

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Environmental Damage, Policy and 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			
<p>This module is organised into three themes. In theme</p> <p>1, <i>Understanding Contested Environments</i>, 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</p> <p>2, <i>Growing, Growing, Gone?</i> 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</p> <p>3, <i>Making new worlds</i>, 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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Understand and be able to apply key concepts and theories in the interdisciplinary field of study of environmental damage, justice, and policy
L2	Understand and be able to critically analyse the relationships between natural resources, environmental damage, justice, and policy
L3	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	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
L5	
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)	<p>SCQF Level 9</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>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.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>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.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>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.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>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</p>

	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	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>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.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	9.5
Tutorial/Synchronous Support Activity	27.5
Asynchronous Class Activity	

Independent Study	163
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Corvino, F. and Andina, T. (2023) <i>Global Climate Justice: Theory and Practice</i>. Bristol, UK.: E-INTERNATIONAL RELATIONS. Available here.</p> <p>Jorgens, H., Knill, C., and Steinebach, Y. (2023) <i>Routledge Handbook of Environmental Policy</i>. London: Routledge. Available here.</p> <p>Martinez-Alier, J. (2023) <i>Land, Water, Air and Freedom: The Making of World Movements for Environmental Justice</i>. Edward Elgar. Available here.</p> <p>*An extended, open access reading list is also available for the module.</p> <p>Key Journals:</p> <p>Students will be directed to articles from the following key academic journals:</p> <p><i>Ecology and Society</i> https://www.ecologyandsociety.org</p> <p><i>Environmental Justice</i> https://home.liebertpub.com/publications/environmental-justice/259/</p> <p><i>Environmental Sociology</i> https://www.tandfonline.com/journals/rens20</p> <p><i>Nature and Culture</i> https://www.berghahnjournals.com/view/journals/nature-and-culture/nature-and-culture-overview.xml</p> <p><i>Population and Environment</i> https://www.springer.com/journal/11111</p> <p><i>Environment and Planning D</i></p> <p><i>Environment and Planning E</i></p> <p><i>Environmental Politics</i></p> <p><i>Political Ecology</i></p> <p>Key Websites:</p> <p>Climate Action Network https://climatenetwork.org</p> <p>Friends of the Earth https://friendsoftheearth.uk</p> <p>Greenpeace https://www.greenpeace.org.uk</p> <p>Indigenous Environmental Network https://www.ienearth.org</p>	

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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

- On-campus attendance of weekly lectures and seminars

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

Supplemental Information

Divisional Programme Board	Social Sciences
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences - Sociology and Social Policy
Moderator	J Clark
External Examiner	R Ryder
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – 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.
Assessment 2 – 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.
Assessment 3 – N/A
(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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay Plan	x	x	x	x		30	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	x	x	x	x		70	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)