

MA Ecology, Culture and Society

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MA Ecology, Culture & Society

Name of Interim Exit Award(s):

Postgraduate Certificate in Ecology, Culture & Society

Postgraduate Diploma in Ecology, Culture & Society

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (10050) Sociology

QAA Benchmark Group: Not applicable.

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Sociology

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

Amidst runaway climate change, mass extinction, and radical ecological transformations, we are living through profoundly unsettling times, facing very uncertain futures. The MA Ecology, Culture & Society will offer you the opportunity to engage with cutting-edge, interdisciplinary approaches to thoughtfully and creatively address the urgency of contemporary ecological problems, their wider histories and contexts, and their social, cultural and political implications and possible futures. You will also have the opportunity to develop practical skills and sensibilities relevant to work carried out by NGOs and grassroots activist networks working towards socio-ecological change.

The MA will take a distinctively interdisciplinary and critical perspective, highlighting the concept of “ecology” as more than a mere synonym for “environment”, encompassing the complex web of interconnections that bind peoples, animals, bodies, soils, ideas, technologies, practices, institutions, cultures, and histories with their changing environments. The curriculum will also have a strong emphasis on ecology in relation to

social, political and cross-cultural perspectives emphasising the importance of attending to non-Western, decolonial, and indigenous environmental thought and practices. As such, the programme will highlight the importance of understanding the philosophical, cultural, political and social dimensions of contemporary socio-ecological issues, while simultaneously introducing distinctly ecological perspectives at the heart of a wide range of societal, cultural, political and economic issues, both global and situated, present and future

Drawing from insights and perspectives from the humanities and the social sciences, this programme will explore the many shifting relationships between natures and cultures, and it will introduce you to new and critical and international approaches to the connections between humans, animals, and more-than-human worlds. You'll be encouraged to explore the philosophical, cultural, political and social dimensions that shape our understanding of contemporary socio-ecological issues, and you'll learn to apply ecological approaches to various forms of social, political, and cultural analysis.

This programme will help you develop a critical understanding of our times, as well as key interdisciplinary skills for ecological scholarship, creativity, communication, and activism.

Programme entry requirements

Successful applicants will have a 2:1 or equivalent from their honours undergraduate degree programme in a relevant subject. Those without this level of qualification may make a case for consideration, and will be interviewed for admission. Applicants should be able to express their interest in the programme in the application's supporting statement. Additionally, applicants not educated in English will be expected to have an IELTS score of at least 6.5 with a 6.5 in writing and no element lower than 6.0. Overseas applicants may be interviewed, where appropriate, by telephone or by video call.

Aims of the programme

The MA Ecology, Culture & Society will enable students to develop critical, innovative and interdisciplinary perspectives on contemporary socio-ecological issues and processes. It will explore ecological questions in an expansive sense, connecting pressing environmental and animal concerns with a full breadth of wider social, cultural, political and historical processes and questions. In so doing, the programme will enable students to develop critical, analytical, practical and transferable skills necessary to produce original analyses and thoughtful interventions in a scholarly and inventive manner, as well as to the successful development of a wide range of professional and career paths.

The programme has three broad aims:

1. To promote an appreciation of our critical ecological condition and its intimate entanglements with wider social, cultural, political and historical processes.
2. To encourage an interdisciplinary understanding of the historically and internationally shifting relationships between natures and cultures, as well as to new and critical approaches to the connections between humans, animals, and more-than-human worlds.
3. To equip students with interdisciplinary skills and concepts that will inform work in the diverse field socio-ecological transformation.

Graduates from this programme will be in an advanced position to present thoughtful and informed analyses and in a variety of academic, professional and community contexts in the broad field of ecological and environmental scholarship, organisation and activism. Thanks to the development of practical and transferable skills embedded throughout the programme, they will be well placed to work within multidisciplinary teams to conceive of, influence, and implement the changes required to address the contemporary ecological predicament.

This specification is informed by the Framework for Higher Education Qualifications, reflects the College's and the Department's mission statements, and is written with consideration to the policies of both the Goldsmiths Learning and Teaching Strategy and the Sociology Department's Learning and Teaching Strategy.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in Ecology, Culture and Society will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of selected key theoretical and applied interventions in contemporary socio-ecological scholarship.	Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies.
A2	Demonstrate knowledge and understanding of the social, cultural, political, and historical processes that are involved in contemporary ecological issues.	Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies.

Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate understanding of the historically and internationally shifting relationships between natures and cultures, and between humans and more-than-human worlds.	Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse some of the historical, technological and political processes that have contributed to contemporary ecological issues, and their societal, and political implications.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
B2	Engage with debates relating to climate change and contemporary human-animal relations.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply theoretical ideas to relevant ecological questions and socio-cultural processes.	Across the programme.
C2	Explore socio-ecological processes in relevant specialist terms.	Across the programme.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Interpret a variety of scholarly sources closely and critically.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
D2	Communicate, explain and debate (in oral and written form) relevant concepts, theories, and approaches for the study of	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics

Code	Learning outcome	Taught by the following module(s)
	the interrelations between ecology, culture and society.	and Politics of Animals Cultural Ecologies.

Students who successfully complete the Postgraduate Diploma in Ecology, Culture and Society, in addition to the learning outcomes above, will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate in-depth knowledge and critical understanding of selected key theoretical and applied interventions in contemporary socio-ecological scholarship.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
A2	Demonstrate advanced knowledge and understanding of the social, cultural, political, and historical processes that are involved in contemporary ecological issues.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
A3	Demonstrate a developed understanding of the historically and internationally shifting relationships between natures and cultures, and between humans and more-than-human worlds.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Effectively analyse the historical, technological and political processes that have contributed to contemporary ecological issues, and their societal, and political implications.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
B2	Critically engage in debates relating to climate change and contemporary human-animal relations.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply complex theoretical ideas to relevant ecological questions and socio-cultural processes.	Across the programme.
C2	Explore socio-ecological processes in relevant and precise specialist terms.	Across the programme.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Select appropriate primary and secondary sources for written work using library facilities.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.
D2	Effectively communicate, explain and debate (in oral and written form) relevant concepts, theories, and approaches for the study of the interrelations between ecology, culture and society.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies.

Students who successfully complete the MA Ecology, Culture and Society will have demonstrated achievement of all of the above outcomes, and in addition, be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a high level of knowledge and critical understanding of selected key theoretical and applied interventions in contemporary socio-ecological scholarship.	Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies.
A2	Demonstrate evaluative and contextualized knowledge and understanding of the social, cultural, political, and historical processes that are involved in contemporary ecological issues.	Across the programme, including Social Theory for Changing Climates The Ethics and Politics of Animals, Cultural Ecologies.

Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate a critical understanding of the historically and internationally shifting relationships between natures and cultures, and between humans and more-than-human worlds.	Across the programme, and especially in The Ethics and Politics of Animals, and Cultural Ecologies.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically analyse the historical, technological and political processes that have contributed to contemporary ecological issues, and their societal, and political implications.	Across the programme, and specifically in Social Theory for Changing Climates and Cultural Ecologies.
B2	Systematically and creatively engage in debates relating to climate change and contemporary human-animal relations, and relate these to other contemporary issues in original and imaginative ways.	Across the programme, and specifically in Social Theory for Changing Climates and The Ethics and Politics of Animals.
B3	Critically evaluate interdisciplinary theories and methodologies relevant to socio-ecological questions, and generate intellectual engagement with these through a choice of options	Students will be encouraged to choose their options on the basis of their fit with their overall programme; the programme convenor will help them do this in induction week and the first week of term.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply complex theoretical ideas creatively to relevant ecological questions and socio-cultural processes.	Across the programme.
C2	Explore socio-ecological processes in relevant and precise high-level specialist terms.	Across the programme.
C3	Articulate potential strengths and weaknesses of different modes of approach to socio-ecological processes.	Across the programme.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Survey and select appropriate primary and secondary sources for written work using library facilities.	Across the programme, Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals Cultural Ecologies, Optional Module and in the Dissertation.
D2	Effectively communicate, explain and debate (in oral and written form) relevant concepts, theories, methodologies and approaches for the study of the interrelations between ecology, culture and society.	Across the programme, including Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies and in the Dissertation.
D3	Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances.	Across the programme, and specifically in Social Theory for Changing Climates, The Ethics and Politics of Animals, Cultural Ecologies, Practical Ecologies and in the Dissertation.

How you will learn

We are committed to a diverse and stimulating range of learning and teaching methods that ensure the programme outcomes are addressed rigorously and effectively. Learning emphasises a close synthesis between theoretical understanding and practical application that helps students develop an advanced, critical approach to the study of socio-ecological processes. Teaching methods and module content are designed to develop and support wide independent reading and thinking, critical investigation in written form and the organisational skills required for further advanced work in the social sciences or humanities.

The programme utilises the following distinct teaching and learning strategies:

Lectures. The compulsory and option modules use lectures, normally of one hour, to summarise key concepts in relevant debates. For the compulsory and optional modules, students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self - assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of

the way to summarise and critically interrogate case studies and other kinds of data. Each lecture will have a further, more extensive reading list which students are encouraged to explore, and which they will need when they do their assessed coursework.

Seminars. The compulsory module and options modules employ seminars, normally following the lecture and of one to two hour duration. For the compulsory modules (and some option modules additionally), students choose a week in which they present a short ten minute presentation on the key reading or related topic, in order to facilitate the seminar discussion. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-ecological processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Active Learning. Some of the compulsory and optional modules use active learning methods, such as observations and engaged exercises, in which students are actively or experientially involved in the learning process, and to reflect critically upon their own practices, thereby integrating and articulating conceptual and practical dimensions of their studies. These exercises will be supported by lecturers in class and in office hours.

Placement. This is recommended but it is not compulsory. Securing a placement in an organisation whose work can be related to ecological/animal issues or practical involvement in a grassroots campaign is an entry requirement of this module. It could be in any of a range of organisations, including an NGO, an activist organisation, in publishing, or a media based organisation associated with ecology, culture and social justice broadly conceived. The placement will entail working with the organisation for at least half a day a week for the period of the Spring Term where students will understand the theoretical and historical approach of the organisation, as well as the demands, constraints and concerns of such an organisation.

Workshop. Workshops accompanying the placement will discuss students' practical experiences in the context of broader debates about socio-ecological problems on the one hand, and about professional practice, organisations and activism on the other hand.

Fieldtrips. Students will be encouraged to extend learning beyond the classroom: to go to exhibitions, film showings, public meetings and so on that are relevant to the programme, whether with the programme convenor, in groups or as individuals.

Supervision. One to one supervisions offer valuable continuity of in-depth discussion about the dissertation. Students will discuss the texts, approaches, ethics, resources and questions of writing and presentation in dissertation workshops and with their supervisors. They will be allocated a supervisor early in the Spring term on the basis of their provisional research topic.

Dissertation Workshops. Students will be provided with opportunities to discuss the research process, including choosing a research question, devising appropriate methods, selecting and sourcing literature and the ethics of their research.

Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays. After students have received feedback from their Autumn term coursework (in February), they are encouraged to meet with lecturers to discuss any implications for future work. Lecturers have office hours in term time that students may use without advance arrangements; there is also provision for lecturers to meet with students individually during term time by prior mutually agreeable arrangement. This is particularly encouraged to facilitate the planning of essays. Students are also encouraged to see their dissertation supervisors during term-time as they may not be available in person over the summer break – though it will be possible to communicate in other ways (when supervisors are available). Supervisors may agree to meet with students and to read and comment on drafts of their dissertations – up to but not including the final draft. Alternatively, students and supervisors may communicate by email, phone, and/or skype.

Seminars and conferences within the Department of Sociology as well as in other departments of the College will complement and help enrich the students' understanding and development of ideas. Events (including, for example, expert lectures, workshops, and seminars) relevant to the MA Ecology, Culture & Society will be organised each year and students will be encouraged to attend. In addition, events organised by the Unit of Play, the Centre for Invention and Social Process, the Centre for Philosophy and Critical Thought, Centre for the Study of Global Media and Democracy, the Unit of Global Justice, and the Critical Ecologies stream are likely to be especially relevant to students on this programme, but they will also find events that are put on elsewhere in College as of interest.

The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites, as well as to maintain contact with the students as a group. News of relevant forthcoming seminars and conferences at Goldsmiths and elsewhere in London will also be disseminated to the students via the VLE.

Independent Study. Students will be expected to use independent/self-directed study time to achieve the learning outcomes, such as preparing for scheduled sessions, follow-up work, wider reading and research, revisions, and other relevant activities.

How you will be assessed

Social Theory for Changing Climates is examined by an essay of 5-6,000 words. The essay allows students to display their knowledge and understanding of key concepts and debates as well as their ability to critically explore concepts and arguments in relation to socio-ecological processes. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The compulsory module carries a value of 30 CATS.

The Ethics and Politics of Animals is examined either by an essay of 5-6,000 words or by one essay of 3500 words and one observation of 2500 words. The essay allows students to display their knowledge and understanding of key concepts and debates in animal studies and human-animal relations. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The observation involves a description one or more animals that the student has observed, and it is informed by the concepts, debates and literature that students engage with on this module. It allows students to become competent in integrating experiential, practical and conceptual dimensions of the module. The module carries a value of 30 CATs.

Cultural Ecologies is examined by an essay of 4000-5000 words and a reflexive diary of 1000-1500 words. The essay allows students to display their knowledge and understanding of key concepts and debates on the relationships between ecology, cultural difference, and postcolonial thought. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The reflexive diary is based on an engaged learning exercise that students are required to carry out through the course of the module, and it is informed by the concepts, debates and literature that students engage with on this module. It allows students to become competent in integrating experiential, practical and conceptual dimensions of the module. The module carries a value of 30 CATs.

Practical Ecologies is assessed by a 5,000 word piece of writing, in which students will reflect on work done during their placement. A placement in an organisation whose work can be related to relevant ecological issues or practical involvement in a grassroots campaign is an entry requirement of this module (though not of the programme as such). It is an option that is only available to students doing this programme, and will be recommended to those doing it. The College Placement Officer will offer assistance in looking for placements for students. The module convenor will advise students on establishing the parameters of their work in an organisation or activist network, as well as ethical issues that need to be considered. He or she will also supervise the way in which it meets the module's academic requirements whilst enhancing the student's practical

experience and skills. In the event of a placement not being secured in time, students will be asked to choose from a range of other available module options. Like other options, this carries a value of 30 CATS.

Option essays are assessed in the term in which the module is taken. Students are assessed using the criteria set out for MA option essays in the MA module books. Each option counts as 30 CATS.

The dissertation is a substantial piece of written work (12-15,000 words). It is intended to assess the full range of students' abilities and to apply the full range of learning outcomes which the programme has enabled them to develop. In particular, it enables assessment of their ability to design, develop and write an advanced research project using primary and/or secondary materials appropriate to the topic and according to the necessary conventions of scholarly work. It requires independent motivation and self-directed learning, under supervision, and enables them to demonstrate competence for critical analysis and sustained persuasive argument.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focused and cogent.
60-69%	Merit	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.

Mark	Descriptor	Specific Marking Criteria
50-59%	Pass	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the Module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Social Theory for Changing Climates (30 CATs) Autumn Term (Assessment: 5-6000 word essay)

Amidst runaway climate change, mass extinction, and radical ecological transformations, we are living through profoundly unsettling times. What conceptual resources and proposals does classical and contemporary social theory offer us to think through these changing climates? This module will introduce students to key contemporary debates and theoretical interventions in the broad fields of environmental humanities and socio-ecological studies. Drawing on key authors and debates in philosophy, environmental history, literary studies, animal studies, social and cultural theory, and postcolonial and indigenous studies, the module will critically appraise key theoretical concepts and debates on questions of global climate change, the “Anthropocene”, extinction, environmental justice, more-than-human politics, and decolonial and indigenous practices. It will do so by considering the scientific evidence on climate change and other events of ecological devastation, and by developing an expanded understanding of “ecology” that connects our changing climates to wider

issues of culture, politics, society and technology. Asking how we can develop new modes of thought that can address and transform our changing climates, this module will explore what theories, concepts, and perspectives we may need to begin the task of thinking ecologically today.

The Ethics and Politics of Animals (30 CATs)

Autumn Term (Assessment: either a 5-6,000 word essay or one essay of 3500 words and one observation of 2500 words)

How can ecological perspectives be developed without an understanding of animals, and of the forces that shape animal-human relations? In recent decades, significant work in Animal Studies (in the social sciences and humanities) and in the animal sciences (for example in biology, psychology, neuroscience and ethology) have fundamentally transformed conceptions of animals. Researchers have illustrated that language, tool use, the inheritance of culture, etc. are no longer legitimate markers of a human/animal divide and, moreover, are investigating topics from which animals have traditionally been excluded: animal cognition, rationality, awareness of time and of death, emotions, intentionality, justice. These developments demand a reassessment of how evolutionary, ecological, social, and individual relations between humans and animals are conceived of in philosophy and science, and how they are shared, ethically and politically, in practice. What are their implications for understandings of domestication? Of animal political subjectivity? Of animal labour? Is it even possible, today, to think in terms of 'species'? And what finally are the practical consequences for social science research with (or indeed excluding) animals? The module draws on a wide disciplinary range of emerging theoretical and methodological work on animals. Together, this scholarship takes debates about humans and animals far beyond any preoccupation with the effects *of* humans *on* animals.

Cultural Ecologies (30 CATs) Spring Term (Assessment: a 4-5000 word essay and a reflexive diary of 1000-1500 words)

In what ways is ecology entangled with cultural and cosmological differences? How might we cultivate arts of living and dying well with others on an ecologically troubled planet? This module introduces students to key questions, perspectives and debates on the relationships between ecology, philosophy and cultural difference: it asks what it means to ecologise our modes of thought, and to pluralise our ecological imaginations, in ways that may teach us something about how to live and die well with others in changing climates. Weaving together philosophy, ecological humanities, cultural anthropology, animal studies, social and cultural theory, and postcolonial studies, the module will critically appraise key theoretical debates on questions of global climate change, cultural and religious difference, ecological pluralism, more-than-human politics, and the decolonisation of environmental thought. It will do so by exploring a range of conceptual issues and situated case-studies from across the Global South and North that challenge our most basic assumptions, question our values, and raise profound philosophical and ecological questions about the relations between

humans and other-than-humans, knowledge and faith, concepts and stories, nature and culture, as well as living and dying. Asking how other collectives can transform our own ecologies of thinking and living, this module will explore what concepts, stories, and sensibilities we may need to foster plural ways of inhabiting the Earth today.

Optional Modules

Practical Ecologies (30 CATs) Spring Term (Assessment: a 5000 word report)

This series of workshops accompanies students' placement in an organisations or grassroots activist network. We will discuss students' diaries in the context of broader debates about ecology on the one hand, and about professional practice, organisations and activism on the other.

A placement in an organisations whose work can be related to ecological/animal issues or practical involvement in a grassroots campaign is an entry requirement of this module. In the event of a placement not being secured in time, students will be asked to choose from a range of other available module options.

Other Optional Modules

To be taken from the Departmental 30 CAT Options or other available 30 CAT options in College (including arrangements with Media, Communications and Cultural Studies; Anthropology; Politics and International Relations, and Visual Cultures).

Dissertation (60 CATs) Spring and Summer Terms (Assessment: 12000 word dissertation)

During the Spring Term workshops covering dissertation topic, ethics, research design and writing are held. Students submit provisional titles at the start of the Spring Term, are allocated a supervisor and have their project assessed by the Departmental Ethics Officer. During the Spring and Summer terms students receive individual supervision. Full-time students will normally be expected to pass all taught components before proceeding to the dissertation. The dissertation is submitted in August.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Social Theory for Changing Climates	SO71145A	30	7	Compulsory	1
The Ethics and Politics of Animals	SO71141B	30	7	Compulsory	1
Cultural Ecologies	SO71143A	30	7	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules from an annually approved list, which may include “Practical Ecologies” (which is strongly recommended but not a requirement of the programme)	Various	30	7	Optional	2
Dissertation	SO71146A	60	7	Compulsory	2-3

Part-time mode

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Social Theory for Changing Climates	SO71145A	30	7	Compulsory	1
Optional modules from an annually approved list, which may include “Practical Ecologies” (which is strongly recommended but not a requirement of the programme)	Various	30	7	Optional	2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
The Ethics and Politics of Animals	SO71141B	30	7	Compulsory	1
Cultural Ecologies	SO71143A	30	7	Compulsory	2
Dissertation	SO71146A	60	7	Compulsory	2-3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

As issues of climate change and the environment are now frequently in the media, and government policy in the UK, US, and elsewhere in Europe is now supposed to be guided by considerations of sustainability and climate emergencies, there is a need for graduates with knowledge of socio-ecological issues.

There are openings for careers in a variety of organisations (including charities, NGOs and even corporations), many of which are now concerned with environmental aspects of their practices.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).