



## COURSE SYLLABUS

# Global Challenges and Strategies for Sustainable Development, 15 credits

*Global Challenges and Strategies for Sustainable Development, 15 högskolepoäng*

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<b>Course Code:</b> LGCG17	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Director of Education Dec 7, 2016	<b>Disciplinary domain:</b> Social sciences
<b>Revised by:</b> Faculty Programme Director Feb 6, 2018	<b>Subject group:</b> FU1
<b>Valid From:</b> Spring 2018	<b>Specialised in:</b> GIF
<b>Version:</b> 2	

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### Intended Learning Outcomes (ILO)

On completion of the course the students should be able to:

#### Knowledge and understanding

- account for theoretical perspectives on sustainability, particularly geographical perspectives
- account for strategies for sustainability, as well as how they are applied at different levels of society in Swedish and international contexts
- describe Education for Sustainable development (ESD) as a strategy for sustainable development
- account for social movements, particularly the environmental movement's importance for sustainable development
- account for resource and social perspectives on sustainable development in relation to geographic and thematic areas of the course

#### Skills and abilities

- identify relationships between human and natural systems regarding thematic areas and geographical regions
- identify applications of perspectives and strategies for sustainability regarding thematic areas of the course
- collect, compile, critically interpret and analyze information and data about sustainability regarding thematic areas of the course
- explain, analyze, and make conclusions regarding the content of the course in written and oral presentations

#### Judgement and approach

- evaluate and critically reflect on the applicability/suitability of different perspectives and strategies for sustainable development in relation to thematic areas of the course
- understand geographical scientific approaches in the analysis of the course content and apply them in course assignments

## Contents

- Resource and actor perspectives on sustainable development efforts in thematic areas such as: climate change, food and water supply, energy and transport, biodiversity and tourism
- Institutional contexts of sustainability efforts
- Alternative and critical strategies for sustainable development
- Social science perspectives on social movements
- Sustainability efforts in local contexts (in Sweden and internationally)
- Socio-ecological perspectives and interventions for sustainable development
- Education for sustainable development

## Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups. A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

## Prerequisites

General entry requirements and completed 30 credits in the area of social science, or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

## Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed. The examination is based on instruction and course literature.

The course is examined by means of:

### **Exercise- and seminar assignment, 2,5 credits**

The assignment is prepared and carried out in groups and examined individually. The assignment is graded Pass or Fail and examines the intended learning outcomes listed under Skills and abilities Judgement and approaches above.

### **Written Examination, 7,5 credits**

The written examination is graded A-F and examines a selection of the course material and of the intended learning outcomes listed above.

### **Project and essay, 5 credits**

The project task is carried out in pairs and examined individually in a written essay and orally in a seminar. The examination is graded A-F, and examines the intended outcomes listed under Skills and abilities, and Judgement and approach.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the vice dean of education.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Exercises and seminars <sup>†</sup>	2.5 credits	U/G
Written examination	7.5 credits	A/B/C/D/E/FX/F
Project work and written assignment	5 credits	A/B/C/D/E/FX/F

<sup>†</sup> The assignment is graded Fail (U) or Pass (G)

### Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s).

The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

### Course literature

Almers, E. (2013). *Pathways to action competence for sustainability – Six themes*. Journal of Environmental Education 44(2). s. 116-127

Crompton, Tom (2010). *Common Cause. The case for working with our cultural values*. WWF-UK

*Environmental lens* (2013) Download PDF-file at: <https://environmentallens.org/>

Moseley, William G., Perramond, Eric, Hapke, Holly M., Laris, Paul (2014). An introduction to Human-Environment Geography, Local Dynamics and Global Processes, part 3 and 4. Oxford: Wiley Blackwell. ca.125 s.

Wals, A.E. J. (2012). Shaping the Education of Tomorrow: Report on the UN Decade of Education for Sustainable Development. *DESD Monitoring & Evaluation (Chosen Parts)*.

Wals, A. E. J. (2014). United Nations Decade of Education for Sustainable Development (January 2005- December 2014). *Report*

WWF (2014). Living planet report. //(2014) (pdf)

**Webpages:**

<https://www.bp.com/en/global/corporate/energy-economics/energy-outlook/energy-overview-the-base-case.html>

<https://www.bp.com/en/global/corporate/energy-economics/energy-outlook/a-lower-carbon-world.html>

<https://www.crsvastsverige.se>

<https://www.globalreporting.org/Pages/default.aspx>

<http://www.postcarbon.org/publications/after-cop21/>

Articles according to the course teachers instruction

**Reference Literature:**

Campbell, Patricia; MacKinnon, Aran & Stevens, Christy R. (2010). *An Introduction to Global Studies*. Wiley-Blackwell.

*Citing Sources – How to Create Literature References*. <http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University*. <http://pingpong.ju.se/public/courseId/10565/publicPage.do>