Critical Perspectives on Sustainable Development

Kritiska perspektiv på hållbar utveckling
7.5 credits

Programme course

746A80

Valid from: 2023 Autumn semester

Determined by	**Main field of study**	
The Quality Board at the Faculty of Arts and Sciences	Environmental Science	
Date determined	**Course level**	**Progressive specialisation**
2016-05-09	Second cycle	A1N
Revised by	**Disciplinary domain**	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	**Subject group**	
2023-02-27	Environmental Science	
Offered first time	**Offered for the last time**	
Autumn semester 2016		
Department	**Replaced by**	
Institutionen för Tema		

Course offered for

- Master´s Programme in Science for Sustainable Development

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen in one of the following areas:
  - natural sciences,
  - social sciences,
  - humanities or
  - engineering
- 15 ECTS credits passed in environmental sciences, sustainable development, or equivalent.
- English corresponding to the level of English in Swedish upper secondary education (English 6)
  Exemption from Swedish

Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- Describe and analyze the histories and different conceptualizations of the sustainable development concept,
- Illustrate the complexity involved in creating scientific knowledge and technology for sustainable development, including ethical aspects connected to power asymmetries,
- Analyze a case study from a sustainability perspective, identify problems, apply relevant theories, and reflect on the outcomes,
- Critically analyze and integrate knowledge gained through reading, discussions, and cases, and express it orally and in writing,
- Write academic texts where rules for citations and references are correctly applied.

Course content

The course focuses on an analytical and critical foundation from which the students can approach sustainable development. Drawing on past and present developments in nature/society, the course exemplifies how any chosen event or situation is dependent on the interplay between natural and social processes. The students are introduced to a number of theories that can be used to describe and analyze the construction of knowledge and technology for sustainable development. These theories will be applied to an analysis of a case on sustainable development. The students also develop the academic skills of referencing, analysis, and critical evaluation.

Important dimensions that are discussed include the links between social interests, politics, knowledge and technology. The influence of social class, gender, culture and other social relations on science and technology is examined and also how science and technology can structure such relations. The course underlines the importance of understanding the role of expertise and the dynamics involved in working towards sustainable development, such as issues relating power asymmetries between high- and low-income countries.

Teaching and working methods

The teaching at the course consists of lectures, seminars and a case-related workshop. Homework and independent study are a necessary complement to the course.

Language of instruction: English

Examination

The course is examined through individual reflection papers, seminar participation, an oral presentation of a case study and a take-home exam in the form of an individually written essay. Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.