



EST 1892

**London
South Bank
University**

Module Guide

The Environment, Sustainability and Climate Change

DSS_5_TES



Division of Social Sciences

2017-2018

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London South Bank University

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Overview of lecture programme

BLOCKS	Dates	Weeks	Session titles
Introduction to the Course	Feb 1 st	1	Introduction: Consensus and Conflict in Environmental Sustainability
I Political Ecology: social inequality and the environment	Feb 8 th	2	The Politics of Sustainability: Power, capitalism, and political ecology
	Feb 15 th	3	'We are all Connected': Global Activism and international governance of the environment (Steve Rushton)
II Spatial Politics: Humans and their environs	Feb 22 nd	4	Thinking globally and locally: Where to act?
	Mar 1 st	5	Urbanisation: problem or solution? (Visit to the Crystal sustainable cities Hub, London Docklands)
III Knowledge and education: ecology as social science	Mar 8 th	6	Knowing Nature?: "men", humans, and the "Anthropocene"
	Mar 15 th	7	LSBU and Sustainability (with a university officer)
	Mar 22 nd	8	Education for sustainability (Ros Wade)
IV Stuff: Materials, circuits and the <i>oikos</i>	Apr 19 th	9	Economies and ecologies:
	April 26 th	10	Oil and International Politics (Adrian Budd)
V Time: change and the end of the world	May 3 rd	11	Climate Change, behaviour change and tipping points
	May 10 th	12	The end: Imagining a world without us

1. MODULE DETAILS

Module Title:	The Environment, Sustainability and Climate Change
Thursdays	13.00-16.00
Lecture:	13.00-15.00 London Road, LR-257
Workshop:	15.00-16.00 Borough Road, BR-101
Module Level:	5
Module Reference Number:	DSS_5_TES
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning:	Level 4 modules
Co-requisite Modules:	None
Course(s):	BA Politics, BSc Sociology
Year and Semester	Year 2, semester 2
Module Coordinator:	Dr Francisco Calafate-Faria
MC Contact Details (Tel, Email, Room)	calafatf@lsbu.ac.uk
Teaching Team & Contact Details:	Dr Adrian Budd: buddam@lsbu.ac.uk Prof. Ros Wade: wader@lsbu.ac.uk
Subject Area:	Politics, Sociology
Summary of Assessment Method:	1. Critical appraisal of internet sources (1500 words) for 40% of total marks 2. Organisation analysis (2000 words) for 60% of total marks
External Examiner appointed for module:	Prof. Wolfgang Deckers

2. SHORT DESCRIPTION

This module addresses the social and political dimensions of ecology. We will examine defining features of the concept of (environmental) sustainability, introducing various political perspectives. We will see how local and global environmental risks demand new forms of urban, national and international governmentality. The module will discuss how societies affect and are affected by changes in the natural environment. Finally, we will engage with how climate change impacts on our understanding of time, including how we imagine the end of the world. Throughout the module, we will research and look at the activities of organisations and movements involved in environmental sustainability.

3. AIMS OF THE MODULE

The aims of the module are to:

- provide a grounding in the study of the politics of environmental sustainability;
- develop an understanding of theories and concepts associated with environmental sustainability;
- investigate the emergence of movements and organisations involved in environmental sustainability;
- examine case studies in this field.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On completion of the module you will have:

- demonstrated knowledge of a range of theoretical tools to understand environmental sustainability;
- demonstrated knowledge of the relationship between theories, issues and practice;
- a comprehensive understanding of the politics of environmental sustainability;
- an understanding of organisations involved in environmental sustainability.

4.2 Intellectual Skills

On completion of the module you will have:

- developed and extended analytical skills acquired at Level 4;
- examined and reviewed key aspects of sustainability;
- evaluated some central propositions and ideas within the area of environmental sustainability;
- investigated the usefulness of theories in the analysis of areas and issues related to environmental sustainability;
- reviewed debates on the relationship between theories and issues.

4.3 Practical Skills

On completion of the module you will have:

- the ability to present, in written and oral form, a sustained, analytical and coherent examination of issues related to environmental sustainability using appropriate vocabulary, evidence, footnotes and bibliography;
- the ability to communicate and sustain an informed argument and analysis on issues related to environmental sustainability and working in small groups;
- enhanced IT Skills;
- demonstrated the ability to synthesise information from a range of sources.

4.4 Transferable Skills

On completion of the module you will have:

- oral communication and written skills;
- skills of critical appraisal of source material (written and visual);
- demonstrated the ability to extract and analyse information;
- demonstrated analytical skills in devising arguments, use of relevant evidence and forming judgements;
- enhanced skills of collaborative work in groups;
- demonstrated effective time management.

5. ASSESSMENT OF THE MODULE

This module will be assessed by the following:

1. Critical appraisal of internet sources (1500 words).

The students are asked to choose 10 websites and then critically summarise the content with reference to a range of aspects, including science, advocacy, activism, ethical consumerism, environmental citizenship, transformational power of solutions, social awareness, “game-changing”, empowerment of citizens. The choice of websites should be varied to include the local and global perspectives. [weighting = 40%] due **

2. Analysis of an organisation that is embedded in the environmental sustainability agenda. The organisation should relate to an issue such as oil, waste, water or food. Your critical analysis should address the political dimensions of the organisation’s approach with a focus on at least two of the 5 broad topics of the module: social inequality and democracy, space and environmental justice, knowledge and education, economy and material resources, temporality and change [2000 words] [weighting = 60%] due**

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester.

Feedback will normally be given to students 20 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 20 working days.

7. STUDENT EVALUATION

Last year nearly half of students registered on the module completed module evaluation questionnaires. These showed a very positive attitude to the module.

100% of respondents said that they agreed or strongly agreed that their ‘experience of this module was good’. As far as the teaching was concerned 88% of respondents agreed or strongly agreed that the lectures were of a good quality.

The evaluations also contain qualitative comments, including both positive comments and suggestions from students on how they would like to see the module improved. Positive comments included:

Lectures gave good overviews of interesting topics.
I like that we were given an overall understanding of environmental issues, which was accessible even with very little prior knowledge.
Developing my understanding of sustainability and looking into it deeper.
It introduced new information I wasn't aware of. It developed my knowledge on sustainability and environmental justice.

The lectures and lecturers, content was relevant and passionately and enthusiastically presented each week.
The lecturer - shout out.
Impacts of climate change
I have a better understanding of environmental issues as a whole and how they can relate to politics.
More of an ability to be critical about what is going on.
Knowledge, new information.
A different aspect and perspective on an issue I have studied previously and have a great interest in.

Regarding more critical comments, the innovative mode of assessment was a little challenging for some students, one of whom would like to see more on environmental theory. This will be addressed this year, while more generally the module will be subject to continuous efforts to improve it.

8. INTRODUCTION TO STUDYING THE MODULE

The field of political theory and concepts is wide and this module is necessarily selective. It aims to focus each year on areas of current importance as well as on issues of longer term significance, such as freedom and democracy. With this in mind, the following list is merely indicative, and should not be regarded as a definitive statement of the module's content.

8.1 Overview of the Main Content

The module will cover a range of issues relating to environmental sustainability, relating it to five broad socio-political topics:

- social inequality and democracy,
- space and environmental justice,
- knowledge and education,
- economy and material resources,
- temporality and change.

We will start by introducing and discussing a series of concepts such as: sustainability, conflict and consensus in environmental discourse; eco-capitalism and eco-socialism; political ecology and environmental justice; climate change, climate science, and climate politics; the 'fossil economy'; the Anthropocene and Capitalocene; environmental crisis; urbanisation; Gaia; ecological apocalypse, post-humanism.

Throughout the course these concepts will help us navigate and discuss a series of very practical conflicts: water wars; food for the planet; energy consumption; the politics of oil; climate change and deforestation; transport and tourism; global security and justice regarding availability of resources; the International Panel on Climate Change (IPCC); Copenhagen Climate Council; the Fair Trade Movement; Ethical Consumerism and the Environmental Movement; Institute for Environment and Sustainability (IES). Not every issue or case study will be covered in each year.

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week. There will be workshops, a field trip to the Crystal Sustainability Hub in London Docklands, and a look at LSBU and sustainability

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars.

8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

8.4 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work, written work, ICT skills, presentation and verbal skills which are transferable from the academic world to employment. The module aims to develop your critical thinking/problem solving skills with the following outcomes:

- enhanced job prospects
- effective, self-directed learning
- understanding how you learn
- improved study and career management skills
- improved academic performance
- ability to articulate and evaluate your personal goals and achievements
- transferable skills for lifelong learning and your chosen career

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

weeks	Session topic	Required Reading from
1	Introduction	<i>Chakrabarti</i>
2	Politics	<i>Martinez-Ailleer</i>
3	Global Activism (Steven Rushton)	<i>Guardian Blog</i>
4	Global and local	<i>Nygren</i>
5	Visit to the Crystal	<i>Various options</i>
6	Knowing Nature	<i>Escobar</i>
7	LSBU and Sustainability	<i>LSBU website</i>
8	Education for sustainability (Ros Wade)	<i>Parker & Wade</i>
9	Economies and ecologies:	<i>MacBride</i>
10	Oil and International Politics (Adrian Budd)	<i>Stoke & Raphael</i>
11	Change and time	<i>Moore</i>
12	The end of the world	<i>Various options</i>

The reading lists for each week provide a choice of material. You are required to read the core reading – usually one article or short chapter per week. The other materials listed under further recommended include articles, books, book chapters, blogs, websites, videos, films, and podcasts is only indicative and is meant to help your further research. The length of the lists also means that the library may not stock all the items. However, the library stocks core items (meaning that the library’s teaching stock is larger than in many UK universities – including many prestigious ones). The limitations facing all libraries mean you should plan your reading in advance and use the reservation system. Please return material when you finish using it to allow others to use it.

If you’d like to read all or most of the items on a topic (e.g. to prepare an essay or presentation) and have difficulty locating some of them, you can use other university libraries in the London area: I strongly urge you to visit the British Library of Political and Economic Science (located across Waterloo Bridge at the LSE). Additionally, the librarians at LSBU are happy to have 1:1 sessions to help you search for articles and with other matters – please contact the library directly.

In a rapidly changing situation, new journal articles (as well as more popular articles, e.g. journalistic) are constantly appearing. I will post readings on the Moodle site for this module but please also check the journals yourself – many are available electronically via the library website! In your own research you may find, read or come across other interesting and relevant texts. Feel free to suggest and share them with me and/or with the class.

9.1 INTRODUCTION

Week 1: Introduction: Consensus and Conflict in Environmental Sustainability

Lecture:

The environment has become a topic too important to be left to the traditional environmental sciences. The knowledge produced by biologists, chemists, geologists and climate scientists is essential for the understanding of how the Earth's environment is changing; but human activity is becoming more and more entangled in every aspect of what these sciences study. Human actions, societies and political conflicts are central to the definition of the problems and the debates about possible solutions to environmental crisis. Therefore, it is increasingly important that political scientists, human geographers, anthropologists, artists, philosophers, economists, and others within the humanities study the environment and participate in these debates. In this first session, we will focus on an introduction to the module's contents, and consider the key concepts that will be tackled in the module, notably that of sustainability and its relationship to the environment and politics. Environmental sustainability is a topical subject, features in many debates, and has been given considerable attention by the media and governments globally. Environmental sustainability brings to the fore a range of concerns:

- Air pollution
- Wasteful production and consumption
- Climate change
- Climate migration
- Cities and transportation
- Health and poverty
- Fossil economy
- The "Anthropocene"
- Sustainability of life
- Economic sustainability
- Apocalypse and "ends of the world"
- Environmental crisis

Seminar:

Based on a very short text and video we will discuss the following questions:

1. Is human activity threatening the sustainability of life on Earth?
2. What's the importance of social sciences for a better understanding of environmental crisis and the options they pose?

Core Reading: Dipesh Chakrabarty, **Foreword** to Bristow, Thomas H. Ford, Tom. A Cultural History of Climate Change (4 pages)

Workshop

Part 1

In the first part of the workshop we will watch the following documentary as we consider the seminar questions:

Story of Stuff (2007, OFFICIAL Version) 21.25 minutes

<http://www.youtube.com/watch?v=9GorqroigqM>

"From its extraction through sale, use and disposal, all the stuff in our lives affects communities at home and abroad, yet most of this is hidden from view. The Story of Stuff is a 20-minute, fast-

paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world. It'll teach you something, it'll make you laugh, and it just may change the way you look at all the stuff in your life forever". Also available on: <http://storyofstuff.org/movies/>

Part 2

In the second part of the seminar we will discuss this short text
Dipesh Chakrabarty, *Foreword* to Bristow, Thomas H. Ford, Tom. A Cultural History of Climate Change.
The text succinctly addresses the second question of the seminar.

Part of the lecture and seminar will be devoted to outline the structure of the module, its coherence, how the seminars and lectures relate to each other. There will be time to answer students' questions.

Other films to watch:

In preparation for later classes you will find it helpful (and enjoyable I hope!) to watch the rest of the short documentaries from The Story of Stuff (available in storyofstuff.org/). Some of the films will be on the lists for specific weeks.

Below is also a short list of other films, and TV series that deal with issues that we will be talking about in this course.

Andersen, Kip	<i>Cowspiracy: The Sustainability Secret</i> . Documentary, 2015.
	<i>What the Health</i> . Documentary, 2017.
Brady, Candida	<i>Trashed</i> . Documentary, 2013.
Calabria, Esmeralda	<i>Biütiful Cauntri</i> , 2008.
Cameron, James	<i>Avatar</i> . Action, Adventure, Fantasy, 2009.
Emmerich, Roland	<i>The Day After Tomorrow</i> . Action, Adventure, Sci-Fi, 2004.
Furtado, Jorge	<i>Isle of Flowers</i> . Documentary, Short, 1989.
Guggenheim, Davis	<i>An Inconvenient Truth</i> . Documentary, 2006.
	<i>Mr. Robot</i> . Crime, Drama, Thriller. Accessed January 4, 2018.
Novack, David	<i>Burning the Future: Coal in America</i> . Documentary, 2008.
Prado, Marcos	<i>Estamira</i> . Documentary, 2006.
Renaud, Chris, and Kyle Balda	<i>The Lorax</i> . Animation, Adventure, Comedy, 2012.
Soderbergh, Steven	<i>Erin Brockovich</i> . Biography, Drama, 2000.
Soechtig, Stephanie	<i>Tapped</i> . Documentary, 2009.
Stanton, Andrew	<i>WALL·E</i> . Animation, Adventure, Family, 2008.
Unkrich, Lee	<i>Toy Story 3</i> . Animation, Adventure, Comedy, 2010
	<i>Living Together - Planet Earth: The Future</i> . Accessed January 28, 2018. https://ihavenotv.com/living-together-planet-earth-the-future .

9.2 Block 1 –Politics: social inequality and the environment

Week 2 The Politics of Sustainability: Power, capitalism, and political ecology

Lecture

How do environmental issues become politically relevant? How are they shaped and by whose voices? Who benefits and who is harmed by environmental politics? This session discusses key concepts related to the environment, namely: pollution, climate change, global warming, and environmental injustice and the conflicts they generate. Many discourses on the environmental dangers and the need to be *eco-logical* strive to propose some sort of consensus. On the side of the diagnosis, many paint a dark picture of the future uniting humanity as the perpetrator and victim of an impending catastrophe. Others try to attack the evidence that support those diagnoses, invoking alleged flaws on the research. On the side of the solutions, different ideological standpoints define the political alignments.

The lecture will explore the connections between social inequality and environmental issues, foregrounding the conflictual nature of the environmental problems as a fact rather than an issue to avoid. We will discuss notions such as environmental justice, environmental racism, political ecology, eco-socialism and eco-capitalism. We will present arguments for markets as providers of solutions to environmental issues and from those who say that only the end of capitalism can prevent the end of the world.

Seminar:

Does environmental awareness demand consensus? Is the aim of environmental politics to reach consensus or to frame conflicts? Which of the political approaches to environmental problems do you find more convincing?

Workshop

In the workshop, we will discuss 3 political approaches to environmentalism, form three groups and prepare a debate around a series of environmental issues.

Reading:

Core::

Martínez-Alier, Juan “Currents of Environmentalism” in *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Northhampton, MA: Edward Elgar Publishing, 2002. **Chapter 1 pp 1-15**

Further Recommended:

Hawken, Paul, Amory B. Lovins, and L. Hunter Lovins. *Natural Capitalism: The Next Industrial Revolution*. Routledge, 2013. **CHAPTER 1, The Next Industrial Revolution**

Foster, John Bellamy. *Ecology Against Capitalism*. NYU Press, 2002. **CHAPTER 1 – Ecology against Capitalism**

On specific topics:

What is sustainability?

Islam, Md Saidul. ‘Sustainability through the Lens of Environmental Sociology: An Introduction’ *Sustainability* 9, no. 3 (March 22, 2017): 474.
<https://doi.org/10.3390/su9030474>.

Kiss, K 'Rise and Fall of the Concept Sustainability', *Journal of Environmental Sustainability*, 1(1).
<http://www.journalofenvironmentalsustainability.org>

Robinson, J 'Squaring the Circle? Some Thoughts on the Idea of Sustainable Development', *Ecological Economics* 48 (2004): 369-384.

The Sustainability Report website - <http://sustreport.org/major-reports/>

Helliwell, J. et al *World Happiness Report*, New York, Colombia University. Earth Institute (2013), available online

Morelli, J 'Environmental Sustainability: A Definition for Environmental Professionals', *Journal of Environmental Sustainability*: 1(1) 2011, article 2. Available at: <http://scholarworks.rit.edu/jes/vol1/iss1/2>.

Climate change

Carter, N *The Politics of the Environment: Ideas, Activism, Policy* (2007)

Fitzpatrick, T (ed.) *Understanding the Environment and Social Policy* (2011)

Foreign Affairs Special edition on climate change, Sep 2009

Giddens, A *The Politics of Climate Change* (2011)

Kutting, G *Global Environmental Politics: Concepts, Theories and Case Studies* (2010)

Stern, N *The Economics of Climate Change* (2007)

The politics and economics of sustainability

Connelly, J & Smith, G *Politics and the Environment: From Theory to Practice* (2003)

Jackson, T *Prosperity without Growth: Economics for a Finite Planet* (2011)

Kutting, G *Global Environmental Politics: Concepts, Theories and Case Studies* (2010)

UNESCO *From Green Economies to Green Societies*, Paris: UNESCO (2011), available online

Wilkinson, R *The Spirit Level: Why Equality is Better for Everyone* (2010)

& Pickett, K

Eco-capitalist perspectives

Hawken et al *Natural Capitalism: The Next Industrial Revolution*. (2013).

Desrochers and Reed *The Invisible Green Hand* (2008).

Eco-socialist perspectives

Foster, JB *Ecology Against Capitalism* (2002)

Gorz, A *Ecologica*. Seagull Books, 2010.:

Consumer Politics:

Micheletti, M *Political Virtue and Shopping: Individuals, Consumerism, and Collective Action*. Palgrave Macmillan, 2003.

Political Ecology

Smith, R et al *International Political Economy in the 21st Century* (2011) ch9

- Beamish, Thomas D Silent Spill: The Organization of an Industrial Crisis. MIT Press, 2002.
- Crenson, Matthew A The Un-Politics of Air Pollution: A Study of Non-Decisionmaking in the Cities. Johns Hopkins Press, 1971.

Videos and podcast:

PODCAST: Why Environmentalism Needs Class Politics

https://www.dissentmagazine.org/online_articles/hot-bothered-cited-climate-podcast-judibari-jobs-environment

The Story of Solutions 9.07MINS,

<HTTP://WWW.YOUTUBE.COM/WATCH?V=CPKRVC5OKK>

The Story of Solutions explores how we can move our economy in a more sustainable and just direction, oriented on a new goal. We are currently told to cheer a growing economy -more roads, more malls, more Stuff! though our health indicators are worsening, income inequality is growing and polar icecaps are melting. But what if we changed the point of the game and the goal of our economy wasn't more, but better - better health, better jobs and a better chance to survive on the planet?

The Story of Broke (2011) 8.07MINS, <HTTP://BIT.LY/STORYOFBROKE>

The US isn't broke; we're the richest country on the planet and a country in which the richest among us are doing exceptionally well. But the truth is, our economy is broken, producing more pollution, greenhouse gasses and garbage than any other country. In these and so many other ways, it just isn't working. But rather than invest in something better, we continue to keep this 'dinosaur economy' on life support with hundreds of billions of dollars of our tax money. The Story of Broke calls for a shift in government spending toward investments in clean, green solutions—renewable energy, safer chemicals and materials, zero waste and more—that can deliver jobs AND a healthier environment. It's time to rebuild the American Dream; but this time, let's build it better.

[Week 3 We are all connected: global dimensions of sustainability \(Steven Rushton\)](#)

Lecture

This session looks at how we are all connected by addressing the global environmental, social and economic challenges we face. We will also look at the methods, innovations and approaches that could lead to a more sustainable global society. This will be covered in relation to one of the biggest challenges facing the world - the eradication of poverty which forms the building block from which sustainable development is possible. However, the challenge is immense in the face of growing consumerism, overconsumption, the developing world used for outsourcing and as a dumping ground for waste material. Thus it is not surprising that we are faced with ecological crises.

After the setting of the Millennium Development Goals (MDG) in 2000, how far have we come to achieving the targets by 2015? The 2015 UN Summit on the MDG adopted a global action plan to achieve eight anti-poverty goals. The MDG included:

- eradicating extreme poverty and hunger;
- achieving universal primary education;
- promoting gender equality and empowering women;
- reducing child mortality;
- improving maternal health;
- combating HIV/AIDS, malaria and other diseases;
- ensuring environmental sustainability.

Source: <https://www.un.org/en/globalissues/development/index.shtml>

Seminar

How far have we come with reference to the Millennium Development Goals?

Reading

Core

The Guardian blog ‘Sustainable development is the only way forward’, at <http://www.theguardian.com/global-development/poverty-matters/2012/may/21/sustainable-development-shape-world-to-come>

Other recommended texts:

- Desai, V. & Potter, R. *The Arnold Companion to Development Studies* (2000), pp3-12, 20-27, 41-49, 139-145, 183-186.
- George Ingram Brookings Institution Blog, ‘Eliminate Poverty - Sustainable Development’ (2013), <http://www.brookings.edu/blogs/up-front/posts/2013/05/31-eliminating-poverty-sustainable-development-ingram#>
- United Nations Global Issues, <https://www.un.org/en/globalissues/development/index.shtml>
- United Nations Report of the United Nations Conference on Sustainable Development, Rio de Janeiro, Brazil 20–22 June 2012, available at <http://www.uncsd2012.org/content/documents/814UNCSD%20REPORT%20final%20revs.pdf>
- United Nations ‘We can end poverty. Millenium Development Goals and Beyond 2015’ <http://www.un.org/millenniumgoals/>
- United Nations *A New Global Partnership: Eradicate Poverty And Transform Economies Through Sustainable Development* (2013)
- UN Development Programme *Human Development Reports*, available at <http://hdr.undp.org/en>
- World Bank *World Development Report*, annual, available at <http://www.worldbank.org/>

9.3 Block 2 – Space: Humans and their environs

Week 4 Thinking globally and locally: Where to act?

Lecture:

Following on from last week's session on activism as a way of engaging with the ecological crises facing the planet, this week we think about it spatially, both in terms of the problems and the solutions. We get back to the classic slogan "think globally act locally" to inquiry in what ways it still makes sense, in light of what we know today. Do we need to expand our understanding of sustainable environments and the possibilities for engagement with crucial conflicts and alternative political options?

Seminar:

What may the slogan "think global act local" mean today? Does the present ecological crisis force us to think about the world as one and the human universal?

Reading

Core:

Nygren. Anja, 'Eco-imperialism and environmental justice' in Lockie, Stewart (ed.). *Routledge International Handbook of Social and Environmental Change*. Routledge, 2014 **Chapter 5**

Other Recommended Texts:

Gorz, André *Ecologica*. Seagull Books, 2010. **CHAPTER 3 "The Social Ideology of the Car" pp. 77-97**

Hochschild, AR *Strangers in Their Own Land: Anger and Mourning on the American Right*. New Press, 2016.

Misrach and Orff *Petrochemical America*. Aperture, 2014.

Salmon, T *Issues in International Relations* (2nd ed. 2008) ch 11

Greene, O. 'Environmental issues', in J Baylis and S Smith (eds) *The Globalization of World Politics* (3rd edn. 2005)

Workshop:

Websites and Blogging Sites on Sustainability and Environmental Issues. How do you think these organisations promote global and local understandings of the environment and sustainability through these communication materials? Developing a critical understanding of and engagement with environmental discourses.

You may choose a particular area that you are interested in and make notes on the type of blogs, the content, the debates and knowledge generated. Additionally through your research examine whether global aspects of poverty are raised.

Examples of websites

Greenpeace UK

<http://www.greenpeace.org.uk/>

Friends of the Earth

<https://www.foe.co.uk/>

Intergovernmental Panel on Climate Change (IPCC)

<http://www.ipcc.ch>

Mayor of London:

<https://www.london.gov.uk/what-we-do/environment>

Royal Institute of British Architects (RIBA) website, 'sustainability hub':

<http://www.architecture.com/sustainabilityhub/sustainabilityhub.aspx>

Transport for London website, 'sustainable development' page: <http://www.tfl.gov.uk/corporate/about-tfl/8127.aspx>

London Sustainable Development Commission website:

<http://www.londonsdc.org/>

Sustainability at the LSBU

<http://www.lsbu.ac.uk/about-us/sustainability>

Parts of the USA have also been damaged badly by the countries' environmental policies

<https://www.coastalreview.org>

sustainability oriented businesses:

<http://www.scapestudio.com>

Examples of blogs

The blog by the team behind 'the story of stuff' films.

<https://storyofstuff.org/blog/>

The Guardian online has a blog on the environment, climate change and global warming:

<http://www.theguardian.com/environment/blog+global-development/environmental-sustainability>

The Guardian also has a Poverty Blog related to issues of environmental sustainability:

<http://www.theguardian.com/global-development/poverty-matters+environmental-sustainability>

George Monbiot is a Guardian journalist that has been writing about environmental issues:

<http://www.monbiot.com>

Week 5 Visit to the 'The Crystal' sustainable cities centre

Seminar Question: Are cities a problem or the solution to the environmental crisis?

This week we will visit an important sustainability centre in east London

(<http://www.thecrystal.org/>). F

It is an initiative of the Siemens company and it will be interesting to explore both the strength and limitations of private sector proposals to address environmental problems. Our seminar will be partly mobile.

Reading:

Core:

Sassen, Saskia, 'Recovering the city level in the global environmental struggle: Going beyond carbon trading' in Lockie, Stewart (ed.). *Routledge International Handbook of Social and Environmental Change*. Routledge, 2014
Chapter 14

Recommended

Berke, Philip. "Twenty Years After Campbell's Vision: Have We Achieved More Sustainable Cities?" *Journal of the American Planning Association* 82, no. 4 (October 2016): 380–82.

<https://doi.org/10.1080/01944363.2016.1214539>.

Campbell, Scott. "Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development." *Journal of the American Planning Association* 62, no. 3 (September 30, 1996): 296–312. <https://doi.org/10.1080/01944369608975696>.

McKibben, Bill. *Hope, Human and Wild: True Stories of Living Lightly on the Earth*. Milkweed Editions, 1995. Chapter 2

Moore, Steven A. *Alternative Routes to the Sustainable City: Austin, Curitiba, and Frankfurt*. Lexington Books, 2007.

Irazábal, Clara. *City Making and Urban Governance in the Americas : Curitiba and Portland /*. Design and the Built Environment Series. Aldershot :, 2005.

Video:

“A Convenient Truth: Urban Solutions from Curitiba, Brazil (2006) (V).” Accessed February 2, 2010. <http://www.imdb.com/title/tt1018804/>.

9.4 Block 3 – Knowledge: ecology as social science

Week 6 **Knowing Nature: “Men”, humans, and the Anthropocene**

Lecture:

The perception of the environmental threats, and the way humans interact with them, as well as the various options to manage, avert, or cope with those risks, have a fundamental impact in the way humans understand themselves and their relationship with nature. The project of modernity with its revolutionary scientific and political legacies was constituted in close articulation with new understanding of nature, one in which progress implied distance from and control over its forces. The new outlook on the human capacity to either destroy the natural environment or cause it to extinguish humanity itself forces us to think of the human entanglements with nature. So the way we understand and know nature and the way we understand our relationship with the environment has profound effects on the way we understand and intervene on human societies. But equally, different social and political perspectives will impact on the way we react to the facts about environmental degradation and risks. This is not to say that facts don't matter, but rather that there will always be different ways of interpreting, making sense of and reacting to them. One thing is clear and hard to dispute: the facts about environmental change are worrying and are also changing the way we formulate, research, analyse, and confront social and political problems. **Key concepts:** climate change, ‘climate deniers’, “Anthropocene”, “capitalocene”, antiessentialism.

Seminar:

Anthropocene, capitalocene or none of the above – which of the terms do you think is most apt to qualify the present age of environmental risk?

Reading:

Core:

Escobar, Arturo

“After Nature: Steps to an Antiessentialist Political Ecology.” *Current Anthropology* 40, no. 1 (1999): 1–30.

Recommended:

Lidskog, Rolf, and Claire Waterton

“Anthropocene – a Cautious Welcome from Environmental Sociology?” *Environmental Sociology* 2, no. 4 (2016)

Barnes et al.

“Contribution of Anthropology to the Study of Climate Change.” *Nature Climate Change* 3, no. 6 (June 2013)

Mol et al,

‘Ecological modernization theory: Taking stock, moving forward’ in Lockie, Stewart (ed.). *Routledge International Handbook of Social and Environmental Change*.
Routledge, 2014 **Chapter 2**

Haraway, Donna

“Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin.” *Environmental Humanities* 6, no. 1 (2015): 159–165.

Moore, Jason W

Anthropocene Or Capitalocene?: Nature, History, and the Crisis of Capitalism. PM Press, 2016.

Chakrabarty, Dipesh

“Climate and Capital: On Conjoined Histories.” *Critical Inquiry* 41, no. 1 (2014): 1–23.

Ingold, Tim

The Perception of the Environment: Essays on Livelihood, Dwelling and Skill. Routledge, 2000.

Latour, Bruno

We Have Never Been Modern. Cambridge, Mass: Harvard University Press, 1993. **Chapter 1 – ‘CRISIS’ pp 1-15**

VIDEO:

Slavoj Zizek in *Examined Life*. Accessed January 4, 2018
<https://www.youtube.com/watch?v=rP2UXaOJNag>.

Week 7 LSBU and Sustainability (with a university officer)

Workshop

This session provides an opportunity for you to think about the application of concepts and theories covered in the module. We hope that it encourages you to engage actively with LSBU's attempts to pursue a sustainability agenda. Recent LSBU initiatives include the 'Go Green' week, the 'Fairtrade Fortnight', and the establishment of a new student society, 'Green Beans'. In this session you may want to consider your contribution to the development of the LSBU Sustainability website and the LSBU Sustainability strategy.

The extent to which LSBU successfully pursues the sustainability agenda is assessed by the 'People and Planet' pressure group which produces the annual Green League tables for UK universities. In considering LSBU's contribution to sustainability we should also note and analyse LSBU's physical location, transport links, suppliers, etc. One aspect of the workshop will be how we devise appropriate methodologies to measure sustainability.

Reading

Core

People and Planet website on its 'University League', a measure of universities' commitment to the sustainability, environmental and ethical agenda:
<http://peopleandplanet.org/university-league>

Further

LSBU website, 'sustainability' page: <http://www.lsbu.ac.uk/about-us/policies-and-initiatives/sustainability>. Please click on the 'plans and policies' menu

Week 8 with Ros Wade

Lecture/Workshop Towards a global knowledge network for sustainability- a movement for radical change?

Reading

Core

Parker, J *Journeys around Education for Sustainability* (2009), ch 1
Wade, R (eds.)

Further

Edwards, A *The Sustainability Revolution* (2005), ch 1
Sterling, S et al (eds) *The Sustainable University* (2013), chs 2 & 4

9.5 Block 4 – Stuff: Resources, circuits and the *oikos*

Week 9 Economies and ecologies

Key words for today's lecture:

Food, water, waste, and material circuits; growth, zero growth and circular economy; fiscal and resource austerities, throwaway society, consumer society, degrowth, zero growth, circular economy, cheap nature.

Seminar:

Is the dominant notion of economy constructed? Is there a reason to distinguish economy from ecology? Can fixes like recycling be a problem as much as a solution to the ecological problems of overproduction?

Reading:

Core:

MacBride, Samantha *Recycling Reconsidered: The Present Failure and Future Promise of Environmental Action in the United States*. MIT Press, 2011.
Introduction pp 1-15

(Guardian article:)
George Monbiot

“The Gift of Death.” The Guardian 10/12/2012
<http://www.monbiot.com/2012/12/10/the-gift-of-death/>

Further Recommended Reading:

- Gandy, Matthew *Concrete and Clay: Reworking Nature in New York City*. MIT Press, 2003.
- Gabrys, et al ed. *Accumulation: The Material Politics of Plastic.*, 2013.
- Miller D *Stuff* 2009 **Prologue**
- O'Brien, Martin *A Crisis of Waste?: Understanding the Rubbish Society*. Routledge Advances in Sociology. London: Routledge, 2007.
- Gabrys, Jennifer *Digital Rubbish: A Natural History of Electronics*. Ann Arbor: University of Michigan Press, 2011.
- Daly, Herman E *Beyond Growth: The Economics of Sustainable Development*. Beacon Press, 2014.
- Calafate-Faria, F ‘Marginal Attachment and Countercycling in the Age of Recycling’, in Lancione, Michele (ed.) *Rethinking Life at the Margins: The Assemblage of Contexts, Subjects and Politics*. Routledge, 2016.
- Baudrillard, Jean *The Consumer Society: Myths and Structures*. Rev. edition. Tcs Series. Thousand Oaks, CA: Sage Ltd, 2016.
- Malm, Andreas *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*. Verso Books, 2016.

Videos:

The Story of Electronics (2010) 7.47MINS,

HTTP://WWW.YOUTUBE.COM/WATCH?V=SW_7I6T_H78

The Story of Electronics explores the high-tech revolution's collateral damage—25 million tons of e-waste and counting, poisoned workers and a public left holding the bill. Host Annie

Leonard takes viewers from the mines and factories where our gadgets begin, to the horrific backyard recycling shops in China where many end up. The film concludes with a call for a green 'race to the top' where designers compete to make long-lasting, toxic-free products that are fully and easily recyclable. Our production partner on the electronics film is the Electronics TakeBack Coalition, which promotes green design and responsible recycling in the electronics industry.

THE STORY OF BOTTLED WATER (2010) 8.04mins,

<http://www.youtube.com/watch?v=Se12y9hSOM0>, <http://storvofbottledwater.org>

The Story of Bottled Water, tells the story of manufactured demand—how to get Americans to buy more than half a billion bottles of water every week when it already flows from the tap. Over five minutes, the film explores the bottled water industry’s attacks on tap water and its use of seductive, environmental-themed advertising to cover up the mountains of plastic waste it produces. The film concludes with a call to take back the tap, not only by making a personal commitment to avoid bottled water, but by supporting investments in clean, available tap water for all. Production partners on this film included five leading sustainability groups: Corporate Accountability International, Environmental Working Group, Food & Water Watch, Pacific Institute, and Polaris Institute.

Week 10 – Guest Lecture by Adrian Budd

Lecture Oil and International Politics

Seminar How important has the quest for influence over oil resources been in motivating the global geo-strategy of the world’s major powers over the last century?

Core Reading

Stokes, D & Raphael, S *Global Energy Security and American Hegemony* (2010) introduction and ch 1

Further Reading

Bromley, S ‘The United States and the control of world oil’, *Government and Opposition*, 2005

Bromley, S ‘Blood for oil?’, *New Political Economy*, 11(3) 2006

Clark, W. R *Petrodollar Warfare* (2005)

Engdahl, W *A Century of War: Anglo-American Oil Politics and the New World Order* (1992/2004)

Kellogg, P ‘A New Great Game’, *Contemporary Politics* 2003

Klare, M. & Volman, D ‘The African “oil rush” and US national security’, *Third World Quarterly* 27(4) 2006

Kleveman, L *The New Great Game* (2003)

Levi, M. et al ‘Globalizing the energy revolution: how to really win the clean energy race’, *Foreign Affairs* Nov/Dec 2010

Marriott, J & Minio-Paluello, M *The Oil Road: journeys from the Caspian Sea to the City of London* (2012)

Victor, D. & Yueh, L ‘The road to energy security’, *Foreign Affairs* Jan 2010

Yergin, D *The Prize: the epic quest for oil, money and power* (paperback edition 2009)

Yergin, D. *The Quest: energy, security, and the remaking of the modern world* (REVISED EDITION 2012)

9.6 Block 5: Time: change and the end of the world

Week 11 Environmental crisis, climate change and behaviour change

Lecture:

In this session we will consider the temporal dimension of the environment discussion how ideas of speed, change, circular time, progress, tipping point, irreversible changes, and peak oil are crucial to understand and intervene in the environmental problems. According to historian Chakrabarty, climate change and the idea of Anthropocene bring together three different histories: the history of capitalism, the history of humanity and the much longer geological history of the planet. The new temporality imposed by climate change brings new challenges (and opportunities) to our ability to understand and promote social change.

Seminar:

How does climate change relate to social change? Is it easier to imagine the end of the world or a change in the polluting economic regime?

Reading:

Core

Moore, Jason W. "World Accumulation and Planetary Life, or, Why Capitalism Will Not Survive until the 'Last Tree Is Cut.'" *IPPR Progressive Review* 24, no. 3 (December 1, 2017): 175–202.

Further Recommended Reading

- Atkinson, H. "The Politics of Climate Change: Meeting the Challenge, Making the Change", *Political Insight*, September 2013
- Giddens, A. *The politics of climate change* (2011), chs 8&9
- Moore, Jason W. *Anthropocene Or Capitalocene?: Nature, History, and the Crisis of Capitalism*. PM Press, 2016.
- Brennan, Teresa. *Exhausting Modernity: Grounds for a New Economy*. Routledge, 2000.
- Janette Webb. "Climate Change and Society: The Chimera of Behaviour Change Technologies." *Sociology* 46, no. 1 (February 1, 2012): 109–25.
- Life, Sustaining Earth's. "Sustaining Earth's Life Support Systems—the Challenge for the next Decade and beyond," n.d.
- Louis J Kotzé. "Human Rights and the Environment in the Anthropocene." *The Anthropocene Review* 1, no. 3 (December 1, 2014): 252–75.
- Shove, Elizabeth. "Beyond the ABC: Climate Change Policy and Theories of Social Change." *Environment and Planning A* 42, no. 6 (June 2010): 1273–85.
- Levitan, Dave, and Dave Levitan. "Quick-Change Planet: Do Global Climate Tipping Points Exist?" *Scientific American*. Accessed January 5, 2018.
<https://www.scientificamerican.com/article/do-global-tipping-points-exist/>.
- Will Steffen, Wendy Broadgate, Lisa Deutsch, Owen Gaffney, and Cornelia Ludwig. "The Trajectory of the Anthropocene: The Great Acceleration." *The Anthropocene Review* 2, no. 1 (April 1, 2015): 81–98.
- Chakrabarty, Dipesh. "Climate and Capital: On Conjoined Histories." *Critical Inquiry* 41, no. 1 (2014): 1–23.
- Newitz, Annalee. "For the Second Time, We Are Witnessing a New Geological Epoch." *Ars Technica*, January 12, 2016. <https://arstechnica.com/science/2016/01/for-the-second-time-we-are-witnessing-a-new-geological-epoch/>.
- Singer, Peter. *How are we to live? Ethics in an age of self-interest* OUP 1997,

The Story of Change 6.29MINS, [HTTP://STORYOFSTUFF.ORG/MOVIES/STORY-OF-CHANGE/](http://storyofstuff.org/movies/story-of-change/)

Can shopping save the world? The Story of Change urges viewers to put down their credit cards and start exercising their citizen muscles to build a more sustainable, just and fulfilling world.

Week 12 The End: Imagining a world without us, and overview of the module

Lecture:

As we reach the end of the module we will also think together about how the end of the world is imagined through the environmental crisis. This lecture will bring together the themes and issues raised throughout the Module, and concludes by discussing some of the pressing issues in public and academic debates about the environment, sustainability and politics. The readings for all the above will be relevant, but in addition, it will be useful also to look at one or more of the following texts for this lecture and discussion.

Seminar:

‘Environmental catastrophe looms over the human race, but there is little evidence that the dominant players in the international system have the capabilities to avert it’. Discuss.

In the seminar we will also discuss:

- (a) issues drawn from the Module as a whole and relating to the major themes raised in the lectures and your reading
- (b) any issues you may wish to have further clarified
- (c) questions and concerns regarding the assessments.

Reading:

There won't be a single core reading. Instead students are encouraged to read one chapter of one article of the titles suggested below and complement the preparation for this session with one film or novel that deals with the issue of the end of the world.

Suggested Reading:

Crapanzano, Vincent.

Imaginative Horizons: An Essay in Literary-Philosophical Anthropology. University of Chicago Press, 2010. **Chapter 7_WORLD_ENDING** pp178 -

Danowski, and Viveiros de Castro

The Ends of the World. John Wiley & Sons, 2016.

Slavoj Žižek.

Living in the End Times. Verso, 2011.

WIRED Magazine

“This Is what the World Will Look like after Climate Change Transforms It.”. Accessed January 5, 2018.

<https://www.wired.com/2015/09/climate-change-means-one-worlds-death-anothers-birth/>.

Atwood, Margaret E.

“It's Not Climate Change — It's Everything Change.” *Matter* (blog), July 27, 2015.

<https://medium.com/matter/it-s-not-climate-change-it-s-everything-change-8fd9aa671804>.

Further Reading

McKibben, Bill. *The End of Nature*. Random House Publishing Group, 2014 (1989).

Glaser, Eliane. "Bring Back Ideology: Fukuyama's 'end of History' 25 Years On." the Guardian, March 21, 2014. <http://www.theguardian.com/books/2014/mar/21/bring-back-ideology-fukuyama-end-history-25-years-on>.

BLOGS and Websites

<http://blog.liam-h.com/tagged/end-of-the-world>

<http://www.johnjosephadams.com/wastelands/>

FILMS

Wall-e

The day after tomorrow

SONGS

Talking Heads - Nothing but flowers

R.E.M. - It's The End Of The World

Nick Cave - (I'll Love You) Till the End of the World

U2 - Until The End Of The World

Muse- Apocalypse Please

Johnny Cash - The_Man_Comes Around

Marvin Gaye - Mercy, Mercy Me (the ecology)

Blackalicious - "Sky is Falling"

10. LEARNING RESOURCES

Reading List

<http://readinglists.lsbu.ac.uk/lists/9A5B7A81-24D1-E257-3220-1C41CD356494.html>

Academic Journals

It will be useful to look in the Library for relevant journals that cover the range of topics addressed in this Module. By looking at copies of particular journals over a period of a few years you can easily come across articles of direct relevance to particular topics. When preparing yourself for seminar topics and/or for the final assessment you will find it useful to look through these journals for relevant articles. One such journal is the *Journal of Environmental Sustainability*.

Newspapers

You are encouraged to read at least one quality daily newspaper, such as *The Guardian*, *The Times*, *The Independent* and *The Financial Times*. All carry items relevant to the topics covered in this Module. There is, of course, a long list of other relevant daily newspapers and weekly popular publications, such as *The Economist*.

Books

Most of the books listed are in the Library. But given the pressures on the Library, it is likely that books will be in heavy demand. It is essential therefore that you start planning your work in advance and reserve the books that you need if necessary. It is also useful to look for books in the same class mark in the Library to see if they are related to the topics that we are covering. There are suggestions below about some books that you may consider purchasing in order to facilitate your work for this and related modules.

Make sure you use the Library as fully as you can, since it is essential that you read at least some of the Core Reading for each of the sessions. Organise your time so that you can read something for this Module each week. Several of the books listed under Core Reading will be placed on the reserved list in the Library.

Box of Broadcasts Resource

Access to a wide range of off-air recordings including films and documentaries can be had using the library resource 'Box of Broadcasts'. All LSBU students have access to this via the Library catalogue which is easy. Click on this link: <http://bobnational.net/>