

PPLX6016B

Greening the World: The Politics of Energy & Climate Change



Academic Year: 2022-23

Module Organiser, Lecturer & Seminar leader: Dr Pierre Bocquillon

UEA MODULE OUTLINE TEMPLATE

Section 1		
General Information		
Module Title: <i>Greening the World: The Politics of Energy & Climate Change</i>		
Module code: <i>PPLX6016B</i>	Credit value: 30	Level 6
	Total student effort hours: 204	
Academic Year: 2022-23	Semester: Spring	
Related modules (Co-requisites, pre-requisites etc.): None. This module is open to all with no pre-requirement and does not assume prior knowledge on energy & climate science and policies.		

Section 2	
Module Description and Learning Outcomes	
Description What is this module about?	<p>Welcome to 'Greening the World: The Politics of Energy & Climate Change'. This module aims to introduce you to climate change <i>politics and policies</i>, focusing in particular on the key issue of the energy transition.</p> <p>There is increasingly widespread understanding that the world is confronted to a 'climate emergency' of unprecedented scale that already affects communities across the world and puts future generations and societies at risk. Not a day passes without the announcement of new temperature records or climate change induced natural disasters – from hurricanes to forest fires and to arctic melting. And yet, economic, social and political change is painfully slow, inadequate and politicians have failed to rise to the challenge. Why is it so hard for politicians, businesses, and citizens to act when scientific evidence of human induced global warming and the unfolding impact of climate change are so overwhelming?</p> <p>As there is a consensus that a rapid energy transition away from fossil fuels is at the core of any meaningful effort to decarbonise our economies, the module focuses on the challenges of decarbonising our economies and energy systems at the scale and speed required. We will first look at the climate crisis, exploring what makes it such an intractable political challenge. We will then focus on energy and look at past energy transitions to draw insights about challenges and possibilities for decarbonising our economies and energy systems. We will then survey the structures and governance of current energy systems, as well as the</p>

	<p>kind of energy and climate policies that have been adopted across the world, in a comparative perspective and at different levels, from the local to the global scale. We will then explore how countries and communities across the world have engaged in the energy transition, with a particular focus on the Global South. Finally, we will interrogate what kind of international cooperation has taken place, its limits, and reflect on the type of cooperation needed to foster just and democratic energy transitions and decarbonisation.</p>
<p>Learning Objectives What will you learn? (subject specific and transferable skills)</p>	<p>The aim of the module is for you to understand the political challenges that climate change and energy transitions pose to societies and political systems across the world, as well as to systems of governance at different levels. We will discuss what makes climate and energy issues so contentious and so difficult to address, as well as who the 'winners' and 'losers' (most affected countries, communities, and social classes). We will look historically at transitions to draw insights from past experiences, and comparatively at energy and climate policies to understand which tools are available and how successful different approaches have been. We will also look at different possible energy and climate futures, focusing not only on technological aspects but especially on societal dimensions, particularly in terms of justice and democracy.</p>
<p>Learning outcomes? What will you be able to do by the end of the module?</p>	<p>By the end of the module students will be expected to have:</p> <ul style="list-style-type: none"> • Subject specific skills - Detailed empirical knowledge about energy and climate politics and policies, as well as the theories, models and concepts applied to their analysis. • Core academic skills - Ability to synthesise and comment critically on relevant academic scholarship, as well as policy documents from governments, international organisations and third sector organisations. • Personal skills - Independent study, presentation skills, analytical discussion skills, and written analytical skills including writing policy reports and policy briefs.
<p>Links Where does this fit in to your programme?</p>	<p>This module is open to all with no pre-requirement and does not assume prior knowledge on energy & climate science and policies.</p> <p>It also draws on theories and concepts of politics and public policy you may have studied in other modules such as <i>Introduction to Contemporary Politics</i>, <i>Global Politics I & II</i>, or <i>States, Institutions & Citizens</i>. It enables you to apply these theories and concepts to energy and climate politics and specialise in an area of major significance – for better or for worse – for the decades to come.</p> <p>It complements other modules on climate, environment and development offered by notably by DEV and ENV.</p>

Section 3	
Module Teaching Team	
Module Organiser (Including brief biographical description)	<p>Module Organiser, lecturer & seminar leader:</p> <p>Dr Pierre Bocquillon (he/him)</p> <p>Email: p.bocquillon@uea.ac.uk or available for calls on Microsoft Teams</p> <p>Office hours:</p> <ul style="list-style-type: none"> - Tuesdays 3-5pm, office 0.10 in the Arts & Humanities Building - Or on MS Teams by appointment. <p>Dr Pierre Bocquillon is Lecturer in Politics and Policy in PPL. He works on energy and climate change politics & policies, as well as on European and European Union politics (https://people.uea.ac.uk/en/persons/p-bocquillon).</p>
Co-tutors on the Module	None

Section 4		
Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative effort hours per week
1. Class sessions (Lectures, workshops, lab sessions, seminars etc.)	36	3
2. Pre-class preparation and follow-up study	36	3
3. Work-based or Placement Hours	N/A	N/A
4. Formative assessments/activities	48	4
5. Feedback/Feed-forwards sessions	2	-
6. Summative assessments (essays, seminar notes)	48	4
7. Background reading	36	3
8. Exams/OSCEs	0	0
9. Course Tests	0	0
10. Tutorials (individual or small groups)	0	0
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	206	17

Section 5

Teaching Sessions

Lecture Programme (where applicable) – details for each lecture

The module will be taught through a **combination of in-person lectures (1h) and student-centred seminars (2h)** in all weeks from week 1 to week 12. There will be a reading week with no lecture or seminar on Week 4, for you to keep up with readings and coursework.

Lectures will be every Tuesday in person 5-6pm in EFRY 01.08, with slides uploaded on Blackboard in advance.

Lectures provide an overview of each topic and it is important to attend them every week. Noting key points, looking at the slides and doing complementary readings will enable you to grasp a great deal of the module content. The lectures will also signpost further scholarship and compulsory/recommended reading, to explore in more depth specific topics.

Lecture Topics:

Understanding climate change & the energy transition as a political problems

1. Why is climate change so hard to address? Key trends & political challenges (*week 1*)
2. At the core of the climate conundrum: energy, past & present (*week 2*)

Reading week – no lecture (week 3)

3. Disputed science? Data, science, the media & politics (*week 4*)
4. Who is to blame? Differentiated responsibilities, uneven impacts, diverging accounts (*week 5*)

What is to be done? Local, national and international perspectives in comparison

5. The international climate regime: silver bullet or failed experiment? (*week 6*)
6. Learning from successes & failures? Comparative national energy & climate politics (*week 7*)
7. Beyond the state? Polycentric governance and local climate action (*week 8*)
8. The individual in society: attitudes, practices, protests (*week 9*)

Energy and climate futures

9. War, migration, conflict? The security implications of climate change (*week 11*)
10. Reform or revolution? Visions and strategies towards low carbon futures (*week 10*)
11. A just & democratic transition? (*week 12*)

Seminar Programme (where applicable)– details for each session

Seminar will be in person every Thursday 13.30-15.30, in EH 0.12. In seminars we will engage in discussions, debates and collaborative learning and it is in your interest to attend every class and make as much input as you can. For each week there will be compulsory and recommended readings to ensure that you are aware beforehand of the issues and can take part fully in class discussion (available on blackboard in the form of an online reading list). In addition to the titles listed each week, a great deal will be available through Blackboard and updated before each session, so watch out the module's page.

Students are expected to prepare comprehensively for each seminar. **An absolute minimum BEFORE EACH SEMINAR is to read the two compulsory readings related to each of the two questions – see Talis reading list.**

Seminar Topics and Questions:

You will be expected to prepare **each session** by reading **at least the two pieces of research, as indicated on the Talis reading list (blackboard)**. These readings will help you develop an answer to the questions that will be discussed during each seminar, and specified on Blackboard. Depending on each seminar's topic, you may also be invited to prepare specific activity (a debate, a case study etc) related to the week's theme – as specified throughout the module.

Seminar 1 (week 1)

Introduction to the module. No preparatory reading is required for this seminar.

Seminar 2 (week 2)

- a) Is climate change already an 'emergency'? If so, how and why?
- b) Climate change has been described as a 'wicked problem. Discuss.

Seminar 3 (week 4)

- a) What can we learn from past energy (& other) transitions for the low carbon energy transition?
- b) Is the low carbon energy transition already under way? Why?

Seminar 4 (week 5)

- a) Should climate science be politically neutral? Can it be? Or should it 'speak truth to power'?
- b) What is the problem with media reporting on climate? Who should speak for the climate?

Seminar 5 (week 6)

- a) Who is responsible for climate change? Rich people? The Global North? Fossil fuel and large Multinational Companies? How do we make them accountable?
- b) Is it fair to say that capitalism, imperialism and/or neoliberalism are at the roots of climate change?

Seminar 6 (week 7)

- a) Do international climate negotiations as part of the UNFCCC have any added value? And is the Paris agreement fit for purpose? How to address divisions in international climate negotiations, especially between the global South and the Global South? Are climate reparations necessary?
- b) 'Addressing climate change at the international level is not only – or even mainly – about climate negotiations'. Discuss in relation to international trade, finance & investments, taxation etc

Seminar 7 (week 8)

Choose a country and come prepared to present its record in terms of emission reductions and energy decarbonisation, as well as the targets and policies it has adopted. How ambitious and effective are they? What are the political challenges and opportunities this particular country faces that may explain progress and limits?

Seminar 8 (week 9)

- a) What are the opportunities and challenges faced by local authorities in addressing climate change and decarbonising? Discuss in relation to the country of your choice.
- b) Is a polycentric climate governance framework more effective than a top down or hierarchical one?

Seminar 9 (week 10)

- a) How do you explain differences in public opinion about climate change across countries? How widespread is climate denialism and what explains it?
- b) How effective are climate protests at influencing public opinion?

Seminar 10 (week 11)

- a) What are the conflict and security implications of climate change?
- b) In what ways is climate change raced and/or gendered?

Seminar 11 (week 12)

As a group, choose an approach/strategy to address climate change and the energy transition (green growth; eco-modernism; degrowth; feminist; Leninist etc), and discuss

its strengths and pitfalls. In turn, present your own vision of what a just and democratic post-carbon society might look like.

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Please do make use of regular office hours during the semester - you are welcome to call on these regular slots and/or on MS Teams if you have any questions about the module or the topics we will be covering.

UEA has a distinguished reputation on the study of climate and energy (social) science. We benefit from occasional guest lectures by practitioners and distinguished scholars from other institutions which contribute greatly to our understanding of climate change and energy transitions. You are warmly invited to attend as these nicely complement the module. Details will be circulated throughout the semester via emails and via blackboard.

You can also follow Climate@UEA, the world leading Tyndall Centre and the Climate Research Unit for everything climate and energy at UEA:

Climate@UEA:

<https://www.uea.ac.uk/climate>

https://twitter.com/ClimateUEA?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Tyndall Centre:

<https://tyndall.ac.uk/>

<https://twitter.com/tyndallcentre>

Climate Research Unit:

<https://www.uea.ac.uk/groups-and-centres/climatic-research-unit>

Section 6

Learning Support Materials

Required (Key) Reading	The academic literature on climate & energy politics is extensive and fast growing too. The library holds a wide range of (physical and e-book) textbooks that nicely complement the lectures – use the latest edition as much as possible. An absolute minimum BEFORE EACH SEMINAR is to read the two required readings as indicated in the Talis list (blackboard).
Recommended further reading	See Talis reading list for an extensive list of recommendations in relation to the themes covered by the module.
Other relevant study materials (e.g. CD/video/DVD)	A go to source presenting the state-of-the-art knowledge on climate and energy are the IPCC reports (especially the summary for policy-makers; they cover the science of climate change but also increasingly climate social sciences (and to a lesser extent Humanities).

resources, e-Books/Blackboard etc.)

Being able to access electronically a wide range of scholarship from established academic journals is essential. Along with academic books, e-Journals are the best source of up-to-date academic research on the topics you need to research.

Keep up to date with current events and opinions by reading the environment sections of quality newspapers, specialised outlets (e.g. Carbon Brief) as well as policy reports published by international organisations (UNEP, AIE, IRENA etc), environmental NGOs and other regularly updated online resources. See Talis reading list for recommendations.

Readings available through Blackboard (Talis reading list)

PowerPoint presentations, important documents etc on Blackboard before each Lecture. Visit regularly as it will save you a lot of time.

During lectures

Key authors and references will be presented during the lectures and seminars, check these as it will help you get a better understanding of the different perspectives on a topic.

The internet

This is also an important learning resource but be no less critical of the material you find on the web than you would of books and journal articles.

See online Talis reading list for a non-exhaustive list of suggestions.

Section 7

Formative Assessments

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from tutor(s).

Assessment Type	Assignment Deadline	Method of submission	Return Date of marked work	Method of return	Format and Purpose of feedback feed-forwards
Formative FM1 Draft plan of policy report	Thursday 23rd March (Week 8) at 13.30	Upload on Blackboard (formative tab)	During Easter Break	Via Blackboard	Written – supplemented by verbal discussions in week 9 seminar class

Assignment detail (e.g. title and type, word limit, presentation length)

‘Fostering the energy transition in XXX’ – Draft Policy report

Choose an international or regional organisation, country (excluding the UK), local authority (city, region etc) or other public actor (e.g. governmental agency, regulator etc) and write the draft plan of a policy report which:

1. Identifies sources and patterns of emissions related to energy use in a policy area/sector/field of your choice (e.g. transport, agriculture, housing, trade, health etc);
2. Identifies the political and policy challenges faced by your chosen actor in decarbonising their energy use in your selected policy area;
3. Identifies potential solutions to address these challenges;
4. Makes specific policy recommendations to relevant policy-makers.

The draft plan should be no longer than 1000-1500 words and present the main argument(s), key sources, structure and (provisional) conclusions, as well as a list of tentative recommendations. The draft can be presented in the form of bullet points or notes.

Assessment Type	Assignment Deadline	Method of submission	Return Date of marked work	Method of return	Format and Purpose of feedback feed-forwards
Formative FM2 Draft Policy Brief	Thursday 27th April (Week 9) at 13.30	Upload on Blackboard (formative tab)	Seminar 9 (Week 10)	Via Blackboard	Written – supplemented by verbal discussions in week 10 seminar class

Assignment detail (e.g. title and type, word limit, presentation length)

‘Fostering the energy transition in XXX’ – Draft policy brief

Draft a policy brief that summarise in no more than two A4 pages (usual margins and font) the main findings and recommendations of your report on how to foster the energy transition in your chosen case study.

The draft brief should be written and directed at policy makers working in the chosen institution and policy area and present succinctly, clearly and authoritatively your key arguments, data/findings and policy recommendations.

The draft needs not take the full two pages at this stage and can be written in the form of bullet points or notes indicating the key messages, structure, data, tentative recommendations etc.

Section 8

Summative Assessments

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, exams, course tests, poster presentations, oral presentations).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Summative 001 Policy report	70%	Thursday 25 th May, 15.00	Blackboard e-marking	Within 15 working days	Written	3000 words	Blackboard e-marking

Assignment title and further details (e.g. presentation length):

‘Fostering the energy transition in XXX’ – Final policy report

Taking into account formative feedback, submit your full and final policy report, which analyses how to foster the energy transition in your chosen case study. The report should:

1. Identify sources and patterns of emissions related to energy use in a policy area/sector/field of your choice (e.g. transport, agriculture, housing, trade, health etc), in the public authority or public organisation of your choice;
2. Identify the political and policy challenges faced by your chosen actor in decarbonising their energy use in your selected policy area;
3. Identify potential solutions to address these challenges;
4. Make specific policy recommendations to relevant policy-makers.

The final policy report should be no longer than 3000 words (references not included) and present the main argument(s), key data and finding, critical analysis based on a range of academic and non-academic sources, conclusions, and policy recommendations. The report should be written in plain language, clearly structured, abundantly sourced, and thoroughly referenced. It can include appropriately sourced or original illustrations in the form of graphs, tables, or pictures as useful and appropriate for the analysis.

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Summative 002 Policy brief	30%	Thursday 25 th May, 15.00	Blackboard e-marking	Within 15 working days	Written	Two A4 pages	Blackboard e-marking

Assignment title and further details (e.g. presentation length):

'Fostering the energy transition in XXX' – Final policy brief

Taking into account formative feedback, submit the full and final policy brief that summarise in no more than two A4 pages (usual margins and font, references included) the main findings and recommendations of your report on how to foster the energy transition in your chosen case study. The brief should be written and directed at policy makers working in the chosen institution and policy area and present succinctly, clearly and authoritatively your key ideas and policy recommendations.

Remember that you are writing for busy people with limited time and subject to competing political pressures. It is important to convey effectively your key messages, in a way that is most likely to convince policymakers.

Key and carefully selected references can be included as part of a very short bibliography. You can use visuals in the form of graphs, tables etc if and where it is helpful.

Marking Criteria

All of your work at UEA will be marked using the Senate Scale. It is available here: <http://www.uea.ac.uk/learningandteaching/students/assessment/marking>

There is a blank marksheet for the portfolio assessment available on Blackboard so that you have a sense of how this will be marked. The assessment brief describes each task and associated marking criteria in more details.

Section 9
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	X	A capacity for independent, conceptual and creative thinking	X	A commitment to developing professional values, self-insight and capabilities		Confidently employ a range of digital technologies for academic and professional/ career development purposes	X
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	X	A capacity for informed argument and logical reasoning	X	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	X	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	X
The ability to analyse and critically engage with a wide range of concepts and ideas	X	A capacity for problem identification and problem-solving	X	Self-confidence and an ability to exercise own 'voice'	X	The ability to critically evaluate and engage with the information obtained	X
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	X	An ability to co-operate and collaborate with others, including working to shared aims	X	An ability to communicate in written form for different purposes, audiences and contexts	X	An ability to perform routine calculations in daily tasks and in applied contexts	
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	X	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	X	An ability to communicate in person for different purposes, audiences and contexts	X	An ability to analyse and interpret data and evidence	X
An understanding of work cultures and practices, including work place professionalism		An ability to motivate and lead others, including taking the initiative and delegating when required		An ability to network effectively with others for specific purposes		Proficiency in skilled techniques used for academic and professional purposes	
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes		A knowledge of the link between academic subjects and their commercial applications		The confidence to introduce and establish something new	X	An understanding of your place within local and global communities	X
The ability to research specific job and career areas		An understanding of business priorities and the needs of graduate employers		The potential to take an idea through to its practical application		An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	
An ability to present your experience and attributes positively to graduate employers		The ability to understand and prioritise customer needs		The potential to apply an enterprising mind-set to situations		An ability to improve the lives of others and lobby for positive change through community and/or political engagement	

Section 10

Module Enhancements

Changes made to this module in the light of student feedback and Module Review

As it is the first year I teach this module at UEA, I haven't been able to benefit from student feedback and suggestions yet. I therefore welcome any suggestion from you to make this module as engaging, informative and thought provoking as possible.

I have tried to cover a variety of approaches and perspectives, especially from the Global South, taking into account the role of race, class and gender, in an effort to diversify and decolonise my teaching. This is of course work in progress and I welcome any suggestion.

Feel free to speak to me at any time during the semester (after classes or during my office hours) if you have any issue that need resolving or any suggestions that could help improve the module.

A mid-semester online feedback form will be circulated on week seven or eight, for you to make comments and suggestions about the module. An online module evaluation will be available at the end of the semester for you to make anonymised comments about the module. Do remember that students can use the student representation system (their student reps) to feed back issues via School SSLCs.

Section 12

Useful Links

The following links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this [Link](#)**