COURSE SPECIFICATION DOCUMENT

Academic School / Department: School of Liberal Arts

Programme: Various

FHEQ **Level:**   5

Course Title: Service Learning: Environment & Society Service

Course Code: GEP 5103

Student Engagement Hours: 120

Lectures:	20
Seminar / Tutorials:	25
Independent / Guided Learning:	75

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:
This Environmental Service Learning course is a student community engagement course that aims to provide students from all disciplines and majors with the intellectual, professional, and personal skills that will enable them to build professional links and function well in culturally diverse communities globally and within an Environmental perspective. The students will reflect on the application of their specialist knowledge, the skills they are learning, and the benefits gained from the service-learning experience. It will also to help them determine if their current career goals are the correct fit for them. During this service-learning course, the faculty supervisor will work closely with each student to ensure that the community engagement is a successful one.

Prerequisites:
GEP 4180 Research and Writing II and GEP 4105 Social Change in Practice

Aims and Objectives:
The aim of this course is to enable students to combine their academic understanding gained through the Liberal Arts Core, to work collaboratively with each other and external organisations using transferrable skills in real world environments. Students will gain insight and valuable experience through live projects and community-based partnerships. They will focus on developing a community-driven service-learning experience employing a structured, critically reflective practice to better understand self, culture, political, digital, social and environmental issues and develop a detailed understanding of their own environmental identity in a global context. Students will be encouraged to select their own methodology and critically evaluate the quality, range of application and ethical use of this

selection in relation to their chosen partner. Students will be expected to contextualise and evaluate their experience through appropriate examples of environmental service-learning and environmental and ethical theory. Students will be required to maintain a progress report that tracks learning and can act as a reference point for problem solving in the future.

Programme Outcomes:
The learning outcomes satisfy the program outcomes of the Liberal Arts Core:

KU A1 Reflect on the process and development of one's own change and its social implication.

KU A4 Identify the benefits and challenges that different generations and cultures experience in terms of social change

SK B2 Critically assess, quantify and analyse issues that need to be addressed, including real-life examples.

SK B4 Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped.

AT C1 Demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.

AT C4 Demonstrate the capacity to be flexible and resourceful and adapt their problem-solving mindset to fit changing or unforeseen circumstances.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the 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:

- Demonstrate the use of self-reflection through log keeping, self-management to deadlines and interpersonal creative problem-solving skills.

- Demonstrate the ability to use appropriate research skills and self-selected methodologies to gather and organise ideas and information for a self-developed project, using critical thinking to analyse, and propose solutions.

- Demonstrate the ability to communicate effectively through written, oral and visual presentation skills, presenting a range of technologies in a 'portfolio' of work.

- Demonstrates the ability to independently design and undertake substantial investigations of contemporary civic issues, events and problems through team and independent work and by drawing upon different types of sources.

- Demonstrates an ability to relate particular phenomena and experience to wider social processes and transformations; able to critically analyse information and the consequences of actions.

Indicative Content:
- Environmentalism
- Environmental Ethics
- Environmental Identity
- Environmental Issues and/or Environmental Science
- Sustainability
- Presenting research results to broad audiences (e.g., blog post, op-ed column, podcast, professional reports, etc.)
- Service Learning Theory
- Project Management

Assessment:

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

Teaching Methodology:
This is an experiential learning program, so in addition to some classroom teaching in the form of seminars and lectures students learn and develop new skills whilst in the community and under supervision of the faculty supervisor. The faculty supervisor acts as mentor and guide during the service learning, so rather than teaching for a front they serve as a resource for students to call upon if they are experiencing any issues as part of their individual project.

The faculty supervisor will provide feedback on the learning logs on a weekly basis, and one-to-one tutorials at key points. Deadlines are set for progress report submissions as well as other forms of assessment such as presentations. Additional screenings viewings and all field trips may be required.

Indicative Text(s):
- 'Environment and Society: A Critical Introduction', 3rd Edition (Critical Introductions to Geography), Paul Robbins, John Hintz, Sarah A. Moore, 2022, Wiley-Blackwell.
- 'Environmental Ethics: An Overview for the Twenty-first Century', 2nd Edition, Robin Attfield, 2014, Polity Press
- 'Ecological Ethics, An Introduction', 2nd Edition, Patrick Curry, 2011, Polity Books
- 'Environmental Ethics, the Big Questions', David R. Keller Ed., 2010, Wiley-Blackwell
- The Politics of the Environment: ideas, activism, policy, Neil Carter, 2018 Cambridge University Press.
- The Oxford handbook of environmental ethics, edited by Stephen M. Gardiner and Allen Thompson, 2019 Oxford University Press.
- Service-Learning Essentials. Jacoby, B. and Howard, J. San Francisco, CA: John Wiley & Sons. 2015

Journals
Environment and Society, Berghahn Books

Web Sites
https://www.greenpeace.org.uk/
https://www.wandletrust.org/
http://www.environmentandsociety.org/

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
Revision – annual update	May 2023	