Department of Geography

Level 3 Unit Choices

Guidelines and Unit Information

2010-2011

University of Portsmouth

Semester 1

Geographies of Health *U06669D* *L3 S1*

Unit Leader: Dr Liz Twigg
Contributors: Jo Horwood
Pre-requisite (if any): None

SUMMARY
This unit provides the student with an overview of the relationships between health, disease, society and space. Sessions are subdivided into five blocks, each covering a different theme in health geography.

TOPICS COVERED:
Block 1: Background. *Block 1 outlines the western model of health, commonly known as biomedicine or scientific medicine. Drawing extensively on social histories of medicine, criticisms that have been levelled at this model are examined. In the remainder of the unit a variety of thematic issues that form the core interest of contemporary health geography are explored.*

Block 2: Health Inequalities. This block focuses on the nature and extent of health inequalities across the UK. Attention then moves on to the explanation of such inequalities and discusses the competing theories that are used to explain their social and spatial underpinnings.
Block 3: Mental Health. The third theme pays attention to spatial issues surrounding mental health status and mental health care. First, the different models of mental health are examined (the biomedical, epidemiological and sociological). Second, the move towards providing services in community settings and the implications for those communities has provided a rich research agenda for geographers and we examine the various strands of what is known as post-asylum geography.
Block 4: *Health Related Behaviours.* Contemporary public health policy places much emphasis on promoting, encouraging and facilitating healthy lifestyles. This block begins by describing the national, international and socio-cultural geography of smoking as an exemplar. The workshop focus then moves on to a consideration of obesogenic environments.
Block 5: *Infectious Disease*. Here we look at the nature and global importance of infectious disease. Disease ecology and disease mapping traditions are explored and the critical importance of social conditions is reconsidered in the explanation of infectious disease inequalities. Using HIV/AIDs and TB as examples, the simplicity of the epidemiological transition model is challenged by considering new and re-emerging infectious diseases

TEACHING METHODS AND CONTACT HOURS:
Lectures: 10 hours
Workshops 10 hours
Independent Study 4 hours
The above represents how the timetabled sessions are divided but we expect 2-3 hours of independent reading/workshop preparation to be undertaken each week.

ASSESSMENT:
20 credit unit: 3 x Group workshop activities (including one group-based oral presentation) 30%
(NB Groups undertake four pieces and the best three are used in the end of unit mark)
1 individual project/extended essay (3000 words) 70%

10 credit version: 3 x Group workshop activities (30%)
1 x individual write up of group oral presentation (1500 words) (70%)

READING and RESOURCES:
This unit requires broad reading of journal articles and other academic literature.
Lecture notes and reading lists are presented on WebCT

OTHER INFORMATION:
PLEASE NOTE THAT IN THE 20 CREDIT VERSION, 30% OF THE OVERALL ASSESSMENT WEIGHTING IS BASED ON GROUP ACTIVITIES. THESE GROUP ACTIVITIES ARE COMPULSORY AND COVER THE MATERIALS IN BLOCKS 2 TO 5. THE GROUP WORK BEGINS IN WEEK TWO OF THE UNIT AND CONTINUES EVERY FORTNIGHT. ASSESSMENT MARKS AND FEEDBACK ARE THEREFORE GIVEN THROUGHOUT THE UNIT. THE FINAL INDIVIDUAL PROJECT/EXTENDED ESSAY IS SUBMITTED TOWARDS THE END OF THE SEMESTER

Mountain Climates ***U02462C*** ***L3 S1***

Unit Leader : Dr Nick Pepin
Contributors: Martin Schaefer (GIS)

Pre-requisite (if any): Level 2 Introduction to Climatology

SUMMARY

This unit investigates mountain climates, and their sensitivity to change. Mountain areas are important for tourism, as ecological niches, and water reserves (glaciers and snow cover). Yet they are extremely sensitive to climate change, particularly since there are dramatic changes in climate in very small spatial areas. The unit both aims to stress the fragility of mountain areas, and also illustrate their complexity and range of influences on their weather and climate. Examples are given from the arctic to the tropics (based on field experience and first hand research of the lecturer), stressing the fact that all mountains are different.

TOPICS COVERED:

Effects of altitude and topography, physics of the free atmosphere
Mountain winds and airflow
Local scale microclimates, aspect and exposure
Snow and ice and glaciers, and their response to climate change
Influence of climate on mountain vegetation, and ecological zonation/treelines etc
Extreme environments and human responses
How to undertake research (both primary and secondary data analysis methods)

TEACHING METHODS AND CONTACT HOURS:

5 or 6 weeks lectures (2 hours per week) covering topics listed above
Optional field class – 8 days (this is taking place in June 2010 in Colorado, U.S.A.)
Includes exposure to field techniques and basic GIS/survey applications
5 or 6 weeks practical help sessions based on individual research project

ASSESSMENT:

Explain the nature of each assessment, give its % weighting towards unit credit and indicate its timing (approx. teaching week when set and when submission is required)
For all students:
General Essay (40%) – submission about week 8 (November) covering general mountain topic
Field Project (60%) based on primary data (if fieldclass attended) – submission week 12 ish
For people who do not attend the fieldclass this project is based on secondary data already collected by the unit leader (Pyrenees)
There is no disadvantage to those who do not attend the field class and large numbers of students do usually choose the unit without the field element.

READING and RESOURCES:.

Review Text: Barry, R.G. (2008). Mountain Weather and Climate, Routledge.

Course is supported by webCT (all lectures) and all the material collected in the field, or for the alternative field project (Pyrenees data) is provided electronically both on webCT and L drive

OTHER INFORMATION:

The optional field experience (this year in Colorado) exposes students first hand to mountain weather and techniques for primary data collection. This requires suitable clothing and footwear for outdoor activities. It does not require a high level of fitness (it is not mountaineering). Students must pay for this fieldclass and if interested should already be in contact with the unit leader.
Doing the unit allows exposure to current research and issues in mountain climatology and could provide a basis for further expedition work and higher level environmental research in a range of areas including glaciology, snow and ice, extreme environments, etc.

Political and Economic Geography 2: Europe in Transition U07789 L3 S1

Unit Leader : A Ryder

Pre-requisite (if any): None

SUMMARY

Since before the fall of the Berlin Wall, Europe --Western and Eastern -- has been undergoing massive economic, social and political changes. The extent of change broadened after 1989, as the countries of the former "Soviet bloc" moved to restructure their economies and join the European Union.

Aims

1) To present the cultural, political, and administrative institutions and political organisation of Europe. 2) To examine the nature and the structure of the state, the division of powers among and the organisation of different levels of European government, and to understand the impacts of different political, administrative, and tax structures on regional and local development. 3) To examine spatial aspects of contemporary European affairs in the context of recent history and politics. 4) To become familiar with the spatial implications of moves towards economic and political integration within Europe, and between Europe and the wider world.

TOPICS COVERED:
The evolving political map of Europe. Mention of the Czech and Slovak Republic, the Baltic States, Belgium, and the former Yugoslavia; Western Europe and the simultaneous growth of regionalism and federalism\integration; Eastern Europe under communist rule, 1945 to 1990; The legacy of central planning, insulation from world market forces, regional economies and international cooperation; Case studies of environmental and industrial conditions in selected regions.

Europe in Transition:

a. New regional and national inequalities. The effects of the market on space and location. Inward investment and regional economic change.
b. Policies and planning: the urban and regional dimension. Case studies of selected regions and cities, looking at planning, industrialisation and de-industrialization, agriculture, and the environment.
c. New nations and new ethnic problems.
d. Regional economic restructuring: sectoral shifts and the changing spatial organisation of economic activity at the international, national, and local scale. Case studies of selected industries, regions, and cities.

TEACHING METHODS AND CONTACT HOURS:

Up to 36 hours of contact, 12 2 hour lectures and 12 1 hour lectures

ASSESSMENT:
Explain the nature of each assessment, give its % weighting towards unit credit and indicate its timing (approx. teaching week when set and when submission is required)

2 essays, 50% each. 10 credit version: 1 essay, 100%

READING and RESOURCES:
There is no one course text. However, a booklist is provided, and there is an extensive collection of supporting material on the webct site.

Environmental assessment and management *L3, S1*

Unit Leader : **Brian Baily** 10 (U16321) and 20 (U16230) credits only

Contributors:, Hugh Mason, Robert Inkpen, Outside speaker

Pre-requisite (if any): None

SUMMARY

This unit aims are:

1. To develop a critical awareness of some of the principal methods available for environmental assessment and management.
2. To develop an understanding of the relevant data sources and methods suitable for monitoring the environment.
3. Understand how environmental assessment procedures are applied to various case studies.
4. To develop an understanding of the key concepts of economic environmental valuation.
5. To perform a carbon footprint project using the skills developed on the course.

TOPICS COVERED:

Why do we need environmental assessment? How do we assess and monitor the environment? What is the environment? Environmental values and perception and how these vary spatially and temporally. An examination of the main methods available for environmental data monitoring. Methods for environmental assessment to include: Environmental Impact Assessment (EIA), Sustainability Appraisal (SA), economic assessment of environmental values, carbon footprinting and ecological footprinting.

TEACHING METHODS AND CONTACT HOURS:

Nine two hour lectures to include outside speakers; plus one support session for the project. There will also be an exam revision session at the end of the course. (22 hours)

ASSESSMENT:

1. 3,000 (max) Production of a consultancy style carbon footprint report based on a companies emissions. This is produced in line with DEFRA recommendations and the GHG Protocol.

2. Two hour exam (**Pre-seen** paper, choose two from six)

READING and RESOURCES:

There is no one course text however, some example references are provided below. There will be an extensive collection of supporting material on the Victory site offering all lecture presentations, reading lists and many of the reports and papers in PDF format, which will be available to all students. This unit requires broad reading of journal articles, newspapers and other appropriate sources.

INDICATIVE READING

Foster, J. (1994) *Valuing Nature? Economics, Ethics and Environment*. Routledge.

Glasson, J., Therivel, R. and Chadwick, A. (2005) *Introduction to Environmental Impact Assessment.*

(Taylor & Francis)

Pearce, D. et al. (1989) *Blueprint for a Green Economy* (Earthscan, London).

Stern, N. (2009) *Blueprint for a Safer Planet*. Random House.

Advanced Geographical Data Analysis U09435C L3 S1

Unit Leader : Dr Liz Twigg
Contributors: Dr Paul FARRES

SUMMARY

An introduction to the use of multivariate statistics in the modeling of geographical data.

TOPICS COVERED:

The major topics covered are;
Advanced aspects of multiple regression including logistic regression.
Introduction to multilevel modeling & categorical data analysis.
Data reduction, classification, and multivariate clustering.
Introduction to modeling temporal and spatial series.

These topics provide the student with the ability to use multivariate statistics as a research tool, and in so doing provides the student with skills in using commercial data analysis packages MINITAB & SPSS.

TEACHING METHODS AND CONTACT HOURS:

Series of weekly lectures and computer based practicals.

ASSESSMENT:

40% on four short write-ups on regression diagnostics
40% from logistic modeling exercise write-up
20% from a multilevel modeling short answer sheet.

READING and RESOURCES:

WebCT site and reading lists given during the course

Inventing Places: Cultural Geographies (20 credits) (10 credits) L3 S1

Unit Leader: Dr Carol Ekinsmyth Contributors: Normally none

SUMMARY

This unit follows on from L2 *Social and Cultural: Geographies of Wellbeing* and you would normally be expected to have taken this Unit before enrolling on *Inventing Places*. *Inventing Places* introduces the student to some of the substantive matter of the sub-discipline of cultural geography. Its main aims are the following:

1. To develop an understanding of the ways in which places are invented, imagined and re-imagined and the consequences of this for social wellbeing and the places concerned.
2. To seek an understanding of 'place' and its significance in our lives.
3. To establish the theoretical and methodological underpinnings of the sub-disciplinary area especially with regards to how cultural geography is and can be *done*. In this section of the unit, we consider how cultural geographers have turned to cultural artifacts in order to try to make sense of the world. In particular, we consider the ways in which cultural geographers might (and do) interpret visual materials (art, photography, visual advertising), fictional and factual literature (novels, non-fiction etc) and film. There are several sessions on this and fiction and film are heavily drawn upon.
4. Following on from the above, to foster a critical awareness of the social, political and economic implications and consequences of representations of space, place and peoples.

TOPICS COVERED:

Lecture sessions (these are indicative & will change each year)

BLOCK ONE: ***Theory: Inventing places***
BLOCK TWO: ***Representing places***
BLOCK THREE: ***Place, Identity and Difference: Inventing peoples***

1. Introduction: Defining Place
2. Contested places, "culture wars": Power, identity and place.
3. Invented places, re-invented places, non-places
4. Ways of seeing: Landscape and power
5. Analysing film: Filmic Cities
6. Analysing film: Doing it
7. Fictive Geographies
8. Fictive Geographies
9. Postcolonial theory, diaspora, mobilities and transnationalities
10. Subalternism, hybridity and postcolonial melancholia
11. Race and Nationality
12. A Global Sense of Place
13. Belonging

TEACHING METHODS AND CONTACT HOURS:

The teaching of this unit is interactive (requiring your preparation and contribution) and flexible and to some extent, responds to student need and preference each year. Information is presented in lecture-style format and is interspersed within lecture sessions by interactive work. If you do not like this, the unit is not for you. In addition, I run a series of lectures and workshops around themes such as deconstructing film and novels and this activity forms the basis of the coursework assignment. Again, if you do not like to read novels and watch films, and if you are not prepared to spend some considerable time in this unit considering, analyzing and deconstructing these representations, this unit is not for you.

Indicative contact hours: Lecture (with interaction) 18 Workshop 12

ASSESSMENT:

20 credit unit: Two elements; 1. A written assignment which constitutes a detailed deconstruction/ analysis of a novel or a film. Due for submission in week 8 of the semester; 2. A seen examination – 2 questions in 2 hours.

10 Credit unit: A seen examination for which you must be in attendance.

READING and RESOURCES:

This unit requires broad reading of the journals and texts. Indicative texts are: Cresswell (2004) *Place: A short introduction*, Oakes and Price (2008) The *Cultural Geography Reader,* Rose G (2000) *Visual Methodologies*. Study for this unit also requires the close reading of at least one novel and the repeated close viewing of at least one film. In addition, materials are distributed and need to be read for workshops. You will also be required to gather your own cultural materials
.
A VICTORY site supports this unit with lecture notes, reading lists and additional relevant resources.

OTHER INFORMATION:

Pre-requisite – Level 2 Social and Cultural Geography: Geographies of Wellbeing. If you haven't taken this unit in Level 2, you will need to speak to Carol Ekinsmyth before signing up to this unit and some significant catch-up reading will be required before the start of this course.

Coastal Environments: Processes & Forms U15552 Level 3 Semester1

Unit Leader :	Dr Malcolm Bray	***10 & 20 credit versions available***
Contributors:	None	
Pre-requisite:	None	

SUMMARY

This unit explains the biophysical behaviour of contemporary coastal systems. It focuses upon temperate mid-latitude systems, which are examined in terms of energy inputs (waves and tides), material properties, erosion and weathering, transport processes and landform development. It aims to apply understanding of processes to explain the development and behavior of distinctive coastal landforms such as beaches, cliffs, and estuarine environments. The sediment budget approach is presented as a fundamental framework for investigation and understanding. Key processes and theoretical concepts are established initially, followed by case study examples of classic experiments and research as well as some practical illustrations in the field.

TOPICS COVERED:

Introduction to coastal systems and factors controlling their behaviour.
Sea-level.
Forcing Agencies: (1) Waves.
Forcing Agencies: (2) Tides, tidal currents and extremes.
Longshore and cross-shore sediment transport.
Beach Morphodynamics.
Littoral Cells and Sediment Budgets
Human modifications to coastal systems.
Coastal Cliffs and Shore Platforms.
Depositional coastal landforms (sand dunes, spits and barrier beaches).

TEACHING METHODS AND CONTACT HOURS:

Lectures:	22 hours
Field trip:	8 hours (one day trip to East Dorset)
Revision Session	1 to 2 hours

ASSESSMENT:

20 Credit Version: Two elements comprising a project (60%) and an examination (40%):
10 Credit Version: Project Only (100%)

Project Problem-solving Exercise. A map and descriptive text of a hypothetical coastal system are provided. Students are required to answer a series of short answer and essay-style questions related to different aspects of the sediment budget and dynamics of this hypothetical coast. Word limit of 2,500. Set in teaching week 3 with submission in week 12.

Examination involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in 90 minutes.

READING and RESOURCES:

The following is used as the course text, but this unit also requires considerable supplementary reading of other texts and journal articles:
Masselink, G. and Hughes, M.G. (2003). *Introduction to Coastal Processes and Geomorphology*. Hodder Arnold, London, 354p.
A well supported *VICTORY* site offering all lecture presentations, reading lists, assessment instructions and reference documents in PDF is available. (you can self-sign into the site via “course list” on the “welcome to VICTORY” page before the log-in page - take a look before deciding whether to choose this unit!)

OTHER INFORMATION:

An additional cost of approx. £15 is levied to cover coach transport for the field excursion.
The unit provides excellent preparation for Applied Coastal Geomorphology.

Palaeoecology and Palaeoclimatology *Level 3 Semester1*

Unit Leader : Dr Graham Wilson
Pre-requisite: Recent Environmental Change

SUMMARY

This unit focuses on the latest research in palaeoclimatology, such as evidence of remarkably rapid and significant changes in global climate, and evaluates some of the recent controversial theories in the field, such as the notion that our current interglacial is climatically unstable, and that human activity in the early Holocene has offset the next glaciation. The role of orbital and solar forcing of climate is critically reviewed, and we evaluate the nature of climate changes during the last interglacial as a suitable analogue of future climate change. The unit covers recent advances in palaeoecological-based reconstruction techniques, which now allow the quantification of past variables such as water and air temperatures and sea-levels. Such high quality data has proved invaluable, both in the debate surrounding the nature and pace of global change, but also in providing a test bed for climate and geophysical models. The unit also covers recent advances in identifying the onset and cause of aquatic water pollution, and the role of palaeoecology in quantifying 'base-level' targets for restoration of aquatic ecosystems (e.g. as required by the Water Framework Directive).

TOPICS COVERED:

Millennial-scale global climate change
The nature and cause of abrupt climate changes (Heinrich events, Dansgaard-Oeschger cycles)
Evidence for Holocene climate instability, and possible natural warming into the future
Impact of human activity in the early Holocene on current and future climate
Orbital forcing of monsoon intensity
Internal feedback mechanisms in the North Atlantic region and global climate dynamics
Advances in palaeoecology, including tidal-level transfer functions, and quantitative reconstruction of air and water temperature.
Applied environmental reconstruction, quantification of lake pollution concentrations, identification of restoration targets.
Palaeolimnology
Taphonomic processes, and potential bias in the palaeorecord.

TEACHING METHODS AND CONTACT HOURS:

Lectures: 20 hours
Seminars: 7 hours

ASSESSMENT:

Project (50%): Reconstruction of the nature of Mediterranean climate change during the penultimate glacial-interglacial transition using a multi-proxy, palaeoclimate dataset.

Critical essay (50%): Review of a thematic issue (choice of six given)
(*10 credit version involves the critical essay only*).

READING and RESOURCES

Students are provided with a unit handbook, containing a very detailed and comprehensive reading list. Lecture material and assessment details are provided in VICTORY.

Semester 2

Applied Coastal Geomorphology U15550 Level 3 Sem2

Unit Leader :	Dr Malcolm Bray	***20 credit version only***
Contributors:	none	

Pre-requisite: none

SUMMARY

This unit explains how and why management is practised in coastal environments and examines the effects of management upon “natural” systems. It will demonstrate how geomorphology can be applied to tackle “real world” problems and by reference to numerous case study examples it evaluates the viability of alternative shoreline management approaches. It blends theoretical and practical study approaches involving a short lecture programme and a series of field excursions.

TOPICS COVERED:

Introduction to hazards and management of coastal systems.
Shoreline Management Plans: first generation.
Shoreline Management: “hard” and “soft” engineering approaches.
Climate change, sea-level rise and management options at the coast.
Managed realignment and planning approaches to Shoreline Management.
Coastal biodiversity and geodiversity and methods of conservation.
Field trips to examine case study examples of problems and schemes.

TEACHING METHODS AND CONTACT HOURS:

Lectures:	12 hours
Field trips:	16 hours (two one day trips to local sites)
Videos:	2 hours (case study examples)
Revision Session	2 hours (optional)

ASSESSMENT:

20 Credits: Two elements comprising a project (50%) and an examination (50%):

Project involves problem-solving decision-making on the most viable methods for management. It involves preparation of a Shoreline Management Plan for a hypothetical coastline and all relevant background information is provided. Word limit of 3,000.
Set in week 2 with submission in week 12 (mid May).

Examination involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in two hours.

READING and RESOURCES:

This unit requires broad reading of journal articles and government and industry reports.
A well supported VICTORY site offering all lecture presentations, reading lists and many of the reports in PDF is available to all students (you can self-sign into the site via “course list” on the “welcome to VICTORY” page before the log-in page - take a look before deciding whether to choose this unit!)

OTHER INFORMATION:

An additional cost of around £30 is levied to cover coach transport for the field excursions.
Unit content links closely with staff research and consulting interests and should provide valuable insights to those considering careers in the flood and erosion management industry.

Applied Soil Science ***U02467*** ***L3 S2***

Unit Leader : Dr Paul FARRES

SUMMARY
To consider and appreciate the development and operation of the soilscape of NW Europe.

To use evidence to assess, verify and modify theoretical, conceptual and schematic models of soilscape reality.

THE UNIT IS A FIELD BASED UNIT AND HAS A COMPUSORY FIELD CLASS OF 8 DAYS IN EUROPE. Lecture content is simple 4 introductory sessions, all the real teaching and learning by the students takes place in the field.

TOPICS COVERED:
Leaning outcomes;
Describe soil material in the field, recognize diagnostic properties and horizons anduse these to classify the commonly occurring soils in NW Europe.
Assess and read the evidence exhibited by soil profiles in the field to help reconstruct the conditions of soil genesis.
Observe and assess the field evidence for soil erosion and evaluate it against traditional models of soil erosion processes and respons.

TEACHING METHODS AND CONTACT HOURS:

8 days in the field 12 hours a day, additional teaching in the field from soil scientists based at research institutes and Universities in Netherlands and Belgium.

4 Introductory workshops

Cost of field class approximately £240

ASSESSMENT:

Group oral presentation in the field	10%
Group poster of field observations (see above)	25%
Seen examination (1.5Hrs)	65%

READING and RESOURCES:

Webct site up & active
R.Schaetzl & s.Sanderson. (2005). Soils genesis and geomorphology.
M.R.Ashman & G.Puri. (2002) Essential soil science. A clear and concise introduction to soil science.
E.M. Bridges. (1997). World soils (3rd Edition)
R.White (2006). Principles and practice of soil science 4th Edition.

Applied Fluvial Geomorphology U16553/4 L3 S2

Unit Leader: Dr Philip J. Soar
Contributors: Dr Philip J. Soar

Pre-requisite (if any): River Channel Forms and Processes (Level 2)

SUMMARY

This unit explores the geomorphological approach to managing, rehabilitating and restoring unstable fluvial systems that have been destabilised by natural events or human activities. The approach and methods presented make reference to the consideration of water and sediment dynamics and morphological process-response in alluvial rivers. The main theme of the unit is 'accounting' for sediment in river management practices and it provides an insight into the types of problems investigated by consultant geomorphologists and environmental managers. In addition, the unit introduces concepts, ideas and policies that underpin river channel management and restoration and how approaches have evolved over time. A range of case studies and class exercises are used together with a field visit to illustrate the topics presented in the lectures and demonstrate various management practices (both successful and unsuccessful).

TOPICS COVERED:

- Introduction to river channel management practices;
- Accounting for sediment in river management: sediment connectivity and the sediment transfer system;
- Contemporary human impacts, modes of channel adjustment and complex response;
- The 'geomorphological approach' to river management;
- River classification and characterisation (morphological and ecological)
- The Fluvial Audit, Geomorphological Dynamics Assessment and identifying channel changes;
- Managing sediment-related problems: sediment sources and sediment deposition;
- River restoration: perspectives, approaches, techniques and case studies;
- Channel restoration design for meandering rivers and accounting for morphological variability;
- Hydromorphology and the changing scope of river management in the UK.

TEACHING METHODS AND CONTACT HOURS:

Lectures:	18 hours
Field trips (extra cost c.£20):	6 hours
Revision clinics	2 hours (optional)

ASSESSMENT:

Two elements comprising an examination (50%) and a case study report or critical essay (50%)
Examination: involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in two hours.
Case Study Report or Essay: either a consultancy style report examining the case for the geomorphological approach to river management for a real site or a critical essay title from a list covering topics from the lectures. Both require in depth reading to address the management problem or issue posed in the essay title (word limit of 2500 for each).

READING AND RESOURCES:

A programme of personal reading and library research is essential for this unit. However, there is no single text that covers all the topics presented. Lecture notes, supporting material and suggested wider reading for different themes, reviews and approaches are presented on VICTORY.

Gender and Development U16551 *Level 3 Semester 2*

Unit Leader : Dr Marina Prieto-Carrón,
Contributors: *To be advised*
Pre-requisite (if any): none

SUMMARY

Gender and Development is an interdisciplinary course that explores gender issues within the context of development. It introduces to students to the geography of gender roles, relations and identities in developing world regions. Emphasis is given to the obstacles in achieving equality between men and women and in particular: a) the ways in which gender and social relations influence differential access to, and control over development resources and processes; b) the benefits and costs of development and global change for men and women of different nations, classes, races and ethnicities; c) governments' and development organizations' attempts to implement gender-sensitive interventions. The course approaches these issues from both theoretical and empirical perspectives, with a particular focus on the experiences of Latin America women and men at the grassroots.

TOPICS COVERED:

Gender theories and concepts; Mainstreaming gender; Identity and representation; Men and masculinities; Gender and social reproduction; Gendered trade and production; Gender and migration; and Gender and development policy.

TEACHING METHODS AND CONTACT HOURS:

Lectures: 20 hours
Revision Hours: 2 hours

ASSESSMENT:

The unit will be assessed through one piece of coursework and one exam.

1) Essay of 2500 words (50%)
2) 2 hour exam - 2 questions from a choice of 6 must be answered (50%)

Students undertaking the 10 credit unit will be assessed with the essay of 2500 words (100%)

READING and RESOURCES:

Students are provided with a very detailed and comprehensive general reading list for the course and one for each lecture. In addition, students will have access to documentary videos, NGO reports and 'grey literature' from diverse sources. Lecture material and assessment details are provided in VICTORY.

Spatial Databases: Programming and Applications U13613 L3 S2

Unit Leader : Professor Richard Healey
Contributors: Martin Schaefer, Visiting Speakers

Pre-requisite (if any): BSc GIS 1st and 2nd Year units

SUMMARY

The unit assumes prior knowledge of SQL and aims to develop an understanding of the theory and practice of developing spatial database applications, using ORACLE SPATIAL technology. In addition, it provides an introduction to database programming methods using the PL/SQL programming language to foster the development of skills in the construction of dynamic database driven web pages and use of the ORACLE MAPVIEWER client, which provides a web-based mapping interface to ORACLE SPATIAL databases.

TOPICS COVERED:

Theory of object-relational and spatial databases, indexing and querying methods. PL/SQL programming, HTML and web programming, MAPVIEWER and XML, database administration and query optimization.

TEACHING METHODS AND CONTACT HOURS:

Lectures	22 hours
Practicals	14 hours

ASSESSMENT:

Essay	50%
PL/SQL Programming Exercise	25%
Dynamic Website Construction	25%

READING and RESOURCES:

There is a comprehensive Victory site that provides access to all lecture presentations, reading lists and practical exercises.

Regional Economic Development in the N.E. USA 1850-1900   U07790B

Unit Leader :   Professor Richard Healey

Pre-requisite (if any): None

SUMMARY

This unit aims to examine the patterns and processes of regional economic development that led to the growth of the American Manufacturing Belt between New York and Chicago in the second half of the 19th century. During this time the USA transformed itself at an extraordinary rate from an emerging economy with scarce capital and a skilled workforce of limited size, into the world's leading industrial power.   This industrial transformation was predicated on high levels of transatlantic immigration, large scale international capital investment from Europe and rapid development of the world's most extensive system of railroads, which form key areas of focus within the course. A variety of industrial and urban case studies are considered, in the light of fluctuating economic circumstances and uneven natural resource endowments. These case studies are also used to amplify a variety of empirical problems and more theoretical issues. Development processes are investigated at a range of scales from the international to the sub-regional and the inter-dependencies between the different scales are highlighted.

TOPICS COVERED:

Regional growth processes, international and inter-regional capital flows, business cycles
Canals, railroads and economic growth
Industrial development and locational decision-making
City and region : examples of Chicago and Philadelphia
Immigration, labour and social/ethnic relations
Industrial case studies : coal mining and coke manufacture, iron and steel
The rise of 'Big Business' (e.g Carnegie Steel) and Industrial Corporations
The national integration of regional economies

TEACHING METHODS AND CONTACT HOURS:

Lectures :	22 hours
Discussion sessions	4 hours
Revision Session	2 hours/as required

ASSESSMENT:

20 Credit Version: Two elements comprising an essay (50%) and an examination (50%):
10 Credit Version: Examination Only (100%)

Examination involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in two hours.

READING and RESOURCES: A wide range of reading resources support this unit, both within the University Library and from web repositories such as JSTOR and GOOGLE Books. The latter is becoming particularly valuable because a significant portion of its full text material (for copyright reasons) comprises 19th century American works of relevance to this course. Additional web resources and extensive handouts are also available and further material will be provided via WebCT for the 2007/8 session.

Implementing Geographical Information Systems U9452 L3S2

Unit Leader : Alastair Pearson

10 and 20 credit versions available

Contributors: Dominic Fontana

Pre-requisite (if any): L1 Introduction to GIS, L2 Geographical Data Modelling and Manipulation

SUMMARY

The course aims to build on the knowledge and experience gained in the appropriate Level II core and foundation option courses but could be taken by those who have not taken these earlier options. The unit considers the application of GIS to the management of geographical information, concentrating on the use of GIS in the public and private sector. It aims to develop an appreciation of the theories and actual practice of system planning and implementing through the student's own experience and to critically examine developments in the communication of geographical information through GIS software and recent developments in WebGIS, multimedia and virtual reality. Visits to Portsmouth City Council, Ordnance Survey and the Office of National Statistics help to enrich student knowledge of the reality of using GIS in the 'real world'.

TOPICS COVERED:

System planning overview and implementation issues. Developing an integrated geographical framework. Ordnance Survey and its role within the GI community. Running a population census. GIS in local authorities. Developing standards. Multimedia, Web GIS and Virtual Reality. Accuracy, precision and data quality. Error management and propagation. Future Trends in GIS analysis.

TEACHING METHODS AND CONTACT HOURS:

Lecture:	24
Practical:	4
Field visits	15

ASSESSMENT:

1.5 hour exam (20%)

A practical on road map design (15%), an implementation project at an organization of student choice (50%) and a small follow up exercise on Web GIS (15%) make up the remaining 80%.

The practical work is largely formative with the exam providing the bulk of the summative assessment. The project provides opportunity for students to explore the application of GIS in a chosen organisation.

READING and RESOURCES:

This unit requires broad reading of journal articles, government agency papers and industry reports. A well supported WebCT site offering all lecture presentations, reading lists and many of the reports in PDF is available to all students.

OTHER INFORMATION:

This course offers opportunity to make links with potential employers through the implementation project and is highly relevant to those wishing to pursue a career using GIS.

Rural Geographies U14134
Unit Leader : Dr Mark Riley

SUMMARY

This unit focuses on the contemporary geographies of rural space. The unit takes a broadly socio-cultural approach. It first considers the various academic approaches taken to the study of rural space and society and the problematic nature of the term 'rural'. From here the unit explores the interrelation between rural localities, rural lives and representations of the rural. The first section of the course considers rural localities through a focus on the changing nature and use of rural space and the different conceptualisations applied, by academics, to this rural space. The unit also discusses rural 'nature' – paying attention to the recent discussions with geography and social science of nature-culture divides and reconnections, and a focus on the growing literature relating to the geography of animals. Processes taking place within rural space are considered through a focus on the evolving geographies of food and rural conservation. Here attention is given to the studies from within geography on the development of alternative food systems and the conceptualisation of conservation behaviours and activities. The final section of the course considers the interrelation between representations of rurality and rural lives. The importance of rural representation in the way people use, experience and sell the countryside is discussed, followed by a consideration of how such representations may both mask and reinforce the marginalisation of specific groups within rural areas.

TOPICS COVERED:

Introduction: Defining 'Rurality'; Productivist and Post-productivist transitions;
Rural nature(s); Evolving Geographies of Food 'Conserving' Rural Areas; Non-Human Ruralities;
[Re]presenting rurality; Rural Marginalisation (1);Rural Marginisaltion (2) (group discussion);
Reflecting on Rural Geographies; Summary Session and exam preparation.

TEACHING METHODS AND CONTACT HOURS:

Lectures:	14 hours
Workshops	4-8 hours
Revision Session	2 hours (optional)

ASSESSMENT:

20 Credit Version: Two elements comprising an essay (50%) and an examination (50%):
10 Credit Version: Essay Only (100%)

Examination involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in two hours.

READING and RESOURCES:

This unit requires broad reading of journal articles and other academic literature.
Lecture notes and reading lists are presented on WebCT

Environment and Society **U16532, U16533** ***Level 3 Semester 2***

Unit Leader: Dr. Julia Brown.

SUMMARY

Taking a political-economy perspective, this course is concerned with the complex relationship between societies, the state of nature and the environment in both the Global North and South. A substantial part of this unit will concern itself with the exploration of a range of theoretical approaches and perspectives on environmental thinking drawn from Geography and related disciplines. The series of lectures commences with an examination of the evolution of environmental thought. There follows a consideration of the various ways of valuing the environment. Evolving perspectives on environmental knowledge and the democratisation of the base of environmental knowledge and expertise will be examined. From here the course will explore the growth of social and environmental movements. Concluding the conceptual section of the unit, a lecture will be dedicated to the role played by institutions in environmental management. The course will then examine how water can be used as a societal lens. A series of three lectures will explore how societies are organised around water, and the impact of power relations on access to water. The course concludes with a lecture exploring societal responses to climate change and the role of technology.

TOPICS COVERED: (indicative & subject to change each year).

The Evolution of Environmental Thought; Ways of Valuing the Environment; Evolving Perspectives on Environmental Knowledge & Expertise; Growth of Social & Environmental Movements; Institutions and Environmental Management; Water as a Societal Lens (1): A World Without Water; Water as a Societal Lens (2): Commodification of Water; Water as a Societal Lens (3): Water and the Organisation of Societies; Water as a Societal Lens (4): Debating Big Dams; Synthesis, Reflection and Exam Preparation.

TEACHING METHODS AND CONTACT TIMES:

Lectures: 22 hours.
Workshops: 3 hours.

ASSESSMENT:

20 Credit Version: Two elements comprising an essay (50%) and an examination (50%).
10 Credit Version: Essay Only (100%).

Examination involves one unseen examination at the end of the Semester. Two essay style questions are to be answered from a choice of six in two hours.

READING and RESOURCES:

This unit requires broad reading of journal articles and other academic literature. Lecture notes and reading lists are presented on Victory.