grounded examples

Key Skills:

* On successful completion of this module students will be able to:
* Demonstrate expertise in the critical appraisal of multiple viewpoints and positions
* Develop skills of written communication, including the synthesis of information and the development of a well-argued and evidenced position

**Modes of Teaching, Learning and Assessment and how these contribute to the learning outcomes of the module**

* Lectures will be used to impart basic facts and information necessary to fulfill the aims of this module, introduce students to wider topics for reading, and to introduce areas of debate and controversy
* Tutorials will be used to explore areas of controversy and develop students’ ability to critically appraise and question a range of intellectual positions
* A workshop will be used to deepen students’ understanding and to assess a range of perspectives on climate change governance
* Presentations will be used to develop students’ presentation skills and their ability to ask questions in a public forum This will enable students to develop their skills in understanding the relationship between climate science and climate policy, critically analysing the approach developed to respond to climate change in one nation-state and placing this in a comparative context. They will start to develop the connections between theoretical debates and their explanatory power in relation to a range of empirical contexts.
* In the summative essay, students will critically analyse a contemporary issue or debate and demonstrate their ability to approach climate change in an interdisciplinary manner that engages with both theoretical debates and empirical issues.
* The exam will enable students to demonstrate their interdisciplinary understanding of climate change, including the mechanisms of climate science, its uncertainties and controversies, the ways in which the challenges of responding to climate change vary between actors and across different scales, and their knowledge of the dynamics and consequences of a variety of social and economic responses.

**Teaching Methods and Contact Hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Number** | **Frequency** | **Duration** | **Total/Hours** |  |
| Lecture | 14 | Varies | 2 hours | 28 |  |
| Tutorials | 3 | Varies | 1 hour | 3 |  |
| Workshop | 1 | Mid-Term 2 | 4 hours | 4 |  |
| Group presentations (formative assessment session) | 1 | End Term 1 | 2 hours | 2 | ■ |
| Preparation and reading |  |  |  | 163 |  |
| Total |  |  |  | 200 |  |

**Summative Assessment**

|  |  |
| --- | --- |
| **Component: Essay** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Essay | Max 4 pages A4 | 100% |  |
| **Component: Examination** | **Component Weighting: 50%** |
| **Element** | **Length / duration** | **Element Weighting** | **Resit Opportunity** |
| Examination | 2 hours | 100% |  |

**Formative Assessment:**

Term 1: Group video presentation on a case-study of national level climate change responses. Groups will participate in a tutorial ahead of the deadline to share their findings to date and compare them and to prepare the presentation.

**Modules in geography**

<https://www.dur.ac.uk/faculty.handbook/module_search/?year=2019&search_dept=GEOG&search_level=-1>

* [GEOG1061](https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1061) - Planet Under Pressure
* [GEOG1071](https://www.dur.ac.uk/faculty.handbook/module_description/?year=2019&module_code=GEOG1071) - Human Geography
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