

<b>Module Title:</b>  <b>Environmental Politics and Economics</b>	<b>Module Code: EV7104</b>  <b>Level: 7</b>  <b>Credit: 15</b>  <b>ECTS credit: 7.5</b>	<b>Module Leader:</b> TBC  <b>Additional tutors:</b> Bryce Gilroy-Scott Frances Hill Jane Fisher Louise Halestrap Ruth Stevenson Alan Owen Tim Coleridge Siobhan Maderson
<b>Pre-requisite:</b> None		<b>Pre-cursor:</b> None
<b>Co-requisite:</b> None		<b>Excluded combinations :</b> None
<b>Location of delivery: CAT, DL</b>		
<p><b>The main aims of the module are to enable students to:</b></p> <p>Develop an informed synthesis of the complexity of political and economic opinions, perspectives, constraints and interactions that influence environmental policy and action, from international to local levels, in order, that they can astutely discern how these will affect attitudes towards, and actions related to, environmental change, sustainability and transformational adaptation planning and policy.</p> <p>Critically appraise the relationships and aspect of consideration related to the ethical dilemmas and communicative strategies associated with environmental change, in order that they can make sound judgement when contemplating these challenges as applied to sustainability and adaptation planning and decision making.</p> <p>Have a thorough understanding of the processes and caveats of historical political and economic transformational changes in order that they critically and systematically appraise the influences on and potential outcomes of political and economic system transformations required for sustainability delivery and adaptation planning.</p> <p>Develop a discerning and detailed knowledge of the complexities, interrelationships and interactions that exist between politics, economics and other social sciences in order they can contextualise them with reference to environmental, sustainability and adaptation planning.</p>		
<p><b>Main topics of study:</b></p> <ul style="list-style-type: none"> <li>• Environmental ethics</li> <li>• Political philosophy and the environment</li> <li>• Media power, Popular culture</li> <li>• Social contract theory</li> <li>• Models of democracy and sustainability</li> <li>• Transformational political and economic changes</li> <li>• Communication strategies for achieving transformational adaptation change</li> <li>• Political localism, Grassroots environmentalism, Local government and the environment</li> <li>• International politics of climate change and climate finance</li> <li>• Psychology of behavioral change and climate change communication</li> <li>• Introduction to and critique of neoclassical economics</li> <li>• Alternative economic perspectives, including Keynesianism, Marxism, environmental economics, ecological economics but focusing on no growth economics</li> <li>• Ecosystem services and economics</li> <li>• Values, sustainability and politics as related to environmental change communication</li> </ul>		

## **Learning Outcomes for the module**

**At the end of this module, students will be able to:**

### **Knowledge**

1. Demonstrate a critical understanding of the fundamentals of the political, social and economic systems that appreciates the complex interactions that exist between them;
2. Display a thorough understanding of transformational political and economic change;
3. Formulate a synthesis of the current political and economic factors and influences on sustainability and adaptation thinking;
4. Effectively discern the factors that relate to the communication of the need for transformational change to the current environmental situation;

### **Thinking skills**

5. Astutely discern how 1 to 4, relate to and affect the implementation of a sustainability ethos and transformational adaptation planning, in policy and practice, at a domestic and a global level;
6. Apply critical and holistic thinking to the contemplation of the political and social processes needed to effectuate transformational change;

### **Subject-based practical skills**

7. To demonstrate a thorough understanding and contextualisation of how political and economical perspectives and opinions influence the other social sciences, public policy, general attitudes towards and behaviours related to the environment, sustainability and adaptation planning;
8. Evaluate the ethical dilemmas when problem solving and decision making, in the context of current environmental change and adaptation, during practice;

### **Skills for life and work**

9. Effectively communicate (written and oral) to a team and to a wider audience;
10. Present and debate perspectives on current issues, with appropriate reference to academic material and evidence;
11. Develop and sustain arguments in a variety of written forms, formulating appropriate questions and utilising primary and secondary evidence.

## **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

The factual content of the module is taught through lectures, seminars, practical workshops, presentations, and tutorials, and throughout this process an active exchange of views and opinions is encouraged. Students have access to Moodle discussion boards and to regular skype surgeries where they can meet with their peers and a tutor to discuss any academic issue. The summative coursework consists of an academic investigative essay and marked debate (peer and tutor marking).

There is formative learning element to the module to allow the students to receive critical feedback on their work without the pressure of marked assessment.

For distance learning (DL) students, learning will be supported through Internet-based lectures (of the onsite lectures), situation related practical exercises, seminars and tutorials.

All students also have access to Moodle discussion boards and regular Skype surgeries, where they can meet with their peers and a tutor to discuss any academic issue.

Lectures onsite and through DL highlight key concepts, models and frameworks, and integrate additional resources (such as journal articles). They encourage deep learning through the use of self-assessment questions which encourage students to engage with the topic, to help students understand new topics and skills.

<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated</b>
<p><b>Assessment Methods consist of summative coursework:</b></p> <p>1. Essay (2,400 word max)</p> <p>2. Debate (10 minutes, 600 words equivalent)</p>	<p><b>80%</b></p> <p><b>20%</b></p>	<p><b>1,2,3,4,5,6,7,8,9,11</b></p> <p><b>5,6,7,8, 9,10</b></p>

**Reading and resources for the module:**

**Core**

Adger, W. N., I. Lorenzoni, et al., Eds. (2011). *Adapting to Climate Change: Thresholds, Values, Governance*. Cambridge, Cambridge University Press.

Dobson, A. (2007) *Green Political Thought* (4<sup>th</sup> edition). Routledge: London.

*The New Climate Economy* (2014). *Better growth, better climate: The New Climate Economy Report*. [http://2014.newclimateeconomy.report/wp-content/uploads/2014/08/NCE-Global-Report\\_web.pdf](http://2014.newclimateeconomy.report/wp-content/uploads/2014/08/NCE-Global-Report_web.pdf). London, The Global Commission on the economy and climate.

**Recommended**

Agyeman, J (2013) *Introducing Just Sustainabilities: Policy, Planning and Practice*. Zed Books, London

Jackson, T. (2009). Prosperity without growth? The transition to a sustainable economy. [http://www.sd-commission.org.uk/data/files/publications/prosperity\\_without\\_growth\\_report.pdf](http://www.sd-commission.org.uk/data/files/publications/prosperity_without_growth_report.pdf). London, Sustainable Development Commission.

North, P. (2009). "Ecolocalisation as an urban strategy in the context of resource constraint and climate change – a (dangerous) new protectionism?" *People, Place & Policy Online* 3(1): <http://extra.shu.ac.uk/ppp-online/ecolocalisation-as-an-urban-strategy-in-the-context-of-resource-constraint-and-climate-change-a-dangerous-new-protectionism/>.

Scott Cato, M. (2011). *Environment and economy*. Abingdon, Oxon, Routledge.

Woodin, M. and C. Lucas (2004). *Green alternatives to globalisation: A manifesto*. London, Pluto Press.

Further relevant journals, websites and other relevant resources will be provided within reading materials that are made available for the module.

<b>Indicative learning and teaching time</b>  <b>(10 hrs per credit):</b>	<b>Activity</b>
1. Student/tutor interaction, some of which may be online:	Activity  Lectures, Seminars, Tutorials, Presentations, Practical workshop

	30 hours
2. Student learning time:	<p>Activity</p> <p>Seminar reading and preparation, Assignment preparation, Background reading, On-line research activities.</p> <p>120 hours</p>
Total hours (1 and 2):	150 hours