Module Convenor
Dr Caitlin DeSilvey

Lecture: Monday 15.00-17.00, Tremough House Sem W
Seminar: Thursday 12.00-13.00, DuMaurier Sem H
Module Description

In this module, waste-making is approached as a dynamic cultural phenomenon that works to stabilize (and destabilize) social, spatial, and ecological orders. We study how waste is made and handled (household waste and waste management), how waste circulates through global systems (e-waste trade, geopolitics of waste), how wasted places are degraded and reclaimed (environmental remediation, post-industrial dereliction) and how ruined places are assigned cultural and aesthetic value (urban decay, historical appreciation of ruins).

Module Learning Outcomes

On completion of this module students should be able to demonstrate:

Module Specific Skills:

a) analyse critically the social and cultural aspects of waste spaces and places.
b) review and evaluate the key theoretical precepts which underpin interdisciplinary understandings of waste as a cultural phenomenon.
c) comprehend the ways in which different social, political, economic and ecological processes come together to devalue and revalue certain places.
d) recognise and work with the methodological and ethical issues that attend the conduct of research in contemporary cultural geography.

Discipline Specific Skills:

a) synthesise information and recognise relevance and develop a sustained and reasoned argument with minimum guidance.
b) illustrate and discuss the complex nature of interdisciplinary knowledge and understanding.
c) identify and evaluate approaches to problem-solving, acting autonomously with minimum supervision.

Personal and Key Skills

a) collect and analyse information for themselves, using the full range of learning resources available.
b) focus on issues and assess priorities for themselves, undertaking straightforward research tasks with minimum guidance.
c) work in a team of mixed backgrounds and skills, interacting effectively and managing conflict where it arises.
d) assess policy documentation critically, confidently applying their own judgment to a range of ethical, philosophical, methodological and theoretical issues.
e) select and manage information and evaluate and articulate weaknesses in the arguments of others.
f) communicate ideas, principles and theories effectively and fluently by written means in a manner appropriate to the intended audience.
GEO3425 Module Outline 2013

Lecture: Monday 15.00-17.00, Tremough House Sem W
Seminar: Thursday 12.00-13.00, DuMaurier Sem H
NOTE TIMETABLE CHANGES IN ITALICS

Week 1
January 16: (WEDS) Rubbish Theory (introductory lecture) (DM SEMINAR M, 1100-1230)
January 17: Introduction to student-led seminars

Week 2
January 21: Disposal and Dispossession: Self, Household, Society (lecture)
'Ver The Gleaners and I', 'Waste Land'
January 24: Disposal and Dispossession ('Story of Stuff' seminar)

Week 3
January 28: Waste Mobilities: Local to Global (lecture)
Essay topics submitted
'Manufactured Landscapes'
January 31: Waste Mobilities (student-led seminar 1)
February 1: (FRI) Ruinenlust: Origins and Interpretations (PL LECTURE 3, 1000-1130)
'Grand Tour /Part III'

Week 4
February 7: Ruinenlust (student-led seminar 2)

Week 5
February 11: Picturing Decay: Aesthetic Attractions (lecture)
'Requiem for Detroit'
February 14: Picturing Decay (student-led seminar 3)

Week 6
February 18: Unclaimed Territory: Practices and Possibilities (lecture)
'Urban Explorers', 'The Lurky Place'
February 21: Guest lecturer: Stephen Leech, Happidrome Field Trip (9.30-13.00)

Week 7
February 25: Counter-currents: Critical Wastelands (lecture)
'Robinson in Ruins'
February 28: Counter-currents (student-led seminar 4) Essay hand-in

Week 8
March 4: Rewilding: Nature-Culture Borderlands
'Life After People'
March 7: Rewilding (student-led seminar 5)
March 8: (FRI) Afterlives: Revival, Reclamation and Restoration (PL LECTURE 3, 1000-1130)

Week 9
March 14: Afterlives (student-led seminar 6)
**READINGS**

**Rubbish Theory**

**Required Reading:**


**Recommended Reading:**


**Disposal and Dispossession**

**Required Reading:**


**Recommended Reading:**


**Waste Mobilities**

**Required Reading:**


**Recommended Reading:**


**Ruinenlust**

**Required Reading:**


**Recommended Reading:**


Picturing Decay

Required Reading:


Recommended Reading:


Marchand, Y and Meffre, R (2011) The Ruins of Detroit, Steidl

Moore, A (2010) Detroit Disassembled, Damiani


Counter-currents

Required Reading:


**Recommended Reading:**


**Unclaimed Territory**

**Required Reading:**


Cloke, P and Jones, O (2005) " ‘Unclaimed Territory’: Childhood and Disordered Space(s)
Social & Cultural Geography 6, 311 — 333


**Recommended Reading:**


**Rewilding**

**Required Reading:**


**Recommended Reading:**


**Afterlives**

**Required Reading:**


**Recommended Reading:**


ELE
This module is supported by an ELE site. Content on the site will be revised and expanded throughout the semester, so please visit the site frequently (at least once a week). The ELE site includes an extensive ‘Readings’ file with PDF copies of relevant research articles and book chapters (including assigned readings). The ‘Virtual Reading List’ section on the ELE site contains links to recommended readings held in the University library. The ELE also includes links to useful websites and other resources (including resources to help you carry out your assignments), and links to streaming video.

Readings
There is no single textbook for this module. You are expected to read all of the required readings listed in the module outline in preparation for the lecture and seminar in that week. Recommended readings are also provided for each week. Beyond these readings, the ELE site (see above) provides access to a wide selection of other resources that you should consult in relation to your assignments. The list of readings is eclectic and interdisciplinary. If you aren’t sure where to focus your attention, start with the work by geographers (ask if you aren’t sure who they are) and follow their citations and the listed readings into other disciplinary traditions. Although the reading lists are extensive, you should not rely exclusively on readings noted here. You should also consult journal and book resources in the library more generally, depending on your area(s) of interest.

Special Education Needs and Disability Awareness (SENDA)
On this module you will encounter many different learning and teaching environments, including formal lectures and group work and a wide range of learning and teaching resources, including journals, books, handouts, photocopied articles, ELE, e-journals and the internet. We want to make these learning and teaching environments and resources equally accessible to all our students and we recognise that we might need to make adjustments to do so. Although the module leader will have made some adjustments to this module on the basis of the information provided in your SENDA questionnaire (completed at registration), it is in your best interests to alert the module leader to any special educational needs, illnesses, disabilities or other conditions that you have which might affect your ability to utilise learning resources, participate in certain kinds of activity or undertake some forms of assessment in this module. If you have any special needs it is also vitally important that you contact Student Services to undergo a formal assessment so that your needs can be fully addressed and accounted for and that special equipment, software or services can be put at your disposal by the University.

Assessment
Summative assessment of this module is in three parts:

(1) Seminar Report
During the course of the module students will work in groups of 2 or 3 to plan and facilitate a seminar discussion. The student-led seminars are assessed through the submission of a two-part seminar report (not required for those registered at 15 credits). This report includes an outline seminar plan (prepared collectively by your group before the seminar, approx 500 words) and an individual reflection (of 1000 words) which you will write after the seminar. The seminar report is due in class on the week following your seminar facilitation. The seminar report contributes 30% of the final module mark. See additional guidelines at the end of this document.
(2) Essay/Research Report
Students will work on their own to prepare a research essay on a topic of their choosing. The 2000 word essay will contribute 40% of the final module mark, and is due February 28. See additional guidelines at the end of this document.

(3) Exam
A one hour exam in Term 3 will assess understanding of the module's broad theoretical context and ability to draw out common themes across relevant research in the field. 30% of module mark.

Student-led Seminar Report Guidelines

During the course of the module students will work in groups of 2 or 3 to plan and facilitate a seminar discussion based on the topic introduced in the lecture that week. Seminars should be focussed around an exploration of the themes and issues raised in the assigned readings.

You are encouraged to incorporate additional material (including multi-media content) as appropriate. For guidance on how to prepare your seminar refer to the materials on ELE (Overview of Student-led Seminars, Planning a Good Student-led Seminar, and Possible Seminar Activities). Optional tutorial sessions for each seminar group will be held at 4pm on Wednesdays, immediately after the lecture.

The student-led seminars are assessed through the submission of a two-part seminar report. This report should include:

1. a seminar plan (approximately 500 words) prepared collectively by your group before the seminar. This plan should introduce the seminar objectives (think about what you want people to get out of the seminar) and include an outline of the seminar structure. This might include a list of discussion questions, a description of proposed activities, and/or notes on any additional material you will bring to the class. A template seminar outline is provided to help with your preparation. If you choose to use powerpoint slides in the delivery of your seminar please also arrange in your group for one person to hand-in a hard copy of these with the report.

2. an individual reflection (of 1000 words) which you will write after the seminar. This reflection should address both the process of delivering the seminar and the development of your personal knowledge of the topic. It should be formatted as a standard essay, with an introduction and conclusion (not in question/answer format). You may want to consider the following questions: Do you think you met the objectives you set for the seminar? What would you do differently if you had to do it again? How did you work as a group? What did you learn about the topic through the process of leading a seminar on it? What did you learn about your own perspectives and values in your reading of the assigned authors' work? Did your perspective change over the course of your engagement with the topic and the delivery of the seminar?

The assessment process encourages you to reflect on what you learned through your experience planning and conducting a student-led seminar. You may want to consult the ‘Guidance on Reflective Writing’ for direction on completing this assignment. Follow the Style Guide for standards of referencing and presentation.

The seminar report (both sections) must be submitted by 12 noon on the Friday following your seminar facilitation. ONE COPY should be submitted (with BART sheet) to the admin office (Hayley) and an ELECTRONIC COPY submitted on ELE. Please also hand-in ONE COPY per group of any presentation materials. The seminar report contributes 30% of the final module mark.

Assessment Criteria/Marking Scheme (adapted from Field Notebook/Learning Diary Criteria)

- Quality of seminar design (clarity of objectives, variety and appropriateness of activities, evidence of collaborative effort)
- Evidence of independent enquiry (reflection, independent thought, reading, critical thinking)
• Awareness of context (evidence of wider reading, understanding of material from module(s), background literature and other information)
• Writing quality (spelling, grammar, punctuation, paragraphing, general fluency, referencing)
• Quality of presentation materials (layout and design, content, structure)

Essay/Research Report Guidelines

Students will work on their own to carry out a piece of original research on a topic of their choosing. Students are encouraged to select a topic related to a local issue or site, though they may also choose to conduct research outside Cornwall (e.g., through an analysis of policy or of web-based content). Essay topics need to be approved by the module convenor, through submission of a topic worksheet in Week 3.

In your essay you should discuss the relevance of your research through reference to (and review of) a specific theme in the academic literature on waste and wastelands, including course readings. Your empirical case study should inform and animate your discussion of the literature, but should not form more than half of the written content of the coursework.

An essay template is available on ELE. All essays should follow guidelines for referencing and presentation detailed in the Style Guide. The number of references included in your essay will depend on the topic chosen.

Assessment Criteria/Marking Scheme (adapted from Coursework Criteria)

• Originality and appropriateness of topic (understanding of key issues, appropriateness of conclusions)
• Structure of argument (organisation, focus coherence, logic)
• Use of literature and other information (range, appropriateness effectiveness in supporting arguments, accuracy of citation, format of references)
• Writing quality (spelling, grammar, punctuation, paragraphing, general fluency, use of specialist / technical terminology)
• Presentation (quality, effective use of illustrative materials, absence of typing errors)