



**London
South Bank
University**

EST 1892

Module Guide

Environmental Economics and Sustainability

BBS_5_EEC

School of Business

Level 5

Table of Contents

| | | |
|------------|---|---|
| <u>1.</u> | <u>Module Details</u> | 3 |
| <u>2.</u> | <u>Short Description</u> | 3 |
| <u>3.</u> | <u>Aims of the Module</u> | 3 |
| <u>4.</u> | <u>Learning Outcomes</u> | 4 |
| <u>5.</u> | <u>Assessment of the Module</u> | 4 |
| <u>6.</u> | <u>Feedback</u> | 5 |
| <u>7.</u> | <u>Introduction to Studying the Module</u> | 5 |
| <u>7.1</u> | <u>Overview of the Main Content</u> | 5 |
| <u>7.2</u> | <u>Overview of Types of Classes</u> | 5 |
| <u>7.3</u> | <u>Importance of Student Self-Managed Learning Time</u> | 6 |
| <u>7.4</u> | <u>Employability</u> | 6 |
| <u>8.</u> | <u>The Programme of Teaching, Learning and Assessment</u> | 6 |
| <u>9.</u> | <u>Student Evaluation</u> | 7 |
| <u>10.</u> | <u>Learning Resources</u> | 7 |

MODULE DETAILS

| | |
|--|---|
| Module Title: | Environmental Economics and Sustainability |
| Module Level: | 5 |
| Module Reference Number: | BBS-5-EEC |
| Credit Value: | 20 CAT points, 10 ECTS points |
| Student Study Hours: | 200 |
| Contact Hours: | 60 |
| Private Study Hours: | 140 |
| Pre-requisite Learning (If applicable): | Normally 120 credits at level 4 (from 1 st year of degree) |
| Co-requisite Modules (If applicable): | None |
| Course(s): | BSc Economics, BA Business Management-, BUE Semester in London Students |
| Year and Semester | 2019-20, Semester 2 |
| Module Coordinator: | Dr Rasha Aly |
| MC Contact Details (Tel, Email, Room) | alyr3@lsbu.ac.uk , LR301 |
| Teaching Team- & Contact Details (If applicable): | |
| Subject Area: | Economics |
| Summary of Assessment Method: | 100% CW |
| External Examiner appointed for module: | Gerard Turley |

SHORT DESCRIPTION

This module provides an opportunity for participating students to critically consider the role of the key international stakeholders in environmental economics and sustainability.

Skills in critical policy analysis, policy formulation, negotiation and advocacy are developed through conferencing and discourse using trans-disciplinary case studies (TCS) where students represent institutional stakeholders active within the realms of environment and sustainability.

By building awareness of, and participating in dialogue relating to, relevant areas of politics, philosophy, psychology and development, students engage with topical issues such as climate change, globalisation, food, energy, water, health, employment, human rights, transportation, biodiversity, deforestation, poverty and inequality to resolve actual or potential management issues relating to environmental economics and sustainability.

This module is also recognised by London ESD (Regional Centre of Expertise on Education for Sustainable Development - United Nations University accredited).

AIMS OF THE MODULE

Building from within the context of economics and economic thinking, this core module on the BSc Economics degree and optional module on BA Business degrees, introduces a trans-disciplinary approach to ecology, sustainability and environmental economics.

It provides a foundation for further study and research projects in the key areas of environmental economics, sustainability, energy and climate change, biodiversity, waste management and corporate social responsibility (CSR).

LEARNING OUTCOMES

On successful completion of this module students will be able to:

Knowledge and Understanding

- A1: Demonstrate awareness of major theories of environmental economics and sustainability as they relate to roles, responsibilities and decision-making processes of business enterprises, community groups and individuals
- A2: Identify key stakeholders relating to environment, social, political, economic, education and sustainability within scenario-based and policy-making contexts

Intellectual Skills

- B1: Identify large-scale patterns within environmental economics and sustainability and how they relate to business enterprises and governments at local, regional, national and global levels
- B2: Have an awareness of stakeholder dynamics relating to information in situations of change and conflict relating to environment and sustainability
- B3: Critically evaluate statements relating to environmental impact and sustainability in particular contexts relating to food, energy, water, traceability, waste management, transportation and consumption

Practical Skills

- C1: Have a familiarity with major sources of information and communication technology relating to environmental economics and sustainability
- C2: Research major institutions who actively make or influence policy relating to environmental economics and sustainability

Transferable Skills

- D1: Have developed communication skills within a policy-making and cultural context
- D2: Demonstrate skills of negotiation within the context of diversity of people, cultures and management

ASSESSMENT OF THE MODULE

Formative Assessment

Regular tasks relating to critical information gathering, analysis, discourse and negotiation will feature during the seminar and workshop sessions which will support the formal assessment tasks below; opportunities for review and discussion during sessions will feature and the skills for peer-based review developed.

Summative Assessment

This module is 100% coursework assessed consisting of two assessments:

Coursework 1 (50%)

Group-based

Students are asked to work in groups where each group is requested to research on a country that is addressing climate change and adopting different policies to overcome the negative impact of Climate change. Students should research countries like Peru, Tunisia and European Union countries for example to identify what policies they are adopting to combat climate change and how effective this has been to each country given different international indices. In the debate students should discuss policies that are adopted in different countries and recommend policies to other countries that have not yet adopted them. Where each group will be asked to present and demonstrate what they have researched about their chosen country and then they can start discussion with the other groups. (30% by Module leader)

Peer review (20%). 20% of the assessment will be based on the depth and understanding of a peer's work. The course leader will look at the peer reviews as stand-alone documents which demonstrate the level of engagement and knowledge of the reviewer.

Coursework 2 (50%)

Development of an essay on the following:

Students should develop a report on Sustainable Development Goals identifying goals that are closely linked to preserving the environment. students should discuss a case study on policies adopted by one country attempting to accomplish these goals.

The contents being agreed with the module leader. This is required to be peer-reviewed. As per Coursework 1, 30% of the final mark will be determined by the peer-reviewer and the course leader and 20% will be the assessment of the peer-review document produced by the student. (further detail will be posted on the Course Work Brief)

FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment. Every opportunity will be made to involve feedback during learning sessions and develop rigorous peer group review and constructive criticism environments.

INTRODUCTION TO STUDYING THE MODULE

Overview of the Main Content

- Introduction to Environmental Economics
- Social Choices and Social Welfare
- Markets, Externalities, and public goods: Economic Efficiency
- The Drivers of Environmental Impact
- Cost-Benefit Analysis - Valuation of environmental resources
- Sustainability Practitioner
- Emissions, responsibility and risk management
- Environmental Policy Analysis
- The Global Environmental issues
- International Environmental Agreements
- Economic growth, population and the environment, environmental Kuznet's curve (EKC), rural/urban development and sustainable cities
- Everyday Sustainability for Business
- Sustainability Indices
- Transitioning from Millennium Development Goals to Sustainable Development Goals

Overview of Types of Classes

Lectures, seminars, role-play, structured dialogues, case-studies, reflective journals, external speakers. Normal pattern will be a 3 hour lecture or equivalent followed by 1 hour seminar/group discussion. External speakers will give key-note lectures or seminars subject to availability. Selected use will also be made of site visits and video resources.

Importance of Student Self-Managed Learning Time

It is important that student use the time between lectures to go over the suggested material and readings, as well as spend some time reflecting on implications on real life of the discussed topics. As much as lectures will address the most important topics, class time isn't enough to cover all the material in sufficient depth. Peer reviewing is now integral part of the course and assessment. Being able to understand the merits and the flaws in other people's argument is possibly the single most important application of knowledge. This requires a clear grasp of the subject matter and also good communication skills.

Employability

This module contributes to student employability by enabling them to be well equipped, when supplemented with further study, for careers in international business development, National and Devolved Government institutions, economic and development agencies, international NGOs, social enterprises, management consulting, policy development, organisational change and development and project-based work where critical evaluation of policy and strategy relating to environmental impact analysis comes to the foreground.

THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Please note that this is subject to change. Every effort will be made to communicate changes in advance, as and when they are necessary.

| | Topics | Chapter |
|---------|--|---|
| Week 1 | Introduction to Environmental Economics Social Choices and Social Welfare | Chapter 1 Hussen (2013) |
| Week 2 | Social Choices and Social Welfare (Continue) Corporate Social Responsibility and sustainability goal | Chapter 3 Kolstad (2011) Chapter 15 Hussen (2013) |
| Week 3 | Markets, Externalities, and public goods: Economic Efficiency | Chapter 4 Field and Field (2016) |
| Week 4 | The Drivers of Environmental Impact | Chapter 2 (Perman <i>et al.</i> 2003) |
| Week 5 | Cost-Benefit Analysis - Valuation of environmental resources | Chapter 3 Field and Field (2016) Chapter 8 Hussen (2013) Chapter 11 (Perman <i>et al.</i> 2003) |
| Week 6 | Environmental Policy Analysis Organisational Perspective Discussion (Group 1 Project Presentations) | Chapter 13 Hussen (2013) |
| Week 7 | Emissions, responsibility and risk management The optimal level of pollution (Group 2 Project Presentation) | Chapter 5 Field and Field (2016) Chapter 4 & 5 Hussen (2013) |
| Week 8 | Sustainable Development Goals Discussion (Group 3 Project Presentation) | tbc |
| Week 9 | Economic Valuation of Environmental goods and services – Travel Cost Method and Hedonic Pricing Method | Chapter 7 Hussen (2013) |
| Week 10 | Everyday Sustainability for Business (Final CW 2 submission) | Tbc Ma (2017) |
| Week 11 | Economic growth, population and the environment, environmental Kuznet's curve (EKC), Sustainability Indices | Chapter 12 Hussen (2013) |

| | | |
|---------|---|---|
| Week 12 | The Global Environmental Issues International Environmental Agreements | Chapter 18 & 19 Field and Field (2016) |
|---------|---|---|

STUDENT EVALUATION

Students will have the opportunity to provide anonymous feedback about the module towards the end of the semester.

LEARNING RESOURCES

Although the list of core readings is unlikely to change, the background readings is likely to have items added through the duration of the course.

Core Reading:

Field, B. C. and Field, M. K. (2016). *Environmental Economics: An Introduction*, (7th edition), McGraw-Hill.

Hussan, A (2013). *Principles of Environmental Economics and Sustainability: an integrated economic and ecological approach* (3rd edition); New York, Routledge

Kolstad, C., (2011). *Intermediate Environmental Economics*: International Edition. OUP Catalogue.

Perman, R., Ma, Y., McGilvray, J. and Common, M. (2003). *Natural resource and environmental economics*. Pearson Education.

Ma, U., (2017). *Do More with Less: A Guide for Uncertain Times*. Routledge.

Background Reading:

Bassham, G, Irwin, W, Nardone, H & Wallace, J (2008); *Critical Thinking: a student's introduction* (3rd edition); McGraw-Hill International

Dicken, P (2015); *Global Shift: mapping the changing contours of the world economy*; SAGE

Farquhar, J D (2012); *Case Study research for Business*; SAGE Publications, London

Greenwood, D & Levin, M (2007); *Introduction to Action Research – social research for social change* (2nd edition.); SAGE Publications, London

Lang, T & Heasman, M (2015); *Food Wars: the Global Battle for Mouths, Minds and Markets* (2nd ed.); Routledge, London

McNiff, J & Whitehead, J (2011); *All You Need to Know About Action Research* (2nd ed.); SAGE Publications, London

Optional Reading:

Grayson, D. & Nelson J. (2013). *Corporate Responsibility Coalitions: The Past, Present and Future of Alliances for Sustainable Capitalism*. Greenleaf Publishing.

Houghton, J (2009); *Global Warming – the Complete Briefing* (4th edition); Cambridge University Press, Cambridge, UK

Lomborg, B (ed.) (2007); *Solutions for the World's Biggest Problems – costs and benefits*; Cambridge University Press, Cambridge

Peterson, M (2013); *Sustainable Enterprise – a macro-marketing approach*; SAGE Publications, London

Prechter, R R (2002); *The Wave Principle of Human Social Behaviour and the New Science of Sionomics*; New Classics Library

Ritzer, G (2004); *The Globalization of Nothing*; Pine Forge Press SAGE

Ritzer, G (2010); *Enchanting a Disenchanted World – Continuity and Change in the Cathedrals of Consumption*; Pine Forge Press SAGE

Ritzer, G (2010a); *McDonaldization – the Reader* (3rd edition); Pine Forge Press SAGE

Taleb, N (2012); *Antifragile – things that gain from disorder*; Penguin, London

Therivel, R (2010); *Strategic Environmental Assessment in Action* (2nd edition); London, Earthscan

Timmons, R., Bellone, A., & Chorev, N. (2014); *The Globalization and Development Reader: Perspectives on Development and Global Change*; John Wiley & Sons

Selected Journals (likely to include):

- Business and the Environment
- Environment and Development Economics
- Environmental Economics and Policy Studies
- Environmental Innovation and Societal Transitions
- Greener Management International: the journal of corporate environmental strategy and practice
- ICFAI Journal of Environmental Economics
- Journal of Cleaner Production

There are also a range of films, documentaries and DVDs that relate to the themes of this module:

- Shock Doctrine
- An Inconvenient Truth
- Story of Stuff – series of short films