## KentVision Code and title of the module

GEOG5005 The Politics of Climate Change

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conversation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Compulsory to the following courses:***

* BA in Environmental Social Sciences

***Optional to the following courses:***

* BSc in Human Geography
* BSc in Wildlife Conservation
* BA in Politics and International Relations

Also available as an elective module and to short term credit students.

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

8.1 Understand the emergence, operation, and effectiveness of international institutions and how they impact the politics of 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 ‘climate change’ discourse from a social sciences perspective allowing for new viewpoints to emerge.

8.4 Reevaluate critically the ‘climate emergency’ discourse and the extent to which it relates to political debates at local and global scales.

8.5 Critically analyse adaptation and mitigations plans and policies.

8.6 Understand and critically evaluate the key driver of international and domestic processes related to the politics of climate change.

## 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 critically understanding problems

9.3 Organise information in a clear and coherent manner

9.4 Analyse and utilise data drawn from grey and academic literature.

## A synopsis of the curriculum

This module looks at the *politics* of the global climate crisis at the international, national and local level. Whether it is global climate change governance, national or local climate adaptation policy making and plans, or individual attitudes and behaviour, we need to understand what motivates actors and how a combination of motivations and structure translate into climate action in various contexts and societies. This module provides you with the tools to explain the politics of the global climate crisis at the international, national and local level. The module draws on a variety of debates from political science, international relations, human geography and urban studies. In addition to an overview of key policy documents driving the discourse, we will explore interdisciplinary theorisations across the social and natural sciences that help rethink the arguments in renewed ways. This includes the critical role of cities and an understanding of how key concepts such as the Anthropocene and adaptation and mitigation shape the global climate emergency agenda.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128 hours

Contact Hours: 22 hours

Total: 150 hours

## Assessment methods

* 1. Main assessment methods

Essay (2000 words) (50%)

Essay 2 (2000 words) (50%)

13.2 Reassessment methods

Reassessment instrument: Like for Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay (2000 words in length) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 (2000 words in length) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The focus of this module, global institutions, domestic political processes in countries around the globe, worldwide urban development and how it impacts climate change, by definition, are 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**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 05.12.22 | Major | September 2023 | 1, 7, 8, 10, 13, 14, 17 |  |
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