

Title of Module: Environmental Damage, Policy & Justice			
Code: SOCY09057	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	S Leatham		

Summary of Module

This module is organised into three themes. In theme 1, **Understanding Contested Environments**, we'll look at how something that's often treated as beyond politics is in fact steeped in historical and contemporary power abuses. We'll think about what 'damage', 'justice' and 'policy' mean in these contexts and contests. At the end of this theme, there is a reading week where we encourage students to reflect on what it means to think of the 'environment' as inherently social and steeped in power relations.

In theme 2, **Growing, Growing, Gone?** we'll take a deeper dive into the relationship between capitalism and damage. We'll interrogate some of the numerous proposals for 'greening the economy' and what shape these take in policy. We'll compare these to the more radical concepts of degrowth and Buen Vivir and explore where and how these radical concepts are being put into action, and to what effect.

In theme 3, **Making new worlds**, we'll explore a few case studies to focus on intersectional challenges. We'll particularly look at forms of resistance, activism, and meaningful change that anticipate more just environmental futures. We'll practice a 'wants and needs market' to practically consider what local exchange might look like if it resisted commodification.

The module has a broad scope. We'll look at the legacies and impacts of colonialism and capitalism to the emergence of far-right environmentalism. Most importantly, we'll look at examples of communities, ideas, policies, and ways of re-imagining the world that resist social-environmental damages and injustices.

Students will be given the interdisciplinary and analytical tools to understand the issues from multiple perspectives, including political ecology, sociology, anthropology, politics, and human geography. There is an urgent need for critical and evidence-based reflection on historical and contemporary environmental damages and power abuses. This module allows for this reflection, framed via the need for improvements in environmental justice and far-reaching socio-legal/policy developments. For the assessments, students are tasked to write: 1) an outline plan (30%) and 2) a case study (70%) that critically evaluates the relationships between environmental damage, justice, and policy in a region/area of the world of their choice. The assessments will allow students to demonstrate their critical understanding of the relevant theories and concepts and how these are applied to their region-specific case study topic.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
X	X				

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning:
(Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
		✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1: to understand and be able to apply key concepts and theories in the interdisciplinary field of study of environmental damage, justice, and policy

L2: to understand and be able to critically analyse the relationships between natural resources, environmental damage, justice, and policy

L3: to become aware of current policies and practices in environmental damage, justice, and policy via a range of global case studies (Latin America, Africa, Asia, the Arctic)

L4: to critically reflect on, and make connections between, the key theories and concepts and a case study topic of their own choice via their assessment work

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to highly topical concerns such as environmental damage, justice, and policy. Students will be equipped with both conceptual and empirical knowledge on such

	matters and will be able to appreciate and understand the urgency and need for action on environmental protections.	
Practice: Applied Knowledge and Understanding	SCQF Level 9. Students will be required to apply/relate their theoretical and conceptual understandings on environmental damage, justice, and policy to the applied contexts of the case study examples that will be examined in the second half of the module (looking at examples from Latin America, Africa, Asia and the Arctic). This applied/practice knowledge and understanding will also be tested via a Q&A session during the guest speaker lecture towards the conclusion of the module. Students will also be expected to apply knowledge and understanding from practice-based work in their assessments.	
Generic Cognitive skills	SCQF Level 9. For this module, students will be required to draw on several key generic cognitive skills such as sustained and selective attention, as well as logic and reasoning skills and visual/auditory processing skills. These skills will be required for lectures, seminars, and assessment work. Students in seminars, in particular, will be tested on their abilities with regard to critical reading/research skills and ability to present written and oral reports on topics being discussed.	
Communication, ICT and Numeracy Skills	SCQF Level 9. Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding environmental damage, justice, and policies. Students will need to make full use of ICT resources at their disposal to prepare for seminars and the two linked assessments, including the use of statistical databases to realise the imprint of, for example, environmental damage across the world, including the region/area they focus on for their written work.	
Autonomy, Accountability and Working with others	SCQF Level 9. Students will work alone for both assessments, with guidance from the module coordinator and wider teaching team. This will involve researching and planning an outline plan and final case study. Students will be individually accountable for their submissions. Students will also work with the teaching team in lecture meetings as well as with each other in the seminar meetings. This will involve focused small group work examining specific issues in specific parts of the world (please see the lecture outline).	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
A weekly lecture serves as an intervention into a key topic area, including current research by the teaching team and to help students navigate the extensive literatures and see how concepts and theories emerge / are applied. Weekly 2.5 hour workshops will be facilitated

through the provision of core readings and visual resources made available to students via the VLE, one week in advance of each session.

These sessions will embody both subject-specific and study skills elements, the latter including reading with questions, identifying competing perspectives and theories, using key concepts, assessing evidence and analysing policy outcomes, critical analysis and evaluation of policy, synthesizing alternative policy ideas. The final workshop incorporates peer-to-peer feedback and opportunities to 'workshop' writing ahead of the larger assessment.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture (asynchronous)	9.5 (9 x 1 hour podcast-style lectures, final 30-minute lecture on case study writing).
Workshops – core content	27.5 (11 x 2.5-hour workshops)
Asynchronous Class Activity	0
Independent Study	163
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core Texts (used most weeks):

Corvino, F. and Andina, T. (2023) *Global Climate Justice: Theory and Practice*. Bristol, UK.: E-INTERNATIONAL RELATIONS. Available [here](#).

Jorgens, H., Knill, C., and Steinebach, Y. (2023) *Routledge Handbook of Environmental Policy*. London: Routledge. Available [here](#).

Martinez-Alier, J. (2023) *Land, Water, Air and Freedom: The Making of World Movements for Environmental Justice*. Edward Elgar. Available [here](#).

***An extended, open access reading list is also available for the module.**

Key Journals:

Students will be directed to articles from the following key academic journals:

Ecology and Society <https://www.ecologyandsociety.org>

Environmental Justice <https://home.liebertpub.com/publications/environmental-justice/259/>

Environmental Sociology <https://www.tandfonline.com/journals/rems20>

Nature and Culture <https://www.berghahnjournals.com/view/journals/nature-and-culture/nature-and-culture-overview.xml>

Population and Environment <https://www.springer.com/journal/11111>

Environment and Planning D

Environment and Planning E

Environmental Politics

Political Ecology

Key Websites:

Climate Action Network <https://climatenetwork.org>
 Friends of the Earth <https://friendsoftheearth.uk>
 Greenpeace <https://www.greenpeace.org.uk>
 Indigenous Environmental Network <https://www.ienearth.org>
 UN Climate Change <https://www.un.org/en/climatechange>
 La Via Campesina

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)
 Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	J Clark
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Outline essay plan (30%) - This first assessment will be a 1,000-word outline plan (two pages and a full bibliography) that acts as a draft structure for the Case Study. Students will be provided with a detailed template to follow in completing this first assessment.

Case study (70%) - This second assessment will be a 3,000-word case study that will develop ideas drafted in the outline plan. The choice of topic/region will be led by the student, with advice and guidance from the module coordinator. Students will draw on tutor feedback received for the first assessment in preparing their second assessment.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Outline Plan	✓	✓	✓	✓	30	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Case Study	✓	✓	✓	✓	70	0	
Combined Total For All Components					100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)