

Module Details	
Module Title	Natural Resource Governance
Module Code	PES7045-B
Academic Year	2023/4
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Laboratories	6
Lectures	18
Seminars	8
Directed Study	168

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>To develop your knowledge and understanding of key concepts principles, challenges, theoretical frameworks and debates concerning natural resource governance at local, national and cross-border levels; and of processes of conflict, co-operation and justice relating to access to, and use of, such resources.</p> <p>To establish advanced appreciation of the characteristics and challenges of governance and management of land, forests, water, fisheries and mineral natural resources in developing countries; particularly in the context of fragile or conflict-affected areas and of perceptions of resource scarcity.</p> <p>To developed students' knowledge of contemporary policy debates and lessons learned concerning co-operation and assistance programmes relating to development, peace and environmental sustainability of natural resource access and use.</p> <p>To develop students' advanced awareness of issues of conflict sensitivity, gender sensitivity, and fragility/resilience in relation to natural resource policies and programmes in developing countries, and particularly in fragile or conflict affected contexts; and to provide students with skills to apply guidelines and methods developed to address these issues.</p>

Outline Syllabus

Key concepts, types and characteristics of rights, practices and challenges for tenure of natural resources, including land, water, forests, river basins, seas, fisheries and mineral resources; and also key concepts and theories for understanding such characteristics - generically and in developing countries.

Examining the challenges of natural resource tenure, governance and exploitation in developing states, and particularly in fragile and conflict affected states; with illustrations from around the developing world.

The evolution and dynamics of international debates and strategies for improving natural resource governance in developing countries, and associated contemporary policy agendas: from state-building, 'top-down' and 'bottom-up' community approaches to mixed multi-level agendas.

Examination of the distinctive sector characteristics, agendas, conflicts and lessons-learned relating to: land; water; forests, river basins; fisheries; seas; and mineral resources: including issues of conflict, mitigating natural resource curse', co-operation, sustainability, gender, and equitable access.

Addressing fragility and resilience in natural resource governance reform processes; particularly in fragile and conflict affected contexts; and in the context of post-conflict or post-crisis recovery programmes.

Learning Outcomes

Outcome Number	Description
01	Analyse at an advanced level key concepts, theories, policies, practices and experiences concerning resource tenure, governance, sustainability, conflict and co-operation on natural resources in developing, fragile and conflict-affected areas and states.
02	Analyse at an advanced level the significance and effects of international policies, assistance, practices and debates on a number of sectors of natural resource governance and use in relation to good governance, peace and sustainable development in developing, fragile and conflict affected areas.
03	Analyse at an advanced level the governance of natural resources in a range of developing, fragile and conflict-affected countries in relation to risks of natural resource curse, conflict or gender insensitivity, corruption, quality of community participation, and opportunities for co-operation.
04	Apply at an advanced level key concepts and theoretical frameworks and also professional guidelines to the analysis of selected cases of the characteristics, dynamics and options for reform and assistance for aspects of natural resource governance in developing, fragile or conflict affected areas, and develop and communicate clearly in writing and presentation of your analysis and findings.
05	Work effectively within a small group and reflect critically on a topic and present an informed argument.

Learning, Teaching and Assessment Strategy

Teaching and learning for the module will be through a blended learning strategy involving a mixture of on-line and face-to-face lectures, seminars, and workshops; with reading tasks, plenary and small group discussion, small group projects; and tutor support. Learning will thus develop through a combination of activities; individual guided reading and study; a small group project and presentation; application of selected specialist skills; individual essay research and preparation; and engagement and analysis with selected contemporary policy and practitioner debates.

Formative assessment will be undertaken through feedback in class and small group discussions and research; participation in skills training workshop; and tutor support and feedback on a planned group project and individual essay outlines.

Summative assessment will be through assessment of a small group project (and presentation) and an individual written essay (with formative as well as summative feedback on both).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Group presentation of 5 minutes per student (supplementary individual presentation) (20 minutes)	15%
Summative	Coursework	Essay (3400-3600 words)	85%
Formative	Presentation	Feedback on group project and presentation	N/A
Formative	Coursework	Feedback on planned essay outline	N/A

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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