



Module Specification

Climate and Environmental Justice

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment	5
Part 5: Contributes towards	10

Part 1: Information

Module title: Climate and Environmental Justice

Module code: UBGLE1-15-2

Level: Level 5

For implementation from: 2021-22

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Geography & Environmental Mgmt

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Geography and Environmental Management

Module type: Project

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: The unit aims are:

- to examine inequalities in environments and disparate burdens, including in

relation to climate change;

- to consider the intersection of social justice and environmental issues;
- to explore relevant conceptual, ethical, and political economy frameworks pertaining to the environment.

Outline syllabus: Climate and Environmental Justice

This unit examines the intersection of environmental issues, social justice, and public policy. It responds to a gradual but growing acceptance among governments and the general public of the need for more environmentally harmonious societies and the failure of traditional development paths to meet a number of basic human needs. The unit recognises that many of the challenges posed by environmental risks relate to inequalities within societies and between the global North and South. Therefore, it focuses on multiple scales from the very local to the global.

The module considers the political-economic context of environmental challenges in terms of values, contexts, paradigms, strategies, discourses and concepts. It may question some of our fundamental assumptions about the causes of environmental degradation and the possible solutions. We will discuss a number of responses by which such challenges are being met in a range of different socio-economic systems within the Global North and the South.

This unit will help students to integrate thinking about social and environmental issues by exploring foundational concepts, values and perspectives as well as implications for policy. It will also explore ethical issues relating to environmental sustainability and social well-being from a global perspective - environmental injustice and human need.

Lectures will be:

1. International environmental and climate justice - concepts and issues
2. Environmental justice and political ecology
3. Campaign tools for environmental justice
4. Public policy and environmental and climate justice
5. Participatory environmental decision making and procedural justice

6. Gender and environmental injustice
7. Energy and technology justice
8. Resilience, equalities and overcoming barriers to transition
9. Trade Union approaches to environmental and climate justice
10. Market environmentalism - Green Economy/GreenGrowth
11. Eco-socialism - Living Well and other alternatives
12. Deep green, degrowth and the ecological state
13. Social class and the environment

Sessions 8-13 will include seminars by students

Part 3: Teaching and learning methods

Teaching and learning methods: The course uses readings, video, reflection, discussion, online research and resources, written work, peer review, and community-engaged learning to achieve learning objectives.

Reading list:

<https://rl.talis.com/3/uwe/lists/562A28E9-E7BC-15F4-2FC0-B0DEC204AB01.html?lang=en-GB&login=1>

Module Learning outcomes:

MO1 Understand how to campaign and advocate for environmental and climate justice

MO2 Examine local, national and international examples of environmental injustice

MO3 Assess the political and economic structures that maintain environmental and social inequities

MO4 Evaluate sustainability as a tool to promote justice and equality for all populations

MO5 Reflect on participation in community-driven environmental justice projects using both practical and theoretical lenses

Hours to be allocated: 150

Contact hours:

Face-to-face learning = 72 hours

Total = 72

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/562A28E9-E7BC-15F4-2FC0-B0DEC204AB01.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/562A28E9-E7BC-15F4-2FC0-B0DEC204AB01.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The learning outcomes will be achieved by the following assessment methods:

MO1 Understand how to campaign and advocate for environmental and climate justice (Component B of Assessment - Campaign Portfolio)

MO2 Examine local, national and international examples of environmental injustice (Component A of Assessment - Presentation based on learning)

MO3 Assess the political and economic structures that maintain environmental and social inequities (Component A of Assessment - Presentation based on learning)

MO4 Evaluate sustainability as a tool to promote justice and equality for all populations (Component A of Assessment - Presentation based on learning)

MO5 Reflect on participation in community-driven environmental justice projects using both practical and theoretical lenses (Component A and B of Assessment - Campaign Portfolio and Presentation based on learning)

These assessment types have been selected because there are very relevant to the topic of climate and environmental justice - employment in this area will require these skills. The campaign and presentation skills are also useful for the programme as a whole and not currently being taught to the extent necessary.

Marks allocated in the group assessment are explained in the assessment section of this form. Marks will be given individually.

Plagiarism will be designed out through the multi-faceted aspects of the assessment e.g. the campaign materials will provide triangulated evidence of full understanding

of issues. Suspected plagiarism of campaign texts will be checked through an internet search.

Formative assessment opportunities will be available via direct feedback during weekly class activities e.g. encouraging groups to work together and present their answers to questions set.

Resit opportunities are given for both assessments in case of ill-health or other extenuating circumstances.

Assessment components:

Presentation - Component A (First Sit)

Description: The seminar presentations will normally be assessed as small group work (of 2 or 3 people). In the group work, if either the assessor, or members of the team are unhappy with the contribution of an individual student, then that individual may be given a lower mark than the other group member(s).

Presentation slots last for 20 minutes which includes 5-10 minutes for questions i.e. the presentation itself should be between 10 and 15 minutes long.

Marks for the presentation will be assigned on the following basis:

Background research preparation (50%)

- Evidence of breadth and depth of relevant research
- Integration and development of argument by team members
- Quality of material produced (OHP acetates, tables, maps, questions)
- References (please supply one reference list document to each member of the seminar audience).

Ability to communicate ideas and facilitate learning (50%)

- Pacing, clarity of speech, body language, use of appropriate resources, enthusiasm, interest
- The amount of active learning that you generate within the seminar e.g. by developing and encouraging exercises, questions etc.
- Seminar structure: clarity of objectives, introduction, conclusion

One copy of all materials produced for the seminar (notes, questions, maps, reference list etc.) to be handed in to the assessors at the end of the presentation.

This is to enable the external examiner to see evidence of the presentation

Marks will be given to the presenters individually - it will not be a group mark.

Failure to deliver a presentation will result in the loss of marks (25% of module total), unless a valid reason is provided with supporting documentary evidence.

The student may choose their own seminar title and topic, but this must be agreed with the course staff in the seminar tutorials leading up to the presentations. The topic must be relevant to the module's key themes and/or overarching subject.

Students are expected to supplement the literature cited in the module guide with journal articles, books and other materials sourced through their own research.

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO3, MO4, MO5

Portfolio - Component B (First Sit)

Description: Portfolio (2000 words): Develop materials for a campaign aimed to impact on an environmental or climate justice issue. Compile a portfolio of 3 short pieces of writing (up to a maximum of 2,000 words, (excluding bibliography) and one short video clip that the student has completed over the course of the semesters.

1. a campaign plan stating:

The environmental and climate justice issue being addressed

The key aims of the campaign

An analysis of the target audience and possible enablers and barriers to their engagement with your campaign

The key tactics, messages and communication tools that will be used in the campaign, together with a justification for their use. This should include examples of two or three messages suitable for different channels: for facebook, twitter and posters.

2. a video of each of the individual students making an argument for or against an environmental issue related to the themes explored in the module [minimum of 2 and maximum of 3 minutes]

3. a campaign text aimed at convincing the reader to sign a petition or take a specific action [maximum of 500 words]

4. a letter to a CEO in which the student makes an argument for or against something [maximum of 500 words]

Weighting: 75 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2

Presentation - Component A (Resit)

Description: The seminar presentations will normally be assessed as small group work (of 2 or 3 people). In the group work, if either the assessor, or members of the team are unhappy with the contribution of an individual student, then that individual may be given a lower mark than the other group member(s).

Presentation slots last for 20 minutes which includes 5-10 minutes for questions i.e. the presentation itself should be between 10 and 15 minutes long.

Marks for the presentation will be assigned on the following basis:

Background research preparation (50%)

- Evidence of breadth and depth of relevant research
- Integration and development of argument by team members
- Quality of material produced (OHP acetates, tables, maps, questions)
- References (please supply one reference list document to each member of the seminar audience).

Ability to communicate ideas and facilitate learning (50%)

- Pacing, clarity of speech, body language, use of appropriate resources,

enthusiasm, interest

- The amount of active learning that you generate within the seminar e.g. by developing and encouraging exercises, questions etc.
- Seminar structure: clarity of objectives, introduction, conclusion

One copy of all materials produced for the seminar (notes, questions, maps, reference list etc.) to be handed in to the assessors at the end of the presentation.

This is to enable the external examiner to see evidence of the presentation

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO3, MO4, MO5

Group work - Component B (Resit)

Description: Portfolio (2000 words): Develop materials for a campaign aimed to impact on an environmental or climate justice issue. Compile a portfolio of 3 short pieces of writing (up to a maximum of 2,000 words, (excluding bibliography) and one short video clip that the student has completed over the course of the semesters.

1. a campaign plan stating:

The environmental and climate justice issue being addressed

The key aims of the campaign

An analysis of the target audience and possible enablers and barriers to their engagement with your campaign

The key tactics, messages and communication tools that will be used in the campaign, together with a justification for their use. This should include examples of two or three messages suitable for different channels: for facebook, twitter and posters.

2. a video of each of the individual students making an argument for or against an environmental issue related to the themes explored in the module [minimum of 2 and maximum of 3 minutes]

3. a campaign text aimed at convincing the reader to sign a petition or take a specific

action [maximum of 500 words]

4. a letter to a CEO in which the student makes an argument for or against something [maximum of 500 words]

Weighting: 75 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study: