1. KentVision Code and title of the module

POLI8681 The Politics of Global Environmental 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 Politics and International Relations

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

7

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

20 (10 ECTS)

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

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:

* MSc Environmental Leadership

Optional to the following courses:

* MA International Relations,
* MA Peace and Conflict Studies,
* MA International Conflict Analysis,
* MA Political Psychology
* MA International Relations/International Law
* MA Security and Terrorism

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

8.1 Identify, summarise and critically assess some of the most important approaches and frameworks employed in the study of politics of global environmental change and understand their implications for policy making.

8.2 Develop a comprehensive understanding of empirical findings related to the politics of global environmental change and their relevance for policy and practice.

8.3 Understand the different mechanisms of political interest creation, articulation, and implementation at different ‘levels of analysis’ (individual, state, global); understand the relationship and interplay between different ‘levels of analysis’ for policy and practice.

8.4 Appreciate the interdisciplinary nature of the study of global environmental change including the political, psychological, and economic dimensions as well as basic scientific concepts related to environmental issues.

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

9.1 Work with theoretical knowledge at the forefront of the discipline and improve their ability to argue alternative approaches and apply theoretical and conceptual knowledge to practical issues and policy making.

9.2 Work with incomplete or contradictory knowledge and identify policy implications and advice based on such knowledge.

9.3 Engage in academic and professional communication orally and / or in writing.

9.4 Have independent learning ability required for continuing professional study.

9.5 Be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

## A synopsis of the curriculum

What determines pro-environmental outcomes and what are the obstacles to achieving such outcomes? This module looks at the *politics* of global environmental change at the international, national and individual level. Whether it is global environmental governance, national environmental policy making, or individual attitudes and behaviour, we need to understand what motivates actors and how a combination of motivations and structure translate into environmental outcomes in various contexts and societies. This module provides you with the tools to explain the politics of global environmental change and environmental outcomes at the international, national and individual level. The module equips you to develop political strategies to improve environmental outcomes. We do this by considering for example the design of international environmental institutions, the role of leadership, mobilisation, and climate communication. This module also equips you to provide political advice based on the latest available (political) science related to global environmental issues. We consider among other issues global environmental governance, international leadership, the role of civil society and lobbies in policy making, public support for environmental policy making, individual environmental attitudes and behaviour, and environmental conflicts.

## 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: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods
* Position paper, 1,500 words (20%)
* Essay 3,000 words (80%)

13.2 Reassessment methods

* 100% coursework

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture seminar | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Assessment 2 | **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

**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)** |
| --- | --- | --- | --- | --- |
| 26.01.22 | New | September 2022 |  | No |
|  |  |  |  |  |