

## Social Policy and the Environment

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	<b>Social Policy &amp; the Environment</b>						
<b>Stage of Principal Programme</b>			<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	E Core	<b>Hours of Learner Effort / Week</b>	<b>2.3</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	97			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area
Tutor	
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>40%</b>	<b>Proctored Exam – in person</b>	<b>60%</b>	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>N</b>	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> <b>On completion of this module a learner will be able to:</b>	<b>Related MIPLO #</b>
1. Critically analyse the key concepts including sustainable wellbeing and sustainable communities.	<b>1</b>

2. Critique various responses to climate change and other environmental responses.	<b>6</b>
3. Demonstrate skills in community profiling and assess the extent to which principles of sustainable development and sustainable wellbeing are reflected in Irish social policies and practices.	<b>5</b>
4. Demonstrate an understanding of eco-social policies and different models of sustainable communities.	<b>1</b>

### 7.3 Indicative Module Content, Organisation and Structure

This module examines the economic, social, and environmental challenges facing communities and households. Environmental issues include those associated with climate change but also other environmental problems (e.g. air and water pollution, flooding and drought, storm damage, biodiversity loss). Questions of environmental justice are explored. This includes examining the extent to which environmental costs and burdens are experienced by different groups. The module is particularly concerned with ways of promoting sustainable welfare that is the well-being of both nature and humans. It highlights the needs of the most vulnerable groups, such as those on low incomes, those with a disability, certain ethnic minorities, young people, and older people.

#### *Module Aims and Objectives:*

The module aims to explore a range of responses to social and environmental 'risks', that is eco-social policies. This aims to equip learners with community profiling skills to work towards more sustainable communities through a) housing, planning and land use; b) transport; c) employment; d) health; e) education and f) a just transition.

#### *Indicative Content:*

- *Sustainable development & social policy*
- *Policy responses to climate change*
- *What are sustainable communities? An overview of issues*
- *Climate Change, Gender, and Resilience: Understanding the gendered impacts of climate change; Strategies for building gender-inclusive environmental resilience.*
- *Environmental Justice: Race and Environmental Justice; Class and Access to Environmental Resources; Disability and Environmental Accessibility; Indigenous Rights and Environmental Sovereignty*
- *Community Profiling and Policy Development*
- *Sustainable communities and housing*
- *Urban regeneration models*
- *Transport poverty & inequality*
- *Energy Poverty*
- *Food Poverty*
- *Education*
- *Policy and the Just Transition movement*

### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

### 7.5 Specific module resources required *(if applicable)*

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of enabling learners to understand and examine the economic, social, and environmental challenges facing communities and households.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

### Research Assignment

The continuous assessment asks to choose a geographic area to examine and assess the extent to which it is sustainable, economically, socially, and environmentally under six structured headings (see below).

The essay allows learners to demonstrate the key concepts and theories that have been engaged with in class and illustrate the scope and depth of their learning. It will also offer an opportunity for learners to build critical skills in research and academic writing.

By undertaking this assessment, learners will learn how to develop community profiles and gather information about the diversity of a community and the potential stakeholders that may otherwise not be recorded. This is an essential skill for policy development and is transferrable across a range of sectors.

*Cross modular assessment with Research Methods for Political and Social Sciences module in Semester 2.* This assessment focuses on knowledge and skills of research methods and data collection and meets MIMLO 3. Through the practical application of data collection methods, this assessment serves as a cross-modular assessment with *Research Methods for Political and Social Sciences* module in Semester 2. The Research Methods Assignment (MIMLOs 3 & 4). This develops learner awareness of the practical application of quantitative and qualitative research methods in both the classroom and the community.

### Written Exam

The two-hour proctored exam asks learners to answer two out of five questions. This examines the learners understanding of the core concepts, empirical case studies and theories studied in the course.

## 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2, 3, 4	Research Assignment (Community Profile) (2500 words)	40%
1, 2, 4	Written Exam	60%

## 7.8 Sample Assessment Materials

### Research Assignment – Community Profile (2,500 words) (40%)

Learners will be asked to choose a geographic area to examine and assess the extent to which it is sustainable, economically, socially, and environmentally. The headings of the project include:

- Introduction (1-2 paragraphs)
- History of the area (1-2 paragraphs)
- Economic, Social, Environmental dimensions of the community.
- Select two social policy related sustainable development issues of concern in the community (e.g. Housing; Transport; Employment; Leisure and Recreation; Education).
- Data Collection Methods (What methods did you use to obtain data on your community? Secondary analysis of existing data: census data, research reports, observation, etc.)
- Presentation of Data (Clear presentation of data in table format)
- Suggestions and Recommendations to address the issues.
- Conclusions (What can you conclude about the sustainable development of this community?)

### Written Exam

2 hours, 2 questions to be answered (60%). Sample questions:

1. What causes energy and transport poverty in Ireland?

2. Evaluate the case made by policymakers for combining labour market and unemployment policies with environmental sustainability.
3. Outline how individuals and communities experience environmental benefits and burdens differently based on their intersecting identities and social positions, with reference to a contemporary case study.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

Alberton, C. et al., (2023) *Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights*. Elgar Online. Available at: <https://www.elgaronline.com/edcollbook-oo/book/9781803923796/9781803923796.xml>

Bohnenberger, K. (2020) Money, Vouchers, Public Infrastructures? A Framework for Sustainable Welfare Benefits. *Sustainability* 12, 596.

Dean, H. (2014) *Social rights and Natural Resources*, In Fitzpatrick (ed) (2016) *International Handbook on Social Policy and the Environment*. UK: Edward Elgar Publishing.

Dukelow, F., & Murphy, M. (2022) Building the future from the present: imagining post-growth, post-productivist eco-social policy. *Journal of Social Policy*, 51, 3, 504-518.

Dukelow, F. (2022) What role for activation in eco-social policy? *Social Policy and Society*, 21, 3, 496-507.

Fitzpatrick, T. (2016) *International Handbook on Social Policy and the Environment*. UK: Edward Elgar Publishing.

Hodgson, S. and Phillips, D. (2011) *The Environmental challenge*. In Fitzpatrick (ed) (2016) *International Handbook on Social Policy and the Environment*. UK: Edward Elgar Publishing.

Scott, M. and O'Neill, E. (2022) Opportunities for individual, household and community level climate change adaptation in Ireland. *Climate Change Advisory Council Working Paper*. Dublin.

Torney, D. (2020) 'The Politics of Emergency? Ireland's Response to Climate Change', *Irish Studies in International Affairs*, 31, 13-26.

Walker, G. and Burningham, K. (2011) Flood risk, inequality and environmental justice, *Critical Social Policy*, 31: 216-40.

Wheeler, S. and Rosan, C. (2021) *Reimagining Sustainable Cities: Strategies for Designing Greener, Healthier, More Equitable Communities*. San Francisco, University of California Press.

Winston, N. (2021). Sustainable community development: Integrating social and environmental sustainability for sustainable housing and communities. *Sustainable Development*, 1- 12.

### Peer-Reviewed Journals

*Critical Social Policy*, Sage. <https://journals.sagepub.com/home/csp>

*Journal of Social Policy*, Cambridge Core. <https://www.cambridge.org/core/journals/journal-of-social-policy>

*Journal of European Social Policy*, Sage. <https://jesp.eu/>

*Sustainable Development*, Wiley

[https://onlinelibrary.wiley.com/journal/10991719?utm\\_source=google&utm\\_medium=paidsearch&utm\\_campaign=R3MR425&utm\\_content=SocBehavSci&gad\\_source=1&gclid=CjwKCAiAifyqBhAsEiWA-UdzJAEDLVM-tfOAWXDKJrYlGj6GI5twJO42yL3O72UXXu\\_NRKdtCooT2hoCkjqQAvD\\_BwE](https://onlinelibrary.wiley.com/journal/10991719?utm_source=google&utm_medium=paidsearch&utm_campaign=R3MR425&utm_content=SocBehavSci&gad_source=1&gclid=CjwKCAiAifyqBhAsEiWA-UdzJAEDLVM-tfOAWXDKJrYlGj6GI5twJO42yL3O72UXXu_NRKdtCooT2hoCkjqQAvD_BwE)

Politics & Gender, Cambridge: <https://www-cambridge-org.ucd.idm.oclc.org/core/journals/politics-and-gender>

Sexuality, Gender & Policy (SGP), Wiley: <https://onlinelibrary-wiley-com.ucd.idm.oclc.org/journal/26395355>

**Indicative Other Resources:**

IPCC (2021) Climate change: the physical science basis. summary for policymakers.

[https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM\\_final.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM_final.pdf) (presentation)