

Module Details	
Module Title	Critical Perspectives on Sustainable Development
Module Code	DEV7026-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	22
Seminars	8
Directed Study	170

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
This module aims to develop an advanced understanding of sustainable development from economic, social and environmental dimensions, the global and national policy discourses on measurement and indicators, and implementation challenges and the roles of state and non-state actors and corporate social responsibility.

Outline Syllabus
Sustainable development- from WCED 1987 to New York 2015; economic, social and environmental dimensions of sustainable development in the journey to 2030; critical perspectives on alternative theories; sustainability as inter-temporal fairness; critical perspectives and thematic discussions to include a range of relevant topics such as: the green economy; sustainability and human rights perspectives and protecting the rights of future generations; social dimensions of sustainability - inclusion, inequalities, indigenous people, displacement; global commons, climate change, the principle of equal but differentiated responsibilities; critical perspectives on Sustainable Development Goals and the setback due to Covid19; ethics of sustainability; challenge of responsibility - who should act, and why; citizen, state and corporate; potential and limitations of corporate social responsibility; ideological and ethical critiques of sustainability; science and sceptics of sustainability; the role of innovation and how to harness new approaches for behavioural and social change; sustainable cities; challenges and future directions.

Learning Outcomes	
Outcome Number	Description
01	Show advanced understanding of concepts and theories of sustainable development;
02	Critically examine ideological, ethical and institutional perspectives on sustainable development and the concepts of justice & responsibility including those based on rights (including those of future generations and non-human living organisms) and their implications for the role of individuals, the state and corporate organisations;
03	Critically examine the link between sustainability and well-being and existing and new indicators and their relevance to Sustainable Development Goals agenda;
04	Analyse complex issues underpinning the narratives of sustainable development and its implementation;
05	Apply and critically comment on quantitative and qualitative approaches to sustainability;
06	Develop and critically reflect on a case study portfolio conduct research and communicate your ideas in writing.

Learning, Teaching and Assessment Strategy
<p>Students are expected to take responsibility for their own learning by engaging actively with the module activities and the literature discussed in the module. Teaching will be researched. Lectures, class activities and seminars develop the key concepts, theories and alternative models of sustainable development and practice and will contribute to achieving learning outcomes LO1 6. Debates and discussions in the class are expected to explore complexities and ethical dilemmas.</p> <p>Assessment will have two parts. Part 1: An individual portfolio of various activities including critical review of relevant literature of the module (50% of assessment). Part 2: An MCQ examination on computers in exam hall during the examination period. (50% of assessment.)</p> <p>Supplementary assessment: as original.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	A portfolio of various tasks based on work done in the class and critical review of literature discussed in the modul	50%
Summative	Online MCQ Examination	Online MCQ examination (2 Hours)	50%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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