

| Module Details | |
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| Module Title | Social-Ecological Systems and Crises: Concepts, Cases, Contestations |
| Module Code | PES7065-B |
| Academic Year | 2024/5 |
| Credits | 20 |
| School | School of Social Sciences |
| FHEQ Level | FHEQ Level 7 |

| Contact Hours | |
|--------------------------------|-------|
| Type | Hours |
| Practical Classes or Workshops | 33 |
| Directed Study | 167 |

| Availability | |
|--------------|-------------------------------------|
| Occurrence | Location / Period |
| BDA | University of Bradford / Semester 1 |

| Module Aims |
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| <p>This module aims to:</p> <ul style="list-style-type: none"> - give you an overview of a range of approaches to understanding and engaging with social-ecological systems and crises, and of some of the ways in which these are contested in theory and practice. - introduce key concepts that will enable you to systematically assess the dimensions of, and prospects for, social-ecological resilience and/or transformation in the context of dynamic social, political, economic and environmental trends and crises. - give you opportunities to apply these concepts to case studies of real-world social-ecological systems, critically examining the diverse ways in which human actors are engaging with crises within these systems. |

| Outline Syllabus |
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| <p>The module will provide an overview of key concepts and ideas used in the analysis of social-ecological systems and the ways in which they have been employed, debated and critiqued by academics, policymakers, practitioners and activists. As we encounter these concepts, we will also critically analyse their implications for practice, drawing on a range of examples from diverse contexts.</p> |

| Learning Outcomes | |
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| Outcome Number | Description |
| 01 | Distinguish and critically assess key concepts and practices that inform human engagement with social-ecological systems and crises across relevant fields of policy and practice. |
| 02 | Employ relevant frameworks for assessing key dimensions of social-ecological resilience, crisis, adaptation and/or transformation in particular contexts and at different scales, with awareness of their strengths and limitations. |
| 03 | Critically evaluate initiatives aimed at promoting more resilient, sustainable and socially just communities |

| Learning, Teaching and Assessment Strategy |
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| <p>Teaching and learning on this module involves a range of activities designed to help you achieve the learning outcomes. These include written, visual and spoken inputs, activities, directed study and practical exercises designed to develop your ability to assess dynamics of resilience, vulnerability, adaptability and transformability in social-ecological systems, and to critically consider their implications for the pursuit of peace and justice.</p> <p>Formative assessment will include a series of tasks designed to help develop your capacity to fulfil the summative assessment. These will largely be carried out in preparation for and during classes, and you will receive feedback on your progress as you go along.</p> <p>Summative assessment will take the form of a portfolio of work designed to test the learning outcomes for this module.</p> |

| Mode of Assessment | | | |
|--------------------|------------------------------------|--|-----------|
| Type | Method | Description | Weighting |
| Summative | Coursework - Portfolio/e-portfolio | A portfolio of work that demonstrates achievement of the module learning outcomes. (3800-4200 words) | 100% |
| Formative | Other form of assessment | Individual and group tasks designed to support progress towards the module learning outcomes. | N/A |

| Reading List |
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| To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html |

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.