

SCHOOL OF BUILT ENVIRONMENT & ENGINEERING

(Planning, Housing & Human Geography)

LEVEL 4 – 1ST YEAR UNDERGRADUATE

Module information	Semester	ECTS
<p>Introduction to Planning</p> <p>Module Description: This module introduces the institutional and legal framework for spatial planning and a review of key challenges. The module benefits from lectures and seminars provided by specialist external practitioners from a variety of professional backgrounds and includes an introduction to the professional body and the characteristics of a professional. The module includes site visits and field trips where relevant.</p> <p>Module content: The institutional and legal arena in which planners operate and the key players involved in this; The political background to planning and how this influences the production of planning policy and practice; Key elements of spatial planning practice - such as sustainable development, flooding, waste management, housing, green infrastructure, good design, managing growth and decline, private and public sector practice – are discussed in detail; Students are introduced to the professional body for planners and to the key issues of professional competence; and They have the opportunity to engage with planning practitioners in public and private sectors.</p> <p>Assessment: Report 50%; Project 50%</p>	Autumn Spring	10
<p>Society & Culture in Modern Britain</p> <p>Module Description: The purpose of this module is to introduce you to the social and cultural history of modern Britain. Focusing on the period from 1780-1914, the module introduces the key themes and historiographical debates around the emergence of modern Britain, predominantly through a social and cultural lens. You will encounter the key developments in modern Britain, embracing urbanisation, the class system, popular culture and mass leisure, crime, poverty and social reform. These themes, and the historiographical debates that inform them, will form the focus of lectures. Seminars will then focus on source analysis and group work, with a particular emphasis on the core assessment of the module. The emphasis of this module is on introducing you to social and cultural history through source-based work (that is, both primary and secondary sources). This module will help expand your knowledge of modern history, and your capacity to undertake source analysis.</p> <p>Module content: Topics can include: Urbanisation as a legal, demographic and cultural process; Rural society and popular protest; Political reform and the making of the middle-classes; Poverty, poor relief and the workhouse; Crime, deviancy and the 'new police'; Slums and suburbs in the nineteenth century; Working-class citizenship and the right to vote; The suffragettes and women's campaigns for political rights; Consumerism and the department store; and The rise of popular culture: rational recreation and social control.</p> <p>Assessment: TBC</p>	Autumn	10
<p>Geography in the Contemporary World</p> <p>Module Aim: The aim of this module is to examine the importance of the geographical perspective in understanding the contemporary world. It will provide students with an understanding of areas in Human Geography of particular relevance to contemporary society. This will involve applying a geographical perspective to</p>	Autumn	10

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<p>contemporary events and media in the public arena, drawing connections with relevant ideas within current and emerging academic work.</p> <p>Module content: The module will look at the activities of the Royal Geographical Society, examining what it means to be a geographer in today's world and encouraging students to engage with their professional body. It will use the RGS themes to guide themes within the modules which will be reviewed periodically. They will fall into the following three broad areas: Understanding contemporary events and phenomena through a geographical lens; Exploring new/evolving areas of geographical research; and Developing the professional geographer.</p> <p>Assessment: Report 100%</p>		
<p>Global Geographies</p> <p>Module Description: This module provides a broad introduction to geography and how geographers make sense of the world at different geographical scales. It offers students the opportunity to consider the uneven effects of globalisation, both locally and globally, by examining a range of contemporary issues that cross-cut geographical thinking. It highlights the importance of a geographical understanding of the world, and examines the impact of this unevenness on people, places and the environment.</p> <p>Module content: Introduction to globalisation - Uneven development, Globalisation and inequality; Globalisation and the environment - Globalisation and natural resources, Environmental degradation and resource use, Global tourism and environmental implications; Globalisation and social issues - Global change and society, Social polarization and inequality, Changing population, mobility and migration; and Globalisation and economic development - Global change and uneven economic development, Emerging global economy, Changing economic sphere.</p> <p>Assessment: Presentation 50%; Exam 50%</p>	Autumn	10
<p>Sustainable Places and European Field Trip</p> <p>Module Description: This module focuses on the application of the principles of sustainable development to the cities and towns that we live in, and to the concept and characteristics of the 'sustainable city'. In doing so, it highlights the interdependencies between environmental, social economic and issues. So, while particular attention is given to examining the environmental attributes and impacts of different places the module is also concerned with identifying the critical connections in creating socially just and economically efficient cities. These issues are also examined within a global context which stresses how the environmental issues of critical concern can vary from place to place. The module incorporates a field trip to a European city, currently to Lille, to look at the way that the city has incorporated aspects of best practice in its attempt to become a more sustainable city.</p> <p>Module content: Principles of sustainable development and the contested nature of the concept; Climate change and environmental sustainability; Sustainable and unsustainable transport; Sustainable waste management and resource use; Sustainability of buildings and the built environment; The compact city and the sustainable city region; Perspectives on open/public places and role of green infrastructure; Global perspectives on sustainable development; European field trip – Lille; Case study of Lille as a sustainable place; and Group poster production.</p> <p>Assessment: Poster 50%; Report 50%</p>	Autumn	10
<p>Contested Geographies</p> <p>Module Description: This module examines the dynamics which underpin contested spaces - the importance of place, territory, power and identity. It reviews, at the global and local levels, the way in which historical and newly formed social identities and political allegiances can disrupt territorial cohesion. This module has horizontal linkages with 'Geography and the Contemporary World' in exploring how globalisation can lead to new threats to spaces and place and also 'City and Society' in terms of</p>	Spring	10

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<p>cultural plurality and mixing. It also has vertical links with the second year module 'Social Justice' which develops ideas of social globalisation, justice and equality.</p> <p>Module content: Introduction - Space, place, power, boundaries, territory and identity; Global dilemmas - Territory and power, Ethnic cleansing, Global terrorism, and Contested spaces and national boundaries; and Local dilemmas - Place and belonging, Imagined communities, Boundaries and identities, and Spaces of resistance.</p> <p>Assessment: Project 50%; Project 50%</p>		
<p>Geographies of Diversity</p> <p>Module Description: This module will focus on a variety of groups within society, challenging students to consider the reality of the lived experiences of some of these. The module will explore what it actually means to have increasingly diverse cities. The cosmopolitan nature of cities globally brings a vibrancy and excitement to city life, but is also brings with it a set of social, cultural and ethical concerns as people with different views of the world have to live and occupy areas of the city together.</p> <p>Module content: Introduction - Understanding difference and diversity, How to be reflective; and Theoretical understanding of the diverse nature of city life - Explore three different and distinct groups of people within society, Examine and reflect on how these groups are represented and dealt with by urban society, Consider specifically the social, ethical and policy issues that such representations and action produce.</p> <p>Assessment: Essay 50%; Essay 50%</p>	Spring	10
<p>Placemaking</p> <p>Module Description: This module provides an opportunity for students to work together in groups to develop a masterplan for the sustainable development and regeneration of an existing settlement in the Leeds district. The module will enable students to gain an understanding of the theory and practice of placemaking, and associated principles of sustainability and urban design, and to apply these to a real-world example in order to produce creative and inspiring proposals. As part of the module students will be given an introduction to Geographical Information Systems (GIS), which they will use to help to create maps of the locality being studied.</p> <p>Module content: Introduction to project, placemaking and sustainable communities; Field trip to case study location, e.g. Micklefield; Researching and analysing locality characteristics; Basic GIS skills; Field trip to exemplar development, e.g. Allerton Bywater; Principles of masterplanning; Urban/residential design; and Use of Photoshop software.</p> <p>Assessment: Project 30%; Project 70%</p>	Spring	10
<p>Migration & Cultural Encounters</p> <p>Module Description: This module provides an introduction to some of the histories of relocation, cultural encounter, and migration that have shaped the modern world. To better consider the dynamics of the cultural exchanges associated with mobility across time and place, the module uses a comparative approach, using a variety of case studies to focus on instances of cross-cultural contact over the past 500 years.</p> <p>Module content: The module considers four broad themes: 'New World' encounters in the Americas; Discovery and settlement in the Pacific; Population movements to and from the West Indies; and European migration movements.</p> <p>Assessment: Coursework 30%; Exam 70%</p>	Spring	10
<p>Twentieth Century Europe</p> <p>Module Description: This module provides an introduction to the major political, social, economic and cultural developments in twentieth-century Europe. Adopting thematic and comparative approaches to the study of European societies (including</p>	Spring	10

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Britain), this module offers a useful framework for understanding modernity and post-modernity in the 'Age of 'Extremes'.

Module content: The key areas of exploration include: the First World War, Inter-war Europe, the Second World War and the Holocaust, Post-War reconstruction, society and culture in the 'age of affluence', the Cold War and the 'Atomic Age', European integration, and environmentalism.

Assessment: Essay 50%; Poster presentation 50%

LEVEL 5 – 2ND YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Landscapes of History</p> <p>Module Description: This module introduces students to the study of environmental history. It is concerned with the shaping of the modern British landscape, especially that of the northern industrial regions, and the presentation and interpretation of the landscape in different media, including visual art, material culture and literary fiction. The module is particularly concerned with the impact of industrialisation and new technologies, such as the car and railway, on both urban and rural environments, and the ways in which issues relating to urban living, conservation, preservation and access to the countryside have become the focus of major social, political and economic debate over the last two centuries. The module concludes with a consideration of the emergence of environmentalism as a major concern in modern culture and society, and its place in contemporary policy-making.</p> <p>Module content: Agriculture, sporting culture, and the making of the northern landscape; Transport revolution: transforming time and space; The polluted city: the environmental costs of urbanisation and industrialisation; Nature in the city: public parks, botanical gardens and zoos; Romantic Britain: the defence of the Lake District; Back to the land: commons and communities; The Garden City movement; Drive on! The car and society in Britain before the Second World War; The outdoor movement: the campaign for access to 'open countryside'; Nature conservancy, national parks and nature reserves; and Environmentalism enters the mainstream: the rise of public awareness.</p> <p>Assessment: Presentation 30%; Essay 70%</p>	Autumn	10
<p>Development of Planning Thought</p> <p>Module Description: This module provides space for reflection on the arguments for and against spatial planning and discussion of a range of theoretical approaches and material themes to the role of planning in different contexts. It identifies key historical developments in and cultural components of planning. Students are encouraged to develop conceptual frameworks around planning to support their evaluative and appraisal skills and their ability to carry out effective research.</p> <p>Module content: Urban material and social conditions leading to the 'planning movement'; Pioneers of planning: industrial model villages and garden cities; Utopias in planning: The 'city beautiful', the 'garden city' and the 'garden suburb'; Post- WW2 and the New Jerusalem; Collectivism and the installation of a state planning system; Property, capitalism, land ownership and planning regulation; Community and citizen rights in planning; The 'crisis of identity' for UK planning in post-modernity; and Emblematic themes in UK planning, such as The countryside, national parks and access, Historic building protection, and Planning future directions, including localism, sustainability, eco-towns and low-carbon, smart growth.</p> <p>Assessment: Essay 50%; Exam 50%</p>	Autumn	10
<p>Social Justice</p> <p>Module Description: This module explores the concepts of justice and equality, both locally and globally, by examining the structures, processes and policies that generate and sustain patterns of spatial segregation and social exclusion at various scales, including city, neighbourhood and community. It investigates theoretical perspectives on social justice and the factors that exacerbate inequality, injustice and exploitation.</p>	Autumn	10

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<p>Consideration is given to the ways in which policy interventions at a local and global level might enable greater social justice and cohesion and a more equitable and uniform distribution of resources. The module also offers students the opportunity to explore the ways in which different aspects of social injustice are constructed and represented, and how this affects the treatment of these issues by governments and other parts of society.</p> <p>Module content: Conceptual and theoretical understandings of social justice - Theoretical perspectives to explain inequality and social justice, Concepts of social justice, equality, social exclusion, social polarization, exploitation and poverty, Globalisation, capitalism and power; The effects of social injustice, locally and globally - Globalisation and social inequality, Role of poverty and debt on different places, Marginalisation and exploitation of vulnerable groups; Constructions and representations and social injustice and exploitation - How aspects of social injustice are represented locally and globally, Role of the media and images of the 'Other', Representations of social injustice, social attitudes and government policy; Creating social justice - Redressing global inequalities in labour-capital relations, Policy frameworks and strategies to promote more socially cohesive and just communities in places around the world, Geographies of acceptance and attitudes to 'others'.</p> <p>Assessment: Project 50%; Project 50%</p>		
<p>(Development of) Geographical Thought Thinking Geographically</p> <p>Module Description: This module explores the historical development of human geography and geographical thought. The contested nature of human geography will be addressed through introducing notions of variation, change and continuity within human geographical thought and expression. This will be further developed through examining a range of philosophical approaches and perspectives which have addressed the problem of how geographical knowledge is produced and evaluated.</p> <p>Module content: Geography in the age of empire - The emergence of human geography in the late 19th century, The consolidation of human geography after the second world war; and Approaches in Geography – Positivism, Humanistic human geography, Marxist radical geography, Human geography and the cultural turn, Feminist geography, Structure and agency, Post-colonial geography, Post-structuralist geography.</p> <p>Assessment: Essay 50%; Presentation 50%</p>	Autumn	10
<p>Research Methods</p> <p>Module Description: This module provides an introduction to methods for carrying out research in the fields of human geography and spatial planning. It starts with an introduction to the theoretical considerations that inform the carrying out of research before covering the principal research methods that are likely to be useful in your research as well as the use of SPSS for analysing statistical data. There is plenty of opportunity to develop the practical skills and confidence to carry out different research methods and to recognise what methods are best suited to different research situations to help prepare for the dissertation. The overseas field trip at the end of the module in particular provides a practical opportunity to utilise some of these research methods in the field.</p> <p>Module content: Philosophical underpinnings of research, quantitative vs qualitative methods; Qualitative research – (non-)participant observation; Quantitative research – questionnaire surveys, coding etc.; Disability in higher education practical exercise; Introduction to SPSS; Using secondary data sets; SPSS, statistics and analysis of secondary data sets; Qualitative research – interviews; Qualitative research – focus groups; Focus Group exercise; Preparing a dissertation protocol; and Workshops on Fieldtrip – location, activities, assessments.</p> <p>Assessment: Portfolio 50%; Report 50%</p>	Spring	10

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<p>Neighbourhood Planning & Design</p> <p>Module Description: In-depth analysis of a neighbourhood with emphasis on creating a rationale for future design actions. Exploration to include a broad range of physical, social, and cultural contexts applicable to the built and semi-natural environment. The analysis work will inform design proposals for the neighbourhood.</p> <p>Module content: This module provides a vehicle for developing skills for understanding and articulating the components (networks and types of green space, housing and architectural styles, landform and topography, movement, communities, use and activities) and value of place and neighbourhoods through the application of various methods of analysis (including urban design analysis). Following on from this, appropriate design interventions (in the broadest sense) are proposed and communicated at a range of scales to be evaluated and reviewed. The module refers students to relevant tools and applications in practice and planning contexts.</p> <p>Assessment: Project 100%</p>	Spring	10
<p>Society and Environment</p> <p>Module Description: Many of the key challenges of our time concern the relationship between human societies and the natural environment. These include climate change, environmental degradation, resource depletion and human vulnerability to natural hazards and other disasters. This module explores these issues and stresses the competing ways in which they are theorized and understood, (in particular the tension between Socio-Ecological perspectives that stress adaption and resilience and Political-Ecology that emphasises the socio-political processes that create human vulnerability and structure our relationship with the environment). The module critically addresses the issue of environmental governance and in particular the role played by civil society, science, citizens and communities. It concludes by exploring how these issues come together in the challenge of urban sustainability and resilience.</p> <p>Module content: Indicative content to include: Theorising Society-Environment: Political Ecology vs. Socio-Ecological Systems; Human Vulnerability and Resilience to Natural Hazards & Disasters; Climate Change: Mitigation, Adaption & Transformation; The Politics of Resource Use; Environmental Governance; Citizens, Experts & The Environment; Community-Led Environmentally Friendly Behaviour; and Urban Sustainability & Resilience.</p> <p>Assessment: Essay 50%; Report 50%</p>	Spring	10

LEVEL 6 – FINAL YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Planning Policy & Practice</p> <p>Module Description: This module provides students with a critical understanding of the formulation of planning policy, across spatial scales, within the institutional and legal frameworks in which planning operates. Students will gain an appreciation of the complex role planners play in developing and implementing planning policy within democratic decision-making processes. This will be framed within the wider social, economic and environmental context students have encountered through other modules.</p> <p>Module content: The planning policy making process across spatial scales; The organisations involved in planning policy making; The complexities of making planning policy; The processes and associated difficulties in implementing planning policy in practice; and Case studies from experienced practitioners from a range of organisations and specialisms.</p> <p>Assessment: Report 50%; Presentation 50%</p>	Autumn	10
<p>Geographical Imaginations</p> <p>Module Description: This module provides an exploration of the multiple and frequently contested ways of understanding, representing and communicating social space and place. It is constructed around the analysis of a number of key issues through the concept of the geographical imagination.</p> <p>Module content: Indicative content: What is the 'geographical imagination'?; Map reading: cartography and representation; Imagining the past; Imagining the future; Imagining Nature; Imagining the English north; and Imagining the East.</p> <p>Assessment: Essay 50%; Exam 50%</p>	Autumn	10
<p>Geographies of Consumption</p> <p>Module Description: This module is designed to provide students with a detailed and critical examination of the complexity of retail and consumption geographies, demonstrating how consumption has been, and continues to be key to understanding how our cultures and societies are constructed and spatialised.</p> <p>Module content: Contemporary and historic consumption geographies: theoretical approaches to consumption cultures and geographies; global, national and local networks of production and consumption; tracking the geographies of the commodity chain; shopping spaces and places, from the modern city and the shopping mall to the virtual sphere; spatialised, gendered consumer identities; and the geographies of everyday, fashionable, ethical and sustainable consumption.</p> <p>Assessment: Essay 50%; Essay 50%</p>	Autumn	10
<p>Strategies for European Cities</p> <p>Module Description: This module provides a critical space for analysis of European cities in the contemporary world. The key dynamics of cities are explored, in particular their urban form and spatial trajectories under contemporary pressures of population growth, sustainability, governance and the search for global competitiveness.</p> <p>Module content: Introduction to key elements of urban and spatial theory; The European city in a global context; The search for city competitiveness through EU and UK policy programme: league tables and policy responses; Regeneration, social integration and gentrification: social impacts of urban policies in different cities; Capturing the creative class and developing the knowledge economy in cities;</p>	Autumn	10

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<p>Geography and scale: city, city-region and region scales for analysis and intervention; Shrinking cities in Europe and the implications for city strategies in an era of austerity; Greening the smart city-region: promoting sustainable development and dealing with its contradictions; and Comparing spatial and related strategies across the EU: what works?</p> <p>Assessment: Essay 50%; Exam 50%</p>		
<p>Global Challenges: Threats, vulnerabilities and risks</p> <p>Module Description: This module builds on existing knowledge developed in 'Contested Geographies' module in level 4, and 'Social Justice' module and 'Globalisation and Economic Restructuring' module in level 5. It examines some of the key global challenges that governments face in an increasingly borderless world. Clearly, offering a wide set of possible issues, this module focuses down on three key areas of challenge – the threats of cross border conflicts, the vulnerabilities of the existing global economy that exploits cheap labour and poverty and the growing health concerns of transmission of disease across borders. Drawing on the theoretical constructs that have been developed across the course to help understand global processes and transnationalism, the module will require students to engage with current contemporary examples in these three areas.</p> <p>Module content: Conceptual and theoretical understandings of globalisation and transnationalism - Transnationalism and global interdependencies, Globalisation and risk; Consideration of the threats - Territoriality and boundaries, Cross border conflict and power, Case study; Exploring vulnerabilities - Exploitation and labour, Poverty and powerlessness, Case study; and Investigating risk of disease - Health and inequality, Development and disease, Case study.</p> <p>Assessment: Portfolio 75%; Presentation 25%</p>	Spring	10
<p>Heritage and Conservation</p> <p>Module Description: This module seeks to inform, stimulate and support the student in developing a wide critical understanding of the philosophy, purposes and methods of heritage conservation in the UK and more widely.</p> <p>Module content: Indicative content: The history of the conservation and heritage movement; Contemporary conservation planning practice; Conservation and urban regeneration; Values and ethics in heritage and conservation; and The 'power of place' – evaluating the roles and purposes of heritage in contemporary society.</p> <p>Assessment: Essay 50%; Report 50%</p>	Spring	10
<p>Women and the Built Environment</p> <p>Module Description: This module considers the distinctiveness of women's historical and contemporary relationship with the built environment. It provides students with an understanding of the relationship between women and built space (buildings and the broader built environment), thinking about women as designers / planners / builders, and also looking at spaces inhabited by women, designed for them and adopted by them, both the occasional and the everyday. The focus on 'women' rather than 'gender' is central, and reflects an engagement with feminist perspectives and methodologies.</p> <p>Module content: Indicative content: A feminist critique of the historical and contemporary development of the built environment; The built environment as a site of contestation; The professional practice of women planners, designers and architects; Designing and making spaces for feminine cultures, practices and experiences (spaces of birth, motherhood, breastfeeding); and Women and the reclamation of 'dangerous' urban space.</p> <p>Assessment: Report 30%; Report 70%</p>	Spring	10