

MODULE SPECIFICATION

1. Overview

<b>Academic Year (student cohort covered by specification)</b>	2019-20			
<b>Module Code</b>	2436			
<b>Module Title</b>	Population, Poverty & Environment			
<b>Module Organiser(s)</b>	Professor Ian Timæus & Sarah Walters			
<b>Faculty</b>	Epidemiology and Population Health			
<b>FHEQ Level</b>	Level 7 (postgraduate Masters 'M' level) of the QAA <a href="#">Framework for Higher Education Qualifications</a> in England, Wales & Northern Ireland (FHEQ)			
<b>Credit Value</b>	CATS	15	ECTS	7.5
<b>HESA Cost Centre</b>	105 Health & community studies			
<b>HECoS Code</b>	101408			
<b>Term of Delivery</b>	Term 2			
<b>Mode of Delivery</b>	Face-to-face			
<b>Mode of Study</b>	Full-time (full-time and part-time students follow the same schedule)			
<b>Language of Study</b>	English			
<b>Pre-Requisites</b>	<p>While the first term module in Population Studies (2011) provides a useful background, it is not essential; this module builds upon it and focuses on the population, poverty and environmental nexus.</p> <p>A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM's <a href="#">English language requirements</a>.</p>			
<b>Accreditation by Professional Statutory and Regulatory Body</b>	Not currently accredited by any other body			
<b>Module Cap (Maximum number of students)</b>	24 (numbers capped due to limitations in facilities/staffing)			
<b>Target Audience</b>	<p>This is a module suitable for postgraduate students interested in population issues in low and middle-income countries and how they relate to health and to economic and social development.</p> <p>Preference will be given to LSHTM MSc students, particularly those registered for MSc Demography &amp; Health, and LSHTM research degree students. Other applicants meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run.</p> <p>Full Registration (full participation) by LSHTM research degree students is required for this module, with the exception that completion of the assessment essay is optional for research degrees students.</p>			

<b>Module Description</b>	The module takes a big-picture approach to the relationship between population, poverty and the environment in developing countries.  The aim of this module is to introduce students to the main debates around the linkages between population, poverty and the environment so that they can assess the policy implications of demographic change in low- and middle-income countries. The topics considered include: population growth, trends in health inequalities, migration, urbanisation, AIDS, environmental change and demographic impacts, population ageing, measuring poverty and population policies.
<b>Duration</b>	5 weeks at 2.5 days per week (Wednesday lunchtime to Friday afternoon).
<b>Timetabling slot</b>	Term 2 Slot C2
<b>Last Revised (e.g. year changes approved)</b>	July 2019

## 2. Programme(s) that this module is part of

<b>Programme</b> <i>(Lead programme first)</i>	<b>Status</b> <i>(Compulsory/Recommended Option)</i>
Demography and Health (DH)	Recommended
Control of Infectious Diseases (CID)	Recommended
Health Policy Programming and Financing (HPPF)	Recommended
Public Health (Environment and Health) PH(EH)	Recommended
Public Health (Health Promotion) PH(HP)	Recommended
Public Health for Developing Countries (PH4D)	Recommended
Reproductive and Sexual Health Research (RSHR)	Recommended

## 3. Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>Introduce students to the main debates around the linkages between population, poverty and the environment so that they can assess the policy implications of demographic change in low- and middle-income countries. The module examines the big picture; it is not focused on health service-related issues.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>Understand the complexity of the inter-relationships between population trends, human welfare and the environment in relatively low-income countries</li> <li>Assess the significance of these issues for development, health and social policy, with emphasis on poverty reduction strategies in low- and middle-income countries</li> </ol>



## 4. Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>• Population growth and its economic impact</li> <li>• Population policies</li> <li>• Defining and measuring poverty and livelihoods</li> <li>• Climate change, demographic trends and development</li> <li>• Inequalities in child survival in low- and middle-income countries</li> <li>• International migration</li> <li>• Internal migration and urbanisation</li> <li>• Population ageing</li> <li>• Economic and social impact of the HIV/AIDS epidemic</li> </ul>

## 5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	17	11%
Directed self-study	55	37%
Self-directed learning	33	22%
Assessment, review and revision	45	30%
<b>Total</b>	<b>150</b>	<b>100%</b>

Teaching and Learning Strategy																		
<p><u>Indicative Breakdown of Contact Time</u></p> <table border="1"> <thead> <tr> <th>Type of delivery</th> <th>Total (hours)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>13</td> </tr> <tr> <td>Seminar</td> <td></td> </tr> <tr> <td>Tutorial</td> <td>4</td> </tr> <tr> <td>Computer Practical</td> <td></td> </tr> <tr> <td>Laboratory Practical</td> <td></td> </tr> <tr> <td>Fieldwork</td> <td></td> </tr> <tr> <td>Project Supervision</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>17</b></td> </tr> </tbody> </table> <p>The teaching and learning strategy is based on a combination of lectures and small-group tutorial discussion sessions. Teaching methods emphasise student-centred learning: timetabled classes are limited to eight lectures lasting 1½ hours and four discussion sessions. Each discussion session lasts 1 hour and they are the principal arena for students to prepare and present their ideas on the population and development issue being considered that week.</p> <p>The class is divided into small tutorial groups of upto 8 students with a member of staff facilitating the discussion. Each student will help to lead the discussion of one of the four topics, producing a one-page handout for distribution to other participants. Everyone is expected to attend the four discussion sessions. Much of the module is reserved for individual reading in preparation for these discussions. Willingness to read widely is crucial to effective learning in this module. Students'</p>	Type of delivery	Total (hours)	Lecture	13	Seminar		Tutorial	4	Computer Practical		Laboratory Practical		Fieldwork		Project Supervision		<b>Total</b>	<b>17</b>
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presentations are not assessed so as to allow students to freely develop and express their own thoughts and ideas. However, informal feedback on process and content and an indication of which topics and issues may merit further reading and reflection will be providing by the facilitator during the course of each of the discussion sessions.

## 6. Assessment

### Assessment Strategy

Assessment is entirely based on an essay on one of the three discussion topics on which the student did **not** lead the discussion. Thus, each student is required to prepare intensively for at least two of the four discussion topics and to read background material on the other two. The essay format enables students to show they have understood complex inter-relationships between population trends, welfare and the environment and to assess the significance of these issues for development, health and social policy.

### Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
<i>Coursework</i>	Essay – 2000-2500 words	<b>100%</b>	1. Understanding of the complexity of the inter-relationships between population trends, human welfare and the environment in relatively low-income countries. 2. Ability to assess the significance of these issues for development, health and social policy, with emphasis on poverty reduction strategies in low- and middle-income countries.
<i>Exam (Papers 1 &amp; 2)</i>			
<i>Group Presentation</i>			
<i>Group Work</i>			
<i>Peer Assessment</i>			
<i>Project</i>			
<i>Practical</i>			
<i>Timed Test (in-module test e.g. MCQ)</i>			
<i>Extended Project</i>			

### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Essay	The task will be to submit an essay on either of the four discussion topics on which they did not lead the discussion and have not already submitted an initial essay.	2000-2500 words

## 7. Resources

### Indicative reading list (if applicable)

*Guidance note: Please list up to 12 core texts and sources for the module.*

#### Recommended background reading

1. Cleland J. World Population Growth; Past, Present and Future. Environmental and Resource Economics [Internet]. 2013;55(4):543–54. Available from: <https://contentstore.cla.co.uk/secure/link?id=85522149-326d-e711-80cb-005056af4099>
2. Dasgupta A, Dasgupta P. Socially Embedded Preferences, Environmental Externalities, and Reproductive Rights. Population and Development Review. 2017;43(3):405–41.
3. Dyson T. A partial theory of world development: the neglected role of the demographic transition in the shaping of modern society. International Journal of Population Geography [Internet]. 2001;7(2):67–90. Available from: <https://contentstore.cla.co.uk/secure/link?id=b34c1a8c-2e6d-e711-80cb-005056af4099>
4. Ezeh AC, Bongaarts J, Mberu B. Global population trends and policy options. The Lancet. 2012;380(9837):142–8.

#### General

1. Crook N, ed. Timaeus I. Principles of Population and Development : with illustrations from Asia and Africa /. Oxford: Oxford University Press; 1997.
2. Dyson T. Population and Development. London: Zed; 2010.
3. Gould WTS. Population and Development. London: Routledge; 2007.

#### Collections of classic papers

1. Ahlburg DA, Kelley AC, Oppenheim Mason K. The impact of population growth on well-being in developing countries /. Berlin ;; Springer; 1996.
2. Birdsall N, Kelley AC, Sinding SW. Population Matters : Demographic change, economic growth and poverty in the developing world / [Internet]. Oxford: Oxford University Press; 2003.
3. Cassen R. Population and Development : Old debates, new conclusions /. New Brunswick: Transaction Publishers; 1994.
4. Demeny PG, McNicoll G. The Earthscan Reader in Population and dDevelopment /. London: Earthscan Publications Ltd; 1998.

5. Lee RR. Demographic transition and its consequences. Population and Development Review [Internet]. 2011;Supplement(37). Available from: [http://www.popcouncil.org/uploads/pdfs/2011\\_PDRSupp\\_DemTranConseq.pdf](http://www.popcouncil.org/uploads/pdfs/2011_PDRSupp_DemTranConseq.pdf)
6. Landberg H, Lindahl-Kiessling K. Population, Economic Development, and the Environment /. Oxford: Clarendon Press; 1994.

## 8. Teaching for Disabilities and Learning Differences

Lectures are recorded in panopto and made available through moodle as soon as possible after the session. Lecture slides are made available prior to lectures. All items on the reading lists are accessible, and additional resources are provided in the form of interactive materials and videos. Student tutorials are held in very small group sessions to enable participation and discussion.