



# Climate Change and Social Justice

*Elective module 4 in Southern African Master's in Climate Change and Sustainable Development*

This elective module introduces the concept of social justice in relation to climate change in southern Africa and examines the differential impact of climate change on various social groups. It interrogates the social justice considerations of mitigation and low carbon pathways, the linkages between vulnerability, adaptation and social justice, and prospects for social justice in an age of global climate change.

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**Important note:** This TLA Plan does not provide details of the key resources. Details and guidelines are found in the Courseware Guidelines, designed as an essential complement to the TLA Plan.

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**Southern African Master's in Climate Change and Sustainable Development:**

**Elective Module 4** by George Barrett, Margaret Angula, Gina Ziervogel and Sheona

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## Introduction to the Teaching-Learning-Assessment Plan

The Teaching-Learning-Assessment (TLA) Plan is intended as a guide to the teaching, learning and assessment activities of the module. It aims to be more than merely the syllabus or content of the module. It includes the development of knowledge, skills and competencies, guidelines on teaching methodology, formative feedback and summative assessment – all of which contribute to the learning experience and therefore outcomes of the student. However, it is not a textbook. More detailed guidelines on the use of the resources is found in the module Courseware Spreadsheet.

In order to understand the TLA Plan better, the following points should be noted before reading it:

**Assessment and feedback:** Assessment is an integral component of the entire teaching and learning process rather than a final adjunct to it, and for this reason, assessment tasks are spread across the module. The curriculum upholds a supportive, proactive approach to the student's continuous development and achievement of the desired outcomes through frequent formative feedback from either the lecturer or the peer group. The student's grades are compiled from the summative tasks across the module.

All assessment and feedback should be based on clear, transparent criteria, provided (or developed by the class) in advance of the assignment. Assessment tasks can be completed by the individual student or a group of students. In the latter case, guidelines for awarding individual marks are provided in the Assessment Guidelines on the ePlatform.

There are two types of assessment: formative and summative.

i) Formative assessment/ feedback:

The student should receive formative feedback, from either the lecturer or peers, ideally for every assignment. This feedback outlines strengths and weaknesses and allows for reflection on areas for improvement, thus supporting the student's progress and development. Effective feedback is prompt, frequent, specific and personalised.

ii) Summative assessment:

The goal of summative assessment is to build up marks that ultimately contribute to the student's grade for the module. Summative assessment measures student achievement by comparing it against standard criteria (i.e. the desired module

outcomes). Because summative assessment is for marks, it is 'high stakes' and has a motivational effect on student engagement. To avoid contention, summative tasks should be assessed by the lecturer and an independent moderator and should be based on clear, explicit and transparent criteria. It is recommended that summative tasks account for about 20% of the student notional hours of a module and do not place too big a burden on the lecturer. Careful consideration must be given to ensuring proactively that plagiarism is avoided.

**Additional activities:** The TLA Plan provides activities for 200 student notional hours. It also provides additional activities for those universities that require additional hours in the module.

**Courseware Guidelines:** The TLA Plan gives only abridged references for the prescribed resources. The number in [ ] links to the associated module Courseware Guidelines, which is a spreadsheet with full references to key and additional resources (see the different tabs). The Courseware Guidelines contains further guidelines for using the resources.

**Exam:** Should an institution require students to write an exam at the end of the module, the time allocated for the exam would be over and above the 200 notional hours provided by the TLA Plan. It is recommended that the exam questions are broad and integrated across the module, so as to demonstrate achievement of the broader competency outcomes of the module. Examples of exam type questions are provided at the end of the TLA Plan.

**Grades:** Grades are calculated from summative tasks. These may be weighted according to the institution's requirements. An example of a module grade table is provided in the Overarching Resources on the ePlatform.

**Group work:** Group work is encouraged as this builds the essential outcome of teamwork, defined as the ability to work flexibly in teams, engage effectively with peers and successfully complete team tasks. There are several ways to award individual scores for group work (see Assessment Guidelines on the ePlatform). It is important that the lecturer plays a key facilitating role in supporting group work to achieve the desired outcomes. We suggest that group process/ participation skills are assessed by students rather than the lecturer and therefore that the

assessment of group participation skills is used formatively but not for marks, to avoid contention.

**Key concepts:** The key concepts detailed under some of the Learning Themes refer to concepts that the student should be familiar with before the first class in the Learning Theme. This means that if the student is not familiar with the term, s/he should undertake a simple search to get a basic understanding of the term, in advance of the class.

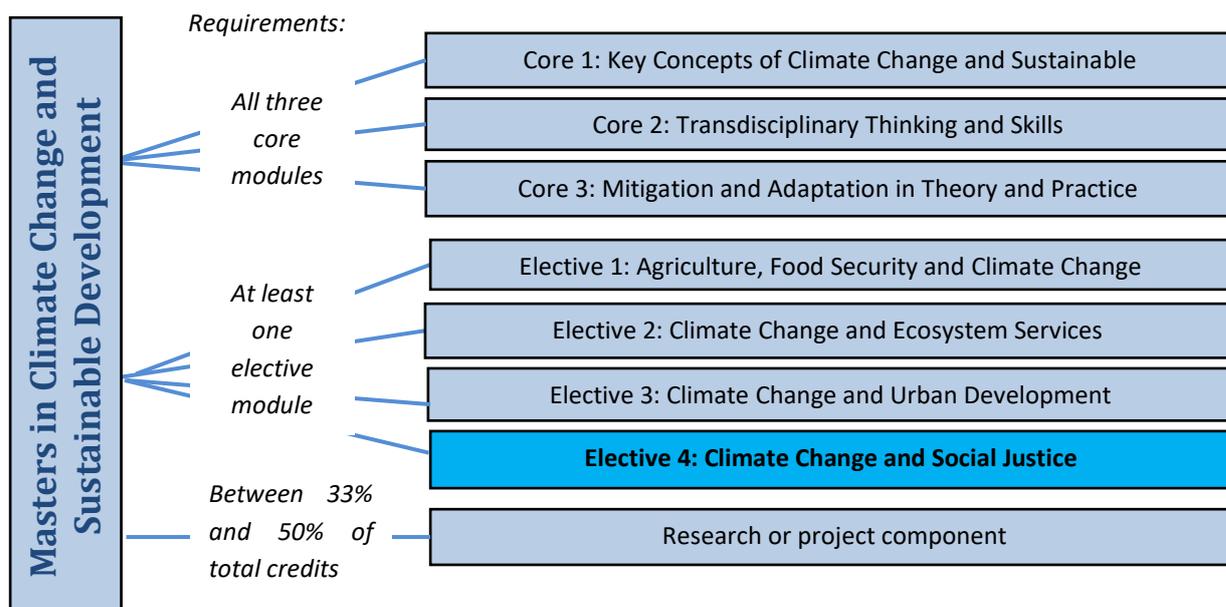
**Marking rubrics:** An assessment rubric with clear criteria should be provided (or developed by the class as a group) in advance for all student assignments to ensure that assessment is transparent and fair. The student should know, in advance, what is expected of the assignment, how the task links to the outcomes of the module and what is valued in the module. The following standard rubrics are found in the *Assessment Guidelines and Tools* on the ePlatform and can be adapted and weighted as necessary: Presentation, Report, Analytical Essay and Development of Writing Rubric. These are to be adapted to assess the desired outcomes of each task.

**Outcomes:** The TLA Plan provides topic-level and module-level outcomes that align with the curriculum-level outcomes. The curriculum outcome categories are derived from the South African Qualifications Authority (SAQA) National Qualifications Framework Master's level outcomes (Level 9) and the Critical Cross Field Outcomes, as these are consistent with regional requirements.

**Student notional hours:** The guidelines for hours in the TLA Plan refer to 'student notional hours'. A student notional hour is the estimated learning time taken by the average student to achieve an average pass rate for a specified task. Student notional hours are suggested for each activity to give an indication of the envisioned effort. The module provides for 200 student notional hours, with additional hours for institutions requiring a longer module.

## Introduction to Module

Introduction to Climate Change and Sustainable Development is the fourth elective module in the Southern African Master's in Climate Change and Sustainable Development.



### Module rationale

The 'human' dimension of climate change is often lost in the technocratic world of climate governance and notions of 'sustainable development' are bound increasingly to ecologically and socially unjust neoliberal market-oriented strategies for development. Yet, the vast majority of people in southern Africa are 'ecologically sensitive', experiencing vulnerabilities associated with widespread dependency on the land and natural resource base, and from exposure to 'natural' hazards. The localised effects of global climate change are exacerbating these experiences. In addition, countries in the Global South have contributed significantly less to the emission of greenhouse gases (GHGs), which are a major cause of climate change than their Northern counterparts, and yet they withstand the worst of climate impacts and now need to include GHG reductions into their planning. These issues should be considered through a social justice lens. As such,

there is an urgent need for graduates of this programme to have the skills needed to think critically about the way in which climate change is already and will likely continue to exacerbate existing social injustices and insecurities in a context of deepening structural inequality and poverty. It is also important for them to understand how particular policy frameworks and governance strategies function to promote or hinder social justice and people's vulnerability and what opportunities exist, even in the face of serious capacity deficits, to think creatively about how to advance greater social justice in the region from the community level up.

### ***Module Learning Outcomes***

This elective is intended to complement the knowledge and skills developed in the core and other elective modules but it emphasises the important linkages between social (people-centred approaches) and natural ecological systems. Students will acquire the critical skills to question the 'conventional wisdom' of mainstream climate related sustainable development strategies and their framings from a people-centred perspective. They will be sensitised to the range and nature of vulnerabilities experienced by people, especially the poor and marginalised, caused by the local effects of climate change. They will also be able to critically assess and discriminate between those climate change governance and policy processes that reduce the vulnerability of people and those, which actually contribute to the persistence of vulnerabilities and injustice. Students will be able to engage with and appreciate the position of different actors so that they have a more holistic understanding of the types of challenges facing these actors in addressing climate change. Students will be able to think creatively but also realistically about the kinds of systemic and practical transformations needed at different levels of engagement, in order to enhance experiences of social justice. At the end of the module it is anticipated that students will be more informed and understanding of other people's experiences and how they, as graduates of this programme, can support and aid in the realisation of a more socially just approach to climate change and sustainable development. They will also be conscientised about their own positionality and have acquired the essential knowledge base, theoretical and practical skill that they can then apply to 'real world' situations and in so doing, challenge the structures and processes that perpetuate inequity and injustice.

## Knowledge Outcomes

- **Specialist knowledge:** The student is able to
  - i) demonstrate specialist knowledge to engage with and critique advanced thinking and research on theorizing social justice in the context of climate change and sustainable development.
  - ii) demonstrate a critical understanding of the different dimensions and discursive framings of social justice.
  - iii) to apply their skills of critical analysis to the political and economic structural, social and material conditions of climate-related experiences of social injustice, in order to assess effectively the prospects for advancing social justice for specific social groups and in specific contexts.
- **Knowledge of applications:** The student is able to
  - i) understand, evaluate and select appropriate frameworks and experiences of social justice/ injustice, which can help to inform sustainable development decision-making processes in the context climate change.
  - ii) select appropriate processes in order to inform the development of intersectionality-sensitive policies and praxes that are relevant to multiple stakeholders especially the most vulnerable.
  - iii) demonstrate advanced knowledge of and an ability to assess and discriminate between strategies that promote equitable and just responses to reduce the range of climate change related-injustices and those that have the potential to perpetuate experiences of injustice.
  - iv) critique and evaluate existing approaches to and knowledge on social justice in the context of climate change and in the process formulate context-relevant working definitions for themselves.
  - v) evaluate existing and potential methods and technologies employed to overcome barriers to the realisation of social justice in a range of contexts and in relation to the intersectional experiences of vulnerable communities in order to promote those that promote social justice.
  - vi) understand, synthesise and evaluate adaptation and mitigation strategies/approaches in order to inform appropriate solutions to experiences of social injustice.

- **Knowledge Literacies:** The student is able to
  - i) conduct comprehensive reviews of the historical, contextual and ethical dimensions of social justice in relation to climate change, including perspectives on the role of different state and non-state actors to take responsibility for past, present and likely future action that might contribute to on-going climate change and associated vulnerabilities.
  - ii) evaluate the current processes of knowledge production pertaining to climate change and social justice, including the limits and possibilities associated with such processes in order to propose more context and referent specific alternatives.
  - iii) classify and critically evaluate different types of social justice, climate change and sustainable development literature.
- **Research Literacies:** The student is able to
  - i) evaluate a range of research methods, including their ethical implications, and select those which are most appropriate for a given research task.
  - ii) and conduct critical analysis of social justice and climate change related policies.

## Skill Outcomes

- **Method and procedure:** The student is able to evaluate national and international climate change and sustainable development strategies through a social justice lens in order to identify potential impacts on marginalized and vulnerable groups and any obvious gaps that result in exclusion of these groups.
- **Producing and communicating information:** The student is able to effectively engage with and disseminate information to a wide range of stakeholders by demonstrating a capacity to evaluate and synthesise context specific information pertaining to experiences of social injustice and organize and present this information in a range of written and oral formats.
- **Accountable and independent learning:** The student is able to
  - i) demonstrate initiative in conducting independent and extended research and skills development in an academic, work-related and community based context and to take responsibility for their conduct.
  - ii) account for and take responsibility for their contributions to group-related work.
- **Teamwork:** The student is able to

- i) Work collaboratively with peers and listen to other's perspectives and opinions in order to critically reflect on and evaluate their own positionality and thinking.
- ii) demonstrate a capacity to work and communicate with other members of a work-team in order to deliver group projects in a timely manner.

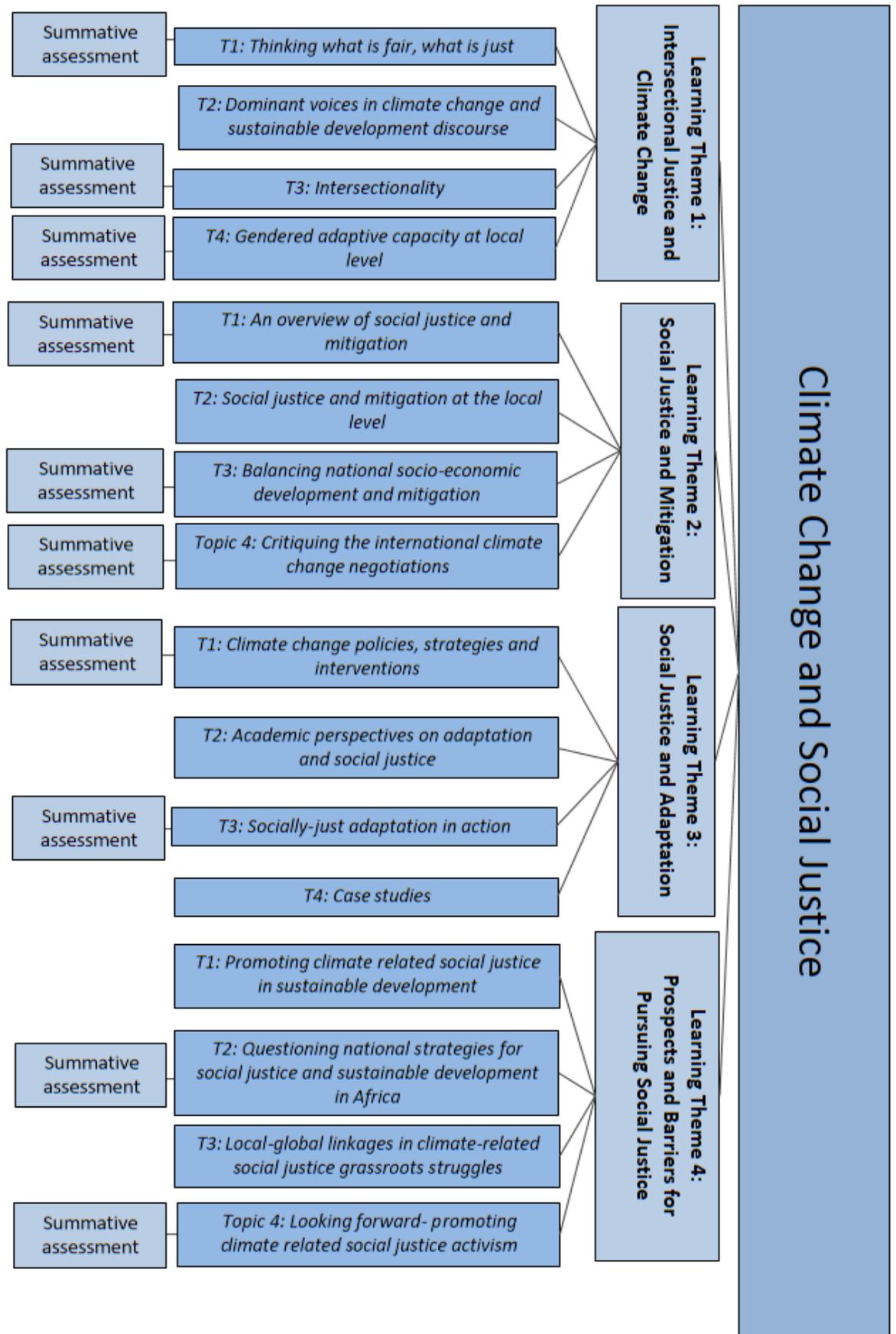
### Competency Outcomes

- **Stakeholder engagement:** The student is able to
  - i) use participatory techniques through which to elicit the voices and experiences of local communities' problems to develop more relevant and practical policy and practical strategic responses.
  - ii) demonstrate an awareness of the practical challenges faced by different stakeholders in their day-to-day work which will provide them with a more nuanced appreciation of the parameters within which different stakeholders are able to act.
- **Problem solving:** The student is able to
  - i) recognize and assess the benefits and limitations of different approaches intended to advance climate-related social justice in broader sustainable development strategies.
  - ii) apply their understanding of climate change mitigation and adaptation to different contexts and be able to compare and contrast the effectiveness of existing strategies and, where necessary, to formulate practical alternatives that have the potential to better promote social justice.
  - iii) apply normative thinking to effectively evaluate who is affected and rendered vulnerable, where, when and how, by climate change in order to develop more context and social-group specific needs-based solutions to climate and development challenges.
  - iv) question the 'common sense' political and economic framings of and responses to climate change related sustainable development challenges in order to advocate for a more just and equitable approach that prioritizes the needs of marginalized and vulnerable communities and especially women, children, the poor and disabled.

- **Context and systems thinking:** The student is able to
  - i) suggest creative and ethically appropriate methods and techniques to incorporate the voices of the marginalized and vulnerable in the development and implementation of climate change response policies with a cognisance of the implications of such interventions.
  - ii) demonstrate an ability to make well-researched and appropriate interventions in national and international sustainable development policy-making development processes which prioritise issues of social justice.
- **Transdisciplinary thinking:** The student is able to
  - i) demonstrate an awareness/appreciation of what it might be like to be vulnerable, marginalized and unheard and incorporate this knowledge with other forms to build an empathy with others, which will allow them to conduct ethically appropriate research with communities, and contributing to good citizenship.
  - ii) apply transdisciplinary thinking to complex climate and development problems from a social justice perspective.
  - iii) use transdisciplinary and specialised knowledge to advocate for more socially inclusive policy development and implementation strategies.

### ***Overview of Module***

This elective module provides students with the appropriate knowledge and skills needed to understand, critically analyse and evaluate the key dimensions of the multi-scalar relationship between climate change, sustainable development and intersectional social justice in a context of widespread climate vulnerability in southern Africa and specifically in relation to mitigation and adaptation strategies. The module is divided into four thematic blocks as detailed below.



# Learning Theme 1: Intersectional Justice and Climate Change

## *Rationale for Learning Theme*

Climate change is one of the biggest social injustices of this century and southern Africa is particularly vulnerable to its adverse effects, not least because the majority of the region's people rely on climate-dependent agriculture and local natural resource base for sustenance and livelihoods. Vulnerability assessment studies have indicated that women, marginalised groups, children, elderly and the poor are particularly vulnerable to the impacts of climate change because of pre-existing structural conditions. At the same time, the region's most vulnerable groups are also those who are often excluded from actively participating in climate change and sustainable development policy-making processes at the national, regional and international policy levels.

This thematic block provides students with an understanding of what intersectional justice means, and how it is commonly framed in the broader discourse of sustainable development. The purpose is to get students to think critically about the potential limitations, challenges and benefits of such framings through an intersectional – including gender, socio-economic and racial – lens. It also provides them with a conceptual toolkit for critically evaluating the social justice aspects of 'sustainable development' policies and practices in a context of climate change.

### **Key words for students to understand prior to the activities in**

#### **Learning Theme 1:**

Gender; Structural inequality; Vulnerability; Sustainable Development

**Key cross-cutting resources for Learning Theme 1:**

[56] O'Brien, K., St.Clair, A.L and Kristoffersen, B. (eds.) (2010) *Climate Change, Ethics and Human Security*, Cambridge: Cambridge University Press.

[57] Osborne, N. (2013) Intersectionality and kyriarchy: A framework for approaching power and social justice in planning and climate change adaptation. *Planning Theory*.

[58] Rao, N. (2014) Caste, Kinship, and Life Course: Rethinking Women's Work and Agency in Rural South India. *Feminist Economics*, 20(3), 78–102.

[59] Rao, N. (2014) Marriage, Violence, and Choice: Understanding Dalit Women's Agency in Rural Tamil Nadu. *Gender & Society*, 29(3), 410–433.

[60] Schneider M.T., Traeger, C.P., and Winkler, R. (2012) Trading off generations: Equity, discounting and climate change. *European Economic Review* 56 (1621-1644)

## LT1. Topic 1: Thinking about What is Fair, What is Just

### *Climate change and sustainability through an intersectional social justice lens*

- **Specialist Knowledge:** Student is able to critique and evaluate existing approaches to and knowledge on social justice in the context of climate change and in the process formulate context-relevant working definitions for themselves.
- **Producing and Communicating Information:** Student is able to use this knowledge to formulate their understandings of social justice, which they will then communicate, and refine, through collective discussion and debate.
- **Knowledge Literacies:** Student is able to synthesize information from international and national policy documents/ instruments, academic research and peer-to-peer dialogue and use this to evaluate existing understandings/ approaches to social justice through the lens of intersectionality.
- **Method and Procedures:** Student is able to highlight the limits to existing practice in relation to intersectionality and social justice and propose how policy-action might be re-conceptualised to take account of the intersectional dynamics/ experiences of people through bringing fresh methods of enquiry to the fore and re-conceptualise the relationship between sustainable development and social justice at the national level.
- **Teamwork:** Student is able to constructively debate topics with their peers, and defend their positions against scrutiny while being sensitive to the perspectives of others.

<b>LT1</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T1.1</b>	<b>Students: Research, debate and conceptual definitions</b>  Working in pairs, students conduct research into the following two areas in preparation for a class debate and the production of a briefing paper (see assessment).  i) Approaches to Social Justice (e.g. Procedural, human rights, capabilities)	<b>6</b>	<b>Readings:</b> [2] Burnham et al. (2013) Part 1 & 2  [7] Kaijser & Kronsell (2014)  [10] Nagel (2012)

	<p>ii) Dominant approaches to social justice employed in Climate Change related international policy instruments (e.g. IPCC) and their limitations.</p>		<p><i>Students should also identify and read their own national sustainable development plans and/or policies specifically dealing with the promotion of 'social justice' in a context of climate change.</i></p>
<p><b>T1.2</b></p>	<p><b>Class activity: Debate:</b> Lecturer will facilitate a class debate based on the research.</p> <p>Suggested questions of focus might include: i) Is there a 'best' approach to social justice in a context of climate change? (The intention is to encourage students to consider the benefits and limitations of each approach). ii) In what ways do current institutional policy instruments take into consideration the different referents of social justice (Here students should be relating their research on the international policy instruments to the topic readings and thinking about issues of intersectionality). iii) Do these approaches to social justice exclude issues or people that you think are pertinent to your context and are they compatible with current development needs? (Students should be encouraged to think about the relevance of existing social justice approaches in their specific contexts and what other factors/ people/ issues need to be included to make it more relevant).</p> <p><b>Conceptual Agreement:</b> At the end of the debate students should collectively formulate a working definition of social justice that they feel is relevant to their context, and which they can revisit and revise during this elective.</p>	<p>2</p>	<p><i>Online tools:</i> [50] Melissa Leach Pathways <a href="#">Methods</a> and <a href="#">Approaches</a></p>

	<p><b>Peer Assessment:</b> Students should be given collective feedback on their contributions to class debates/ discussions.</p>		
<p><b>T1.3</b></p>	<p><b>Student: Summative Assessment: Briefing Paper on the value of social justice for Climate Compatible Development</b></p> <p>After the conclusion of the individual/ group research and the seminar, students should each write a 1000-word briefing paper designed for government.</p> <p><b>Assessment criteria: This paper should:</b></p> <ul style="list-style-type: none"> <li>i) Include the agreed upon working definition of social justice and their own individual explanation of it.</li> <li>ii) Provide a justification for why this definition should be favoured in their national context in comparison to existing/ dominant approaches.</li> <li>iii) Present a persuasive argument as to the importance of social justice to the realisation of national sustainable development goals and in a context of climate change. It should highlight some of the potential pitfalls of not prioritising social justice in their policy formulations.</li> </ul> <p><b>Follow up:</b></p> <p>Student should be provided with substantive written feedback on the paper.</p> <p>Where possible a selection of the best ones should be sent to appropriate government departments/ research units or, if possible, published on a blog or as an opinion piece.</p> <p>They could also be circulated amongst other students doing the module across the region on a common sharing platform, which will allow for inter-country comparison and engagement.</p>	<p>6 hrs</p>	

## LT1. Topic 2: Dominant voices in climate change and sustainable development discourse

- **Producing and Communicating Information:** Student will be able to effectively and verbally communicate their ideas to their peers and defend them in a class discussion.
- **Accountability and Independent Learning:** Students demonstrate an ability to constructively debate topics with their peers, and defend their positions against scrutiny while being sensitive to the perspectives of others.
- **Knowledge Literacies:** Student is able to analyse narratives on human vulnerability to the impacts of climate change at different scales (local, national and global levels) and in relation to different groups, as well as gain new insight on whose voice is more privileged in these discourses and narratives.

<b>LT1</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T2.1</b>	<b>Students: Preparatory Reading</b> Students will read two papers provided here and search for two additional relevant papers. They should think about these questions in preparation for the class discussion and the production of a mini-review paper (see Activity 2.3). i) Whose voice is more privileged? ii) Are local level adaptive capacities of different social groups incorporated in climate change discussions? If so, how?	2	<i>Readings:</i>  [11] Perez et al. (2015)  [13] Terry (2009)
<b>T2.2</b>	<b>Class activity: Seminar and Presentation</b> Students to present, discuss and provide peer-to-peer feedback on their understandings in a seminar. The lecturer to provide feedback on presentation skills.	3	
<b>T2.3</b>	<b>Student: Informal writing: Mini-review paper</b> Students will write up summary reflection pieces of no more than 750 words (excluding reference lists) on the readings and what they have learned through in-class discussion (see Activity 2.1	5	

## LT1. Topic 3: Intersectionality

*Where do gender, ethnicity/race, age, employment, education and marital status intersect and how do these intersections differentiate levels of vulnerability to climate change?*

- **Knowledge of Applications:** Student is able to understand how key variables of gender, ethnicity/race and marital status intersect with factors that either enhance or inhibit adaptive capacity and ultimately transformative climate change adaptation.
- **Producing and Communicating Information:** Students will be able to communicate their ideas to peers and critically reflect on the perspectives of others through brainstorming activities. Student is able to develop three vulnerability profiles of individuals' (high, moderate and low) to demonstrate different adaptive capacities that go beyond gender-analysis.

<b>LT1</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T3.1</b>	<b>Students: Preparatory Reading</b> Students will read the literature provided and: i) Examine the existence and nature of ethnicity, gender and marital status (including male vs. female-headed household) based differences and how they relate or intersect with education levels, employment status/ income levels and skills. ii) Critically analyse how these intersections influence the adaptive capacity of men and women in a given community.	3	<i>Readings:</i> [5] Bophal (1998) [6] Crenshaw (1991) [8] Kakota et al. (2011)
<b>T3.2</b>	<b>Class activity: Seminar Workshop</b> Students will brainstorm and discuss their views on the readings. Develop criteria for Vulnerability profiles.	2	
<b>T3.3</b>	<b>Student: Summative Assessment: Vulnerability Profiles</b> Student will develop 3 vulnerability profiles of individuals (high, moderate and low) to demonstrate different adaptive capacities that go beyond gender-analysis. Assessment criteria to be developed by class. The activity is marked summatively.	4	

**LT1. Topic 4: Gendered adaptive capacity at local level**

- **Accountability and Independent Learning:** Student is able to recognise the value of this theme and their respective interest on gender, social differentiation and climate change.
- **Producing and Communicating Information:** Student is able to construct and produce communication material to a public audience with the aim of increasing understanding of gendered dimension of climate change adaptation.
- **Specialist Knowledge and Knowledge Literacies:** Students are able demonstrate an understanding of relationships between power relations, institutional capacity, gendered roles and climate change.

<b>LT1</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T4.1</b>	<p><b>Students: Preparatory Reading</b></p> <p><b>Mind-Mapping Exercise</b> Case study take-home practical exercise. Students are tasked to reflect on what they know about gender and climate change and their previous experiences with gender, culture and responding to climate-related risks such as drought and floods in Africa. Again, students are prompted to reflect on what they want to know about gender and climate change.</p> <p><u>Criteria for mind maps:</u> Students to produce two mind maps placing gender and climate change in the middle. In the first mind map the student focuses on what they already know about the topic, in the second mind map the student focuses on what they want to learn about gender and climate change. The approach to the mind map is that the student writes short phrases that relate to gender and climate change and so on.</p>	3	<p><i>Readings:</i> [9] Moosa &amp; Tuana (2014) [12] Shackleton et al. (2014)</p>

	<p>Assessment criteria: Student's assessment is based on how much they have prepared prior to the seminar (how much they already know) as well as how eager are they to learn (what they want to know about the topic). Lecturer is gauging level of understanding and can give group feedback in class.</p>		
<p><b>T4.2</b></p>	<p><b>Students: Summative Assessment: Newspaper Article</b></p> <p>Students will produce a 300 - 500 word newspaper article on how the internal dynamics of individual actors, institutions and organisations within local communities are influenced by gender and other social aspects (e.g. age and culture) in Africa.</p> <p><b>Assessment Criteria:</b> The student newspaper article to be marked according to how informative and comprehensive it is, as well as being simple and clear to non-academic and ordinary citizens (Criteria to be developed by class).</p>	<p>4</p>	

## Learning Theme 2: Social Justice and Mitigation

### *Rationale for Learning Theme*

This module aims to unpack the nature of climate change mitigation and reducing emissions and how this relates to social and environmental justice. It is clear that there are historic inequalities as many countries in the global North have emitted significantly in the past and this has contributed to current and future climate change. Yet countries in the South are likely to be most impacted by climate change, in part by their exposure and in part because of their (in)capacity to respond. However, reducing emissions is a global responsibility so countries in the South have a responsibility, while needing to meet their socio-economic development needs too. This module explores these tensions.

### **Key words for students to understand prior to the activities in Learning Theme 2:**

Mitigation; Social Justice; Environmental Justice; Climate Justice; UNFCCC; Ethics; Sustainable Development

### **Cross-cutting reading for Learning Theme 2:**

[69] Moellendorf, D. (2012) Climate change and global justice

## LT2. Topic 1: An overview of social justice and mitigation

- **Specialist Knowledge:** Student is able to demonstrate an understanding of the historical development of social and environmental justice in relation to climate justice.
- **Knowledge Literacies:** Student is able to evaluate the process of how climate change justice concepts have developed.
- **Producing and Communicating Information:** Student is able to produce and communicate information through the display of material on the poster.

<b>LT2</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T1.1</b>	<p><b>Students: Preparatory Readings</b></p> <p>Students will read key resources prior to seminars. Students will get an overview of how environmental justice developed and fed into climate change justice.</p>	3	<p><i>Readings:</i></p> <p>[14] Alagidede et al. (2015)</p> <p>[18] Posner &amp; Sunstein (2008)</p> <p>[19] Schlosberg &amp; Collins (2014)</p> <p>Students to find videos that capture climate change justice responses</p>
<b>T1.2</b>	<p><b>Class activity: Seminars and Discussion</b></p> <p>Through a combination of lecturer-driven and class-based discussions, students be familiarised with the concepts, genealogy and implications of social and environmental justice in relation to climate change mitigation.</p> <p><b>Assessment:</b> Lecturer to give group feedback in seminar.</p>	3	
<b>T1.3</b>	<p><b>Students: Summative Assessment: Group Poster</b></p> <p>Students in groups to produce a poster that outlines the history and key stages of the development of climate change justice. The poster should include images of civil society movements and lead actors and include links to 3 video links they think help to capture parts of the history.</p> <p><b>Assessment criteria to be developed by class</b></p>	12	

## LT2. Topic 2: Social justice and mitigation at the local level

- **Knowledge of Applications:** Students gain an understanding of different ways in which mitigation can affect individuals both positively and negatively. Through this, the links to social justice will be explored as students develop an understanding of how mitigation responses at the national and local level can impact on individuals at the local level.
- **Specialist Knowledge:** Student is able to demonstrate an understanding of how different groups conceptualise and communicate climate justice.
- **Producing and Communicating Information:** Student is able to develop and present an argument for the importance of a justice approach that considers individuals.

<b>LT2</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T2.1</b>	<p><b>Students: Preparatory Reading and Summary Sheet</b></p> <p>Students read the Di Chiro paper and produce a 300 -500 word summary of key points.</p> <p><b>Peer Assessment</b></p> <p><b>Criteria:</b> to be decided in advance by class</p>	4	<p><i>Readings:</i></p> <p>[15] Di Chiro (2011)</p> <p><i>Choose ONE video:</i></p>
<b>T2.2</b>	<p><b>Students: Documentary selection</b></p> <p>Students work in groups. Each group will choose a video they think captures a key concept of climate justice. The group provides a summary of the video, including the 3 key messages, who produced it, and who it is aimed at. The group will structure questions to pose to the class.</p>	3	<p>[17] Mary Robinson on Protecting the Most Vulnerable, <a href="#">30 minute</a> and <a href="#">1 hour</a></p>
<b>T2.3</b>	<p><b>Class activity: Documentary Viewing and Public speaking</b></p> <p>Each group shows their chosen video and poses questions to the class. After the class discussion, students will develop and present their own 3-minute speech on “why social justice is a concern for individuals in relation to climate change mitigation”. The speech will be assessed by their peers (see criteria). As a class, they then outline the key points that have emerged.</p> <p><b>Criteria:</b> decided by students in advance</p>	3	<p>[16] <a href="#">Introduction to Climate Justice</a></p> <p>[20] <a href="#">Tck Tck Climate justice</a> (2 minutes)</p>

## LT2. Topic 3: Balancing national socio-economic development and mitigation

- **Knowledge of Applications:** Student is familiar with CAIT data explorer
- **Context and systems thinking:** Student is able to debate the trade-offs for poverty and development when following low-carbon pathways. Student is able to analyse national policy (climate, economic etc.) and assess the impact of reduced emissions policies on people's livelihoods.
- **Producing and Communicating Information:** Student is able to analyse the challenges of different development pathways through formal academic writing.

LT2	Teaching-Learning-Assessment Activity	Hrs	Key Resources
T3.1	<p><b>Students: Preparatory Reading</b></p> <p>Students read national policy documents on mitigation and development</p>	3	<p><i>National policy documents to be identified by Class activity:</i></p> <ul style="list-style-type: none"> <li>● Development policies</li> <li>● Mitigation policies</li> <li>● Sectoral policies</li> </ul>
T3.2	<p><b>Class activity: Seminar</b></p> <p>Explore the tensions of reducing emissions at the national level in developing countries whilst still needing to prioritise socio-economic development. Students are expected to unpack the challenges with following traditional economic growth and/or low carbon development pathways.</p> <p><b>Purpose:</b> Explore how policy directions might contradict social justice priorities at the local level</p>	1	<p><b>Videos:</b></p> <p>[61] <a href="#">Africa climate justice</a> (3 min)</p> <p>[62] "The effects of climate change are being felt all over the planet, but not equally" - <a href="#">Kofi Annan</a> (3 min)</p> <p><b>E-Learning Tools:</b></p> <p>[63] CAIT Climate data explorer - database - <a href="http://cait.wri.org/">http://cait.wri.org/</a> (free and open</p>
T3.3	<p><b>Student: Summative Assessment: Essay on social justice in national mitigation policy</b></p> <p>Students are expected to familiarise themselves with their national context – what are the</p>	5	<p>CAIT Climate data explorer - database - <a href="http://cait.wri.org/">http://cait.wri.org/</a> (free and open</p>

<p>country responses to mitigation. This might include national emissions cuts, green economy responses, national inventory of emissions.</p> <p><b>Purpose:</b> Demonstrate an understanding of how policy documents might miss the social justice issues at the local level in the country context.</p> <p><b>Essay instruction:</b> Look at policy document for your country on mitigation. Critically assess the extent to which this document addresses social justice and meets the needs of those most vulnerable. Also explore the extent to which vulnerability and justice may be made worse by following these documents. Suggest possible ways in which social justice might be better addressed at the national level in future.</p> <p><b>Criteria:</b> The essay should illustrate that a national policy has been understood. A good essay should show the tensions in addressing national priorities as well as inequalities and in justice at the local level, interpreted through the lens of individuals. (Adapt Essay rubric)</p>	<p>source for comprehensive and comparable climate and emissions data) [64] African Climate reality website <a href="http://climatereality.co.za/">http://climatereality.co.za/</a></p>
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## LT2. Topic 4: Critiquing the international climate change negotiations

- **Knowledge Literacies:** Student is able to assess the agreements reached through the international climate change negotiations in order to engage with the debates around their effectiveness, in terms of the implications for climate justice.
- **Knowledge of Applications:** Student is able to assess critically the implications of the negotiations for climate change justice.
- **Problem solving:** Student is able to apply their knowledge of national policies and agreement on mitigation to their local context in a hypothetical case.

LT2	Teaching-Learning-Assessment Activity	Hrs	Key Resources
T4.1	<p><b>Students: Preparatory Reading</b></p> <p>Students will read key resources on climate change negotiations prior to seminars. Students familiarise themselves with the COP UNFCCC process and critiques of it, using Paris COP as a focus for understanding the latest agreements and identifying and critiquing the extent to which social justice has been addressed.</p>	3	<p><i>Readings</i></p> <p>[21] UNFCCC (2015)  <a href="#">Text of the Paris Agreement</a></p> <p>[19] Schlosberg &amp; Collins (2014)</p> <p><i>E-Learning Resources:</i></p>
T4.2	<p><b>Class activity: Lecturer-driven seminars and discussion</b></p> <p>Based on a number of lecturer-driven seminars and class discussions, students will gain an understanding the international context and the current status of process and protocols and how social justice is included or not. This might include CDM, Kyoto protocol, REDD, carbon trading.</p> <p>Drawing on the blog and the links to different critiques, develop a briefing note with references outlining what was achieved at the Paris COP 2015 and present 3 arguments around the challenges of these agreements leading to social justice.</p> <p><b>Assessment Criteria:</b> Students are expected to contribute to the discussion and illustrate that they are familiar with the topic.</p>	4	<p>[65] <a href="#">Compendium on Paris Agreement</a></p> <p>[66] The Paris Agreement and Theories of Justice by <a href="#">Alice Kaswan</a></p> <p>[67] Beyond Paris: avoiding the trap of carbon metrics  <a href="#">CAMILA MORENO</a>, <a href="#">LILI FUHR</a>, and <a href="#">DANIEL SPEICH CHASSÉ</a></p> <p>[68] <a href="#">Transformation-Avoiding the Carbon Trap</a></p>

<b>T4.3</b>	<b>Student: Summative assessment: Briefing Note on implications of COP for home country</b> Student writes a 2000 word briefing note for a national NGO group. It outlines a summary of past UNFCCC activities, an overview of the Paris COP (or latest COP) and agreements and a critique of the COP and what could be changed to lead to social justice in your home country.	5	
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## Learning Theme 3: Social Justice and Adaptation

### *Rationale for Learning Theme*

Community Based Adaptation (CBA) as a key approach that recognises people's voices and intersecting inequalities will receive focused attention.

It is critical that adaptation is socially just – which is not necessarily the case at the moment. For this to happen, students need to know what is needed in relation to knowledge generation, policy and practice to support the most vulnerable in adapting to a changing climate, as well as how to recognise local knowledge and experience and build on existing practices (i.e. traditional farming techniques, collective action institutions, etc.) and preferences. As many poor people in Africa are highly dependent on natural resources, how to link CBA with ecosystem-based adaptation will also be considered. The challenges and barriers to socially just adaptation will be explored and cases of successful adaptation amongst poor communities in both urban and rural areas analysed in relation to different dimensions of social justice.

### **Cross-cutting reading for Learning Theme 3:**

[24] Kaswan, Alice (2015) [The Paris Agreement and Theories of Justice](#). Center for Progressive Reform

### LT3. Topic 1: Climate change policies, strategies and interventions

- **Specialist Knowledge:** Student is able to demonstrate familiarity with the content of key international and national adaptation policies, frameworks and strategies and are able to understand these from a social justice perspective.
- **Producing and Communicating Information:** Student is able to debate the merits, demerits and gaps in both international and national climate change adaptation policies, frameworks and strategies regarding how they cater for vulnerable people.
- **Research Literacies:** Student is able to analyse climate adaptation policies, strategies and interventions at multiple scales from the perspective of how they impact positively and negatively on marginalised people in their country and how they potentially hamper adaptation amongst vulnerable people.
- **Knowledge of Applications:** Student is able to apply their knowledge of national and international policies on adaptation to their local context.

<b>LT3</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T1.1</b>	<p><b>Students: Preparatory Reading and notes</b></p> <p>Students read and assess different policies/actions in relation to how they deal with poverty and vulnerability and cover equity issues in relation to gender, age, ethnicity, and intergenerational issues. The policies/actions suggested are listed below and under resources. The students draw on their learning from Theme 1 in their assessment and make notes of what they find based on the questions below.</p> <p>These policies, frameworks and strategies include:</p> <p><u>International context:</u> Adaptation fund, Green Climate Fund and Durban Adaptation Charter.</p>	4	<p><i>Readings:</i></p> <p>[29] <a href="#">Durban Adaptation Charter</a></p> <p>[31] <a href="#">Green Climate Fund</a></p> <p>[39] UNFCC Paris Agreement on climate change articles from <a href="#">Green Climate Fund</a> and <a href="#">UNFCC Newsroom</a></p> <p>[23] Alice Kaswan, <a href="#">The Paris Agreement and Theories of</a></p>

	<p>Questions students can think about and make notes on include: What attention is given to aspects of poverty, vulnerability and intersecting inequalities in these policies? How do these policies/finance mechanisms/actions impact on marginalised people? Based on the projects supported by these mechanisms, are the marginalised really catered for?</p> <p><u>National context:</u> NAPAs and other national policies.</p> <p>Questions students can think about and make notes on include: What attention is given to aspects of poverty, vulnerability and intersecting inequalities in national policies? How do these policies impact positively and negatively on marginalised people and how do they intersect with other national policies to potentially hamper adaptation amongst more vulnerable people? The lecturer may want to add others they are familiar with.</p>		<p><a href="#">Justice</a>, Center for Progressive Reform [22] <a href="#">Adaptation fund</a></p> <p>Students find national policies and strategies for their own countries.</p> <p><i>Videos:</i> [34] Mary Robinson on Protecting the Most Vulnerable, <a href="#">30 minute</a> and <a href="#">1 hour</a></p>
<b>T1.2</b>	<p><b>Class activity: Discussion</b> Students discuss their findings from Activity 1.1 in a lecturer-facilitated class discussion. Different students should be asked to present on different policies/actions to start the discussion.</p>	1	
<b>T1.3</b>	<p><b>Students: Summative Assessment: Newspaper Article - Science Communication</b> Students write a science communication newspaper article (2000 words) on how marginalised groups in the student's country/ home area are catered/ not catered for by policy/ action specifically in terms of adaptation. This should draw on the Activity 1.1 and 1.2 where different policies are discussed. As part of this communication, students should suggest possible ways in which social justice might be better addressed at the national level in future. <b>Assessment:</b> The newspaper article will be assessed summatively using a rubric developed by the class in advance for this purpose.</p>	5 hrs	

**LT3. Topic 2: Academic perspectives on social justice and adaptation:  
Power, politics and challenges/ barriers**

- **Specialist Knowledge:** Student is able to demonstrate an understanding of the theoretical and empirical literature on climate change, differential vulnerability and equitable adaptation.
- **Research Literacies:** Student is able to identify the barriers to adaptation from a social justice perspective and propose what is needed to support the most vulnerable to adapt.
- **Knowledge Literacies:** Student is able to appreciate how adaptation is a political, structural and power laden process that can exclude the most vulnerable and reproduce existing vulnerabilities.
- **Producing and Communicating Information:** Student is able to summarise and verbally communicate key theoretical and practical learning regarding different aspects of social justice from their reading.

<b>LT3</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T2.1</b>	<p><b>Students: Preparatory Reading and development of presentation</b> Students read at least two of the key papers on social justice and climate change adaptation prior to seminars.</p> <p>In groups (of 3-4), students take two of the readings and prepare a short 5-slide power point presentation showing the key messages related to social justice and adaptation/vulnerability that emerge from them.</p>	5	<p><i>Readings:</i> [70] Tschakert et al. (2013) [38] Thomas &amp; Twyman (2005) [30] Eriksen et al. (2015) [12] Shackleton et al. (2015) [33] IPCC WG2 AR5. Chapter 13 –</p>

<p><b>T2.2</b></p>	<p><b>Class activity: Group Presentation</b>  Groups deliver a short 5-slide power point presentation to the class.</p> <p><b>Formative Assessment Criteria:</b> The lecturer and the other students assess the slides presented by each group, based on the presentation rubric</p>	<p>3</p>	<p>Livelihoods and Poverty</p> <p><i>Videos:</i>  [27] <a href="#">Climate Smart Agriculture in Africa, Asia and Latin America</a></p>
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### LT3. Topic 3: Socially just adaptation in action: CbA and EbA

- **Specialist Knowledge:** Student is able to demonstrate an understanding of and explain the principles and approaches of CBA and EBA.
- **Knowledge of Applications:** Student is able to apply the principles and approaches of CBA, EBA and PLA to explore aspects of vulnerability and adaptation from a social justice perspective.
- **Method and Procedures:** Student is able to apply the PLA methods observed to their own field case.
- **Producing and Communicating Information:** Student write a group report based on their field-visit (see course pack for guidelines).

<b>LT3</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T3.1</b>	<p><b>Students: Preparatory Reading and videos</b></p> <p>Adaptation approaches. Students read up/watch the videos on Community Based Adaptation (CBA) and summarise what it is, why is it important from a social justice perspective, and how can it be implemented, paying attention to participatory learning and action approaches (PLA). This will be discussed in a class setting. Students read up on Ecosystem Based Adaptation (EBA) and consider why we need to also consider ecosystems and ecosystem services when thinking about vulnerable people.</p>	5	<p><i>Readings:</i></p> <p>[32] <a href="#">IIED CBA</a></p> <p>[54] Reid et al (2009)</p> <p>[26] Care international <a href="#">CBA tool kit</a>.</p> <p>[28] Climate witness community <a href="#">tool kit for PLA</a>.</p> <p><i>Videos:</i></p> <p>[71] <a href="#">Indigenous people, local knowledge and science and climate change</a> (20 mins)</p> <p>[72] <a href="#">Adapting to climate change in Eastern and Southern Africa</a> (20 mins)</p> <p>[73] <a href="#">Climate change adaptation for</a></p>
<b>T3.3</b>	<p><b>Class activity: Discussion</b></p> <p>In class, students, with the facilitation of their lecturer, discuss the possibilities for combining the two approaches to adaptation to benefit those most in need of support.</p>	2	
<b>T3.4</b>	<p><b>Students: Group work - Local Community workshop &amp; Report</b></p> <p>Students make use of CBA/PLA methods to assess multiple shocks, stressors, vulnerability and responses to these in a nearby local community (practical field experience). Using</p>	11	

<p>the tool kits, the students prepare a protocol for their field work, and choose appropriate PLA activities to cover the above areas of interest.</p> <p>The workshop should be no longer than four Hrs. A community meeting at an appropriate location needs to be organised. Students can work in groups in the field.</p> <p>A group report is written, assessed and also given back to community leaders and other appropriate stakeholders. See the examples reports from Rhodes University.</p> <p><b>Assessment criteria:</b> The process is written up as a typical research report of 1500-2000 words and should include the following sections: introduction, study area, methods, results and discussion and recommendations.</p> <p><b>Summative Assessment:</b> The group report is assessed both formatively by the lecturer (through providing feedback on a first draft) and summatively using adapted Report Rubric</p> <p><b>Follow up:</b> Report is shared with community leaders and other appropriate stakeholders</p>	<p><a href="#">Tanzania's coastal villages</a> (20 mins) [74] <a href="#">Climate-Smart Villages</a></p>
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### LT3. Topic 4: Case studies

- Method and Procedures:** Student is able to make suggestions as to how to improve the social justice outcomes of the case – through use of different methods, processes and practices.

<b>LT3</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T4.1</b>	<p><b>Students: Independent Research and Poster Production</b></p> <p>Students look for an appropriate adaptation case study and summarise this according to how the case deals with social justice issues and present this as a poster in a class session. Students develop a poster of their case with a final section on recommendations regarding the social justice outcomes of the case. Questions and answers should follow each presentation.</p>	10	<p><i>Case study databases (optional)</i></p> <p>[75] <a href="#">Adaptation case studies UK</a></p> <p>[76] <a href="#">USA – Nature based case studies</a></p> <p>[77] <a href="#">UNFCC Database</a></p> <p><i>Readings:</i></p> <p>[78] <a href="#">Cake</a> (mainly USA)</p> <p>[79] <a href="#">CCAFS</a> Crop Adaptation Cases</p>
<b>T4.2</b>	<p><b>Class activity: Presentations of posters with Q&amp;A</b></p> <p><b>Formative feedback</b></p> <p>The posters are assessed by the lecturer and the class using a marking rubric. Questions and answers should follow each presentation.</p> <p><b>Criteria</b></p> <p>The poster should cover a short summary of the case: The aspects of the case that deal with vulnerability and equity issues, the gaps regarding building the adaptive capacity of the most vulnerable and recommendations for improvement in terms of social justice outcomes.</p>		<p>[80] <a href="#">WRI</a> Vulnerability and Adaptation Database</p> <p>[81] <a href="#">EBA</a></p> <p><i>Videos:</i></p> <p>[82] <a href="#">What if we change</a></p> <p>[83] <a href="#">Climate change adaptation in ASALS</a></p> <p>[89] <a href="#">Climate Change Adaptation in ASALS: Case 2 and 3: CCAFS &amp; KARI</a></p>

# Learning Theme 4: Prospects and Barriers for Pursuing Social Justice

## *Rationale for Learning Theme*

The already vulnerable and marginalised are most and adversely affected by climate change often also by policy responses designed to promote sustainable development but which fail to take into account the specific needs and contexts of vulnerable groups. Transforming this reality requires stakeholders to be inclusive of, and sensitive and responsive to the needs of vulnerable people through the development of more equitable and inclusive decision and implementation processes relating to climate change and sustainable development. As future scholars, researchers, policy-makers and activists, students therefore need the analytical and communication skills to be able to identify and evaluate effectively the prospects and barriers for realising greater social justice for a range of people, in different contexts, and spheres of engagement. By consolidating the knowledge that they have developed in other modules and in the three other thematic blocks in this module, students will acquire these skills and learn to discriminate between climate change-related sustainable development policies and practices that advance social justice by being inclusive and participatory in design and implementation, and those that inhibit it. Students will also be able to think creatively and evaluate existing and potential roles that different actors might play in bringing about a more positive structural, social, economic and political context in which systemic change can happen.

## LT4. Topic 1: Promoting climate related social justice in sustainable development

- **Specialist Knowledge:** Student is able to demonstrate an understanding of specialised knowledge on the relationship between climate change, social justice and sustainable development and be able to synthesise, summarise and appraise what they learn.
- **Producing and Communicating Information:** Students strengthen their writing, communication and argumentation skills.
- **Research Literacies:** Student is able to think critically about what factors/issues need to ensure policy/ activities are inclusive of people and their needs.
- **Method and Procedures:** Students strengthen their inter-personal communication skills and draw on appropriate theoretical and empirical frameworks/ examples to support their positions and persuade people of the merit of their argument.

LT4	Teaching-Learning-Assessment Activity	Hrs	Key Resources
T1.1	<p><b>Students: Reading and Writing of Critical Reflections</b></p> <p>Students will read key resources and write a 500 – 1000 word critical reflection in response to the materials. The reflection pieces will then form the basis for the in-class lecture facilitated discussions.</p> <p>Students should be encouraged to share their reflections with each other after the class discussions to deepen and facilitate peer-to-peer learning.</p> <p><b>Formative Assessment Criteria:</b>  <i>The emphasis should be on lecturers providing feedback to the students to help support the development of the following skills:</i></p> <ul style="list-style-type: none"> <li>● Capacity to present a clear and well-structured summary and critical response to a range of literature.</li> </ul>	5	<p><i>Readings:</i></p> <p>[44] Dylan (2012)</p> <p>[48] Matthew &amp; Hammill (2009)</p> <p>[53] Patel (2014)</p>



## LT4. Topic 2: Questioning strategies for social justice and sustainable development

### *Focus on South Africa's Green Economy*

- **Specialist Knowledge:** Student is able to demonstrate an understanding of specialised knowledge on the relationship between climate change, social justice and sustainable development and be able to synthesise, summarise and appraise what they learn.
- **Producing and Communicating Information:** Students able to constructively debate topics with their peers, and defend their positions against scrutiny while listening and being sensitive to the perspectives of others
- **Teamwork:** Student is able to actively engage in group discussions, to listen and be sensitive to the positions of others and to constructively debate topics with their peers.
- **Accountability and Independent Learning:** Student is able to identify a suitable case study and research and critically analyse it through a social justice lens.
- **Research Literacies:** Student is able to critically assess the efficacy of the given policy/ strategy in terms of promoting or hindering social justice for different groups of people and in relation to different experiences of vulnerability.

<b>LT4</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T2.1</b>	<p><b>Students: Reading and Writing of Critical Reflections</b></p> <p>Students will read key resources and write a 500 – 1000 word critical reflection in response to the materials. The reflection pieces will then form the basis for the in-class lecture facilitated discussions.</p> <p>Students should be encouraged to share their reflections with each other after the class discussions to deepen and facilitate peer-to-peer learning.</p>	5	<p><i>Readings:</i></p> <p>[40] <a href="#">Accord 4</a> - New Growth Path</p> <p>[52] Nhamo (2013)</p> <p>[43] Cock (2014)</p> <p>[51] Musyoki &amp; Tinarwo (2015)</p>

	<p><b>Formative feedback</b></p> <p><b>Criteria:</b></p> <p><i>The emphasis should be on lecturers providing feedback to the students to help support the development of the following skills:</i></p> <ul style="list-style-type: none"> <li>● Capacity to present a clear and well-structured summary and critical response to a range of literature.</li> <li>● Demonstrable conceptual understanding.</li> <li>● Critique and/ or challenge assumptions and arguments and to support their claims with sound theoretical reasoning and/or empirical evidence drawn from the wider course.</li> </ul>		<p>Videos:</p> <p>[55] <a href="#">The Bliss of Ignorance</a> (2015)</p>
T2.2	<p><b>Class activity: Seminar Discussion</b></p> <p>Lecturer facilitated seminar discussions based on weekly readings and/or student presentations/ documentary screenings.</p> <p><b>Assessment criteria:</b> As this is a group activity, students' should be evaluated on their contribution to class discussions, a grade for which should be given as part of their weekly class participation mark.</p>	1 hr	
T2.3	<p><b>Class activity: Documentary Screening and Discussion</b></p> <p>View <i>The Bliss of Ignorance (30 minutes)</i> and follow up with a class discussion.</p>	1 hr	
T2.4	<p><b>Student: Summative Assessment: Essay on Green Economy Case Study</b></p> <p>Students will research and write a 2000-word critical review essay on a specific state-led 'green economy' policy/ initiative of their choice in a southern African state. Examples include a review of a national 'green economy' strategy or a specific empirical example such as the building of a nuclear power station.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>● Providing an over view of the specific policy/ case study.</li> <li>● Evaluating the pros and cons of the example in terms of hindering or promoting social justice at various scales and for different groups of people (considering that it might promote greater justice for some whilst inhibiting it for others).</li> <li>● Students should use the criteria established in Topic 1 of this theme to guide their analysis.</li> </ul> <p><b>Draft essay to be submitted for formative assessment</b></p> <p><b>Final essay to be assessed by the Lecturer using the adapted Essay rubric.</b></p>	7 hrs	

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## LT4. Topic 3: Local-global linkages in climate-related social justice grassroots struggles

- **Specialist Knowledge:** Student is able to demonstrate an understanding of specialised knowledge on the relationship between climate change, social justice and sustainable development and be able to synthesise, summarise and appraise what they learn.
- **Producing and Communicating Information:** Student is able to present their research in an innovative format for dissemination to a range of audiences (peers and those who they interview/document).
- **Stakeholder Engagement:** Students gain first-hand experience of working in an organisation, how they understand social justice and are trying to address it and become sensitised to the range of challenges that these organisations face.
- **Accountability and Independent Learning & Stakeholder Engagement:** Students learn how to conduct themselves in a professional environment and make autonomous ethical decisions about their research approach and methods of enquiry and be reflexive and sensitive to the role and impact they as the ‘researcher’ in the context and in relation to the people with whom they are working.
- **Accountability and Independent Learning:** Student is able to take the lead in planning and developing their own research project, keeping to deadlines and commitments with people active in ‘civil society’ or government with whom they are working.

LT4	Teaching-Learning-Assessment Activity	Hrs	Key Resources
T3.1	<p><b>Reading and Writing of Critical Reflections</b></p> <p>Students will read key resources and write a 500 – 1000 word critical reflection in response to the materials. The reflection pieces will then form the basis for the in-class lecture facilitated discussions.</p> <p>Students should be encouraged to share their reflections with each other after the class discussions to deepen and facilitate peer-to-peer learning.</p> <p><b>Formative Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>• Capacity to present a clear and well-structured summary and critical response to a range of literature.</li> </ul>	5	<p><i>Readings:</i></p> <p>[42] Claeys &amp; Delgado (2015)</p> <p>[49] McKeon (2015)</p> <p><a href="#">Lessons from the Greenbelt Movement</a></p>

	<ul style="list-style-type: none"> <li>• Demonstrable conceptual understanding.</li> <li>• Critique and/ or challenge assumptions and arguments and to support their claims with sound theoretical reasoning and/or empirical evidence drawn from the wider course.</li> </ul>		
<b>T3.2</b>	<p><b>Class activity: Seminar Discussion</b> Lecturer facilitated seminar discussions based on weekly readings and/or student presentations/ documentary screenings.</p> <p><b>Assessment criteria:</b> As this is a group activity, students should be evaluated on their contribution to class discussions, a grade for which should be given as part of their weekly class participation mark.</p>		1 hr
<b>T3.3</b>	<p><b>Class activity: Documentary screening: Taking Root</b> <i>Video:</i> [41] <a href="#">‘Taking Root: The Vision of Wangarai Maathai’</a> (2008) (81 mins)</p>		2 hrs
<b>T3.4</b>	<p><b>Students: 10-minute Interview video or report</b></p> <p>Students work in small groups to identify and connect with a local grassroots organisation or a community-led response to a climate change related development challenge that enhances social justice for the affected community. They should then work with the community/ grassroots organisation to produce a short documentary film on a video-camera or cell-phone about the organisation and its work including first-hand accounts (if possible) from members of the organisation or communities it works with. An alternative to the video documentary would be to conduct and write up a written interview.</p> <p><b>Documentary criteria /what to include:</b></p> <ul style="list-style-type: none"> <li>• What the organisation/ initiative understand by social justice in a context of climate change.</li> <li>• The origins of the organisation/ initiative and the issue it seeks to address.</li> <li>• The project/ work that it is doing to do so.</li> <li>• The positive effects it is having.</li> </ul> <p>The challenges that the organisation/community continue to face.</p>		6 hrs
<b>T3.5</b>	<p><b>Class activity: Presentations of student documentaries</b></p> <p>Formative feedback by class, based on above criteria</p>		2 hrs

## LT4. Topic 4: Looking forward - promoting climate related social justice activism

- **Specialist Knowledge:** Student is able to demonstrate specialised knowledge on the relationship between climate change, social justice and sustainable development and be able to synthesise, summarise and appraise what they learn.
- **Method and Procedures:** Student is able to apply their knowledge to practical actions, and identify potential challenges faced by their target audience and suggest appropriate solutions/ mechanisms for tackling certain challenges related to activism in the field of social justice and climate change.
- **Accountability and Independent Learning:** Student is able to be self-reflexive about their role and positionality vis-à-vis other 'actors' or agents of change and to evaluate and address the consequences (intended or not) that their proposed actions may entail. Student is able to demonstrate critically reflexivity in relation to their initial assumptions and understandings as agreed in the 'criteria' in Topic 1 and revise these assumptions when applying them to a given organisational context.
- **Teamwork:** Students learn how to collaborate with others, delegate responsibilities and take ownership and accountability for particular aspects of the content and/or production of the handbooks as negotiated and agreed upon by the group.

<b>LT4</b>	<b>Teaching-Learning-Assessment Activity</b>	<b>Hrs</b>	<b>Key Resources</b>
<b>T4.1</b>	<b>Students: Reading and Writing of Critical Reflections</b> Students will read key resources and write a 500	5	<i>Readings:</i> [45] Fressoli et al. (2014)

	<p>– 1000 word critical reflection in response to the materials. The reflection pieces will then form the basis for the in-class lecture facilitated discussions.</p> <p>Students should be encouraged to share their reflections with each other after the class discussions to deepen and facilitate peer-to-peer learning.</p> <p><b>Formative Assessment Criteria:</b>  <i>The emphasis should be on lecturers providing feedback to the students to help support the development of the following skills:</i></p> <ul style="list-style-type: none"> <li>● Capacity to present a clear and well-structured summary and critical response to a range of literature.</li> <li>● Demonstrable conceptual understanding.</li> <li>● Critique and/ or challenge assumptions and arguments and to support their claims with sound theoretical reasoning and/or empirical evidence drawn from the wider course.</li> </ul>	<p>[54] Reid et al. (2009)          [46] Gallagher &amp; Myers (2015)</p> <p><i>Videos:</i>          [50] Melissa Leach Pathways <a href="#">Methods</a> and <a href="#">Approaches</a></p> <p><i>Websites:</i>  <a href="#">Patagonia Tools for Activists</a>  <a href="#">Tools for Grassroots organisation</a></p>
<p><b>T4.2</b></p>	<p><b>Class activity: Seminar Discussion</b>          Lecturer facilitated seminar discussions based on weekly readings and/or student presentations/ documentary screenings.</p> <p><b>Assessment criteria:</b> As this is a group activity, students should be evaluated on their contribution to class discussions, a grade for which should be given as part of their weekly class participation mark.</p>	<p>1</p>

<p><b>T4.3</b></p>	<p><b>Students: Group work – Social Justice Activism Handbook</b></p> <p>Students should work in pairs/ small groups to develop a small handbook for citizens wanting to get involved in climate change related social justice activism and/or how to access resources that can support existing work.</p> <p><b>Criteria for the handbook should include:</b></p> <ul style="list-style-type: none"> <li>● Contextual overview for the need for social justice activism (taking into consideration the international, national and local context)</li> <li>● Guidelines and ethical considerations for those citizens to think about when doing activism (e.g. Issues of privilege, cultural and social sensitivity, ethical considerations).</li> <li>● Potential modes of activism and their appropriateness for specific contexts, issues and actors.</li> <li>● A series of profiles of people currently involved in climate change and sustainable development related social justice activism based on interviews with the people.</li> <li>● Provide links to organisations/movements etc. That people might be able to work with in their local area or at the national level.</li> <li>● Provide links to useful resources.</li> <li>● Summary of the ethical and practical issues people should consider in activism work</li> <li>● Links to useful resources</li> </ul> <p><b>Assessment approach:</b></p> <p>The draft handbooks should be peer reviewed by a different student group.</p> <p>Final handbook is submitted to the Lecturer for <b>summative</b> grading.</p> <p><b>Follow up:</b> The handbook should, if possible, be given to the organisations which the students worked with in Topic 3 for external review.</p>	<p>6 hrs</p>
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## Summary of Summative Assessment in the Module

The student's grades are compiled from summative individual and/ or group tasks across the module.

Summative assessment measures the student's achievement by comparing it against standard criteria (i.e. the desired module outcomes). Because summative assessment is for marks, it is 'high stakes' and has a motivational effect on student engagement. To avoid contention, it is recommended the lecturer and an independent assessor provide summative assessment, based on clear, explicit and transparent criteria. Standard rubrics are found in the *Assessment Guidelines and Tools* on the ePlatform and can be adapted and weighted as necessary. Careful proactive consideration must be given to ensuring that plagiarism is avoided.

It is recommended that summative tasks account for about 20% of the student notional hours of a module and do not place too big a burden on the lecturer.

<b>LT</b>	<b>Topic</b>	<b>Activity</b>	<b>Content</b>	<b>Hrs</b>	<b>Weight</b>
LT1	T1	Briefing paper	Value of social justice for climate compatible development	6	
	T3	Vulnerability profiles	Different adaptive capacities	4	
	T4	Newspaper Article	Influence of gender	4	
LT2	T1	Poster	Evolution/ history of climate justice activism	12	
	T3	Essay	Social justice in national mitigation policy	8	
	T4	Briefing note	Critique of COP implications	5	
LT3	T1	Newspaper article	Science communication of social justice	5	
	T3	Report	Local Community Field Visit	11	
LT4	T2	Essay	Green economy case study	7	
	T4	Handbook	Social justice activism	8	
<b>70 hours of summative activities</b>					

## Additional hours for the module

### *Additional hours for LT1*

- **Knowledge of Applications and Stakeholder Engagement:** Student is able to apply a gendered vulnerability assessment approach in a community setting.
- **Research Literacies and Method and Procedures:** Student is able to construct an analysis of the community members' adaptive capacity and highlight how statutes and stratification systems differentiate these.

<b><i>Additional hours: cross-cutting activity for LT1</i></b>	<b><i>Hrs</i></b>	<b><i>Key Resources</i></b>
<b>Independent Field Research and individual Report</b> Student selects own case study community and applies a gendered climate vulnerability and capacity analysis (CVCA) methodology to understand the underlying causes of vulnerability to climate change, focusing on drought or flood. Student writes a 1500-word report highlighting the gender and social differentiation dimensions of (i) sensitivity to climate shock and stresses and (ii) adaptive capacity.  <b>Formative assessment criteria:</b> Report rubric	6	Student to identify resources

*Additional hours for LT2*

- **Specialist Knowledge:** Student is able to demonstrate an understanding of international approaches for addressing climate justice.
- **Knowledge Literacies:** Student is able to appreciate the complexity of reaching international agreement on any one approach to reducing emissions.
- **Producing and Communicating Information:** Student is able to argue what the different approaches to reducing emissions at the international level might be through a climate justice lens.

<b>Additional hours: International approaches to addressing climate justice</b>	<b>Hrs</b>	<b>Key Resources</b>
<p><b>Students: Reading and Group Work</b> Divide class into 3 groups. Each group argues for one of three approaches to international approaches to addressing climate justice as outlined by Moellendorf (2012).</p>	2	[69] Moellendorf (2012)
<p><b>Class Debate</b> Each group given 5 minutes to present their argument (either with input from each member or one member chosen to speak). The groups then have 5 minutes to meet where a final one-minute argument is given.</p> <p><b>Formative feedback criteria:</b> strength of argument; clarity of delivery</p> <p><b>Follow up:</b> class discussion wraps up the debate on the complexity of actually implementing any one of the approaches.</p>	2	

### *Additional hours for LT3 and LT4*

- **Research Literacies & Method and Procedures:** Students show the ability to
  - understand the theory and what needs to be considered from a social justice perspective (relates to intersectionality of inequalities, adaptive capacity, assets, etc.) Regarding implementation of adaptation projects;
  - recognise and know how to find relevant contextual information;
  - know how to collect data at the local level to inform the adaptation plan/project; and
  - recognise what approaches may be needed for adaptation that will support the most vulnerable through knowledge of CBA and EBA, and cases considered in the module.
- **Specialist Knowledge:** Student is able to demonstrate an understanding of the climate change, social justice and adaptation through integration of the different topics.
- **Producing and Communicating Information:** Student is able to communicate to a non-academic audience through writing a report that advises an NGO or the government in the student’s country regarding how they might support socially just adaptation in a specific area/context.

<p><b>LT 3</b></p>	<p><b>Students: NGO/ Government Report</b></p> <p>Student to identify own resources in advance (5 hours). This is a 3-hour take home activity or open book exam. Prepare a document to advise an NGO or the government in the student’s country how they might support socially just adaptation in a specific area/ context.</p>	<p>8 hrs</p>
<p><b>LT4</b></p>	<p><b>Project Evaluation Report (2000 words)</b></p> <p>Students should conduct an evaluation of a specific project that the organisation is working on, based on and including any revisions to the criteria agreed in Topic 1, including recommendations for enhancing the work of the organisation as part of their feedback and appreciation to the organisation. The Project Evaluation Report should be made available on a peer-sharing platform and to the organisation.</p>	<p>20 hrs</p>

*Additional cross-cutting activity for the module*

- **Producing and Communicating Information:** Student is able to conduct independent content and context-specific research/ learning and communicate their findings in their research report.
- **Stakeholder Engagement:** Students obtain experience in a formal work environment and are able to reflect on their own experience and re-evaluate their own understanding of the role, position and challenges of different actors working in climate-related social justice.

<p><b>Field Visit</b>  <b>(Extended Activity C in Topic 3 could be incorporated here too) *</b></p> <p>Students to engage in a work placement in a local/national government department, local grassroots community organisation, NGO or social movement or company corporate social responsibility unit whose work relates to climate-related social justice and sustainable development. A shorter period of engagement might entail ‘shadowing’ a person in the organisation for a day or two whilst a longer period of engagement might entail a weekly commitment on the part of the student to work with the said organisation.</p> <p>*If this activity is chosen, students should be advised as early as possible – either at the beginning of the module or at the beginning of the Master’s programme- so that they can make the necessary arrangements with the guidance of the Course Co-ordinator.</p> <p><b>Formative Assessment:</b> The organisation/ individual with whom the student works should write a short assessment report or complete an evaluation questionnaire on the student’s performance and contributions (see suggested template in the resource pack). This should be agreed on prior to the student’s placement. This feedback should be used by the Course-Coordinator in conjunction with an assessment of the student’s research report.</p>	<p><b>16 – 40 Hrs</b>  <b>(2 – 5 days)</b></p>
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## Note for printing:

This TLA Plan has been formatted to be printed as an A5 booklet, with a gutter margin. Ensure that you select 'Booklet' on your Printer Settings, under the 'Layout' tab.

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### STRATEGIC SUPPORT



### UNIVERSITY DELIVERY CONSORTIUM



