



SCHOOL OF GLOBAL STUDIES

ESD400 Economy, Global Inequality and Pathways to Sustainability, 15 credits

Ekonomi, global ojämlikhet och vägar till hållbar utveckling, 15 högskolepoäng
Second Cycle

Confirmation

This course syllabus was confirmed by Department of Global Studies on 2018-12-21 to be valid from 2019-03-27, spring semester of 2019.

Field of education: Social Sciences 100%

Department: School of Global Studies

Other participating department

Department of Pedagogical, Curricular and Professional Studies

Position in the educational system

The course can be given as a single subject course.

The course can be part of the following programme: 1) Education for Sustainable Development, Master's Programme (S2ESD)

Main field of studies

Education and Sustainability

Human Ecology

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

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Entry requirements

A Bachelor's Degree of 180 credits, or a professional qualification specializing in the school system of at least 180 credits and an individual degree project/thesis, of 15 credits, within or in addition to the degree, or equivalent knowledge and skills.

Applicants must prove their knowledge of the English language (English 6/English B) of the Swedish Upper Secondary School or equivalent level of an internationally

recognized test, for example TOEFL, IELTS.

Learning outcomes

On successful completion of the course the student will be able to:

- Identify and discuss conflicts between the three dimensions of sustainability within the concept of sustainable development, with an emphasis on (un)equal access to resources;
- Identify and discuss equal resource access related to sustainable development on the basis of intersectional, intergenerational and international perspectives;
- Discuss different alternatives to economic growth and their arguments for sustainability;
- Critically analyse the economic dimension of sustainability in relation to central concepts in the different interpretations of sustainability;
- Elaborate and discuss the preconditions to achieve change for a sustainable society through education, particularly regarding the economic dimension;
- Analyse the possibilities and limitations of different types of teaching and educational contexts in relation to different alternative paths to a sustainable society.

The course is sustainability-focused, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria. The content also constitutes the course's main focus.

Course content

The course aims to provide an overview of potential conflicts and paradoxes inherent in the concept sustainable development, by presenting critical perspectives on different interpretations of the concept. Furthermore, the course aims to critically discuss the preconditions for education to contribute to a sustainable society. The starting point for this discussion is the UN's Sustainable Development Goals from 2015 as well as the global conventions on climate change and biological diversity.

Potential contradictions in sustainable development are reviewed by discussing the conditions for uniting the three dimensions ecology/environment, social-cultural relations and economics. Equality and fair access to resources is a central part of sustainable development, which is examined in the course by means of power analysis with a focus on intersectionality, intergenerationality and flows of global resources.

The economic dimension of sustainable development is reviewed from different approaches:

1. Many countries apply environmental economic policy instruments and methods in the global market economy to reach sustainable development. The benefits and limitations of such methods are presented and discussed.
2. Economic growth based on the paradigm of consumption is problematised and analysed as a driving force to unsustainable development. Alternatives to market economic growth economy are presented and discussed.

The implications of the course content for the education process for sustainable development is a connecting thread throughout the course. Possibilities and limitations with formal and non-formal classroom settings are problematised and discussed.

Form of teaching

The teaching is web-based and conducted entirely via a virtual learning environment. Teaching is carried out through short web-based lectures and film clips, as well as through various assignments and projects based on the course literature. Exercises in the use of databases and interactive webpages in teaching/learning for sustainable development are also included.

Language of instruction: English

Assessment

The students' learning is assessed through written assignments (3), discussion assignment (1), as well as take-home examination (1). The students are also expected to act as reviewers on at least one written assignment submitted by other students. After this so-called peer review, which is also subject of examination, a final version of the assignment should be submitted for examination by the teachers.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course

was given.

Grades

The grading scale comprises: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

Written assignments, discussion assignment and the peer review assignment are graded with Fail (U) or with Pass (G).

The take-home examination is graded with Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

The student must pass all examinations in order to receive any of the grades A- E. The final grade of the course is dependent on the result of the take-home examination.

Course evaluation

The course is evaluated by students and the results of the evaluation is made subject for discussion between teachers involved in the course. Course evaluation is carried out anonymously in writing through a questionnaire in the virtual learning platform on completion of the course, as well as throughout course. A report on the evaluation is submitted to the director of studies and made available to the students. The evaluation summary forms the basis for course development and is communicated to students in the following course where any possible actions are presented.

Additional information

Participation in the course requires Internet access in order to be able to use the learning platform used in the course.