

Module Title	Environmental Justice, Sustainability and Climate Crisis
Course Title	Pathway in Sustainability
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	Social Sciences
Parent Course	Pathway in Sustainability
Level	5
Module Code	DSS_5_EJS
JACS Code	
Credit Value	20 credit points
Student Study hours	Contact hours: 45 Student managed learning hours: 155
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Module Coordinator [Name + e mail address]	Dr Francisco Calafate-Faria (calafatf@lsbu.ac.uk) Dr Jaya Gajparia (gajparj2@lsbu.ac.uk)
Description [100 words max]	This module addresses the social and political dimensions of ecology. It examines defining features of the concept of (environmental) sustainability, introducing various political perspectives. We will see how local and global environmental risks demand new forms of urban, national and international governmentality. The module will discuss how societies affect and are affected by changes in the natural environment. Finally, we will engage with how climate change impacts on our understanding of time, including how we imagine the end of the world. Throughout the module, we will research and look at the activities of organisations and movements involved in environmental sustainability.
Aims	The aims of the module are to: <ul style="list-style-type: none"> • provide a grounding in the study of the politics of environmental sustainability; • develop an understanding of theories and concepts associated with environmental sustainability; • investigate the emergence of movements and organisations involved in environmental sustainability; • encourage student engagement with initiatives on environmental sustainability; • examine case studies in this field • critical engagement with discourses on environmental sustainability
Learning outcomes	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • knowledge of a range of theoretical tools to understand environmental sustainability and the climate crisis • a comprehensive understanding about the politics of, and organisations involved in, environmental sustainability • understanding of the relationship between greenwashing and corporate social responsibility <p>Intellectual Skills</p> <ul style="list-style-type: none"> • a developed awareness of environmental and climate justice • ability to critically evaluate calls to action in environmental campaigns

Employability	<p>The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills capable of application in the public and private sectors or the pursuit of further academic work. This will allow students to undertake work in a wide range of fields in research, politics and policy, the civil service, teaching, local government, journalism and management.</p> <p>At the end of this module students should have acquired a range of skills linked to future employment:</p> <ol style="list-style-type: none"> 1. oral communication and written skills; 2. critical appraisal of source material; 3. extracting and analysing information; 4. analytical skills in devising arguments, use of relevant evidence and forming judgments; 5. collaborative work in groups; 6. meeting deadlines; 7. IT Skills and independent web based research; 8. effective time management
Teaching & Learning Pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<p>The module will cover a range of issues of environmental sustainability linked to six broad socio-political topics:</p> <ul style="list-style-type: none"> • social inequality and democracy • space and environmental justice • knowledge and education • economy and material resources • temporality and change • green criminology and environmental harms
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative: Students to write a blog (300 words max.) on an area of interest based on the environmental sustainability agenda. The blogs will be presented/discussed in seminar class with feedback from the module tutor and by peer review.</p> <p>Summative: CW1:– Critical appraisal of internet sources (1500 words). Students choose 10 websites and critically summarise the content with reference to a range of aspects such as science, advocacy, activism, ethical consumerism. The choice of websites should be varied to include the local and global (weighting = 50%) CW2:– Analysis of an organisation embedded in the environmental sustainability agenda. The organisation should relate to an issue such as environmental justice, waste extraction, environmental education, sustainability and circular economy or energy efficiency (1500 words, weighting = 50%)</p>
Indicative Reading	<p>Core material Dahir, Abdi Latif., 2021. 'Erased From a Davos Photo, a Ugandan Climate Activist Is Back in the Picture', The Saturday Profile</p>

	<p>www.nytimes.com/2021/05/07/world/africa/vanessa-nakate-climate-change-uganda.html</p> <p>Hopwood, Bill, Mary Mellor, and Geoff O'Brien, 2005 'Sustainable Development: Mapping Different Approaches'. <i>Sustainable Development</i> 13, no. 1 38–52. https://doi.org/10.1002/sd.244.</p> <p>Thunberg, Greta, 2019. <i>No One Is Too Small to Make a Difference: Illustrated Edition</i>. Penguin UK Chapter 13: 'You can't simply make up your own facts' speech at the National Assembly in Paris 2019-07-23</p> <p>UN Sustainable Development Goals https://sustainabledevelopment.un.org/?menu=1300</p> <p>Optional reading</p> <p>Bonneuil, Christophe, and Jean-Baptiste Fressoz., 2017. <i>The Shock of the Anthropocene: The Earth, History and Us</i>. Verso. Chapter 1</p> <p>Chakrabarty, Dipesh., 2014. "Climate and Capital: On Conjoined Histories." <i>Critical Inquiry</i> 41, no. 1:1–23.</p> <p>Foster, John Bellamy., 1993. "Let Them Eat Pollution": Capitalism and the World Environment'. <i>Monthly Review</i>, 2 January 1993, 10–20.</p> <p>Klein, Naomi., 2014. <i>This Changes Everything: Capitalism Vs. The Climate</i>. Simon and Schuster. Chapter 1</p> <p>Shiva, Vandana., 2015. 'Hand in hand: Women's empowerment and Sustainability' in <i>Why Women Will Save The Planet</i>. Zed books</p>
<p>Other Learning Resources</p>	<p>Module VLE: The moodle site presents a more visual dynamic and interactive point of contact and dissemination for the module. The site details the structure of the module, functions as a document repository and contains links to online (including audio-visual) learning materials for example to newspapers, organisations, digital archives, reports etc.</p> <p>British Urban Regeneration Agency - www.bura.org.uk</p> <p>Sustainable Development unit is situated within Defra - www.defra.gov.uk/sustainable/government</p> <p>Greenpages www.eco-web.com Database of over 7,000 suppliers and environmental organisations from 147 countries. Extensive U.K. list, with websites.</p>