

HUMAN-LAND ISSUES IN SOCIAL STUDIES (COURSE OUTLINE)

CONTEXT

<p>This course is developed to train in-service teachers who could teach students to appreciate and solve the emerging environmental and social issues that negatively affect our communities. These issues are grounded within the social, economic and political spheres. Many of these issues are as a result of certain misconceptions and attitudes that negatively affect our communities. It is significantly look at how humans use the land to provide their basic needs and the environmental challenges the usage posse. This course is, therefore, designed to equip in-service teachers with the appropriate knowledge, skills and values to enable them to assist learners to develop right attitudes towards the environment in order to achieve sustainable development. It aims at building individuals to live well as responsible citizens who have adequate knowledge on the social, economic and political issues in Ghana that promote sustainable development.</p>							
Course Title	Human-Land Issues in Social Studies						
Course Code	EBS 157	Course Level:	100	Credit Value:	2	Semester	2
Pre-requisite	Successful completion of the natural environment						
Course Delivery Modes	Face-to-face 1X	Practical Activity 2 X	Work-Based Learning 3	Seminars 4 X	Independent Study 5 X	e-learning opportunities 6	Practicum 7
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	<p>This course introduces students to the human-land issues in Social Studies and locates its study within the context of the interaction between humans and their natural, cultural and social environments. Natural features and occurrences on the earth as a home of humans, the activities of humans on the land, and some of the problems which ensue as a result of the human-environment interaction especially to the land are examined. (NTECF; NTS 2c, p 13).</p>						
Course Learning Outcomes 8: including INDICATORS for each learning outcome	Outcomes:				Indicators:		
	This course seeks to:						
	1. equip students with knowledge of the components of the environment and basic mapping skills. NTS 2c, p 13				1. explain the components of the environment		
				2. acquire basic mapping skills			

		2. help students to develop the ability to make rational decisions about land use. NTS 2c, p 13	
		3. provide opportunities for students to locate places within the environment NTS 2c, p 13	3. explain the uses of land
		4. equip students with the knowledge and skills to describe physical, social and cultural features within the environment accurately. NTS 2c, p 13	4. describe physical, social and cultural features within the environment
Course Content	Units	Topics:	Sub-topics (if any):
	1	Various Definitions of Land	<p>1. Meaning of Land - benefits that man derives from the land.</p> <p>2. Peculiar features of the land</p> <p>a. Peculiarities of the land b. Factors that account for differences in the qualities of land</p> <p>3. Classification of Land</p> <p>4. Concept of Land use - factors affecting land use</p> <p>5. Definition of Man-Land Interaction - Approaches to Land Use Studies</p> <p>6. How Man Interacts with the Land</p> <p>a. Ways in which man interacts with the environment</p>
			<p>Teaching and learning activities to achieve learning outcomes</p> <p>1. Lead teacher-trainees to explain the land</p> <p>2. Use small groups to discuss the benefits derived from the use of the land</p> <p>3. Brainstorm with teacher-trainees to identify the various ways man interacts with the land</p> <p>4. Use a whole class discussion to help students identify the theories of man's interaction with the land</p>

			b. Theories concerning man's interaction with the land	
	2	Human Activities That Destroy the Land	<ol style="list-style-type: none"> 1. The meaning and indicators of land degradation 2. Types of Land degradation 3. Causes of Land Degradation 4. Effects of Land Degradation 5. Measures to Mitigate Land Degradation 6. Traditional approach for mitigating land degradation 	<ol style="list-style-type: none"> 1. Guide teacher-trainees to explain the meaning of land degradation and indicators of land degradation using brainstorming 2. Use small group discussion to come out with types, causes and effects of land degradation. 3. Guide teacher-trainees to identify the traditional approaches to mitigate land degradation 4. Task teacher-trainees to discuss measures that can be put in place to deal with land degradation
	3	Land Issues and Demarcation in Ghana	<ol style="list-style-type: none"> 1. Land Conflict in Ghana <ol style="list-style-type: none"> a. Definition of Land Conflicts b. Types of Land Conflicts 2. Consequences of Land Conflicts <ul style="list-style-type: none"> - land related conflict resolution 3. Types of Land Conflict resolution 4. Preventing the occurrence of Land conflict 5. Land tenure system in Ghana <ul style="list-style-type: none"> - types of land tenure system in Ghana 6. Framework for Land management and administration in Ghana 	<ol style="list-style-type: none"> 1. Lead the class to brainstorm the meaning of land conflict and state the types. 2. In groups, ask teacher-trainees to discuss the consequences of land conflicts. 3. Guide learners to brainstorm land tenure system in Ghana and its types. 3. Use the whole class discussion coupled with the appropriate instructional resource to explain the frameworks and policies for managing and administering land in Ghana

			<ul style="list-style-type: none"> a. Legal framework for land management b. Institutional framework for land administration in Ghana c. Policy framework for land administration in Ghana 	
	4	Maps and Measurement	<ul style="list-style-type: none"> 1. Meaning of a Map <ul style="list-style-type: none"> - origins of maps 2. Common features of Maps 3. Types of Maps 4. Scales of Maps <ul style="list-style-type: none"> a. Different Ways of Stating Scales of maps b. Converting from one scale to another c. Measurement of Distance and Area Using Scales 5. Uses of maps 6. Limitations of using maps 	<ul style="list-style-type: none"> 1. Use brainstorming to guide students come out with the meaning of a map. 2. Use the appropriate instructional resource to explain types of maps and scales of maps. 3. Lead a whole class to enable teacher-trainees to identify the various ways of using scales of maps to measure distance and area of map.
Course Assessment Components ⁹ : (Educative assessment of, for and as learning)	<p>Component 1: Formative assessment</p> <p>Summary of Assessment Method: Quizzes and assignment</p> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: CLO 1 and 2 (units 1 - 2)</p>			
Component 2	<p>Component 2: Formative assessment</p> <p>Summary of Assessment Method: Quizzes and assignment</p> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: CLO 3 and 4 (units 3 - 4)</p>			
Component 3	<p>Component 3: Summative assessment</p> <p>Summary of Assessment Method: End of semester examination</p>			

	<p>Weighting: 60%</p> <p>Assesses Learning Outcomes: CLO 1, 2, 3 and 4 (units 1 - 4)</p>
Instructional Resources	Textbook, Atlas, Maps, Compass, Resource person
Required Text (core)	<p>Bradshaw, M. & Weaver, R. (1995). Foundations of physical geography. New Jersey: Brown Publishers.</p> <p>Courtney, J. M., (1983). Intervention through land use regulation. In urban land policy: Issues and opportunities. Washington D.C.: Oxford University Press.</p> <p>Larsson, G., (1996). Land registration and cadastral systems. Essex, UK: Addison Wesley Longman.</p>
Additional Reading List 10	<p>Academy of Arts and Sciences. (1992). Sustainable development and the environment. Accra: GAAS.</p> <p>Academy of Arts and Sciences. (2001). Some crucial development issues facing Ghana. Accra: GAAS.</p> <p>Miller, M., (1991). Debt and the environment. New York: United Nations Publication</p> <p>Palmer, G., (1999). The resource management act-Has it achieved the intention of its creators? Resource Management Conference. Wellington, NZ.</p>