

## Sustainable Development in the Global Context

Hållbar utveckling i den globala kontexten

15 credits

Single subject course

746G70

Valid from: 2022 Autumn semester

|  |                                  |                                       |
|--|----------------------------------|---------------------------------------|
| <b>Determined by</b>   | <b>Main field of study</b>       |                                       |
| Course and Programme Syllabus Board<br>at the Faculty of Arts and Sciences | Environmental Science            |                                       |
| <b>Date determined</b>   | <b>Course level</b>              | <b>Progressive<br/>specialisation</b> |
| 2022-02-07   | First cycle                      | G1N                                   |
| <b>Revised by</b>  | <b>Disciplinary domain</b>       |                                       |
|  | Natural sciences                 |                                       |
| <b>Revision date</b>   | <b>Subject group</b>             |                                       |
|  | Environmental Science            |                                       |
| <b>Offered first time</b>  | <b>Offered for the last time</b> |                                       |
| Autumn semester 2022   |                                  |                                       |
| <b>Department</b>  | <b>Replaced by</b>               |                                       |
| Institutionen för Tema   |                                  |                                       |

## Entry requirements

General entry requirements for undergraduate studies  
and  
English corresponding to the level of English in Swedish upper secondary  
education (Engelska 6)  
Exemption from Swedish

## Intended learning outcomes

On completion of the course, the student should be able to:

- describe and analyse various global environmental challenges and solutions in relation to social, ecological and economic dimensions of sustainable development.
- identify the planetary boundaries and discuss how they are linked to sustainable development, from historical, current and future-oriented perspectives.
- problematise and discuss the opportunities and challenges with implementation of the United Nations Sustainable Development Goals in relation to different contexts.
- design an individual project that critically reflects on a sustainability issue using relevant scientific literature.
- demonstrate knowledge and understanding of course topics orally and in writing.
- apply and compare different scientific perspectives to discuss trade-offs and complex relationships between sustainability goals.
- critically process and analyse how inequalities, including gender equality are linked to sustainable development.

## Course content

The concept of sustainable development gained traction in the late 1980s and has since shaped global initiatives trying to balance economic, social and ecological objectives. The seventeen Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015, and several of the goals are linked to environment and climate. In addition, the planetary boundaries are closely related to sustainable development, including overlapping themes of climate change, biodiversity, water, and land issues. This course focuses on the causes and effects of complex environmental problems, as well as solutions to these challenges. Using laboratory activities, this course applies challenge-based learning where students design, monitor and interact with practical examples. Overall, this is an interdisciplinary course where students have an opportunity to integrate knowledge in environmental topics, including natural, technical and social science aspects.

## Teaching and working methods

Lectures, workshops, seminars, laboratory activities, a webinar and report writing. In addition, the students are expected to study on their own. Language of instruction: English.

## Examination

The course is examined through:

- active participation in seminars, workshops, laboratory activities and group work. Grading scale: Pass/Fail
- presentation and opposition of individual project. Grading scale: Pass/Fail
- individual written project. Grading scale: ECTS

For a final passing grade (E) in the course, Pass grade is required for active participation in seminars, workshops, laboratory activities, and group work as well as presentation and opposition of the individual project and at least E for the individual written project.

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.