

Module Title	Sustainability: agents for change
Course Title	BSc Criminology (Sustainability); BSc Sociology; BSc Sociology (Sustainability); BA International Relations; BA International Relations (Sustainability); BA Politics (Sustainability)
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	Social Sciences
Parent Course (if applicable)	Sustainability Pathway
Level	6
Semester	1
Module Code (showing level)	DSS_6_SAC
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 45 Student managed learning hours: 155
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	
Short Description (max. 100 words)	This module develops an understanding of the climate crisis, explore links between ecology and human activity and examines individual and institutional behavioural change. The module begins with the self and then moves the perspective to wider society at both the local and global level, providing a sense of place for the individual in the global context. The module themes will include: philosophical overview, global ecology; carbon literacy; lifestyle impact, individual and global impact; eco-psychology, mental health and the psycho-cultural causes of ecological breakdown; ecological and social justice; and institutional organisational change using the SDG framework.
Aims	The aims of the module are to: <ul style="list-style-type: none"> • identify the tensions between the 17 SDGs and recognise their interconnections • provide a grounding in the study of sustainable development (SD); • develop an understanding of theories and concepts associated with sustainable development; • examine case studies in this field • critical engagement with discourses on sustainability and ecology
Learning Outcomes (4 to 6 outcomes)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Place Education for Sustainable Development (ESD) in the context of personal, social, and ecological change • Understand the relevance of local and global scales across the dimensions of culture, society, environment and economy. • Appreciate links between human well-being and ecosystem health <p>Intellectual Skills</p> <ul style="list-style-type: none"> • Critically assess and analyse SD issues • Assess problems from different theories and perspectives • Introduce holistic thinking and systemic thinking

Employability	<p>The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills capable of application in the public and private sectors or the pursuit of further academic work. This will allow students to undertake work in a wide range of fields in research, politics and policy, the civil service, teaching, local government, journalism and management.</p> <p>At the end of this module students should have acquired a range of skills linked to future employment:</p> <ul style="list-style-type: none"> • oral communication and written skills; • critical appraisal of source material; • extracting and analysing information; • analytical skills in devising arguments, use of relevant evidence and forming judgments; • collaborative work in groups; • meeting deadlines; • IT Skills and independent web based research; • effective time management • reflexive practice • develop informal educational activities
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<ul style="list-style-type: none"> • International frameworks for sustainable development • Systems thinking • Ecological perspectives: eco-centric to anthropocentric • Deep ecology • Gaia theory • global ecology • Carbon literacy • Eco-psychology • Psycho-cultural causes of ecological breakdown • Ecological and social justice • Environmental Intersectionality
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative Weekly reflexive summary and 2 self-assessment forms</p> <p>Summative CW 1: Design an informal sustainability engagement activity for a local community (1500 words) (40%) CW 2: Critical review of a Corporate Strategy from a sustainability perspective (2500 words) (60%)</p>
Mode of resit assessment (if applicable)	<p>As above</p>
Indicative Sources (Reading lists)	<p>Core materials Kearins, K. and Springett, D., 2003. Educating for sustainability: Developing critical skills. Journal of management education, 27(2), pp.188-204. Meadows, D.H., 2008. Thinking in systems: A primer. chelsea green publishing</p>

	<p>Schroeder, T., 2013. Sustainability in Practice: A Study of How Reflexive Agents Negotiate Multiple Domains of Consumption, Enact Change, and Articulate Visions of the 'Good Life'. The University of Manchester</p> <p>Shiva, V., 2021. Cocreating responsible food and agriculture systems. In Rethinking Food and Agriculture (pp. 413-418). Woodhead Publishing.</p> <p>Sterling, S (2019) 'Planetary Primacy and the Necessity of Positive Dis-Illusion', Sustainability: The Journal of Record, Vol 12, issue2, April 23rd. liebertpub.com/doi/full/10.1089/sus.2019.29157</p> <p>Optional Reading</p> <p>Figueres, C. and Rivett-Carnac, T., 2020. The Future we choose: Surviving the climate crisis. Vintage</p> <p>LSBU Corporate Strategy www.lsbu.ac.uk/_data/assets/pdf_file/0008/273869/2025-group-strategy.pdf</p> <p>UN Sustainable Development Goals https://sustainabledevelopment.un.org/?menu=1300</p>
<p>Other Learning Resources</p>	<p>Module VLE: The moodle site presents a more visual dynamic and interactive point of contact and dissemination for the module. The site details the structure of the module, functions as a document repository and contains links to online (including audio-visual) learning materials for example to newspapers, organisations, digital archives, reports etc.</p> <ul style="list-style-type: none"> • Nations United: Urgent Solutions for Urgent Times www.youtube.com/watch?v=xVWHuJOmaEk&vI=en A UN film marking five years since the adoption of the UN SDGs, telling the story of the world as it is, as it was, and as it could be. It focuses on the solutions and action we need to tackle poverty, inequality, injustice and climate change. A useful stimulus resource for educators. • Climate Change Solutions Simulator (EN-ROADS, Climate Interactive) www.climateinteractive.org/tools/en-roads/ Policy simulation model for designing scenarios to limit future global warming. • Climate Reframe project highlights UK BAME climate experts, campaigners and advocates - https://climatereframe.co.uk/ • Earth Charter podcast https://earthcharter.org/podcasts • LSBU Sustainability Research Pod: https://anchor.fm/sustainabilityresearchpod