COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Science, Innovation & Technology
Programme:	Liberal Arts
***FHEQ* Level:**	4
Course Title:	Introduction to Environmental Science
Course Code:	ENVR 4103
Total Hours:	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 US credits

Course Description:

This course covers environmental science topics such as global warming/climate change, ozone depletion, acid rain, pollution, population issues, energy issues, land and water issues, and an introduction to environmental ethics. All topics are addressed from scientific, economic, politico-sociological and ethical standpoints. An awareness and appreciation of global, local, and personal environmental problems are developed, together with the implications of possible solutions. The concept of interrelatedness is a unifying theme throughout the course. Students are encouraged to become aware of/develop an understanding of their own environmental identity.

Prerequisites:

None

Aims and Objectives:

This course aims to expose students to an understanding of the natural and physical world around us through a basic grounding in the chemical, physical, biological and ecological principles that are needed to understand Environmental Science. These scientific principles will then be applied to the complex and interrelated nature of Environmental Studies. This course aims not merely to deal with the scientific side of Environmental Studies, for the environment shows clearly that natural and physical science, political science, social science, ethics, and economics are all interconnected. Using the concept of interrelatedness, the course will explain that the people of the world may not realise they share a common history, but they are beginning to understand that they share a common future. The course will provide students with the information and skills needed to be able to discuss the scientific, historic, economic, social, ethical, and political implications of Environmental Studies from a scientifically informed position, and to begin to evaluate and develop their own environmental identity.

Programme Outcomes:

AI, BI, CI, DI

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the archive maintained by Registry and found at:
https://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:

By the end of this course, successful students should be able to:

- Discuss the chemical, physical, biological and ecological principles that underpin Environmental Science.
- Apply the science learned towards an understanding of human impacts on the environment and include ethical, economic, social and political implications.
- Formulate educated opinions on the interrelatedness of the scientific, political, sociological, economic and historical issues that make up Environmental Issues.
- Demonstrate and develop an understanding their own environmental identity.

Indicative Content:

- Ecosystems
- Sustainability
- Environmental ethics
- Population and demography concepts
- Global warming, ozone depletion, acid rain, air and water pollution, solid and hazardous waste
- Energy use (fossil fuel, nuclear, renewable)
- The urban environment
- Land and food resources and pest management
- The history of environmentalism and politics of the environment
- The environmental and ecological concept of 'interrelatedness'
- Environmental identity

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: https://www.richmond.ac.uk/university-policies/

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

Hassenzahl, D.M., Hager, M.C., Gift, N.Y., Berg, L.R. and Raven, P.H. (2018) *Environment.* 10th Edition. USA: Wiley.

Robbins, P., Hintz, J., and Moore, S. A. (2022) *Environment and Society: A Critical Introduction: Critical Introductions to Geography.* USA: Wiley.

Schlottmann, C., Jamieson, D., Jerolmack, C., Rademacher, A., and Damon, M. (eds.) (2017) *Environment and Society: A Reader*. New York: NYU Press.

Journals

The Journal of Environmental Studies and Sciences. Available at: https://link.springer.com/journal/13412 (Accessed: November 2024).

Environmental Studies Journal. Available at: https://esj.com.ng/ (Accessed: November 2024).

Websites

The Nature Conservancy. Available at: https://www.nature.org/en-us/ (Accessed: November 2024).

Friends of the Earth. Available at: https://friendsoftheearth.uk/ (Accessed: November 2024).

UNEP. Available at: https://www.unep.org/ (Accessed: November 2024).

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	