

A) Anon. (2017) 'Berlin residents reject Google Campus', *Deutsche Welle*, 25 April 2017
<http://www.dw.com/en/berlin-residents-rejectgoogle-campus/a-38586077>, accessed 23
September 2017

Human Geographies at work:

The article 'Berlin residents reject Google Campus' would be of most interest to urban geographers. This is a significant and wide sub-discipline of geography which focusses on the built environment and the interactions of the people who live within it. Schneider-Sliwa (2015) explains this complex sub-discipline of human geography encompasses various aspects that affect an urban environment, such as politics, the economy, globalisation, sustainability, culture, social issues and planning. Urban geography is a vital part of research and our lives as the majority of our global population reside in cities. This means that studies in this field are hugely influential in decisions made in government regarding planning and resources that affect peoples' lives. Sustainability is a main concern for cities where the balance of economic growth and environmental protection is increasingly more difficult, this is seen in developing countries with a rapidly growing population where it is increasing hard for the government to manage resources. Megacities in developing countries aim to rapidly grow their economy to be level with the rest of the world while also taking sustainability into consideration. Scale is also a significant factor in urban geography as the size of a place has an impact on the challenges faced, urban geographers analyse the process and systems at all scale levels, including the inner city, suburbs, rural-urban fringe and specific neighbourhoods as well as looking at the city as a whole. Overall the study of urban geography is vital in the development and progress of cities towards a sustainable future, incorporating its complex structures and processes. Taking into account these processes of economy, society, politics that are a part of a city, urban geography notices and analyses how these are linked, create and have an effect on the wider society and internationally.

Reviewing recent academic research on renewable energy using Germany, Norway and Thassos as case studies.

Renewable energy is at the forefront of current environmental issues as we strive to become a sustainable global society to preserve our planet for future generations. The importance of renewable energy is particularly emphasised as we know our non-renewable energy resources are finite and depleting, which has serious impacts on the population.

In response to the growing concern of global warming and increasing greenhouses gases polluting the atmosphere, renewable resources provide a clean source of energy that minimises environmental impact. When implemented correctly these are sustainable sources that can also have positive economic, political and societal impacts as well as being environmentally friendly (Panwar et al, 2010).

Current academic research reinforces this importance and identifies the present situation where renewable energy resources supplied 19% of the total global energy use in 2011, although this figure continues to rise, there is not a dramatic increase and global shift to a commitment to renewable resources yet. Further figures show the gradual increase where 1470 gigawatts of renewable power was used globally in 2012, showing an increase in 8.5% from the previous year (Ellabban et al, 2014).

Different renewable energy types make up different percentages of the total energy usage for different purposes. This is seen in the amount of electricity that is produced by renewable energy where there is a higher percentage, in 2012 21.7% of worldwide electricity generated was by renewable technologies. This was supplied for vital uses in the transport industry in the form of biofuels. A very popular technology for generating renewable energy is through wind power, this is efficient and cost effective, and produced 39% of renewable power capacity in

Evaluate the advantages and disadvantages of three different research methods for studying children's lives in cities

Human geography contains a wide spectrum of sub-disciplines, one of which is the field of children's geographies. This is the study of children and young people under 25 and their families. Contemporary research highlights children's agency and how they should be seen as complex individuals in their own context and right rather than as a small acting role in the world of adults and on the societal stage. Increasingly children are becoming more involved within research methods to give a voice to their perspective by involving them as co-researchers, thus their contributions on issues becoming important ways which we understand the lives of children (Matthews, 2003). The discipline covers various aspects such as class, gender, ethnicity, dis/ability, racism, sexism and what affect this has on childhood experiences; as well as how different places around the world and space also influence childhood. Some key issues researchers focus is the lives of children living in difficult circumstances including child poverty, children affected by crime and poor health. This is not only bringing people's attention to these issues but gives an in-depth understanding so that these issues can be addressed and adults can work towards a solution to improve the lives of children. These are all issues that are found with in cities. Further aspects of children's lives within cities is how child friendly or unfriendly a city can be. In cities the needs of children can be an afterthought that occupy a small section of urban planning, for example with the token incorporation of a playground while this is seen as a crucial necessity in rural areas (Murnaghan and Shillington, 2016). However, there are cities such as Rotterdam in the Netherlands that have made an active change to make them more child friendly by adopting new policies. The 'Rotterdam Child Friendly' focuses on 5 issues including improving traffic safety and play areas, facilities and activities for young people, improving public space, more child friendly housing and creating community spirit. This shows

School of Geography, Earth and Environmental Sciences

Assessment and Feedback Student Template

The purpose of this template is to ensure you receive targeted feedback that will support your learning. It is a requirement to complete all 3 sections, and to include the completed template as the first page of every assignment that is submitted for marking (your School will advise on exceptions).

Section One

Reflecting on the feedback that I have received on previous assessments, the following issues/topics have been identified as areas for improvement (3 bullet points):

- Improve structure
- More references
- Use relevant case studies

NB – for first year students/PGTs in the first term, this refers to assessments in their previous institution.

Section Two

In this assignment, I have acted on previous feedback in the following ways (3 bullet points)

- Structured my essay
- Used more references
- Used relevant case studies

Section Three

Feedback on the following aspects of this assignment (i.e. content/structure/approach) would be particularly helpful to me: (3 bullet points)

- How to improve being concise
- How to answer the question better
- Content

Using examples discuss the claim that the three pillars of sustainable development are inherently in tension

To begin to answer how and whether the three pillars of sustainable development are inherently in tension it is important to assess the definition and the recent history. Hansmann et al (2012) explains sustainable development is a multidimensional theory that aims to balance environmental, social, and economic viewpoints that are interconnected. Known as the pillars of sustainability these three aspects hold different beliefs of what should be valued as most important in development.

Although the ultimate objective is to satisfy all the needs of the pillars, this is challenging. The environmental pillar favours biodiversity and conservation of the landscape while economic factors holds profits and growth as the most important facet, additionally the social pillar values the welfare of people. The aim of amalgamating these components is often at its height when there is opposition and struggle between these mechanisms. Although the pillars have their divergences which I will discuss through further research literature, academics also denote similarities and how certain aspects can work in conjunction. The environmental, social, and economic pillars can influence each other both positively and negatively.

The concept of sustainable development, defined in recent history in the 1987 Brundtland Report, was agreed upon at the United Nations Conference, stated as "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (United Nations, 1987). Termed by the United Nations this was designed to guide development to support all three of the environmental, social and economic pillars by protecting the environment while also aiding wellbeing and ethically supporting the growth of the economy for future generations. Since the definition has been universally acknowledged, it has formed an integral part of regulation for modern development projects.

However the definition for sustainability is in contention, for various people sustainable development means different constructions. Each interpretation holding more weight for each or a combination of the three pillars. The consequences of this is that stakeholders in a project could have opposing priorities, therefore inciting tension and conflict between the environmental, social, and economic pillars. Overall the occurrence of contradictions is interrelated and complex (Dillard et al, 2009).

Appendices 1

	GWA	Bullring	Markets
Business Dressed	6	(hard to distinguish with staff)	1
Staff/uniformed	2	8	5
Aged 14-25	4	4	6
Aged over 60s	3	4	11
Families	1	8	1
Other	14	Over 35 (counting was difficult here)	20
Total	30	59	44

The Great Western Arcade

	Samantha	Katie	Charlotte
Original impression	Calm, nice, cold, out of place, security women looked concerned, conspicuous, not welcomed, very out of place, nobody else is loitering	Peaceful, draft from door, quiet for shopping centre, echoey, like architecture	Relaxing, friendly atmosphere, in place if not an observer, nice, happy, like being here
No sight	Sound, echoing, couldn't tell where sound was coming from, man with sticky shoes (walking slowly), was worried he was looking at her, felt less awkward and conspicuous, the environment felt smaller	You don't know you are in a shopping centre, not normal shopping centre noises, teenagers etc, self-conscious, embarrassed, out of place, unusual activity, not shopping, conspicuous	Even more relaxed, feels in big open place, nice to listen to conversations, relaxing, slight embarrassment, but feel comfortable here
No hearing	Felt normal but couldn't hear, more aware of what was seeing, looking at people	Weird without sound, there should be sound, no hussle and bussle, emotions – weird, but not embarrassing	More on edge that before, don't like not hearing, less comfortable, felt looking at people more to see if looking at me, more anxious but not loads

Conclusion

Overall I feel our research methods were relevant, appropriate and effective for our chosen project. There were many positives, we were able to generate a useful amount of data where we could extract patterns and themes that gave us the ability to answer our research aims. The photo-elicitation method was particularly beneficial as we were able to get participant's actively involved, able to discuss the photographs as well as elaborating on the perceptions of places on campus, so that we could gather as much data as possible. The questionnaire also positively affected our research as we could include open and closed questions to gather different types of answers. The questionnaire was long enough to ask all the questions we wanted to but short enough that participants were continually engaged. We collected numerical data from this source too and was an integral part of our research.

During our research I also learnt lessons of what I would change for future projects. Firstly, to gain more accurate data it is important to have a larger sample size. I acknowledge our results could be changed if a different set of students were asked to participate. It is also important to use a variety of methods to collect diverse data, providing a holistic view of the research project.

Overall I feel our project was successful in satisfying our research aims, understanding the relationship between degree subject and study space together with exploring these lived experiences of students at the University of Birmingham.

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2.1 SWOT Analysis

When designing the development of Selly Oak it is important to consider the context of the neighbourhood and to assess the social, economic and environmental factors that make up the area. By analysing the strengths, weaknesses, opportunities and threats found in Selly Oak, this can be used to determine the most beneficial policies for the local area.

Strengths	Weaknesses
<ul style="list-style-type: none"> • <u>Strong sense of community both within the student and local resident population</u> • <u>Historical listed buildings provide Selly Oak with character</u> • <u>Variety of and accessible transport links including local train stations, bus routes and main roads</u> • <u>Short distance via transport links to Birmingham City Centre</u> • <u>Local amenities including shops are within walking distance</u> • <u>Wide range of local shops and services</u> • <u>High level education facility University of Birmingham is nearby</u> • <u>Student population brings revenue into the local economy</u> • <u>Many local stakeholders able to provide funding and work together to improve Selly Oak</u> 	<ul style="list-style-type: none"> • <u>Decreasing quality of housing</u> • <u>Vacant properties that could be in use to increase affordable property in the area</u> • <u>People are homeless and struggling to find housing</u> • <u>Few large plots of land available for new housing developments</u> • <u>Incidents of landlords taking advantage of students by neglecting maintenance of properties</u> • <u>Poor aesthetic of Bristol Road, the main high street buildings and infrastructure which appears neglected and run down</u> • <u>Frequent littering and rubbish found on pavements</u> • <u>High crime rate where vandalism and graffiti decrease the appearance of the area</u> • <u>History of flood incidents</u> • <u>Need to increase sustainability</u>
Opportunities	Threats
<ul style="list-style-type: none"> • <u>Create more affordable housing</u> • <u>Many potential sites for redevelopment e.g. into a community centre and areas for green space</u> • <u>Vacant listed buildings are in good condition and provide a foundation structure for new development within</u> • <u>Potential to turn the listed building Selly Oak Centre into a community centre and library and the old Selly Oak Library into a study space</u> • <u>Recently vacant Sainsburys site provides development for multiple uses considering the large area</u> • <u>The Bournbrook Recreation Ground has potential for a park with accessible sports facilities</u> • <u>The already efficient transport system could be further improved by increasing sustainability</u> 	<ul style="list-style-type: none"> • <u>Disruption to the main high street while improvement works are undertaken to the pavement and green infrastructure</u> • <u>Possible perceptions of the new developments from residents</u> • <u>High crime rate could deter investors and developers from the local area</u> • <u>Increased congestion in Bristol Road</u> • <u>Noise and traffic pollution from the developments</u> • <u>Possibility of development causing gentrification to Selly Oak</u> • <u>Large stakeholders could overpower opinions of local organisations</u> • <u>Non-engagement from landlords</u>

Key – Policy Themes

- Improving quality of housing
- Promoting health, community and education through creating new community developments and spaces
- Encourage sustainability and enhance the environment in Selly Oak

4.0 Stakeholder Involvement

Theme	Policy	Potential stakeholders involved in funding and delivery	Timescale
Improving quality of housing	PO1 - Renovate abandoned and disused properties to create more affordable housing in the area	Birmingham City Council Developers Co-operation from landlords	Short Term – Between 1 to 3 years
	PO2 - Increasing awareness of landlord responsibilities and tenants' rights to improve housing standards and quality of living for tenants	Birmingham City Council – Private Rented Services Team University of Birmingham – The Guild of Students Letting Agency Living Accommodation Services Co-operation from landlords	Short Term – Between 1 to 3 years
Promoting health, community and education through creating new community developments and spaces	PO1 - Renovate the recently vacant Sainsbury's site between Bristol Road and Chapel Lane	Birmingham City Council – Approval, planning and design Gym company investor from private sector and private developers University of Birmingham Conservation Society – volunteer to clear Selly Oak of litter	Short Term – Within 1 year Site is already in a well-maintained condition ready for renovation.
	PO2 - Transform the vacant Selly Oak Centre into a community centre and library	Birmingham City Council – Approval and planning permission University of Birmingham to purchase site and action redevelopment Private developers	Medium Term – Between 3 and 7 years
	PO3 - Transform the vacant Selly Oak Library into a study space	Birmingham City Council – Approval and planning permission University of Birmingham to purchase site and action redevelopment Private Developers	Medium Term – Between 3 and 7 years

The Political Economy of Agrarian Change in the Global South

2. Give an in-depth analysis of the agrarian transition in rural India from the 19th century, or earlier, up until the present

An analysis of India's colonial or pre-colonial 'modes of production'

Throughout India's history the country has undergone a significant transformation in its agrarian economy. Firstly, I will analyse the colonial 'modes of production' and how these have evolved with time. It is important to define 'modes of production', which is a multifaceted concept explored and contested in literature by theorists. The concept originated in Marxist theory where Marx outlined 'modes of production' as systems of power and supremacy over labour that intertwine with social class hierarchies and the relationships between them. He understood that these were founded historically from the specific time period they formed, in addition to absorbing earlier processes as an innate part of their own conceptualisation (Astarita, 2018; Banaji, 2010).

A 'mode of production' is the process by which essentials such as food, housing and healthcare are generated collectively in a society, it is the amalgamation of the forces and relations of production. The differences within these create various structures of society and governance, such as lineage, feudalist and capitalist modes of production. The forces of production are the methods, techniques and technology used by the labourer (Wood, 2002). In addition, the relations of production consist of the social dynamics that control the manufacturing process. This comprises of the property rights to land, meaning who owns and has right to the land. Consequently, this has implications for the surplus, thus how much is appropriated by the ruling class and how it is distributed among workers. Decision making by those in control holds significant costs for those at their mercy, where they could face serious loss to their livelihood and welfare, due to surplus appropriation and exploitation (Banaji, 2010).

An Exploration of the Representation of Childhood and Nature at Sudbury Hall

Sudbury Hall in Derbyshire dates from the 1660s (Knott, 2001) where the nineteenth-century east wing is home to the Museum of Childhood. The heritage site was gifted to The National Trust in 1967 (Anthony, 1974). Established in 1895 by Octavia Hill, Sir Robert Hunter and Canon Hardwicke Rawnsley, The National Trust has a long and embedded history of combining nature and childhood (Reynolds, 2012).

Co-founder Octavia Hill was an influential figure in the development of understanding how essential nature was to people's development and welfare; "She was a visionary, ahead of her time in the links she made between access to fresh air and physical and spiritual wellbeing" (Reynolds, 2012: 169). There are many accounts of her connection with children and introducing children living in the city to the countryside, as depicted below.

"She walked in...followed by a troupe of poor and ragged children. They came from back streets and crowded hovels." On that occasion she'd walked the children to Romford and back to visit her friends, the Marshals, giving them their first taste of fresh air and green spaces' (Reynolds, 2012: 169).

The value she placed on childhood influenced her activism in adulthood, where one of the first priorities for her housing schemes were playgrounds for children in the city (Hindes, 2012). Hill focused much of her campaigning on the poverty-stricken working class as well as advocating for protecting green spaces. Throughout her life she emphasised the need for learning through nature in childhood (Hughes, 2012).

Today, her legacy of combining nature and childhood can be seen throughout The National Trust. At Sudbury Hall this is prevalent throughout the Museum and in their provision for children outdoors. This report aims to analyse the representation of nature and childhood within the heritage site. The first objective is to use key themes discussed in geographical literature to ground our understanding of the discourses between children and nature, including children's heritage and its interpretation in museums. The next objective will focus on studying the outdoor provision dedicated to children at Sudbury, including the positives of this and where future investment could be focused. The final objective is to create recommendations for the site based on the evaluation undertaken.

A vital foundation and underpinning of these theories is the understanding of power relations and hierarchies constructed by society. Awareness of this allows us to critically challenge the embedded norms in society, to question power, control and politics that affect and dominate over children's lives.

Conclusion

In summary my vignettes can be seen to include concepts including space and place, time, identity, societal expectations of young people and power relations between society itself overall as well as between generations. In the first vignette it could be argued that if we were accompanied by an adult our presence could have been seen as acceptable by others, as we were under adult supervision. The second vignette displays an ingrained assumption by many in society that young people are inherently troublemaking, and do not belong in a space if considered not to be appropriate by adults.

Personal vignettes can offer an addition of a rich qualitative method into research with an abundance of information. They relay memories entwined with complexities that can be deconstructed and understood in concepts within Children's Geographies. Vignettes are important to literature as they provide authenticity, allowing the reader a deeper understanding into the topic of discourse. By providing an alternative approach to representation personal accounts show a viewpoint where maybe such detailed information would not be elicited in this way otherwise (Palaiologou, 2017). Vignettes encourage personal involvement to increase emotion in the study, with an aim to move readers and incite empathy (Lee and Goh, 2020). The writer also becomes the subject of the study to have a greater understanding and connection with the reader (Humphreys, 2005). Looking back and reflecting on our own childhoods offers a closer and more thoughtful perspective of those currently experiencing the occurrences of childhood. It is vital to reflect on societies behaviour but also to reflect and connect to our own experiences and actions.

2000 words

Table 1: Plant species at Attingham Park
(Gardener's Personal Comment, 2020; Gordon, 2019; Historical Planting Beds, 2015; Natural England, 2000)

Common Name	Latin Name (<i>binomial nomenclature</i>)	IUCN Designation (IUCN,2019)
Horse Chestnut	<i>Aesculus hippocastanum</i>	Vulnerable Decreasing
Cedars of Lebanon	<i>Cedrus libani</i>	Vulnerable Decreasing
Portuguese Cherry Laurel	<i>Prunus lusitanica</i>	Vulnerable Decreasing
Ash	<i>Fraxinus excelsior</i>	Near Threatened Decreasing
English Oak	<i>Quercus robur</i>	Least Concern Decreasing
Beech	<i>Fagus sylvatica</i>	Least Concern
Sycamore	<i>Acer pseudoplatanus</i>	Least Concern
Crack Willow	<i>Salix fragilis</i>	Least Concern
Butcher's Broom	<i>Ruscus aculeatus</i>	Least Concern
Common Walnut	<i>Juglans regia</i>	Least Concern
Turkey Oak	<i>Quercus cerris</i>	Least Concern
Locust Tree	<i>Robinia pseudoacacia</i>	Least Concern
Box	<i>Buxus sempervirens</i>	Least Concern
Sweet Pepper Bush	<i>Clethra alnifolia</i>	Least Concern
Grand Fir	<i>Abies grandis</i>	Least Concern
Holly	<i>Ilex aquifolium</i>	Least Concern
Laurustinus	<i>Viburnum tinus</i>	Least Concern
Service Berry	<i>Amelanchier canadensis</i>	Least Concern
Winter Sweet	<i>Chimonanthus praecox</i>	Least Concern
Spindle	<i>Euonymus europaeus</i>	Least Concern
Hawthorn	<i>Crataegus monogyna</i>	Least Concern
Dog Rose	<i>Rosa canina</i>	Least Concern
Mountain Dogwood	<i>Cornus nuttallii</i>	Least Concern
Rhododendron	<i>Rhododendron ferrugineum</i>	Least Concern
Witch Hazel	<i>Hamamelis virginiana</i>	Least Concern
British Native Bluebell	<i>Hyacinthoides non-scripta</i>	Common Threatened
Spanish Bluebell	<i>Hyacinthoides hispanica</i>	Invasive non-native species
Common Snowdrop	<i>Galanthus nivalis</i>	Near Threatened Decreasing
Giant Snowdrop	<i>Galanthus elwesii</i>	Data Deficient Decreasing
English Lavender	<i>Lavandula angustifolia</i>	Least Concern
Rhododendron	<i>Rhododendron ponticum</i>	Invasive non-native species
Common Ragwort	<i>Senecio jacobaea</i>	Common
Himalayan Balsam	<i>Impatiens glandulifera</i>	Invasive non-native species

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To what extent and in what ways should people working on environmental justice be concerned with gender?

Environmental discourse surrounding gender and eco-feminism has a complex history where ideas and perspectives have changed over time. The concept of 'ecofeminism' began in the 1970s where discussion has significantly developed over the last 50 years. Gender has been incorporated into environmental policy, however Buckingham (2004) analyses that this change has only been slight and still working within the limiting social structures where they were created.

To what extent and in what ways gender has been apart of the conversation in environmental justice has changed through time. Eco-feminism has been framed through the essentialism and constructivist concepts however it is the constructivist theory that has been most influential in how people interact with environmental justice and gender today. The essentialist perspective, which was popular in the 1970s and 1980s and mainly in North America, was founded on the principle that they believed in the biological difference of women that meant they were intrinsically linked closer to nature than men. Constructing their ecofeminism around the belief in the essence of femininity, the idea of women being caregivers and nurturers was criticised for both supporting gender stereotypes but also reinforcing an idea that reflects nature culture dualism. The separation of nature and the built environment has allowed society to view nature as something separate to be used and dominated. By othering nature from culture has structured people's thinking to allow them to care less for nature than they do for themselves, thinking that harming nature will not in turn affect society (Mack-Canty, 2004; Haila, 2000; King, 1989).

Parallel to this strand of ecofeminist theory there was the social ecofeminism ideas of the time. This stemmed from European feminist philosophy. Social ecofeminist saw the relationship between the environment and gender as contingent plus being liable to change and develop with time, these ideas are underpinned by Marxist principles. Ideas were presented that through dominant patriarchal social, political and economic structures particular types of environmental toxins and harms affect women specifically (Gaard, 2011). The effects of these environmental 'bads' multiply when women are also apart of a minority group. Social ecofeminism is founded upon the ideas that gender is socially constructed and not rooted in biology. This originated and was established by gender theorists and social feminist literature (Sturgeon, 2016; Banerjee and Bell, 2007).

Gender and Sexual Diversity: Interdisciplinary Approaches to LGBTQ Identities

Group Project Reflection

As part of the Gender and Sexual Diversity widening horizons module we completed a group project within our learning sets. This module focused on the culture and lived experiences of people in the LGBTQ community (Lesbian, Gay, Bisexual, Transgender and Queer). The aim of this module was to increase our knowledge of the issues faced by the LGBTQ community relating to history, medicine, law, art, geography and social-political contexts. Through our group project we used the knowledge we had gained to produce a digital PowerPoint presentation bringing together various topics, showcasing our awareness. We aimed to create an educational piece that was informative and interesting where people would engage and learn from the material.

The focus of our group project was to bring together the topics we covered over the module where each member of the group would produce sections on either identity, law, geography, medicine and media. The role I took within the project was through my home department discipline of geography. Due to studying for a geography degree I thought it would be interesting to combine my knowledge and skills within my subject area and apply them within this project. We chose this multidisciplinary approach because we wanted to incorporate different aspects of the module while linking all the themes together through the common theme of history. In our introductory slide we introduced our project as putting emphasis on the development of LGBTQ rights throughout history while making sure we covered a wide variety of topics to create a diverse project.

Deciding upon what form our project was going to take went well, we all expressed that we were less artistically inclined and doing something digitally suited all of us. We all unanimously agreed that we all enjoyed the history section of the module and wanted to incorporate that theme throughout. We all had different topics that interested us most and deciding on who would research each section was also an easy process.

Throughout the project we worked well as a team and contributed equally. The qualities and characteristics our group had that aided our co-operation was that we all possessed the same work ethic and wanted to play our part in producing the project to a high standard. We were all able to make similar decisions as we were all able to discuss our shared life experiences and there was a mutual understanding between the whole group. We also had shared identities within the group which meant there was a camaraderie amongst us where we were comfortable sharing ideas and collaborating. The positive dynamics of the groups meant that teamwork was effective and efficient. We all brought our own learning styles to the project, I personally am quite a quiet person in an academic formal setting and then feel more comfortable contributing ideas in smaller groups. Therefore this project suited my learning style and in this environment I was able to express myself and my ideas.

A further positive aspect of our group was that we all came from different disciplines, therefore having a variety of skills and experience to bring to the project. It was beneficial how when we were discussing initial directions for the project everyone contributed their own ideas and we were able to incorporate aspects of everyone's ideas into our work. It was also useful to have people in our group with different identities as we all gained a different perspective from one another. The majority of our group identified as belonging to the LGBTQ community, including myself and we also had supportive allies to the community in our group also. Intersectionality was also important for example as a member of our group did not identify as a member of the LGBTQ community but is apart of an ethnic minority, and therefore brought her experiences of being marginalised to our discussions.