1. **Title of the module**

SAPO8030 (SA803) - The Politics and Sociology of the Environment

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

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

Level 7

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

20 credits (10 ECTS)

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

Spring term (term 2)

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

None

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

Political Sociology MA

Sociology MA

Two Year Masters in Sociology MA

Civil Society, NGO and Non-profit Studies MA

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

8.1 Have developed an advanced understanding of the range of issues and central problems raised in political scientists’ and sociologists’ discussions of environmental politics.

8.2 Be able to conduct advanced debate, both oral and in written form, regarding the way in which the environment can be considered as not simply a natural object but as a socially constructed and politically contested phenomenon.

8.3 Be able to demonstrate advanced knowledge of the politicisation of the environment, and the range of forms of organisations involved in environmental politics including pressure groups, formal environmental NGOs and movement organisations, green parties, local environmental groups and radical environmental protest movements.

8.4 Have an advanced understanding of the various forms of action by which environmental politics has been prosecuted in various states at various times.

8.5 Have developed advanced knowledge of comparative environmental politics including the ability to critically compare differing national contexts and constellations.

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

9.1 Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data.

9.2 Have acquire advanced research skills through library investigation, critical debate and essay writing.

9.3 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

1. **A synopsis of the curriculum**

The module’s approach will be broadly cross-nationally comparative, embracing, in particular, examples from Europe, North America, Australia and the global South, and it will pursue intellectually and substantively interesting questions without regard for disciplinary boundaries.

Indicative examples of topics which may be offered include:

The dimensions of environmental politics. Thinking about the environment from ‘ecophilosophy’ to green political thought; environmentalism and ecologism. The development and social bases of modern environmental concern and modern environmentalism for example Friends of the Earth and Greenpeace.The rise of radical ecologism and environmental direct action involving groups such as Earth First and the potential extension to Eco-terrorism

The institutionalisation of environmentalism and the persistence of environmental protest and comparative analysis of environmental movements in areas the global North and South and eastern Europe and the globalisation and the trans-nationalisation of environmentalism: and whether this indicates the development of a global environmental movement.

Local environmental campaigning from NIMBY to NOPE and the greening of party politics and the rise of Green parties including comparing and explaining variations in the success of Green Parties. Whether democracy good for the environment including the effect of democratic versus authoritarian regimes and democratic, deliberative and inclusionary procedures in environmental decision-making. The future of environmental politics in the age of climate change relating to institutionalisation, fragmentation, environmental and global justice.

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

Carter, N (2007) *The politics of the Environment 2nd ed,* Cambridge: Cambridge University Press

Connelly, J, Smith, G, Benson, D, Saunders, C (2012) *Politics and the Environment: from theory to practice* *3rd edition*, London: Routledge

Doherty, B and Doyle, T (2013) *Environmentalism, Resistance and Solidarity: The Politics of Friends of the Earth*, New York: Palgrave Macmillan.

Doyle, T and MacGregor, S (eds) (2014) *Environmental Movements Around the World*, San Francisco: Praeger.

Zelko, F (2013) *Make It a Green Peace! The Rise of a Countercultural Environmentalism,* Oxford:

Oxford University Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Coursework - (essay (5000 words) - 100%

13.2 Reassessment methods

100% coursework

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** |  |  | **X** | **X** | **X** | **X** |  |
| Lectures | **X** |  |  | **X** | **X** |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment – 5000 words | **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 discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| 1998 |  |  |  |  |
| December 2014 | N/K | Spring 2015 | N/K | N/K |

Revised FSO March 2018