

**UNIVERSITY OF SHEFFIELD**

**DEPARTMENT OF URBAN STUDIES AND PLANNING**

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Module:	TRP105
Title:	The Environmental Challenge
Credit Value:	10
Level:	1
Semester:	Spring 2019
Module Coordinator:	Dr Liz Sharp with Ms Fatima Ajia
Document:	MODULE OUTLINE

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**1. Aim**

Human societies have always faced various environmental and ecological challenges. However we are currently having an unprecedented impact on the planet, and natural processes in turn are potentially developing and changing in ways that pose severe risks to us. Human impacts are significantly altering the natural environment, and ecological degradation poses threats to human society in terms of climate change and resource depletion, biodiversity loss, and in relation to many other issues. It is in this context that this module introduces students to the main concepts and theories that underpin environmental policy-making and applies these through the example of climate change.

The module will:

1. Review the key environmental challenges facing human societies, with a particular focus on climate change;
2. Explore past, present and possible future responses to those challenges;
3. Provide students with knowledge and understanding to help in confronting environmental challenges;
4. Provide an awareness of society's main political institutions and regulatory procedures concerned with environmental protection and climate change
5. Develop skills in report writing and critical thinking related to environmental issues.

## 2. Learning Outcomes

By the end of the module, successful students will be able to demonstrate

- The ability to understand how responses to environmental challenges are mediated socially and politically;
- The capability to analyse environmental policy responses in terms of social, ecological and economic considerations;
- A basic knowledge of the main institutional and regulatory procedures underlying environmental protection.
- A good understanding of the societal and governance challenges of climate change and climate policy
- The ability to present a coherent understanding of the politics of environmental policy in appropriate essay form.

## 3. Course Content and schedule

<b>Wk</b>	<b>Lecture</b>	<b>Seminars (90 mins Tue/Fri)</b>
20/1	Introduction to climate change – relevance to planning & urban studies – structure of module	
21/2	Climate change impacts and adaptation	
22/3	Climate change causes and mitigation	
23/4	Climate change actions in wider context – the example of flooding. Preparation for seminar	
24/5	The assessment: what do I have to do?	Seminar A – urban climate action
25/6	UNFCCC and the Paris Summit	
26/7	Guest lecture – cities and climate change action	
27/8	Science and trust	
28/9	Environmental politics and your report audience	Seminar B – Fair climate action
29-31	EASTER BREAK	
32/10	Search policies: finding evidence to build a strong report.	
33/11	Drop in report help session	

There are five recurring challenges that face policy makers and planners that will be highlighted throughout the course:

1. How to align and balance strong local needs with the global environmental imperative;
2. The extent to which looking after the environment supports or undermines economic growth;

3. Issues over the extent of belief and acceptance about environmental claims;
4. Management through a beneficent state (infrastructure/rules) versus encouragement of voluntary behavioural and cultural change;
5. How to align policies when there are multiple institutions at different levels.

#### 4. Assessment

*Number & type of assessment/s:* Two. One report (70%), and one assessment relating to the seminars (30%) that has several parts.

*Week in which assessment/s details will be distributed:* week 20

*Deadlines for assessed work:* Please refer to the separate handout on submission dates for your programme of study

*How you will receive feedback on your work:* Feedback on all forms of work will be given in the form of a comment sheet, which will indicate the main strengths and weaknesses of the work, and highlight ways in which performance can be improved.

*When you will receive feedback:* You will receive your feedback within 3 weeks of the submission deadline for each assessment. If, due to unforeseen circumstances (such as illness), it is not possible to return work within this timescale, all students will be notified.]

#### 5. Workload

This is a 10 credit module and as such represents 100 'effort hours'. This includes the following elements (please note that the hours below are for guidance only):

Lectures/workshops	18 hours attendance
Seminars	3 hours attendance
Independent study	68 hours (15hr preparation for each seminar, 38 hours for your essay)

#### 7. Guide to reading for this module

Reading is a central requirement of this module. Please start your reading by using the general texts identified below. Specific focused reading will then be required for the seminars and also for the essays.

**An alphabetical reading list is provided separately.** The list is long to provide references to support citations in the lectures, and to allow you to read widely even when there is demand on the texts.

Please use the lecture material, the "Topic Guide to reading" below, alongside your own interests as channelled through your choice of essay topic to choose what to read. **You are not expected to read all of the material on the list.**

**REPORTS:** When choosing your reading consider its relevance, authority, balance (you might get this through two contrasting texts) and up-to-dateness.

Depending on your topic, you might supplement the material in the reading list with items from the news and/or more recent journal articles. For any topic it is recommended to start by getting a basic understanding from the key text books.

After this, use the topic reading guide below/lecture material to suggest journal articles, and also consider performing your own searches on starplus. Also read newspapers or relevant web material, but remember that this may be less authoritative. You cannot read everything on a topic – read enough to feel you have an understanding and to make an argument, then get on with it.

### **7.1 Key textbooks**

Buckingham S and Turner M (2008) *Understanding Environmental Issues* Sage, London IC 363.7 (U)

Bulkeley, H, (2013). *Cities and climate change: urban sustainability and global environmental governance*, Routledge: New York

Giddens A (2009) *The Politics of Climate Change* Polity Press, London IC 363.738746(G)

Hodson M and Marvin S (2011) *World Cities and Climate Change* OUP Press IC 363.73874525 (H)

Henson R (2008) *A Rough Guide to Climate Change* (2008 and 2011 editions) Rough Guides, London IC 363.73874 (H)

Lynas M (2008) *Six Degrees: Our Future on a Hotter Planet* Harper, London WB 363.73874 (L)

Newell P and Paterson M (2010) *Climate Capitalism: Global Warming and the Transformation of the Global Economy* Cambridge University Press: Cambridge IC 363.738746 (N)

Wilson, E. and Piper, J. (2010) *Spatial Planning and Climate Change*. Abingdon and New York: Routledge IC and WB 307.12 (W)

### **7.2 Topic Guide to reading**

This list is crucial to you doing the reading you need to do for your essay. Use **the alphabetical reading list** to get the full reference for the cited material.

**Adaptation** Schipper, 2006; Huntjens et al, 2011; Tompkins et al, 2010, Berrang-Ford et al, 2011, Briesbroek, 2011, IPCC, 2014a, Adger et al (2003), Milner and Dietz, 2014.

**Behaviour change/practices:** Lucas et al, 2008; Spurling et al, 2013; Browne et al, 2013, Anything by Yolande Strengers.

**Global South contexts** Zhang, 2007; Byg & Salick, 2009; Friman & Linner, 2008, Schipper & Pelling, 2006; Monni and Raes, 2008; Adger et al, 2003, Milner and Dietz, 2014, Thomas and Twyman, 2005.

**Global North contexts** Zhang, 2007; Lorenzoni, 2007, Moloney et al, 2010; Bulkeley & Kern, 2006; Tompkins et al, 2010; Monni & Raes, 2008; Hamin and Gurrán, 2009, Porter et al, 2014.

**Climate change impacts:** Henson (2008), UKCIP (website), IPCC 2014b

**International agreements,** Schipper, 2006; Friman & Linner, 2008; Monni & Raes, 2008 (EU); Napoli, (2012); Rosen, (2015).

**International comparisons** Huntjens et al, 2011; Fussel, 2010; Briesbroek, 2010

**Local action** Heiskanen et al, 2010, Bulkeley & Kern, 2006; Monni and Raes, 2008, Barton, 2000; Bulkeley and Betshill, 2005; Porter et al, 2014

**Mitigation achieved:** Canadell et al., 2017

**Mitigation strategies** Kok & Coninck, 2007; McManus & Haughton, 2006; Monni & Raes, 2008, IPCC 2014b

**Planning and climate change:** Giddens, 2009; McManus and Haughton, 2006, Davoudi et al, 2009, Owens and Cowell, 2002, Cowell, 2013; Wilson and Piper, 2010; Hamin and Gurrán, 2009.

**Public opinion and climate change** Poortinga et al., 2011; McCright & Dunlap, 2011; Lorenzoni, 2007; Byg and Salick, 2009

**Science and climate change** Bray, 2010; Oreskes, 2004

**Sustainable Development:** Krueger and Gibbs (eds) (2007); (strong) McManus and Haughton, 2006; (weak) Constanza et al.; (strong) McLaren and Bullock, 1998.

## 8. Skills Development

Students who successfully complete this module should be able to demonstrate:



**Analytical and Problem Solving Skills:** Working in small groups within a seminar environment will enhance student's problem solving skills as they explore a potential solution to the University's challenge in reducing its carbon footprint.



**Self-motivation and Awareness:** Working in small groups in a seminar setting to role-play different countries in climate change negotiations.



**Communication Skills:** Production of individual written work in response to a variety of essay questions will help develop written communication skills. Detailed feedback will be given to encourage further development.