EV7131 Module Specification

Module Title: Introduction to politics and economics of the environment	**Module Code**: EV7131 **Level**: 7 **Credit**: 15 **ECTS credit**: 7.5	**Module Leader**: Scott Leatham Tom Barker
Pre-requisite: none	**Pre-cursor: none**	
Co-requisite: none	**Excluded combinations: none**	**Suitable for incoming study abroad?** N
Location of delivery: CAT and online – blended delivery		

Summary of module for applicants:

This module introduces students to roles of power, policy, agency, and economic structures in producing crises and conditioning our responses to them. The module takes an interdisciplinary, critical approach to examine how unequal power relations have been constructed and their environmental and societal consequences. It will consider the consequences for society of unsustainable governance of nature and the built environment. It will interest students looking to understand the political dimensions of environmental change. It encourages questions such as who holds and doesn't hold power? How are decisions made? Whose knowledge is legitimate? How do we value nature? In whose interests is the built environment and nature governed?

Lectures, seminars, and workshops will introduce students to concepts such as power, authority, and value, while putting an emphasis on how we identify and work towards meaningful and transformative change.

Main topics of study:

The module will provide some theoretical underpinnings to understanding the importance of political and economic systems to transformational change. It will draw on current and historic social and environmental debates and events to illustrate the application of a range of critical analytical approaches, such as political ecology, discourse, global political economics, and policy studies. It will cover:

- Political and economic tools for change.
- Environmental justice and inequalities.
- Environment and systems change across global, national, and local scales.
- Realising alternative economic futures.
- Theoretical tools for understanding environmental problems and acting on them.

This module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project ☐
Company/engagement visits ☒
Company/industry sector endorsement/badging/sponsorship/award ☐

Learning Outcomes for the module

Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence.

- *Digital Proficiency - Code = (DP)*
- *Industry Connections - Code = (IC)*
- *Social & Emotional Intelligence - Code = (SEI)*
- *Physical Intelligence - Code = (PI)*
- *Cultural Intelligence - Code = (CI)*
- *Community Connections & UEL Give Back - Code = (CC)*
- *Cognitive Intelligence – Code = (COI)*
- *Enterprise and Entrepreneurship (EE)*

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

Knowledge

1. Demonstrate a critical understanding of the political, social, economic, resource and environmental contexts and processes relating to transformational change and resilience. [COI, DP]

Thinking skills

2. Apply a critical understanding of the embeddedness of political, social and economic systems across geographical and economic scales. [COI]

3. Critically reflect on the fundamental role(s) of existing socioeconomic structures and relations in producing social, economic, ecological, and climate crises, and evaluate strategies for transformational change. [COI]

Skills for life and work (general skills)

4. Critically discuss and apply different perspectives, values, and forms of knowledge in relation to understanding resilience and affecting change. [CI, SEI]

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For students studying onsite and by distance learning:

The module is taught through lectures, seminars, guest speakers, and practical workshops. Throughout this process, an active exchange of views and opinions is encouraged. Students have access to MS Teams where they can access recorded and written support material, meet with their peers and a tutor to discuss any academic issue. Both theoretical and practical aspects are covered both onsite and through interactive sessions on Teams.

The workshop on community organising provides a non-assessed space to develop practical knowledge and understandings of organising for real-world change (whether in policy or in building capacity or resilience), and a chance to engage with both peers and community organisers. This will be delivered to on-site as well as distance learning (DL) students.

For DL students, learning will be supported through recorded versions of that year's lecture (not banked lectures), and through seminars and tutorials. Seminars are offered on an extensive timetable, including evening sessions, to maximise inclusion and minimise the need for watching recorded seminars. Recorded versions of seminars will, however, be made available.

Lectures onsite and through MS Teams highlight key concepts, models, and frameworks, and integrate additional resources (such as journal articles). Seminars encourage discussions and provide spaces to challenge lectures and other views in the interests of furthering knowledge and understanding.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	**Weighting:**	**Learning Outcomes demonstrated:**
1. Transformational Strategy (3000 words max)	100%	1, 2, 3, 4

Linked to formative workshops, students decide on a topic or issue and develop a written strategy by which they would organize for affecting positive change on that issue, such as in policy or community organising.		

Reading and resources for the module:
These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format

Core

Chasek, P. S. and Downie, D. (2021) *Global Environmental Politics, 8th edition*. Routledge: Oxon.

Kraft, M. (2021). *Environmental politics and policy, 8th edition*. Routledge: Oxon.

Sosa-Nunez G. and Atkins E. (2017). *Environment, Climate Change and International Relations*. E-International Relations Publishing, Bristol.

Spash, C. (2018). *Routledge Handbook of Ecological Economics*. Routledge: Oxon.

Recommended

Adger W.N., Lorenzoni I. and O'Brien K.L. (editors; 2009). *Adapting to Climate Change: Thresholds, Values, Governance*. Cambridge University Press, Cambridge.

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

Böhm S. and Sullivan S. (eds.) 2021). *Negotiating Climate Change in Crisis*. Open Book Publishers, Cambridge.

Büscher, B. and Fletcher, R., (2020) *The Conservation Revolution: Radical Ideas for Saving Nature Beyond the Anthropocene*. Verso: London; New York.

Jackson T. (2016). *Prosperity Without Growth, 2nd edition.* Routledge: Oxon

Jafry, T., Helwig, K. and Mikulewicz, M. eds., (2019) *Routledge handbook of climate justice*. Abingdon, Oxon ; Routledge: Oxon.

Kallis, G. (2020). *The Case for Degrowth*. Polity Press. Cambridge, UK; Medford, MA.

Raworth, K. (2018): *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist.* Random House, London.

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project
N/A

Company/engagement visits
Each module's iteration will receive at least one speaker from outside academia focused on community organising and/or transformational change. As an example, AY21-22 held a globally renowned community organiser from COP26 on global civil society organising for climate justice.

Relating to this, students will take part in workshops on (non-violent) community organising (with online option) to reflect the need for achieving practical and transformative change.

Company/industry sector endorsement/badging/sponsorship/award
N/A

Indicative learning and teaching time (10 hrs per credit):	**Activity**
1. Student/tutor interaction: 30 hours	Lectures, seminars, and workshops.
2. Student learning time: 120 hours	Seminar reading and preparation. Assignment preparation. Peer-to-peer discussion through on-site and online channels.
Total hours (1 and 2): 150h	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	**Weighting:**
Coursework *(written assignment, dissertation, portfolio, project output)*	
Practical Exam *(oral assessment, presentation, practical skills assessment)*	
Written Exam	

HECoS Code:	
UEL Department:	