Department of Geography
University of Exeter, Cornwall Campus

WASTELANDS
GEO3425

Edward Burtynsky, Chittagong, Bangladesh 2000

Module Convenor
Dr Caitlin DeSilvey

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

GEO3425: Wastelands

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)
'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)

Rubbish Theory

Required Reading:

Douglas, I (2007) 'Landscapes of Waste', in I Douglas. R Huggett, C Perkins (eds) <u>Companion Encyclopedia of Geography</u> Routledge, London, 703-721.

Douglas, M. (1966). <u>Purity and Danger</u>. London, Routledge. Introduction, 1-6.

Lynch, K. (1990). <u>Wasting Away</u>. San Francisco, Sierra Club Books, Chapter Three, 'The Waste of Place', 81-117.

Thompson, M (1979) <u>Rubbish Theory: The Creation and Destruction of Value</u>, Oxford University Press, 1979, Chapter 1, 'The Filth in the Way', 1-12.

Recommended Reading:

Campkin, B (2008) 'Degradation and Regeneration: Theories of Dirt and the Contemporary City', in <u>Dirt: New Geographies of Cleanliness and Contamination</u>, 68-79.

Gabrys, J (2009) 'Sink: The Dirt of Systems', <u>Environment and Planning D: Society and Space</u>, 27(4), 666-681.

Hawkins, G and Meucke, S (2003) <u>Culture and Waste: The Creation and Destruction of Value</u>, Rowman and Littlefield.

Kennedy, G (2007) <u>An Ontology of Trash: The Disposable and its Problematic Nature</u>, SUNY Press, Chapter 1: Waste, 1-22.

Moore, S (2012) 'Garbage Matters: Concepts in New Geographies of Waste', <u>Progress in Human Geography,</u> advance on-line publication.

Moser, W. (2002) 'The Acculturation of Waste', in B.Neville and J. Villeneuve (eds) <u>Waste-Site Stories: The Recycling of Memory</u>, Albany: State University of New York Press.

Scanlan, J. (2005) <u>On Garbage</u>, Reaktion, London.

Shanks, M, Platt, D, and Rathje, W (2004) 'The Perfume of Garbage:
Modernity and the Archaeological' <u>Modernism /Modernity</u> 11 (1), 61–83.

Disposal and Dispossesion

Required Reading:

Bulkeley H, Gregson N (2009), 'Crossing the Threshold: Municipal Waste Policy and Household Waste Generation' <u>Environment and Planning A</u> 41(4), 929 – 945.

Gregson N, Metcalfe A, Crewe L (2007) 'Identity, Mobility, and the Throwaway Society' <u>Environment and Planning D: Society and Space</u> 25(4), 682 – 700.

Lucas, G (2002) 'Disposability and Dispossession in the Twentieth Century', <u>Journal of Material Culture</u> 7(1), 5-22.

Whitson, R. (2011) 'Negotiating Place and Value: Geographies of Waste and Scavenging in Buenos Aires' Antipode, 43,1404–1433.

Recommended Reading:

Crewe L, (2011) 'Life Itemised: Lists, Loss, Unexpected Significance, and the Enduring Geographies of Discard', Environment and Planning D: Society and Space 29(1) 27 – 46

Davies, A (2006) 'Environmental Justice as Subtext or Omission: Examining Discourses of Anti-incineration Campaigning in Ireland', Geoforum 37 (5), 708-724

Davies, A (2007) 'Wasted Opportunity? Civil Society and Waste Management in Ireland', Environmental Politics,16: 52-72.

Gandy, M (1994) Recycling and the Politics of Urban Waste, Earthscan.

Hawkins, G. (2006). The Ethics of Waste: How We Relate to Rubbish, Rowman and Littlefield, Chapter 3, 'Shit', 45-69.

Hetherington, K. (2004). 'Secondhandedness: Consumption, Disposal, and Absent Presence.' Society and Space 22: 157-173.

Reno, J (2009) 'Your Trash is Someone's Treasure: The Politics of Value at a Michigan Landfill' Journal of Material Culture 14, 29-46.

Riley, M (2008) 'From Salvage to Recycling – New Agendas or Same Old Rubbish?' Area 40, 79–89.

Waste Mobilities

Required Reading:

Alexander and Reno (2012) 'Introduction', Economies of Recycling: The Global Transformation of Materials, Values and Social Relations', 1-32.

Davies, A. R. (2011) 'Geography And The Matter Of Waste Mobilities'. Transactions of the Institute of British Geographers. doi: 10.1111/j.1475-5661.2011.00472.x

Gregson, N. and Crang, M. and Ahamed, F. and Akhtar, N. and Ferdous, R. (2010) 'Following Things of Rubbish Value : End-Of-Life Ships, 'Chock-Chocky' Furniture and the Bangladeshi Middle Class Consumer', Geoforum., 41 (6). pp. 846-854.

Lepawsky, J and C. McNabb (2010) 'Mapping International Flows of Electronic Waste', Canadian Geographer, 54 (2), 177–195.

Recommended Reading:

Gregson, N., H. Watkins, and M. Calestani (2010) 'Inextinguishable Fibres: Demolition and the Vital Materialisms of Asbestos', Environment and Planning A, 42(5), 1065-1083.

Gregson, N., and M. Crang (2010) 'Materiality and Waste: Inorganic Vitality in a Networked World', Environment and Planning A, 42 (5),1026-1032 (introduction to special issue).

Gabrys, J. (2011) <u>Digital Rubbish: A Natural History of Electronics</u>, University of Michigan Press.

Lepawsky, J. and Mather, C. (2011), From Beginnings And Endings To Boundaries And Edges: Rethinking Circulation And Exchange Through Electronic Waste. <u>Area</u>, 43: 242–249.

Norris, L. (2010) <u>Recycling Indian Clothing: Global Contexts of Reuse and Value</u>, Indiana University Press.

Sundberg, J. (2008). ''Trash-talk' and the Production of Quotidian Geopolitical Boundaries in the USA-Mexico Borderlands', <u>Social & Cultural Geography</u>, 9(8),871-890.

Ruinenlust

Required Reading:

DeSilvey, C and Edensor, T (2012) 'Reckoning with Ruins', <u>Progress in Human Geography</u>, advance on-line publication.

Roth and Lyons (1997) <u>Irresistible Decay: Ruins Reclaimed</u>, Los Angeles: Getty Research Institute. Introduction.

Huyssen, A (2006) 'Nostalgia for ruins', <u>Grey Room</u>, 6-21.

Zucker, P (1961) 'Ruins: An Aesthetic Hybrid', <u>The Journal of Aesthetics and Art Criticism</u>, Vol. 20, No. 2 (Winter, 1961), pp. 119-130

Recommended Reading:

Dillon, B. (2005/6) 'Fragments from a History of Ruin', <u>Cabinet Magazine</u>, available at: http://www.cabinetmagazine.org/issues/20/dillon.php

Dekkers, M. (1997) <u>The Way of all Flesh: The Romance of Ruins</u>, New York: Farrar, Strauss and Giroux.

Ginsberg, R (2004) <u>Aesthetics of Ruins</u>, Rodopi.

McCauley, R (1953) <u>The Pleasure of Ruins</u> Thames and Hudson, London, Chapter 1.

Simmel, G (1965 trans) 'The Ruin', in <u>Essays on Sociology, Philosophy and Aesthetics</u>, Harper.

Schönle, A. (2006) 'Ruins and History: Observations on Russian Approaches to Destruction and Decay', <u>Slavic Review</u>, 65(4): 649-669

Woodward, C (2002) <u>In Ruins</u> Vintage, Chapter 1: 'Who Killed Daisy Miller?', 1-33.

Yablon, N (2009) <u>Untimely Ruins: An Archaeology of American Urban Modernity, 1819-1919,</u> University of Chicago Press, Introduction, 1-17.

Picturing Decay

Required Reading:

Crang, M. (2010) 'The Death of Great Ships: Photography, Politics, and Waste in the Global Imaginary', Environment and Planning A, 42(5):1084-1102.

Hawkins, H. (2010) 'Turn your trash into… Rubbish, art and politics. Richard Wentworth's geographical imagination', Social & Cultural Geography, 11(8), pp. 805-827.

Campbell, C (2008) 'Residual Landscapes and the Everyday: An Interview With Edward Burtynsky', Space and Culture, 11: 39-50.

Pusca, A (2010) 'Industrial and Human Ruins of Postcommunist Europe', Space and Culture 13(3): 239-255

Recommended Reading:

Blackmar, E (2001) 'Modernist Ruins', American Quarterly, 53 (2), 324-339.

Andreassen, E, Bjerck HB, and Olsen, B (2010) Persistent Memories: Pyramiden – a Soviet Mining Town in the High Arctic. Trondheim: Tapir.

Dubowitz, D (2010) Wastelands, Dewi Lewis Publishing.

Finoki, B (2009) 'The Anatomy of Ruins', Triple Canopy, 7, published on-line at: http://canopycanopycanopy.com/7/the_anatomy_of_ruins

Hanson, D. T (1997) Waste Land: Meditations on a Ravaged Landscape, Aperture.

Kemp, W (1990) 'Images of Decay: Photography in the Picturesque Tradition,' October 54.

Leary, J P (2011) 'Detroitism', Guernica: A Magazine of Arts and Politics, published on-line at: http://www.guernicamag.com/features/2281/leary_1_15_11/

Lewandowski, J. (2008) 'Rescuing Critique: On the Ghetto Photography of Camilo Vergara', Theory, Culture & Society, 25(7-8), 285-308.

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

Moore, A (2010) Detroit Disassembled, Damiani

Vergara, C. (1999) American Ruins, Monacelli.

Williams, D. (2010) 'Underworld, Underground, Underhistory: Towards a Counterhistory of Waste and Wastelands', Performance Research, 15(4), 131-142.

Counter-currents

Required Reading:

Edensor, T. (2005) 'The Ghosts of Industrial Ruins: Ordering and Disordering Memory in Excessive Space', Environment and Planning D: Society and Space, 23, 829-849.

González-Ruibal, A. (2008) 'Time to Destroy: An Archaeology of Supermodernity', <u>Current Anthropology</u> 49(2), 263-264.

Stoler, A. L. (2008), 'Imperial Debris: Reflections on Ruins and Ruination', <u>Cultural Anthropology</u>, 23, 191–219.

Steinmetz, G (2009) 'Detroit: A Tale of Two Crises', <u>Environment and Planning D: Society and Space</u> 27, 761-770.

Recommended Reading:

Cowie, J. and J. Heathcott (2003) <u>Beyond the Ruins: The Meanings of Deindustrialization</u>, Cornell.

Dawdy, S (2010) 'Clockpunk Anthropology and the Ruins of Modernity', <u>Current Anthropology</u> 51, 761-778.

Gordillo, G. (2011) 'Ships Stranded in the Forest : Debris of Progress on a Phantom River', <u>Current Anthropology</u>, 52(2): 141-167

High. S. and D. W. Lewis (2007) <u>Corporate Wasteland: The Landscape and Memory of Deindustrialization</u>, Cornell.

Lahusen, T. (2006) 'Decay or Endurance? The Ruins of Socialism', <u>Slavic Review</u>, 65(4): 736-746.

Massey D (2011) 'Landscape, Space, Politics: An Essay, in <u>Robinson in Ruins</u> (dvd project) (London: BFI).

Steinmetz, G (2008) 'Harrowed Landscapes: White Ruingazers In Namibia And Detroit And The Cultivation Of Memory', <u>Visual Studies</u>, 23, 211 – 237

<u>**Unclaimed Territory**</u>

Required Reading:

Chatterton, P. (2002) 'Squatting is Still Legal, Necessary and Free'. A Brief Intervention in The Corporate City'. <u>Antipode</u>, 34(1):1-7.

Cloke, P and Jones, O (2005) " 'Unclaimed Territory': Childhood and Disordered Space(s)' <u>Social & Cultural Geography</u> 6, 311 — 333

Edensor, T. (2008) 'Walking through Ruins' in T.Ingold and J.Vergunst (eds) <u>Ways of Walking: Ethnography and Practice on Foot</u>, London: Aldershot: Ashgate.

Ward Thompson, C (2008) 'Free Range Teenagers: The Role of Wild Adventure Space in Young People's Lives', in Jorgenson and Keenan (eds), <u>Urban Wildscapes</u> e-book.

Recommended Reading:

Davis, S (2008) 'Military Landscapes and Secret Science: the Case of Orford Ness', <u>Cultural Geographies</u>,15, 143-149.

Edensor, T, Christie, C and Lloyd, B (2008) 'Obliterating Informal Space: The London Olympics and the Lea Valley' <u>Space and Culture,</u> 11, 285-293.

Farley, P and Roberts, M. (2011) *Edgelands: Journeys into England's True Wilderness*, London: Jonathan Cape

Garrett, B. (2010) 'Urban Explorers: Quests for Myth, Mystery and Meaning', <u>Geography Compass</u>, 4(6), 1448–1461 (paper and video article).

Garrett, B (2012 'Assaying History: Creating Temporal Junctions Through Urban Exploration' ,<u>Environment and Planning D: Society and Space</u>.

Groth, J. and Corijn, E. (2005) 'Reclaiming Urbanity: Indeterminate Spaces, Informal Actors and Urban Agenda Setting', <u>Urban Studies</u>, 42(3): 503–526.

Qviström, M (2008) 'A Waste of Time? On Spatial Planning and 'Wastelands' at the City Edge of Malmö (Sweden)', <u>Urban Forestry & Urban Greening</u>
7(3), 157-169.

Jones, H (2007) 'Exploring the Creative Possibilities of Awkward Space in the City', <u>The Journal of Landscape and Urban Planning</u>, 83 (1), 70-76.

<u>Rewilding</u>

Required Reading:

Carver, S (2007) 'Rewilding in England and Wales: A Review of Recent Developments, Issues, and Concerns', in Watson et al, <u>Science and Stewardship to Protect and Sustain Wilderness Values: Eighth World Wilderness Congress Symposium</u>, U.S. Department of Agriculture, Forest Service, Rocky Mountain Research Station, 267-272.

Feldman, J (2011), 'Introduction: Stories in the Wilderness', in *A Storied Wilderness: Rewilding the Apostle Islands,* University of Washington Press, 3-21.

Jorgensen, A and Tylecote, M (2007) 'Ambivalent Landscapes—Wilderness in the Urban Interstices', <u>Landscape Research</u>, 32(4), 443 — 462.

Lorimer, J (2008) 'Living Roofs and Brownfield Wildlife: Towards a Fluid Biogeography of UK Nature Conservation', <u>Environment and Planning A</u> 40, 2042-2060.

Recommended Reading:

DeSilvey, C. (2006) 'Observed Decay: Telling Stories with Mutable Things', <u>Journal of Material Culture</u>, 11(3), 318-338.

Edensor, T. (2005). 'Waste Matter: The Debris of Industrial Ruins and the Disordering of the Material World.' <u>Journal of Material Culture</u> 10(3): 311-332.

Gans and Weisz (2004), <u>Extreme Sites: The Greening of Brownfield</u>, London, Architectural Design.

Harrison, C and Davies, G (2002) 'Conserving Biodiversity that Matters: Practitioners' Perspectives on Brownfield Development and Urban Nature Conservation in London' <u>Journal of Environmental Management</u> 65, 95-108

Hinchliffe S, Kearnes M B, Degen M, Whatmore S (2005) 'Urban Wild Things: A Cosmopolitical Experiment', <u>Environment and Planning D: Society and Space</u> 23(5) 643 – 658

Krupar S R (2007) 'Where Eagles Dare: An Ethno-fable with Personal Landfill,'
<u>Environment and Planning D: Society and Space</u> 25(2) 194 – 212.

Krupar S R (2011) 'Alien Still Life: Distilling The Toxic Logics of The Rocky Flats National
Wildlife Refuge', <u>Environment and Planning D: Society and Space </u>29(2) 268 – 290.

Mabey, R. (1974) <u>The Unofficial Countryside</u>, Glasgow, Readers Union.

Qviström, M. (2007) 'Landscapes Out of Order: Studying the Inner Urban Fringe Beyond
The Rural – Urban Divide', <u>Geografiska Annaler: Series B</u>, <u>Human Geography</u>, 89 (3) 269–
282.

Spalding (1999) <u>The Conservation Value of Abandoned Pits and Quarries in Cornwall,</u>
Truro: Cornwall County Council, 1999.

Wilford, J. (2008) 'Out of Rubble: Natural Disaster and the Materiality of the House,'
<u>Environment and Planning D: Society and Space</u> 26, 647-662.

Afterlives

Required Reading:

Barndt, K (2010) ' "Memory Traces of an Abandoned Set of Futures": Industrial Ruins in
Postindustrial Landscapes of Germany', in <u>Ruins of Modernity</u>, Hell and Schonle, eds,
Duke.

Cloke P, Milbourne P, Thomas C. (1996) 'From Wasteland to Wonderland: Opencast
Mining, Regeneration and the English National Forest', <u>Geoforum</u>, 27(2), 159-174(16)

Jackson, J. B. (1980) <u>The Necessity for Ruins</u>, University of Massachusetts Press (title
chapter).

MacDonald, S. (2009) 'Reassembling Nuremberg, Reassembling Heritage.' <u>Journal of
Cultural Economy</u> 2, 117-134.

Moon, W (2009) 'Reclaiming the Ruin: Detroit's Second Coming?' <u>Places</u>, 21(1).

Recommended Reading:

Berger, A. (2002) <u>Reclaiming the American West</u>, Princeton.

DeLyser, D. (1999) 'Authenticity on the Ground: Engaging the Past in a California Ghost
Town', <u>Annals of the Association of American Geographers</u>, 89 (4), 602–632.

Kitchen, L, Marsden, T, Milbourne, P (2006) 'Community Forests and Regeneration in Post-
Industrial Landscapes', <u>Geoforum </u>37 (2006) 831–843

Loukaki, A (2008) <u>Living Ruins, Value Conflicts</u>, Ashgate.

Mah, A. (2010) 'Memory, Uncertainty and Industrial Ruination: Walker Riverside, Newcastle
upon Tyne', <u>International Journal of Urban and Regional Research</u>, 34 (2) 398–413.

Orange, H. (2010) 'Exploring Sense of Place: An Ethnography of the Cornish Mining World
Heritage Site' in, J. Schofield and R. Szymanski (eds) <u>Local Heritage, Global Context:
Cultural Perspectives on Sense of Place</u>, 99-118

Penrose, S. (ed.) (2008) <u>Images of Change: An Archaeology of England's Contemporary Landscape</u>, English Heritage.

Solnit, R (2007) 'Detroit Arcadia: Exploring the Post-American Landscape', <u>Harpers Magazine</u>.

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. <u>The seminar report is due in class on the week following your seminar facilitation.</u> 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 <u>exploration of the themes and issues raised in the assigned readings</u>.

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 <u>seminar plan</u> (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 <u>individual reflection</u> (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)