



**University of Edinburgh  
School of Social & Political Science  
Sustainable Development  
2019 – 2020**

**SD1A: Introduction to Sustainable Development  
SCIL08008  
Semester 1, Year 1**

**Key Information**

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<b>Location</b>	Tuesdays/Thursdays 12:10-13:00 Medical School, Teviot Lecture Theatre - Doorway 5
<b>Senior Tutor</b>	Ms Inna Yaneva-Toraman Email: <a href="mailto:i.yaneva-toraman@ed.ac.uk">i.yaneva-toraman@ed.ac.uk</a>
<b>Course Secretary</b>	Laura Thiessen Email: <a href="mailto:laura.thiessen@ed.ac.uk">laura.thiessen@ed.ac.uk</a> Undergraduate Teaching Office
<b>Assessment Deadlines</b>	<ul style="list-style-type: none"><li>• Essay: 12 noon, Tuesday, 22<sup>nd</sup> October 2019</li><li>• Exam: TBC during December 2019 Exam Diet</li></ul>

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## Course Rationale

Sustainable development is usually understood as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (after the Brundtland Commission report, *Our Common Future*). This definition is accompanied by a prescription to reconcile economic growth, social equity and environmental protection. Such a prescription presupposes that economic growth can be decoupled from the overuse of the planet's resources, and from the creation of inequalities.

In this course we try, rather, to take the links between the form of economy, social relations and the dynamics of nature *as something that we first need to analyse* and assess in their current form *so as to be better equipped to devise what can be done, and under what conditions*.

In order to do so, we adopt a multi-disciplinary social science approach, in critical dialogue with the natural sciences – especially knowledge regarding climate change and ‘planetary boundaries’ – and we take a closer look at *4 of the most important factors shaping the relations between the economy, social relations and the ‘environment’*:

1. *the dynamics of the dominant economic system, capitalism, and consumption issues;*
2. *policy and politics* [with a focus on governmental and inter-governmental policies];
3. *cultural conceptions of development;* and
4. *the spatial dimension of development.*

Once we know better how these 4 factors shape existing relations between economy, the social and the environment, we can identify margins of manoeuvre better, and be better equipped to reflect on the levels at which we want to act and how, to make these relations more ‘sustainable’. So, the course looks at how each factor not only contributes to shape the problem, but also ‘solutions’.

Overall this introductory course has three broad aims:

1. To introduce key issues, debates and challenges facing our societies and environments.
2. To encourage students to think about how we might best understand and engage with these issues, debates and challenges.
3. To examine the meanings and applications of sustainable development from a range of perspectives, understanding what these can offer and how they might be integrated together.

## Learning Outcomes

By the end of the course, students should be able to:

1. Understand the concept of ‘sustainable development’, and the key principles upon which the concept is built.
2. Understand the challenges with which contemporary societies are confronted through the lens of sustainability.
3. Critically appraise the ways in which sustainable development is applied, assessed and measured.
4. Appreciate key insights and contributions from a range of disciplinary and interdisciplinary perspectives on sustainable development.

## Teaching Methods

### Lectures

There are two 50 minute lectures every week:

- Tuesday, 12:10 -13:00 in Medical School, Teviot Lecture Theatre - Doorway 5
- Thursday, 12:10 -13:00 in Medical School, Teviot Lecture Theatre - Doorway 5

**NB: lectures will start promptly at 12.10 so please be seated by that time.**

### Tutorials

Tutorials provide an opportunity for you to discuss your own ideas and your reaction to the readings and lectures. The tutors will also assist you in the organisation of your essays and preparation for the exam at the end of the year.

Each tutorial consists of around 12 students. Tutorials meet weekly, starting in the second week of the course. Your first tutorial will take place in the week 2 starting Monday, 23 September 2019.

***Please note that pressure of work or problems of time management are not considered an acceptable reason for non-attendance at tutorials or for late submission of work.***

A list of tutors and contact email addresses will be made available on Learn during the first week of teaching.

The **schedule of tutorials** can be found in the table [p. 10](#).

### Tutorial Program: What will we be doing?

The first tutorial will provide you with essentials about the program and procedures for the rest of the course, and it is therefore all the more important that you do not miss it.

### How to sign up

You will be automatically assigned to a Tutorial group. Your group should be assigned by the beginning of week 1. Please see appendix 2 for full details.

### Lecture recording

Please note that we will **not** be video recording lectures on this course. This decision springs from a number of reasons: most importantly the university is still in the process of working out policies about storage and proper use of recordings, and the research on whether recorded lectures help or hinder student learning is mixed.

Lectures are live events – they are not simply content that we expect you to passively receive and regurgitate. They require your active engagement and – often – participation. Learning to listen, prioritise, and critically evaluate arguments raised in lectures in real time are important transferable skills that require practice.

Students are free to audio-record lectures for personal use. Slides are posted on Learn prior to lectures. If there are any aspects of the lecture that you are unclear about (whether you were there or not) please make use of the support available. If something is unclear, then discuss it. Lecturers, tutors and classmates are all invaluable when thinking through key concepts and ideas. All the course team set aside time for guidance and feedback so feel free to get in touch. This will keep you involved and engaged with the course.

## Assessment

Students will be assessed by:

Assessment	Word count limit <b>Do not exceed the word limit or penalties will be applied</b>	Weighting	Submission date	Return of feedback
Essay	1500-1700 words max (excluding bibliography)	40%	<b>Tuesday, 22<sup>nd</sup> October 2019</b> (all coursework is due at 12 noon on the date of submission)	12 <sup>th</sup> November 2019
Exam	N/A	60%	Exam dates are set by Student Administration. Exam diet information can be found at: <a href="http://www.ed.ac.uk/student-administration/exams/exam-diets">http://www.ed.ac.uk/student-administration/exams/exam-diets</a> Students are responsible for knowing the time, date and location of their exams.	Dates will be published closer to the time Please also see Exam feedback information in <a href="#">Appendix 2.</a>

**Note:** All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

### Essay

You are required to write 1 (one) essay. You must submit your essay by 12 noon on Tuesday, 22<sup>nd</sup> October 2019.

Your essay should be between 1,500 – 1,700 words length (excluding bibliography). You must provide a word count. The essay titles are detailed below. Guidelines for referencing are detailed in [appendix 3](#). Marking criteria are detailed in [appendix 4](#). Your essay work will cover the first part of the course – that is, all the essay titles reflect topics discussed up to the end of Week 4.

The essay is marked by your tutor. The course organiser will second-read a sample of essays from each tutorial group to ensure equal marking standards across tutorial groups.

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work. Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

## ESSAY TOPICS

The essay questions bear more specifically on lectures up to lecture 7 included:

1. Is environmental sustainability achievable within our current economic system?
2. What can we learn from the ways in which the sustainability issues with palm oil have been dealt with so far for addressing the sustainability of global commodities?
3. Is 'ethical' or 'sustainable' consumption an effective way to address sustainability challenges? Illustrate your response.
4. What impact do you think everyday behaviour has on creating and addressing sustainability challenges? Please use evidence to support your opinion.

Pick ONE of these questions for your essay. Discuss drawing on various authors addressed in the course, and illustrate with examples.

Essay guidance will be provided soon after the beginning of the course. Tutorial 4 will be partly devoted to preparing for the essay.

### Exam

The Examination consists of one paper and takes place at the end of the semester. It will provide 60% of your course mark. In your tutorials, towards the end of the course, you will have the opportunity to prepare for the exam by reviewing course materials, considering revision strategies, practicing exam questions, and so on. The last class of the course will also be devoted to course revision and exam preparation. Details of the exam will be provided at a later date.

**Note:** Registration for examinations is handled automatically by the University's student record system. Details of the exam will be made available at the following link: <http://www.ed.ac.uk/student-administration/exams/exam-diets> .

### Overall Course Result

Your final grade will be decided by your tutor, the course organiser, and the Board of Examiners. In the course of the tutorials you will have the opportunity to discuss criteria and processes of assessment. Knowing how you are being assessed ought to help you produce work that we will be glad to give a high mark!

**In order to achieve a Pass in Sustainable Development 1A, students must pass the Examination. The pass mark is 40. Please refer to the Programme Handbook for further information.**

### Adjustment schedules- student absence/ illness

If you are a student with an adjustment that states you should not be penalized for absence due to illness/disability, you must contact your tutor/course organiser to let them know each time you are unable to attend.

If the condition for which you have learning adjustments has worsened, and this is causing excessive absences, you must apply for special circumstances. Please speak to your Student Support Officer.

## Resits

To pass this course students must:

- Achieve an overall final course mark of 40% or above.

If you fail to pass the course overall and need to take the resit, you must re-take all failed assessments. Any component of assessment that have been passed will be carried forward and included as part of your final mark. The weightings of each component will stay the same.

The format of the component being re-sat may be different than the first attempt. If you are required to resit components of the course, you will be contacted by the Course Administrator.

Please note that if you are required to take a resit as a result of failing the course you may incur a reassessment fee. More information can be found on the Scholarships and Student Funding webpage - <https://www.ed.ac.uk/student-funding/tuition-fees/undergraduate/additional-fees>

Any student who is resubmitting an assignment or resitting an examination as a result of a valid Special Circumstances application will not be charged this fee.

## Resit Exam

For those failing or missing the exam, a resit examination is held in the second half of August. It is the student's responsibility to check the resit timetable on the Registry's website, find the time and location of the resit exam and ensure they are present for that resit. No formal registration is necessary and students will not be individually notified of the resit date and location.

The format of the Sustainable Development resit exam is exactly the same as the format of the December exam.

There are two basic situations under which a student would take a re-sit examination:

- 1) Because special and unforeseen circumstances either prevented them from sitting the exam at the first sitting, or seriously disrupted their performance at the first sitting. Under these circumstances, Exam Boards as advised by Special Circumstances Committees can recommend that the student be allowed to re-sit the exam in August as a "first sitting". The re-sit mark simply takes the place of the missing exam mark.
- 2) Because the student failed the exam at the first sitting. Under these circumstances the student is allowed to re-sit the exam in August as a "second sitting".

## Communication and Feedback

You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the **ONLY** email address we shall use to communicate with you. Please note that we will **NOT** use 'private' email addresses such as yahoo or hotmail; **it is therefore essential that you check your university email regularly, preferably each day.**

If you have any problems, they should be taken first of all to your tutor. The easiest time to see your tutor is just before or after a tutorial. Tutors can be contacted via email.

More serious personal problems are best dealt with by your Personal Tutor or Student Support Officer, who will let us know, for example, if you have been ill or, for some other serious reason, unable to keep up with the work for part of the course.

Administrative problems to do with the course can usually be dealt with by your tutor, but you may if necessary consult the Course Organiser, Dr Isabelle Darmon ([Isabelle.Darmon@ed.ac.uk](mailto:Isabelle.Darmon@ed.ac.uk)).

There are various avenues for you to provide us with feedback about the course:

- Tutors will organise regular feed-back sessions in the tutorial groups and will pass on your comments to the course organiser.
- At the end of the course, we ask all students to fill in a questionnaire about the various lecture blocks and other aspects of the course. We do hope you will take note of what you like and dislike as the course progresses, and that you then take the time to share your experience with us. We do our best to include your constructive suggestions into the program for subsequent years.

**Please check Learn regularly for announcements and individual messages. You can watch a short video on how to use Learn at <https://www.ed.ac.uk/information-services/learning-technology/virtual-environments/learn/getting-started-with-learn>**

### **Reading Materials and Resource List**

All books which are on the reading list for the lectures should be available in the Main Library's Reserve Reading section, on the ground floor. Offprints of journal articles can be downloaded electronically through the Library website, and many book chapters on the reading list will be available as PDFs linked to the Learn site for this course, or in the file cabinets in the Library's Reserve Hub. We are also working with a dynamic reading list that you can find through this list: <http://resourcelists.ed.ac.uk/index.html> (search for Sustainable Development 1A and select from the drop-down menu). Reading Materials can be in heavy demand, so treat them kindly, use the reading room at off-peak times whenever possible, and return readings as soon as you have finished using them.

E-books sometimes only allow a few students to access them at any one time. Others have 'universal access'. If you find that you cannot access an e-book, be patient: this is probably because it has limited access and a few of your colleagues are already reading it online. This is why it is a good idea to plan your readings in advance and not wait for the evening before the lectures!

**By way of introduction to the subject, you may find the following resources helpful:**

Beckerman, W. 1994. 'Sustainable development: is it a useful concept?' *Environmental Values* 3, 3:191-209 (e-journal)

Beckerman, W. and Pasek, J. 2001. *Justice, Posterity, and the Environment*. Oxford: Oxford University Press (esp ch.5 'Sustainable development') (e-book)

Belton, T. 2014. *Happier People, Healthier Planet*. SilverWood Books. Can be ordered directly from <http://happierpeoplehealthierplanet.com/>

Carbon Brief: <http://www.carbonbrief.org/>

Dresner, S. 2008. *The Principles of Sustainability* (second edition) London: Earthscan. (e-book)

Drexhage, J. and Murphy, D. 2010. 'Sustainable Development: From Brundtland to Rio 2012', Background Paper, New York: United Nations. Available from course resource list and downloadable at:

[http://www.un.org/wcm/webdav/site/climatechange/shared/gsp/docs/GSP1-6\\_Background%20on%20Sustainable%20Devt.pdf](http://www.un.org/wcm/webdav/site/climatechange/shared/gsp/docs/GSP1-6_Background%20on%20Sustainable%20Devt.pdf)

Global Biodiversity Outlook <http://www.cbd.int>



- Guillen-Royo, M. 2016. *Sustainability and Wellbeing: Human-Scale Development in Practice*. London: Routledge. (e-book)
- Houghton, J. 2004. *Global Warming: the Complete Briefing*. Cambridge University Press. (HUB reserve)
- Jackson, T. 2017. *Prosperity without growth: foundations for the economy of tomorrow* 2nd ed., London: Routledge, Taylor & Francis Group. (e-book, no access restrictions)
- Klein, N. 2015. *This Changes Everything: Capitalism vs the Climate*. Penguin.
- Low Impact Living Initiative: <http://www.lowimpact.org/>
- Marks, R. B. 2006. *The origins of the modern world: A global and ecological narrative from the fifteenth to the twenty-first century*. Rowman & Littlefield Publishers. (HUB reserve)
- Moffatt, I., Hanley, N. and Wilson, M.D. 2001. *Measuring and Modelling Sustainable Development*. Parthenon Publishing Group, New York. (HUB reserve)
- OECD Sustainable Development Glossary. Available at: <http://stats.oecd.org/glossary/detail.asp?ID=2626>
- Reynolds, M., Blackmore, C. and Smith, M.J. (eds.) 2009. *The Environmental Responsibility Reader*. Zed Books.
- Rio +20 Dictionary [a glossary of commonly used terms pertaining to Sustainable Development]. Available (and downloadable) at: <http://www.stakeholderforum.org/fileadmin/files/Dictionary.pdf>
- Robison, R. 2015. *Sustainability: New Questions, New Answers*. GSI. Free download available at <http://www.anglia.ac.uk/global-sustainability-institute-gsi/research/consumption-and-change/new-ques-new-answ>
- UK Sustainable Development Commission <http://www.sd-commission.org.uk/> (The SDC was set up by UK government in 2000, to help decision makers and advisers embed sustainable development in the four Governments of the UK. As of 31 March 2011 the UK Conservative-Lib Dem Coalition government withdrew funding.)
- The Corner House (key resource for environmental justice critique and action) <http://www.thecornerhouse.org.uk/>
- WWF's ecological footprint website: <http://footprint.wwf.org.uk/>

### Podcasts

Public Radio International (PRI) 'Living on Earth' – provides informative features and commentary on how culture, economics, and technology shape the environment, though very US-centred.

<http://www.pri.org/programs/living-earth>

BBC's Costing the Earth – offers a rich variety of programmes examining humans' impact on the environment. <http://www.bbc.co.uk/programmes/b006r4wn>

Democracy Now! – offers refreshing and punchy interviews as well as investigative journalism on climate change, its social impact and politics.

[https://www.democracynow.org/topics/climate\\_change](https://www.democracynow.org/topics/climate_change)

## Lecture Overview and corresponding tutorials

Week	Day	Date	Lecture	Tutorials
<b>The Sustainable Development basics [lectures 1-3]</b>				
1	Tuesday	17 September	1 Introduction to the course (I Darmon)	No tutorial
	Thursday	19 September	2 Planetary boundaries and ecological sustainability (S Allen)	
2	Tuesday	24 September	3 What is sustainable development?: Past, present and principles (R Howell)	Tutorial 1 (set up, lectures 1-3)
<b>SD, economy and society [lectures 4-9]</b>				
2	Thursday	26 September	4 Climate change and fossil capitalism (ID)	Tutorial 2 (lectures 4-5)
3	Tuesday	1 October	5 Sustainable Development and the question of land (ID)	
	Thursday	3 October	6 The consumption question and sustainable consumption (ID)	
4	Tuesday	8 October	7 Everyday sustainability: energy demand reduction and behaviour change (RH)	Tutorial 3 (lectures 6-7)
	Thursday	10 October	8 Within the fold and beyond the pale: NGOs and contemporary climate activism (RH)	
5	Tuesday	15 October	9 Climate change and economic planning (N Coombs)	Tutorial 4 (lecture 8-9 and essay prep)
<b>SD, environmental politics and governance [lectures 10-14]</b>				
	Thursday	17 October	10 International Governance and Sustainable Development: Concepts and Contexts (D Evensen)	
<b>Deadline for mid-term essays: Tuesday 22 October, 12 noon</b>				
6	Tuesday	22 October	11 International Governance and Sustainable Development: Actors and Current Debates (DE)	Tutorial 5 (lectures 10-11)
	Thursday	24 October	12 Environmental politics – the American case (E Bomberg)	
7	Tuesday	29 October	13 Sustainability and environmental politics in China (J Mao)	Tutorial 6 (lecture 12, + revision 10-11)
	Thursday	31 October	14 Sustainability and China as ‘world factory’ (J Mao)	
<b>SD and culture [lectures 15-17]</b>				
8	Tuesday	5 November	15 Cultural diversity and prosperity debates (N Thin)	Tutorial 7 (lectures 13-14)
	Thursday	7 November	16 Happiness and sufficientarianism in Bhutan and Thailand (NT)	
9	Tuesday	12 November	17 Wellbeing and post-capitalist rhetoric in Latin America (NT)	Tutorial 8 (lectures 15-17)
<b>SD and space [lectures 18-19]</b>				
9	Thursday	14 November	18 Local geographies of sustainable development: Conflicts and Justice (Matthew Lane)	Tutorial 9 (lectures 18-19)
10	Tuesday	19 November	19 Global geographies of sustainable development: (De-)Colonising Space and Time (ML)	
	Thursday	21 November	20 Course review, exam preparation and wrap-up (ID)	
11	Reading Week – No lecture			Tutorial 10 (exam prep)

## Course Lectures and Readings

### Sustainable Development Basics [lectures 1-3]

#### Week 1

#### Lecture 1 – 17 Sept: Introduction to the course (Isabelle Darmon)

This ‘welcome’ lecture outlines the aims and objectives of the course, and provides a course overview, mapping out the various lectures and how they fit together. It will explain the requirements for attendance, class participation, tutorials and assessment. We will also introduce the course team.

#### Lecture 2 – 19 Sept: Planetary boundaries and ecological sustainability (Simon Allen)

Sustainable development emerged in the 1980s as a response to both escalating environmental concerns and the continuing poverty of a significant proportion of humanity. It seeks to reorient patterns of development, so that all global citizens can have high-quality and fulfilling lives, without exceeding the capacity of ecosystems to provide the necessary natural resources and to assimilate the waste and pollution generated by economic production. The lecture will explore the development of the 'Anthropocene', the newly-recognised epoch in which humans and our societies have become a global geophysical force, manifested in the accelerating scale and intensity of human impacts on ecosystems. The concept of 'planetary boundaries' will be used to identify key ecological limits which are now approaching tipping points, that threaten to undermine the many benefits humanity gains from the biosphere.

#### Essential

Steffen, W., Crutzen, P. J., & McNeill, J. R. 2007. ‘The Anthropocene: Are humans now overwhelming the great forces of nature’. *AMBIO: A Journal of the Human Environment*, 36(8), 614-621.

Rockström, J., Steffen, W., Noone, K., Persson, A., Chapin, F., Lambin, E., . . . Foley, J. 2009. A safe operating space for humanity. *Nature*, 461(7263), 472-5.

The following TED talk will help with these readings: Rockstrom, J. 2010. ‘Let the environment guide our development’. [video online] TEDGlobal. Available at: [http://www.ted.com/talks/johan\\_rockstrom\\_let\\_the\\_environment\\_guide\\_our\\_development](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development)

#### Recommended

Barnosky, A. D., Brown, J. H., Daily, G. C., Dirzo, R., Ehrlich, A. H., Ehrlich, P. R., and Wake, M. H. 2014. Introducing the scientific consensus on maintaining humanity’s life support systems in the 21st century: Information for policy makers. *The Anthropocene Review*, 1(1), 78-109.

WWF. 2016. *Living Planet Report 2016: Summary*. [online] WWF, Gland, Switzerland. Available at: [http://wwf.panda.org/about\\_our\\_earth/all\\_publications/living\\_planet\\_report/](http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/)

### **Further**

Millennium Ecosystem Assessment. 2005. *Living Beyond Our Means: Natural Assets and Human Well-being: Synthesis*. [online] MA Board. Available at: <http://www.millenniumassessment.org/en/BoardStatement.html>

Steffen, W., Broadgate, W., Deutsch, L., Gaffney, O., & Ludwig, C. 2015. 'The trajectory of the Anthropocene: The Great Acceleration'. *The Anthropocene Review*, 2(1), 81-98.

### **Week 2**

#### **Lecture 3 – 24 Sept: What is sustainable development? Past, present and principles (Rachel Howell)**

In this introductory lecture, we consider how the concept of 'sustainable development' arose, and what it might mean now. We think about the increasing recognition of the need for environmental and social equity, and a brief history of the growth of environmental concern and associated policy responses. We then explore the meaning(s) and approaches to sustainability, the indicators used to measure it, and some of the core principles of sustainable development.

### **Essential**

Dresner, S. 2008. *The Principles of Sustainability* (second edition). London: Earthscan. Introduction and Chapter 5.

Jackson, T. 2017. *Prosperity without Growth* (second edition). Abingdon, Oxon: Routledge. Chapter 1.

### **Recommended**

Hopwood, B., Mellor, M., O'Brien, G. 2005. Sustainable Development: Mapping Different Approaches. *Sustainable Development* 13: 38-52.

### **Additional**

Opp, S. M. 2016. The forgotten pillar: a definition for the measurement of social sustainability in American cities. *Local Environment* 22: 286-305.

World Commission on Environment and Development 1987. *Our Common Future*, Chapter 2: Towards Sustainable Development (pp. 43-66).

Howell, R. & Pickerill, J. 2016. 'The Environment and Environmentalism' in: Daniels, Bradshaw, Shaw, Sidaway, Hall (Eds) *An Introduction to Human Geography*, Fifth Edition. Harlow: Pearson. Chapter 6, sections 6.3 and 6.4 (pp. 139-146).

## SD, economy and society [lectures 4-9]

### Lecture 4 – 26 Sept: Climate change and fossil capitalism (Isabelle Darmon)

Sustainable development is not just a technical question, a ‘solution’ to solve a ‘problem’. We have to understand its emergence as part of the long history of relations between ‘society’ or rather ‘societies’ and ‘nature’ or the ‘environment’. In the coming 3 lectures we explore these relations especially from the point of view of how they have been shaped by modern capitalism, and we explore possible alternatives/regulations.

In this first lecture, we contrast ecological warnings about limits to earth’s carrying capacity with the pursuit of unlimited accumulation (‘growth’) in global capitalism. We trace this back to the times of the so-called ‘industrial revolution’ and uncover the mechanisms through which ‘fossil capitalism’ came to dominate. We discuss the emergence of the notion of sustainable development, and its reliance on ‘growth’, in this context.

#### Essential

Malm, A. 2013. ‘The Origins of Fossil Capital: From Water to Steam in the British Cotton Industry’ *Historical Materialism* 21(1): 15–68.

[NB: This is a very long article, BUT it is mostly because it has to tell the story, so you do not need to detain yourself in the details... rather try to capture the gist of the argument. To help you, and as an introduction to the piece, you can have a look at Vettese, T. (2016) ‘[The Nature of Capitalism](#)’ *Jacobin*. 10.24.2016. which is a review of Malm’s book *Fossil Capitalism*, and puts forward the key arguments.]

Parrique T., Barth J., Briens F., C. Kerschner, Kraus-Polk A., Kuokkanen A., Spangenberg J.H., 2019. *Decoupling debunked: Evidence and arguments against green growth as a sole strategy for sustainability*. European Environmental Bureau. <https://mk0eeborgicuypctuf7e.kinstacdn.com/wp-content/uploads/2019/07/Decoupling-Debunked.pdf> [Online Resource]

[Read the **Executive Summary**. The whole report is very useful, especially for essay writing, but can be read as Further Reading]

#### Recommended

Caradonna, J.L. 2017. An incompatible couple: a critical history of economic growth and sustainable development. In Borowy, I. and Schmelzer, M. (eds) *History of the Future of Economic Growth: Historical Roots of Current Debates on Sustainable Degrowth*, Routledge [CHAPTER 7, pp. 154-173] (e-book)

Tienhaara, K. 2019. The Green New Deal is going global. *The Conversation*. 6 May 2019. <https://theconversation.com/the-green-new-deal-is-going-global-115961> [Online Resource]

#### Further

Ritchie, H. and Roser, M. 2019. 'Fossil Fuels' *Published online at OurWorldInData.org*. Retrieved from: '<https://ourworldindata.org/fossil-fuels>' [Online Resource]

Bowen, A. and Hepburn, C., 2014. Green growth: an assessment. *Oxford Review of Economic Policy*, 30(3), pp.407-422.

Ferguson, P. 2015. The green economy agenda: business as usual or transformational discourse? *Environmental Politics*, 24:1, 17-37

Parrique T., Barth J., Briens F., C. Kerschner, Kraus-Polk A., Kuokkanen A., Spangenberg J.H., 2019. *Decoupling debunked: Evidence and arguments against green growth as a sole strategy for sustainability*. European Environmental Bureau. <https://mk0eeborgicuyptuf7e.kinstacdn.com/wp-content/uploads/2019/07/Decoupling-Debunked.pdf> [Online Resource]

Aronoff, K. 2018. With a Green New Deal, here's what the world could look like for the next generation. 5.12.2018. *The Intercept*. <https://theintercept.com/2018/12/05/green-new-deal-proposal-impacts/> [Online magazine]. You can also listen to an interview with her on The Dig (podcast) at: <https://player.fm/series/jacobin-radio-1354006/the-dig-the-green-new-deal-with-kate-aronoff>

Malm, A. 2016. *Fossil capital: the rise of steam power and the roots of global warming*. Verso. Chapters 15 and 16 [pages 367-394, scanned, available through the resource list].

Ward, J., Chiveralls, K., Fioramonti, L., Sutton, P. and Costanza, R. 2017. 'The decoupling delusion: rethinking growth and sustainability' *The conversation*. 12 March 2017. Downloadable from <https://theconversation.com/the-decoupling-delusion-rethinking-growth-and-sustainability-71996>

Corlet-Walker, C. 2019. Green growth is trusted to fix climate change – here's the problem with that. *The Conversation*. 5 August 2019. <https://theconversation.com/green-growth-is-trusted-to-fix-climate-change-heres-the-problem-with-that-120785> [Online Resource]

#### *More general readings on capitalism:*

Klein, N. 2014. *This Changes Everything: Capitalism vs the Climate*. Penguin. [£11 at Blackwell's]

You can also/instead watch her interview:

UpFront - Is capitalism driving climate change? With Naomi Klein. <https://www.youtube.com/watch?v=bCi3Xt0udzw>

Anderson, K. 2016. Going Beyond "Dangerous" Climate Change. London School of Economics. February 2016. <https://www.youtube.com/watch?v=-T22A7mvJoc>

## Week 3

### Lecture 5 – 01 Oct: Sustainable Development and the land question (Isabelle Darmon)

In this lecture we continue our exploration of what the capitalist economy has meant and means for environmental challenges and the social challenges associated to these. With Karl Polanyi, we will look into the transformation of everyday economies of subsistence into market economies in particular through the process of the ‘enclosures’ of common land and ‘land grabbing’; the transformation of land, labour and money into ‘commodities’ on a market. We will reflect on the significance of these key turning points, their implications for the exploitation of land, labour and resources worldwide, and on the role of regulations to put a brake on the land rush or at least its worst effects.

#### Essential

Polanyi, K. 2001 [1957]. *The great transformation: the political and economic origins of our time*. Boston, Mass.: Beacon Press. Chapter 6 (pp. 71-80) (e-book, no access restrictions).

[This is a difficult reading, because of Polanyi’s very dense prose – but the concepts he puts forward, commodification, the utopia of the self-regulating market, ‘fictitious commodities’ etc, will be helpful to you throughout your studies! For a guide into this reading see Brechin and Fenner’s article referenced below. If you take to Polanyi and would like to read more, Chapter 3 and Chapter 15 are very useful for our topic]

Krzywoszynska, A. (2019) IPCC’s land report shows the problem with farming based around oil, not soil. 8 August 2019. *The Conversation*. <https://theconversation.com/ipccs-land-report-shows-the-problem-with-farming-based-around-oil-not-soil-121643> [Online Resource]

#### Recommended

Fairlie, S. 2013. ‘Enclosure on the Grand Scale’ *The Land Magazine*. Downloadable from <http://www.thelandmagazine.org.uk/articles/enclosure-grand-scale>

Pye, O. 2019. Commodifying sustainability: Development, nature and politics in the palm oil industry. *World Development*, 121, 218-228.

#### Further

The class uses a case study on palm oil, especially in Indonesia. Check the following resources:

Pye, O., Daud, R., Manurung, K., & Siagan, S. 2016. *Workers in the Palm Oil Industry*. Stiftung asienhaus.

Downloadable from [https://www.asienhaus.de/uploads/tx\\_news/Palm\\_Oil\\_Workers\\_-\\_Exploitation\\_Resistance\\_and\\_Transnational\\_Solidarity.pdf](https://www.asienhaus.de/uploads/tx_news/Palm_Oil_Workers_-_Exploitation_Resistance_and_Transnational_Solidarity.pdf)

SPOTT 2016. ‘The social impacts of palm oil’. 24/11/2016. <https://www.spott.org/palm-oil-resource-archive/impacts/social/>

Li, T. M. 2017. Intergenerational displacement in Indonesia’s oil palm plantation zone, *The Journal of Peasant Studies*, 44:6, 1158-1176.

Against the grain. 2015. *Asia's agrarian reform in reverse: Laws taking land out of small farmers' hands*. Grain.org [Online resource] <https://www.grain.org/article/entries/5195-asia-s-agrarian-reform-in-reverse-laws-taking-land-out-of-small-farmers-hands#sdfootnote31sym>.

On Polanyi and the environment: Brechin, S., & Fenner, W. (2017). Karl Polanyi's environmental sociology: A primer. *Environmental Sociology*, 3(4), 404-413.

### **Lecture 6 – 3 Oct: The consumption question and sustainable consumption (Isabelle Darmon)**

According to Worldwatch, relentless growth of world consumption translates into the quadrupling of global meat production in the last half century, the doubling of coffee production since the early 1960s, the continued rise in global plastic production, with annual global production of plastics increasing more than 200-fold since 1950, and the world's fleet of automobiles now surpasses 1 billion (<http://www.worldwatch.org/global-consumption-trends-break-new-records>). More and more sophisticated tools are being developed for measuring the pressures on the environment associated with consumption – not only in terms of carbon footprint but also land and water footprint. The hypothesis underpinning such measures is that what is at issue are resource intensive levels of consumption – but how should we interpret this? Is what is at stake 'excess' consumption or are we 'locked in' much everyday consumption through the practices and rhythms of everyday life? Is consumption an individual issue (should we change our lifestyles?) or a structural one? In this class we examine various approaches to consumption and its impact and we discuss the possibilities of 'ethical', 'green' and 'political' consumption. In this way we close our review of green and sustainability economic initiatives – but more initiatives will be discussed further in the course by the other lecturers.

#### **Essential**

Ehrhardt-Martinez, K., Schor, J.B., Abrahamse, W., Hope Alkon, A., Axsen, J., Brown, K., Shwom, R., Southerton, D. and Harold Wilhite. 2015. Consumption and Climate Change. In Riley E. Dunlap and Robert J. Brulle (eds). *Climate Change and Society: Sociological Perspectives*. Oxford Scholarship Online: August 2015. Chapter 4 (e-book, Library)

Browne, A.L., Mylan, J. and Zhu Di. 2017. On the 'meat edge'? Meat consumption and reduction in middle class urban China. *Discoversociety* December 06, 2017 [Online resource] <https://discoversociety.org/2017/12/06/on-the-meat-edge-meat-consumption-and-reduction-in-middle-class-urban-china/>

#### **Recommended**

Wahlen, S., & Dubuisson-Quellier, S. (2018). Consumption governance toward more sustainable consumption. *Journal of Family & Consumer Sciences*, 110(1), 7-12.

Urry, J. 2010. 'Consuming the planet to excess?' *Theory, Culture & Society*, 27: 191-212. (e-journal)

#### **Further**



Fibieger Byskov, M. 2019. Eat green to save the environment, says IPCC – how to tell if that really means you. *The Conversation*. 13 August 2019. [Online resource] <https://theconversation.com/eat-green-to-save-the-environment-says-ipcc-how-to-tell-if-that-really-means-you-121795>

Akenji, L. 2014. Consumer scapegoatism and limits to green consumerism. *Journal of Cleaner Production*, 63(C), 13-23.

Hobson, K. 2002. 'Competing discourses of sustainable consumption: Does the 'rationalisation of lifestyles' make sense?' *Environmental politics*, 11(2), 95-120 (-journal).

Seyfang, G. 2005. 'Shopping for sustainability: can sustainable consumption promote ecological citizenship?' *Environmental politics*, 14(2), 290-306.

Shove E and Southerton D. 2000. 'Defrosting the Freezer: From Novelty to Convenience.' *Journal of Material Culture* 5: 301-319.

Maniates, M. F. 2001. 'Individualization: Plant a tree, buy a bike, save the world?' *Global environmental politics*, 1(3), 31-52.

Trigg, A. B. 2001. 'Veblen, Bourdieu, and conspicuous consumption.' *Journal of Economic Issues*, 99-115.

See also the RSA animation *First as Tragedy, then as Farce*, by the philosopher Slavoj Žižek, on 'cultural capitalism', charity and Starbucks! [Http://www.youtube.com/watch?v=hpAMbpQ8J7g](http://www.youtube.com/watch?v=hpAMbpQ8J7g)

Check the UN policy framework on sustainable production and consumption at <https://sustainabledevelopment.un.org/topics/sustainableconsumptionandproduction>

And here are trends in the global consumption of food and water <https://www.thegeographeronline.net/1-global-trends-in-consumption.html#>

## Week 4

### **Lecture 7 – 8 Oct: Everyday sustainability: energy demand reduction and behaviour change (Rachel Howell)**

Many governments and non-governmental organisations are keen to promote energy demand reduction and behaviour change by the general public to reduce greenhouse gas emissions and tackle other problems such as air pollution. In this lecture we will consider factors that enable and hinder behavioural change and why information is not enough to promote significant lifestyle changes. We will also question ideas of what constitutes a sustainable/low-carbon lifestyle.

### **Essential**

Tribbia, J. 2007. 'Stuck in the slow lane of behavior change? A not-so-superhuman perspective on getting out of our cars' in *Creating a Climate for Change* (eds. S.C. Moser & L. Dilling). Cambridge University Press. (e-book). Chapter 15, pp. 237-250.

Spence, A. and N. Pidgeon. 2009. 'Psychology, Climate Change and Sustainable Behavior.' *Environment* 51(6): 8-18.

### **Recommended**

Capstick, S., Lorenzoni, I., Corner, A., Whitmarsh, L. 2014. Prospects for radical emissions reduction through behavior and lifestyle change. *Carbon Management* 5(4): 429-445.

Sayer, A. 2009. 'Geography and global warming: can capitalism be greened?' *Area* 41: 350-353.

### **Further**

Blake, J. 1999. 'Overcoming the 'Value-Action Gap' in Environmental Policy: tensions between national policy and local experience.' *Local Environment* 4(3): 257-278.

Howell, R. A. 2013. 'It's *not* (just) "the environment, stupid!" Values, motivations, and routes to engagement of people adopting lower-carbon lifestyles.' *Global Environmental Change* 23(1): 281-290.

Klöckner, C. A. 2013. 'A comprehensive model of the psychology of environmental behaviour—A meta-analysis.' *Global Environmental Change* 23(5): 1028-1038.

## **Lecture 8 – 10 Oct: Within the fold and beyond the pale: NGOs and contemporary climate activism**

This lecture will explore the spectrum of non-governmental organisations (NGOs) and social movements engaged in climate activism, from 'insider-insiders' like WWF to radical movements including new kids on the block (pun intended) Greta Thunberg and the school strikers. We'll look at what social movement theory tells us about why movements arise when they do and how they work, and analyse some of Extinction Rebellion's actions in light of veteran activist George Lakey's advice on how to win campaigns.

### **Essential**

Lakey, G. 2018. Direct action campaigns: Hidden in plain sight. Chapter 1 in *How We Win: A Guide to Nonviolent Direct Action Campaigning*. New York: Melville House Publishing pp.3-12. Available on google books [here](#).

Caniglia, B., Brulle, R.J. & Szasz, A. 2015. Civil Society, Social Movements, and Climate Change. Chapter 8 in: Dunlap, R.E., Brulle, R.J. (Eds.), *Climate Change and Society: Sociological Perspectives*. New York: OUP, pp.235-268. **Essential reading is the first 13 pages**, to the end of the paragraph above the heading 'The U.S. Climate Change Movement' on p.247. [e-book]

**Video:** [School strike for climate - save the world by changing the rules](#), Greta Thunberg. TEDxStockholm 2018 (11 minutes).

### **Recommended**

North, P. 2011. The politics of climate activism in the UK: a social movement analysis. *Environment and Planning A* 43: 1581-1598.

**Blog post:** Hunter, D. 2017. [How to build a resilient culture of resistance in hard times](#). Waging Nonviolence website. *Seven tips for maintaining emotional well-being that will also strengthen movements and allow for more powerful and strategic actions. Worth reading even if you don't want to be an activist but want to improve your wellbeing and/or become more resilient!*

**Web resource:** Global Nonviolent Action Database. A searchable database describing 1000 nonviolent direct action campaigns in 200 countries. Each campaign is given points for various aspects of success, so it's possible to see what kind of actions are more successful and some factors that help to explain why. <https://nvdatabase.swarthmore.edu/>

### **Further**

Anshelm, J. & Hansson, A. 2011. Climate Change and the Convergence between ENGOs and Business: On the Loss of Utopian Energies. *Environmental Values* 20: 75-94.

Berny, N. & Rootes, C. 2018. Environmental NGOs at a crossroads? *Environmental Politics* 27(6): 947-972. *Considers whether environmental NGOs should become more radical.*

Bratman, E., Brunette, K., Shelly, D.C., Nicholson, S. 2016. Justice is the goal: divestment as climate change resistance. *Journal of Environmental Studies and Sciences* 6: 677-690.

Fisher, S.R. 2016. Life trajectories of youth committing to climate activism. *Environmental Education Research* 22(2): 229-247.

Grady-Benson, J. & Sarathy, B. 2016 Fossil fuel divestment in US higher education: student-led organising for climate justice. *Local Environment* 21: 661-681.

McAdam, D. 2017. Social Movement Theory and the Prospects for Climate Change Activism in the United States. *Annual Review of Political Science* 20: 189-208. *Explains how social movements come about and why there hasn't been much climate change activism in the US.*

## **Week 5**

### **Lecture 9 – 15 Oct: Climate change and economic planning (Nathan Coombs)**

The policy debate about how to respond to climate change is deeply influenced by economic models of the costs of action and inaction. This lecture focuses on a key component of all such models – future discounting – which says that a pound (£) in the future is worth less than a pound today. We see that the rate at which the future is discounted can have a huge impact on the estimated costs of reducing carbon emissions.

We then explore the assumptions that underlie the choice of the discount rate, including how much certainty we can have about the future and questions of intergenerational ethics and morality. More broadly, the question posed by the lecture is whether economic models are useful for orienting political responses to climate change or if they encourage conservative responses to the problem.

*Note on the readings: Some of the texts in the 'recommended' and 'further reading' categories employ terminology that will be unfamiliar unless you have taken classes in economics. Don't worry! The relevant terms will be explained in the lecture. Ignore any mathematics or complicated graphs – focus on the concepts and debates.*

### **Essential**

Lomborg, B. 2007. *Cool It: The Skeptical Environmentalist's Guide to Global Warming*. London: Marshall Cavendish. (Read pages 190-197)

Monbiot, G. 2007. *Heat: How We Can Stop the Planet Burning*. London: Penguin Books. (Read chapter 3 'A Ration of Freedom', pages 43-58)

### **Recommended**

Rehmyer, J. 2010. 'Discounting' the future cost of climate change' *Science News*, 21 May. Available at: <https://www.sciencenews.org/article/discounting-future-cost-climate-change>

Stern, H. 2016. 'Economics: Current climate models are grossly misleading' *Nature (Comment)* Vol. 530, 24 February, 407-409. Available at: [https://www.nature.com/polopoly\\_fs/1.19416!/menu/main/topColumns/topLeftColumn/pdf/530407a%20\(corrected\).pdf](https://www.nature.com/polopoly_fs/1.19416!/menu/main/topColumns/topLeftColumn/pdf/530407a%20(corrected).pdf)

### **Further**

Richard L. Revesz, Peter H. Howard, Kenneth Arrow, Lawrence H. Goulder, Robert E. Kopp, Michael A. Livermore, Michael Oppenheimer & Thomas Sterner. 2014. 'Global warming: Improve economic models of climate change' *Nature (Comment)* Vol. 508, 10 April, 173-175. Available at: [https://www.nature.com/polopoly\\_fs/1.14991!/menu/main/topColumns/topLeftColumn/pdf/508173a.pdf](https://www.nature.com/polopoly_fs/1.14991!/menu/main/topColumns/topLeftColumn/pdf/508173a.pdf)

Stern, H. 2007. *The Economics of Climate Change: The Stern Review*. Cambridge: Cambridge University Press. (Read Chapter 2 'Economics, Ethics and Climate Change', particularly section 2.4, pages 35-37)

The Economist. 2013. 'Hot air: Are models that show the economic effects of climate change useless?' *The Economist*, 3 October. Available at: <http://www.economist.com/news/finance-and-economics/21587203-are-models-show-economic-effects-climate-change-useless-hot-air>

## **SD and national/international environmental politics and governance [lectures 10-14]**

### **Lecture 10 – 17 Oct: International Governance & Sustainable Development: Concepts and Context (Darrick Evensen)**

This lecture examines varying interpretations of, and action on, sustainable development at the international level. Drawing on international relations scholarship, it provides an overview of the key dimensions of sustainable development as a concept, and the international context in which sustainable development is discussed and agreed.

#### **Essential**

Carter, N. 2007. *Politics of the Environment*, Cambridge University Press. 2nd ed. Chapter 8: pp. 207-239 (e-book + scan provided by the library – check resource list)

Stevenson, H. 2017. *Global Environmental Politics: Problems, Policy and Practice*. Cambridge University Press. Chapter 6, Multilateral diplomacy: Sustainable development, pp. 107-137.

#### **Recommended**

Chasek, P. et al. 2013. ‘Environmental Politics and Sustainable Development’ in Chasek, et al (eds.) *Global Environmental Politics* New York: Westview Press. Chapter 6: pp. 283-320 (e-book)

Baker, S. 2006. *Sustainable Development*. Abingdon: Routledge (e-book, no access restrictions) (Introduction)

#### **Further**

Happaerts, S and Bruyninckx, H. 2014. ‘Sustainable Development: The Institutionalization of a Contested Policy Concept’. In Betsill, M. et al (eds). 2014. *Advances in International Environmental Politics*. Basingtoke: Palgrave Macmillan. pp. 300–327. (e-book)

Atkinson, G. Dietz, S. and Neumayer, E. (eds). 2009. *Handbook of Sustainable Development*. Cheltenham: Edward Elgar (e-book) (especially the Introduction) (e-book, no access restrictions)

Bernstein, S. 2013. ‘Rio+20: Sustainable Development in a Time of Multilateral Decline’ *Global Environmental Politics*, 13(4): 12–21.

Connelly, S. 2007. ‘Mapping sustainable development as a contested concept’ *Local Environment*. 12(3) 259-78 (e-journal)

Roberts, J. 2011. *Environmental Policy*, Abingdon; New York: Routledge. 2nd ed. chapter 7 (sustainable development) (e-book)

## Week 6

### Lecture 11 – 22 Oct: International Governance & Sustainable Development: Evaluating the UN SDGs (Darrick Evensen)

This lecture builds on the foundation of the preceding lecture. It discusses the key actors (states, international organisations, business firms, non-governmental organisations) and how they have sought to shape the UN's Sustainable Development Goals (SDGs), designated in 2015 and currently undergoing their first major status check. It will explore recent and current attempts by national and international institutions to agree and adopt ambitious international action, and the extent to which the SDGs have been a success.

### Essential

This week you are asked to do some quick report reading/browsing on top of the 2 essential readings:

United Nations. The Sustainable Development Goals Report 2019. Available at: <https://unstats.un.org/sdgs/report/2019/>. [\*\*NOTE: You are only required to read pages 1-21 (don't worry, much of it is graphics), which is the broad overview of performance on achieving the SDGs to date. You are welcome to browse the following pages, which provide further details on SDG performance, as per your interest.]

United Nations. Financing for Sustainable Development Report 2019. Available at: <https://developmentfinance.un.org/fsdr2019>. [\*\*NOTE: You are only required to read the first two pages of the 'Overview and Key Messages' section; you are free to browse the other 206 pages (!) of the document at your discretion.]

Biermann, F., Kanie, N., & Kim, R. E. (2017). Global governance by goal-setting: the novel approach of the UN Sustainable Development Goals. *Current Opinion in Environmental Sustainability*, 26, 26-31.

Pattberg, P., & Widerberg, O. (2016). Transnational multistakeholder partnerships for sustainable development: Conditions for success. *Ambio*, 45(1), 42-51.

### Recommended

Kim, R. E. (2016). The nexus between international law and the sustainable development goals. *Review of European, Comparative & International Environmental Law*, 25(1), 15-26.

Langford, M. 2016. '[Lost in Transformation? The Politics of the Sustainable Development Goals](#)' *Ethics & International Affairs* 30(2): 167-176.

### Further

United Nations, Department of Economic and Social Affairs 'The Sustainable Development Goals' Available at: <https://sustainabledevelopment.un.org/?menu=1300>

Kanie, N. & Biermann, F., 2018. *Governing through goals: sustainable development goals as governance innovation*, Cambridge, Massachusetts: The MIT Press.

Fukuda-Parr, S. 2016. 'Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development' *Gender & Development*, 24(1): 43-52.

Clark, W. C., Tomich, T. P., Van Noordwijk, M., Guston, D., Catacutan, D., Dickson, N. M., & McNie, E. (2016). Boundary work for sustainable development: Natural resource management at the Consultative Group on International Agricultural Research (CGIAR). *Proceedings of the National Academy of Sciences*, 113(17), 4615-4622.

The Guardian, 'Sustainable development goals: all you need to know', 19 Jan 2015  
Stakeholder Forum. 2012) *A Pocket Guide To Sustainable Development Governance*, 2<sup>nd</sup> ed.  
<http://www.stakeholderforum.org/fileadmin/files/PocketGuidetoSDGEdition2webfinal.pdf>

WCED. 1987. Our Common Future (Brundtland Report) Link: <http://www.un-documents.net/wced-ocf.htm>

## **Lecture 12 – 24 Oct.: Environmental politics – the American case (Elizabeth Bomberg)**

This lecture focuses on environmental and sustainability politics in the United States with particular attention on the key actors, institutions and dynamics. The lecture will examine what makes sustainability and environmental politics distinct in the US, while also highlighting more general themes of environmental politics in industrialised democracies.

### **Essential**

Rinfret, S.R. & Pautz, M.C. 2019. *US Environmental Policy in Action 2nd ed.* Palgrave Macmillan. Read chapter 1 'Environmental Policy in Practice.', p. 1-15.

Bomberg, E. 2015. '[Greening the State, American Style](#)' in B Karin & K Annica (eds), *Rethinking the Green State : Governance Towards Climate and Sustainability Transitions*. Routledge, Abingdon. Chapter 7, p. 122-38. (e-book).

### **Recommended**

Bomberg, E. 2017. '[Environmental politics in the Trump era: an early assessment](#)' in *Environmental Politics*, Vol.26(5), p.956-963

Jotzo, F. Depledge, J. & Winkler, H. 2018. 'US and international climate policy under President Trump' *Climate Policy*, 18:7,813-817.

### **Further**

McKay, D. 2017. 'Environmental Policy' in *American Politics and Society*, 9<sup>th</sup> ed. Oxford: Blackwell. (e-book)

Rinfret, S.R. & Pautz, M.C. 2019. *US Environmental Policy in Action 2nd ed.* Read chapter 3 'The Messy Process of Environmental Policymaking' (Pages 67-109). Palgrave Macmillan. (e-book)

Bomberg, E. 2017. '[Fracking and framing in transatlantic perspective: a comparison of shale politics in the US and European Union](#)' *Journal of Transatlantic Studies*, 03, Vol.15(2), p.101-120.

## Week 7

### Lecture 13 – 29 Oct.: Sustainability and environmental politics in China (Jingyu Mao)

What are the conditions for environmental politics in China today? The Chinese state is generally described as authoritarian, but over the last 20 years, a significant environmental movement has developed, including environmental organizations that engage in activities ranging from environmental education to public interest litigation on environmental matters. Environmental harms, actual and potential, have sparked protests in both urban and rural China, sometimes leading to resolution of the grievances concerned, sometime to repression of the activists involved. How do the state, 'civil society' and the public interact on environmental questions, and what can we learn from this regarding the potential for emergence of more sustainable policies and practices in China in the future?

#### Essential

Alpermann, Björn. 2010. "State and Society in China's Environmental Politics." In *China's Environmental Crisis: Domestic and Global Political Impacts and Responses*, edited by Joel Jay Kassiola and Sujian Guo, 123–51. New York: Palgrave MacMillan [e-book].

Pia, Andrea E. 2017. "Introducing the Chinese commons" and "A water commons in China". *Made in China* no.2, 28-33, available at: [http://www.chinoiresie.info/PDF/Made-in-China-2\\_2017.pdf](http://www.chinoiresie.info/PDF/Made-in-China-2_2017.pdf)

#### Recommended

Geall, Sam. 2018. "Climate-Change Journalism and 'Edgeball' Politics in Contemporary China." *Society & Natural Resources* 31 (5): 541–55. <https://doi.org/10.1080/08941920.2017.1414907>.

Svensson, Jesper. 2017. Q & A | Ma Jun on environmental pollution and civil society in China. Available at: <http://www.globalwaterforum.org/2017/10/23/q-a-environmental-pollution-and-civil-society-in-china/>

Documentary 'Plastic China' (short version), by Wang Jiuliang: <https://www.youtube.com/watch?v=Y3Oz7Yp40EY>

#### Further

Hunold, Christian and John Dryzek. 2005. Green political strategy and the state: combining political theory and comparative history. In *The State and the Global Ecological Crisis*, edited by John Barry and Robyn Eckersley. Cambridge, MA; London: MIT Press. Chapter 4. 75-95. [e-book]



Whitehead, Mark. 2010. Hollow sustainabilities? Perspectives on sustainable development in the post-socialist world. *Geography Compass* 4(11): 1618-1634.

Wong, Koon-Kwai. 2010. Environmental awareness, governance and public participation: public perception perspectives. *International Journal of Environmental Studies* 67 (2): 169–81.

Yang, Guobin, and Craig Calhoun. 2007. Media, civil society, and the rise of a green public sphere in China. *China Information* 21 (2): 211–36.

Yeh, Emily T. 2009. Greening western China: a critical view. *Geoforum* 40 (5): 884–94.

### **Lecture 14 – 31 Oct.: Sustainability and China as ‘world factory’ (Jingyu Mao)**

China’s shift towards capitalist production and global markets has turned it into the world’s factory. Elements of past social, political and economic organization, particularly the institutional landscape of work and residence, have facilitated the integration of Chinese factories into global chains of production. It seems ironic that the socialist era has made China’s land and labor ripe for exploitation by global capital. This lecture will look at issues of environmental and social sustainability relating to production for global markets, with a particular focus on conditions of workers (and students) making electronics for global consumers. We will consider transnational engagement of citizens seeking to hold states and corporations responsible for meeting sustainability goals.

#### **Essential**

Chan, Jenny, Ngai Pun, and Mark Selden. 2013. The politics of global production: Apple, Foxconn and China’s new working class. *New Technology, Work and Employment* 28 (2): 100–115.

Smith, Chris, and Pun, Ngai. 2017. Class and precarity in China: a contested relationship. *Made in China*, no. 4, 32-35. Available at: [http://www.chinoiresie.info/PDF/Made-in-China-4\\_2017.pdf](http://www.chinoiresie.info/PDF/Made-in-China-4_2017.pdf)

#### **Recommended**

Chen, Michelle. 2017. Your Phone May Have Been Built by an Intern. *The Nation*, May 31. Available at: <https://www.thenation.com/article/phone-may-built-intern/>.

Various authors. 2018. Anybody out there? The Chinese labour movement under Xi. *Made in China*, no.2, 2018: <http://www.chinoiresie.info/PDF/Made-in-China-02-2018.pdf>

The future is hidden within these realities: selected translations from *Factory Stories*. Chuang, 2016, at: <http://chuangcn.org/journal/one/the-future-is-hidden-within-these-realities/>

#### **Further**

Chan, Anita. 2003. Racing to the bottom: international trade without a social clause. *Third World Quarterly* 24(6), 1011-1028.

Chen, Feng. 2016. China's road to the construction of labor rights. *Journal of Sociology* 52 (1): 24–38.

Huan, Qingzhi. 2014. Development of the red–green environmental movement in China: a preliminary analysis. *Capitalism Nature Socialism*, 25 (3): 45-60.

Pringle, T. 2013. Reflections on labor in China: from a moment to a movement. *South Atlantic Quarterly* 112 (1): 191–202.

Pun, Ngai, and J. Chan. 2013. The spatial politics of labor in China: life, labor, and a new generation of migrant workers. *South Atlantic Quarterly* 112 (1): 179–90.

Smith, Chris, and Jenny Chan. 2015. Working for Two Bosses: Student Interns as Constrained Labour in China. *Human Relations* 68 (2): 305–326.

## **SD and culture [lectures 15-17]**

### **Week 8**

#### **Lecture 15 – 5 Nov: Cultural diversity and prosperity debates (Neil Thin)**

Anyone who wants to promote development in effective and ethical ways must first understand some viable and widely shared conceptions of wellbeing or prosperity. This requires appreciation of the intercultural and interdisciplinary debates and diversities in conceptions of wellbeing. Otherwise, there are serious risks of promoting development in harmful or ineffective ways.

Humans share common dispositions and aspirations, allowing for some degree of universalism in imagining and planning an ideal world society. But we are also culturally diverse, so the good society that we imagine ought to be flexibly responsive to many different culturally learned aspirations. Not only is the world culturally diverse, but every individual is culturally diverse in that we are all subject to multiple cultural influences (e.g. relating to religious dogma, places, genders, generations, professions, and academic disciplines).

In this bloc of three lectures we will review commonalities and differences in developmental aspirations so as to cultivate appreciation of diverse ways of living well. This first lecture will focus on the radical challenge presented by the idea that 'affluence' may be better understood not in 'objective' terms but as a subjective appreciation of relations between means and ends. In light of this, is progress towards a sustainably benign world society best pursued by focusing on the production and distribution of tangible goods, or on the promotion of sufficientarian attitudes?

#### **Essential**

Sahlins, M. D. 1968. 'Notes on the original affluent society.' In *Stone Age Economics*. London: Routledge [and downloadable from lots of sites, e.g. <http://appropriate-economics.org/materials/Sahlins.pdf>]

Helliwell, John F., Haifang Huang and Shun Wang. 2017. 'Social foundations of world happiness.' Ch.2 in J.F.Helliwell et al [eds], World Happiness Report. New York: UN Sustainable Development Solutions Network (SDSN) <http://worldhappiness.report>

### **Recommended**

Kaplan, D. 2000. 'The darker side of the "Original Affluent Society"'. *Journal of Anthropological Research* 56(3):301-324.

Manolis, C. & Roberts, J. A. 2012. 'Subjective well-being among adolescent consumers: the effects of materialism, compulsive buying, and time affluence.' *Applied Research Quality Life* 7:117-135.

### **Further**

Kasser, T. and Kennon M. Sheldon. 2009. 'Time affluence as a path towards personal happiness and ethical business practices: empirical evidence from four studies.' *Journal of Business Ethics* 84(2): 243-255.

Thin, N. 2012. 'Ethnocentrism' and 'Anthropology' entries in A.Michalos [ed] *Springer Encyclopedia of Quality of Life Research*. Dordrecht: Spring

## **Lecture 16 – 7 Nov: Happiness and sufficientarianism in Bhutan and Thailand (Neil Thin)**

In recent years, it has in many parts of the world become a matter of local and national pride to develop distinctive conceptualisations and visions of progress that transcend the economic reductionism of 'GDP' measures. These are typically associated with attention shifts from the means to the ends of development planning – from things and technologies to people and enjoyments, and from merely instrumental values to ultimate values.

Sometimes, though not always, this move is associated with disparagement of economic growth, with fears about the future, and with skeptical critiques of the ills of (western-inspired) modernity. This lecture explores examples of this new tide of interest in wellbeing/happiness policy in selected countries, particularly Bhutan and Thailand.

### **Essential**

Brooks, J. S. 2013. 'Avoiding the limits to growth: gross national happiness in Bhutan as a model for sustainable development.' *Sustainability* 5(9):3640-3664.

Elinoff, E. 2014. 'Sufficient citizens: moderation and the politics of sustainable development in Thailand.' *PoLAR: Political and Legal Anthropology Review* 37(1):89 – 108.

### **Recommended**

Schroeder, R. and Schroeder. K. 2014. 'Happy environments: Bhutan, interdependence and the West.' *Sustainability* 6(6): 3521-3533.

Noy, D. 2011. 'Thailand's sufficiency economy: origins and comparisons with other systems of religious economics.' *Social Compass* 58(4):593-610.

### **Further**

Vorster, S. 2012. 'GNH, EI and the well-being of nations: Lessons for public policy makers, with specific reference to the happiness dividend of tourism.' *Journal of Bhutan Studies* 27(2):15-33.

Givel, S. 2015. 'Gross National Happiness in Bhutan: political institutions and implementation.' *Asian Affairs* 46(1):102-117.

## **Week 9**

### **Lecture 17 – 12 Nov: Wellbeing and post-capitalist rhetoric in Latin America (Neil Thin)**

The links between the pursuit of sustainable wellbeing, the re-valorisation of non-western cultural traditions, and post-growth rhetoric have become particularly explicit in several Latin American countries where 'traditional' concepts of wellbeing are being promoted through national constitutions and election manifestos. But is the rhetoric actually translating into distinct practices? Are lives actually getting better as a result? Do traditionalism, anti-westernism, anti-growth, and anti-capitalism amount to a cohesive set of policies?

### **Essential**

Thomson, B. 2011. 'Pachakuti: Indigenous perspectives, buen vivir, suma qawsay and degrowth.' *Development* 54: 448-454.

Gudynas, E. 2013. 'Debates on development and its alternatives in Latin America. A brief heterodox guide.' In M.Land and D.Mokrani [eds] *Beyond Development: Alternative visions from Latin America*. Quito, Ecuador: Rosa Luxemburg Foundation \ Amsterdam, NL: Transnational Institute [http://rosalux-europa.info/userfiles/file/Beyond\\_Development\\_RLS\\_TNI\\_2013.pdf](http://rosalux-europa.info/userfiles/file/Beyond_Development_RLS_TNI_2013.pdf)

### **Recommended**

Radcliffe, S. 2012. 'Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador.' *Geoforum* 43(2):240–249.

Vanhulst, J. and Beling, A.E. 2014. 'Buen vivir: emergent discourse within or beyond sustainable development?' *Ecological Economics* 101:54-63.

### **Further**

Guardiola, J. and García-Quero, F. 2014. 'Buen Vivir (living well) in Ecuador: Community and environmental satisfaction without household material prosperity?' *Ecological Economics* 107:177-184.

Villalba, U. 2013. 'Buen vivir vs development: a paradigm shift in the Andes?' *Third World Quarterly* 34(8): 1427–42.

## SD and space [lectures 18-19]

### Lecture 18 – 14 Nov: Local geographies of sustainable development: Conflicts and Justice (Matthew Lane)

Posing the question ‘what is geography’, this first lecture on spatial perspectives on Sustainability unpacks the importance of transcending science/social-science boundaries in engaging with environmental questions of sustainable development. As a product of both interdisciplinary and geographical thinking, it introduces the concept of environmental justice as a framing for space-related conflicts in sustainability. Examining examples of how both environmental positives and negatives are spatially distributed at the local level, the lecture explores how different populations embody contrasting experiences and interpretations of sustainability. In laying the foundations for the following lecture, the discussion also encompasses a reflection on how voices previously marginalised by western epistemologies of development may in fact hold the answer to achieving a truly sustainable transition.

#### Essential

Coenen, L., Benneworth, P. & B. Truffer. 2012. ‘Toward a spatial perspective on sustainability transitions.’ *Research Policy* 41 (6): 968-979.

Raygorodetsky G. 2011. Why traditional knowledge holds the key to climate change. 13.12.2011. United Nations University. Available at: <https://unu.edu/publications/articles/why-traditional-knowledge-holds-the-key-to-climate-change.html>

#### Recommended

Walker, G. (2009), Beyond Distribution and Proximity: Exploring the Multiple Spatialities of Environmental Justice. *Antipode*, 41: 614-636.

Karaliotas, L. & Bettini, G. (2016) Urban resilience, the local and the politics of the Anthropocene: reflections on the future of the urban environment in K. Bezdecny and K. Archer (eds.) *Handbook of Cities and the Environment*, pp. 68-83. (book ordered with library).

#### Further

Cowell, R., Bristow, G. and Munday, M., 2011. Acceptance, acceptability and environmental justice: the role of community benefits in wind energy development. *Journal of Environmental Planning and Management*, 54(4), pp.539-557.

Creswell, T. 2012. *Geographic Thought: A Critical Introduction*. John Wiley & Sons. Read Chapter 6 ‘Humanistic Geographies’. (book ordered with library).

Perlman, J.E and Sheehan, J.P. 2007. Fighting poverty and Environmental Injustice in Cities, In Wheeler, S.M and Beatley, T (Eds. 2014) *The Sustainable Urban Development Reader*. Abingdon: Routledge

van der Horst D. and Vermeulen S. 2010. ‘Wind theft, spatial planning and international relations.’ *Review of Energy Law and Policy* 1: 67-75.

Walker, G 2012. *Environmental Justice: Concepts, Evidence and Politics*, Taylor and Francis. (e-book)

### **Lecture 19 – 19 Nov: Global geographies of sustainable development: (De-)Colonising Space and Time (Matthew Lane)**

Building on the previous lecture's narrative, this lecture will 'zoom-out' from the local to the geographical scale of the 'global'. It will explore how the global transition from a framework of political-economic developmentalism to sustainable development continues to re-configure geo-political landscapes by neither entirely replacing, nor simply building upon, previous regimes of international governance. The lecture will focus, in particular, on the experiences of the African continent and how an increased attentiveness to sustainability and climate change have both re-shaped its existing relationships with 'the west', and provided a platform for new partnerships with other parts of the 'global south'. The discussion will be situated against the backdrop of post-colonialism, and offer an introduction to the values of post-colonial theory for understanding the status quo in international environmental governance. This lecture will therefore provide students with some theoretical and conceptual tools with which to reflect more critically upon some of the environmental injustices discussed in the previous lecture.

#### **Essential**

Radcliffe, S. A. 2005. Development and geography: towards a postcolonial development geography? *Progress in Human Geography*, 29(3): 291–298.

Shepard, P. 2012. Environmental Justice. *TEDx Harlem*: [https://youtu.be/zJX\\_MXaXbJA](https://youtu.be/zJX_MXaXbJA)

#### **Recommended**

P. Munro, G. van der Horst, and S. Healy. 2017. Energy justice for all? Rethinking sustainable development goal 7 through struggles over traditional energy practices in Sierra Leone *Energy Policy* 105 pp. 635-641

Roy, A., F. Giovannini, et al. 2008. Global Norms and Planning Forms: The Millennium Development Goals Towards an Intellectual Leadership: Rediscovering the Role of the United Nations in the 21st Century. The Central Role of Local Organizations in Meeting the Millennium Development Goals (MDGs) The Story of Chintan. *Planning Theory & Practice* 9(2): 251-274.

#### **Further**

Escobar, A. 2004. Beyond the Third World: Imperial Globality, Global Coloniality and Anti-Globalisation Social Movements. *Third World Quarterly*, 25(1), 207-230.

Lane, M. 2017. Mega-Scale Sustainability: the relational production of a new Lusaka In. Datta, A and Shaban, A (Eds.) *Mega-Urbanisation in the Global South*. Abingdon: Routledge (book ordered) (Chapter 9, pp. 169-187).

Shillington, L. 2012. Urban Political Ecology in the global south: everyday environmental struggles of home in Managua, Nicaragua. In Edensor, T and Jayne, M

(Eds.) *Urban Theory Beyond the West*. Abingdon: Routledge. Chapter 18 (pp. 295-310).

Struckmann, C. 2018. A postcolonial feminist critique of the 2030 Agenda for Sustainable Development: A South African application, *Agenda*, 32:1, 12-24

Waldmueller, J.M. 2015. Agriculture, knowledge and the 'colonial matrix of power': approaching sustainabilities from the Global South, *Journal of Global Ethics*, 11:3, 294-302

**Lecture 20 – 21 Nov: Course review, exam preparation and wrap-up (Isabelle Darmon)**

Review of the course, key ideas and approaches. Exam preparation.

## **Tutorials**

### **PURPOSE**

The weekly 50-minute tutorial is designed to give you an opportunity to discuss the readings, share your ideas and collaboratively explore arguments with other students. The tutorials also provide a more student-focused and peer supported learning space to help facilitate your learning process throughout the course. Their usefulness is directly proportional to your willingness to prepare and participate actively.

### **FORMAT**

Our tutorials will adopt a mixed format including debates, student presentations, open discussion and small group work. You can also use Learn discussion pages to communicate outside of class, ask questions, share handouts and exchange information.

### **EXPECTATIONS**

Attendance and participation in tutorials is expected. Please:

- *Come prepared to participate – everyone gets a chance and should make an effort to contribute;*
- Read the required material and bring written notes of key findings (bullet points are fine);
- Be prepared to make a short presentation to start the discussion, if notified the week before. The introductory presentations should be brief (5-10 minutes maximum) and are intended to highlight a few key points as a basis for subsequent group discussion.
- Always be respectful of the thoughts, opinions and differences of your peers, and be prepared to challenge and be challenged.

The quality rather than quantity of your contributions is important. It is not a competition to see who can say the most. Instead, students are asked to contribute relevant points, bring in the readings where appropriate, and listen to and engage with others.

### **READINGS AND RESOURCES**

Read the material for the corresponding lectures (please see which lectures are covered by which tutorial on the table p. 10). Usually the tutorials of any given week n cover the material for the lecture given on the Thursday of the week before (n-1) and on the Tuesday of the week (n), but there are exceptions to ensure consistency of reading material for any tutorial.



## **Appendix 1 – General Information**

### **Students with Disabilities**

If you are a student with a disability (including those with specific learning difficulties such as dyslexia), you should get in touch with the Student Disabilities Service as soon as possible. You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

The School welcomes disabled students with disabilities and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

Further guidance and information for Students with Disabilities can also be found in your Programme Handbook.

### **Learning Resources for Undergraduates**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are available at ‘Study Hub’. Follow the link from the IAD Study Development web page: <https://www.ed.ac.uk/institute-academic-development/undergraduate>. This page also offers links to workshops on study skills and Exam Bootcamp, a self-enrol online resource to help students do well in exams.

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

### **English Language Support**

Students looking for Academic English support can accessed this at: <https://www.ed.ac.uk/studying/international/student-life/language-support>

Students for whom English is a second language can also take the ELSIS training course. More details can be found at <https://www.ed.ac.uk/english-language-teaching/ele-courses/elsis>

### **Tutorial Allocation**

You will be automatically assigned to a Tutorial group by the beginning of week 1. This allocation is done using Student Allocator, a tool which will randomly assign you to a suitable tutorial group based on your timetable. The benefits of this system are that students will be able to instantly view their tutorial group on their personal timetable and timetable clashes will be more easily avoided.

Please check your timetable regularly in week 1 to see which group you have been assigned. Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Please note that there are limited spaces in tutorial groups and there will be little room for movement. If you are unable to attend the tutorial group you have been allocated for a valid reason, you can submit a change request by completing the online Group Change Request form. You can access the form via the Timetabling webpages [here](#).

### **Discussing Sensitive Topics**

The discipline of Sociology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service <http://www.ed.ac.uk/schools-departments/student-counselling>

### **Attendance Monitoring**

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at: <https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

### **External Examiner**

The External Examiner for the Sustainable Development programme is Dr Bron Szerszynski, University of Lancaster.

## Appendix 2 - Course Work Submission and Penalties

### Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work. Students **must** read the full description on each of these at:

[http://www.sps.ed.ac.uk/undergrad/current\\_students/teaching\\_and\\_learning/assessment\\_and\\_regulations/coursework\\_penalties](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties)

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

### **ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (.doc or .docx).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

## **Extensions**

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

## **Exam Feedback and Viewing Exam Scripts:**

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Two weeks after the final mark for the course has been published on EUCLID students who took a year 1 or 2 course with a centrally arranged examination can request to collect their exam script from the Undergraduate Teaching Office.

If you wish to collect your exam script, please contact the Course Administrator directly. The Course Secretary will respond to your email to confirm your script has been located and is

ready for you to collect. Please be sure to bring your student card with you when you come to collect your exam script as proof of identity.

### **Important note - school exam script retention policy**

Please note that uncollected exam scripts for year 1 and 2 courses with a centrally arranged examination will be destroyed according to the below schedule:

- **December examination diet - Destroyed after the 30<sup>th</sup> of April**
- **May examination diet - Destroyed after the 31<sup>st</sup> of October**

### **Guidance on how to avoid academic misconduct (including plagiarism)**

Academic misconduct is not just deliberate cheating; it can be unintentional and, **whether intended or not, significant grade penalties can be applied.** Academic misconduct comes in a variety of forms, including collusion (working together when not allowed), falsification (knowingly providing false information, data etc. in assignments), and the use of online essay mills or essay-writing services. The university takes a **zero-tolerance approach** to these forms of cheating, and students found guilty of these practices can be subject to formal disciplinary procedures and very heavy grade penalties.

The most common form of misconduct we encounter in the School of Social and Political Science is plagiarism. **Plagiarism is giving the impression that something you have written is your own idea or your own words, when actually it is not.** It can come from copying and pasting sections of text from books, articles, webpages or other sources into your assignments, or simply from poor standards of referencing.

To avoid plagiarism, use a recognised referencing system such as the Harvard system or the Chicago/numbered note system. (The Harvard system is recommended because the reference list at the end is not included in assignment word counts. The numbered notes of the Chicago system are included, leaving you with fewer words overall to write the main body of your assignments). Whichever system you use, you must be open and honest about where you get your ideas from, and **reference sources appropriately.** Do this by **referencing all works** from which you have taken ideas or information, each time you use them in your assignments. Use quotation marks (“ ”) to indicate where you have quoted (used the exact words of) someone else, and provide page numbers from the original source when they are available. As far as possible, paraphrase others by writing in your own words to avoid over-quoting, but provide a reference to show whose ideas you are using.

Copying from an assignment you previously submitted for credit – either at this university or another – is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

To detect plagiarism we use Turnitin, which compares students assignments against a constantly-updated global database of existing work. Students found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for investigation. In extreme cases, assignment grades can be reduced to zero. **Do not put your work through Turnitin yourself before submission.** This can lead to you being investigated for academic misconduct by making it seem that an identical assignment already exists.

**For further details on plagiarism and other forms of academic misconduct, and how to avoid them, visit the university's Institute for Academic Development webpage on good academic practice:**

<https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice>

**Also see this useful video and further information on the University website:**

<https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

If you would like to discuss anything related to matters of academic misconduct, speak with your personal tutor or the School Academic Misconduct Officer (SAMO), Dr Oliver Turner ([oliver.turner@ed.ac.uk](mailto:oliver.turner@ed.ac.uk)).

### **Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>

## Appendix 3 – Guide to Referencing

The fundamental purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quote, idea, etc. We strongly recommend the Harvard-style (or ‘in text’) system which is simple to use. Here’s how it works:

1. After you have quoted from or referred to a particular text in your issue-brief, add in parentheses the author's name, the year of publication and page numbers (if relevant). Place the full reference in your bibliography. Here is an example of a quoted passage and its proper citation:

### Quotation in essay:

‘Quite simply, political theory and political practice are inseparably linked.’ (Heywood 1998: 3).

### Book entry in bibliography:

Heywood, A. (1998) *Political Ideologies: An Introduction*. 2<sup>nd</sup> ed. Basingstoke: Macmillan

Note the sequence: author, year of publication, title, edition if needed, place of publication, publisher. Note also that you should not italicise quotations.

2. If you are employing someone else’s arguments, ideas or categorisation, you will need to cite them **even if you are not using a direct quote**. One simple way to do so is as follows:

Gallagher (1997: 129) argues that future European Parliament elections are unlikely to generate more interest than past ones.

3. Your sources may well include journal or newspaper articles, book chapters, and internet sites. Below we show you how to cite these various sources:

### Chapters in book:

- In your issue-brief, cite the author as above, i.e. (Gallagher 1997).
- In your bibliography details should be arranged in this sequence: author **of chapter**, year of publication, chapter title, title of book, editor(s) of book, place of publication, publisher, article or chapter pages.
- For example:
- Gallagher, M. (1997) ‘Electoral Systems and Voting Behaviour’ in *Developments in West European Politics*, M. Rhodes, P. Heywood and V. Wright (eds), Basingstoke: Palgrave, pp 114-130.

### Journal Article:

- In your issue-brief, cite as above (Doherty 2007)
- In your bibliography, details should be arranged in this sequence: author of journal article, year of publication, article title, journal title, journal volume, journal issue, article pages
- example:
- Doherty, B. (2007) ‘Friends of the Earth International: Negotiating a Transnational Identity’ *Environmental Politics* vol 15(5), pp. 860-80

### Newspaper or magazine article:

- If the article has an author, cite as normal in text (Ascherson 1992).
- In bibliography cite as follows:
- Ascherson, N (1992) ‘The New Europe’ *The Independent on Sunday Magazine* 9 February, pp 31-4.
- If the article has no author, cite name of newspaper in text (*Economist*, 2007) and list the source in bibliography by magazine or newspaper title.

- For example:
- *Economist* (2007) ‘America in the Middle East: arming its friends and talking peace’ 4 Aug 2007, p 38.

**Internet sites:**

- If the site has an author cite in text as normal: i.e. (Álvarez-Rivera, 2007)
  - In the bibliography, provide a full reference which should include author, date, title of website and URL address:
  - For example:
  - Álvarez-Rivera, M (2007) ‘Election Resources on the Internet’ Available at: <http://ElectionResources.org/>
  - If the website has no author, cite the short address of the site in your text (<http://europa.eu>)
  - In the bibliography, provide a full reference including title of website, URL address, publisher or owner of site
  - For example: ‘The European Union’s Institutions’ ([http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)) The European Union’s official portal site. (If no date is available, indicate date you accessed the site)
4. If you prefer to use footnote citations, please follow the format used in reputable journals such as *Global Environmental Politics*. These journals include (usually on the back cover) a brief guide to referencing. If you have any questions about referencing you can check with your tutor.
  5. If you are unsure about referencing, have a look at the ‘Cite Them Right’ link on Information Services Study Resources page. This will help you to reference just about any source and understand how to avoid plagiarism <http://www.ed.ac.uk/information-services/students/study-resources>



## Appendix 4 - SSPS Common Essay Marking Descriptors

A1 (90-100%) An answer that fulfils all of the criteria for 'A2' (see below) and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues, yielding a product that is deemed to be of potentially publishable quality, in terms of scholarship and originality.

A2 (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

A3 (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using the sources creatively to arrive at its own independent conclusions.

B B- (60-63%) B (64-66%) B+ (67-69%)

A very good answer that shows qualities beyond the merely routine or acceptable. The question and the sources should be addressed directly and fully. The work of other authors should be presented critically. Effective use should be made of the whole range of the literature. There should be no significant errors of fact or interpretation. The answer should proceed coherently to a convincing conclusion. The quality of the writing and presentation (especially referencing) should be without major blemish.

Within this range a particularly strong answer will be graded B+; a more limited answer will be graded B-.

C C- (50-53%) C (54-56%) C+ (57-59%)

A satisfactory answer with elements of the routine and predictable. It should be generally accurate and firmly based in the reading. It may draw upon a restricted range of sources but should not just re-state one particular source. Other authors should be presented accurately, if rather descriptively. The materials included should be relevant, and there should be evidence of basic understanding of the topic in question. Factual errors and misunderstandings of concepts and authors may occasionally be present but should not be a dominant impression. The quality of writing, referencing and presentation should be acceptable. Within this range a stronger answer will be graded C+; a weaker answer will be graded C-.

D D- (40-43%) D (44-46%) D+ (47-49%)

A passable answer which understands the question, displays some academic learning and refers to relevant literature. The answer should be intelligible and in general factually accurate, but may well have deficiencies such as restricted use of sources or academic argument, over-reliance on lecture notes, poor expression, and irrelevancies to the question asked. The general impression may be of a rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short answer that at least referred to the main points of the issue. Within this range a stronger answer will be graded D+; a bare pass will be graded D. An answer with evident weaknesses of understanding but conveying the sense that with a fuller argument or factual basis it might have achieved a pass. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps.

E (20-29%) An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or literature, major omissions or inaccuracies, and pedestrian use of inadequate sources.

- F (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.
- G (0-9%) An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.