

Module Title: <b>Restructuring the British Countryside</b>	
Level: <b>6</b>	

Teaching schedule	Any change to the time or location of a scheduled session will be notified through the Virtual Learning Environment
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Assessment	Work must be submitted by the stated deadlines with an appropriately filled out Faculty cover sheet.					
In-course assessment	Type	Weight	Set date	Due date	Staff Marker	Return date
	Assignment 1 Essay	50%	Monday 8 <sup>th</sup> October 2012	Monday 26 <sup>th</sup> November 2012	A Lecturer	Xx/xx/xxxx
	See separate sheet 5000 words					
Unseen Exam		50%	Please see University exam timetable			

**MODULE SUMMARY**

This final year module examines the processes and patterns of contemporary change in the British countryside. It analyses the factors conditioning the restructuring of rural land use and the economic, social and cultural systems in the Britain's rural areas.

**AIMS:**

- Examine and interpret the processes and patterns of contemporary change in the British countryside;
- Analyse the factors conditioning the restructuring of rural land use, and the economic, social and cultural systems in the British countryside.

**LEARNING OUTCOMES:** *(on completion of the module you should be able to)*

- Identify and evaluate theoretical approaches to rural restructuring;
- Interpret the changing relations between the rural economy, agriculture and the environment;
- Explain rural economic restructuring in the context of the wider political-economy;
- Examine the restructuring of agricultural systems at a variety of spatial scales;
- Evaluate perspectives on rural social change;
- Examine the origins of contemporary problems and their effective solutions;
- Critically evaluate the effects of national and local policies on rural areas;
- Extend the key transferable skills of oral presentation and essay-writing.

## **TEACHING AND LEARNING:**

A series of 22 keynote lectures will identify and introduce core topics. Students will be encouraged to engage with these lectures through question and answer sessions. The lecture programme will be supported by 11 one-hour student-led seminars which will build on and extend the knowledge and skills introduced in the lecture series.

Lecture	22hours
Seminar	11hours
Direct private study	70hours
Self-directed learning	47 hours
<b>Total</b>	<b>150 hours</b>

Directed private study includes consolidation of lecture notes with additional reading, and the production of experimental reports and other written assignments. Self-directed learning includes preparation for tests and the end-of-module examination and associated work.

## **ASSESSMENT STRATEGY:**

1. Unseen Written Exam (50%) - The examination will be essay based. It will assess students' basic understanding and knowledge, and their ability to develop arguments, critically evaluate information and theories and present rationalised conclusions (will assess learning outcomes 1-7).
2. Essay (50%) - The essay assignment will assess critical reflection on concepts and theories, library research skills and concise written presentation (will assess learning outcomes 1-8).

The staff team will provide constructive feedback on all elements of coursework at appropriate times during the module. Independent learning skills will be developed throughout the module by directed reading assignments from core texts and journals. This activity is essential to achieve the learning outcomes.

## **MAJOR CATEGORIES OF ASSESSMENT**

50% Coursework

50% Examination

## **FEEDBACK:**

- ❖ Mid Module Review: 22<sup>th</sup> October 2012
- ❖ End of Module Questionnaire: 10<sup>th</sup> December 2012
- ❖ Essay: written feedback on submitted essay on Monday 10<sup>th</sup> December 2012
- ❖ Exam: Oral feedback (post-exam)

## **FORMAT OF EXAMINATION PAPER**

The format of the end-of-module examination paper will be as follows.

There will be ONE section. You must choose TWO out of SEVEN essay questions in the paper.

Sample exam papers are available on VLE

## **TEXTS and REFERENCES**

### **Recommended Textbooks:**

Woods, M. (2011) Rural; London: Routledge.

Woods, M. (2005) Rural Geography, London: Sage.

### **Reading references:**

Cloke, P. (2003) Country Visions, Harlow: Pearson.

Holloway, L. and Kneafsey, M. (2003) Geographies of Rural Cultures and Societies, Aldershot: Ashgate.

Robinson, G. (2003) Geographies of Agriculture: globalisation, restructuring and sustainability, Harlow: Pearson.

**Note: While every attempt is made to adhere to the dates and teaching programme set out in this guide, there may be operational reasons for some variation during the delivery of the module.**

### **ACHIEVING A PASS**

It IS NOT a requirement that any major assessment category must be passed separately in order to achieve an overall pass for the module.

## Lecture and Seminar Schedule

Wk	Topic 9-11am	Seminar Topic 11-12pm	1-3pm
9 TW1	<b>Lecture One:</b> Introduction	<b>Discussion:</b> A Changing British Countryside	
10 TW2	<b>Lecture Two:</b> A Changing Rural Geography	<b>Discussion:</b> A Changing Rural Geography	
11 TW3	<b>Lecture Three:</b> Rural restructuring and changing rural economies: interventionism or market forces?	<b>Discussion:</b> Is there a rural economy?	
12 TW4	<b>Lecture Four:</b> 'Post-productivist' spaces: issues of population and housing	<b>Discussion:</b> No homes for locals?	
13 TW5	<b>Lecture Five:</b> 'Post-productivist' spaces: leisure spaces and tourism	<b>Discussion:</b> Selling rurality	
14 TW6	<b>No lecture</b>	<b>No seminar</b>	
15 TW7	<b>Lecture Six:</b> Agriculture in the UK and Globalised agriculture	<b>Discussion:</b> Impact of technology on agriculture (and the countryside)	<b>Presentations:</b> <b>Present key arguments and evidence in your essay (formative assessment)</b>
16 TW8	<b>Lecture Seven:</b> Beyond mere agricultural production: CAP and environmental protection	<b>Discussion:</b> Farmers as park keepers?	<b>Presentations:</b> <b>Present key arguments and evidence in your essay (formative assessment)</b>
17 TW9	<b>Lecture Eight :</b> Agricultural multifunctionality and sustainability	<b>Discussion:</b> Farmers or business people?	
18 TW10	<b>Lecture nine:</b> Representations of rurality: power, control and conflict	<b>Discussion:</b> Who's got the power?	
19 TW11	<b>Lecture Ten:</b> Representations of rurality: fits, misfits and conflicts	<b>Discussion:</b> Who doesn't fit?	
20 TW12	<b>Lecture Eleven:</b> Excluded ruralities II Course Recap	<b>Discussion:</b> Exam preparation	

