1. **Title of the module**

GEOG5005 Cities and the Climate Emergency

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

Compulsory for:

BA in Environmental Social Sciences

Optional for:

BSc in Human Geography BSc in Wildlife Conservation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the relationship between global urban development and how it impacts climate change.

8.2 Evaluate the key drivers of the climate change debate in the context of globalisation.

8.3 Understand the broader theoretical and methodological overview of the ‘cities and climate change’ discourse from a social sciences perspective allowing for new viewpoints to emerge.

8.4 Reevaluate critically the ‘cities and climate change’ discourse and the extent to which related debates from human geography and social sciences have informed and influenced publications.

8.5 Critically analyse adaptation plans in cities.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their critical thinking and communication skills

9.2 Articulate and defend arguments and work towards criticaly understanding problems

* 1. Organise information in a clear and coherent manner
	2. Analyse and utilise data drawn from grey and academic literature
1. **A synopsis of the curriculum**

This module draws on a variety of debates from human geography and social sciences, introducing students to a wider, comprehensive understanding of the ‘cities and climate change’ discourse. It also seeks to establish a working interface between the social sciences and the environment supporting students who aim to work across disciplinary barriers, and to develop a more nuanced discussion related to the ‘cities and climate change’ debate. In addition to an overview of key policy documents driving the discourse, lectures will explore theorisations across human and physical geography that help rethink the arguments in a renewed way. This includes an understanding of how key concepts such as the Anthropocene and adaptation and mitigation have shaped the discourse. The complementary role of lectures and seminars provide the context in which these questions are investigated through engaging more in-depth in the seminars with practical examples, interpretation and analysis of what is covered in the lectures.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bulkeley, H. (2013). Cities and climate change. London and New York, Routledge.

Bulkeley, H. (2010). *Cities and the Governing of Climate Change*. Annual Review of Environment and Resources. 35:229-253

Bickell, J., et al., Eds. (2009). Adapting cities to climate change: Understanding and addressing the development challenges. London and New York, Earthscan.

Cartwright, A., S. Parnell, G. Oelofse and S. Ward, Eds. (2012). Climate change at the city scale: impacts, mitigation and adaptation in Cape Town. Abingdon and New York, Routledge

Rosenzweig, C., et al., Eds. (2011). Climate Change and cities: First assessment report of the urban climate change research network, Cambridge University Press.

Stone, B. (2012) The city and the coming climate: climate change in the places we live. Cambridge University Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Essay (1500 words) (40%)

 Exam, 2 hours (60%)

13.2 Reassessment methods:

 Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essay (1500 words in length)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Exam*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The focus of this module, worldwide urban development and how it impacts climate change, by definition, is global in its concern and thus the scope of this module is international throughout. In terms of its subject, content case studies will be presented from across the globe. Regarding assessment tasks, although some students may opt to analyse British examples in their written assignment, it is very likely that many may opt focus their analysis upon case studies from overseas, especially on those located in the global south.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21.07.21 | Minor | Sept 21 | 5,7,8,9,14 | No |
|  |  |  |  |  |