



## Module Descriptor

<b>Title</b>	<b>Environmental Damage, Policy &amp; Justice</b>		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	SOCY09057	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	TBC		

### 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.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	to understand and be able to apply key concepts and theories in the interdisciplinary field of study of environmental damage, justice, and policy
<b>L2</b>	to understand and be able to critically analyse the relationships between natural resources, environmental damage, justice, and policy
<b>L3</b>	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)
<b>L4</b>	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
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> 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.

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></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&amp;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>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></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>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></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>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></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 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).</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<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>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</p>

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

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery

30

Tutorial / Synchronous Support Activity

6

Independent Study

164

Please select

Please select

Please select

**TOTAL**

### Indicative Resources

**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/rens20>

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)**

### 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:**

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/>

### 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](#).

**(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

<b>Divisional Programme Board</b>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
<b>School Assessment Board</b>	Social Sciences
<b>Moderator</b>	TBC
<b>External Examiner</b>	Utsa Mukherjee
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<b>Changes / Version Number</b>	
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<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
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.
<b>Assessment 2</b>
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.
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Outline Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Case Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
