

<b>Module Title</b>	<b>Sustainability: reimagining a future for everyone</b>
<b>Course Title</b>	BSc Criminology (Sustainability); BSc Sociology (Sustainability); BA International Relations (Sustainability); BA Politics; BA Politics (Sustainability); BA Politics and International Relations
<b>School</b>	<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
<b>Division</b>	Social Sciences
<b>Parent Course (if applicable)</b>	Sustainability Pathway
<b>Level</b>	6
<b>Semester</b>	2
<b>Module Code (showing level)</b>	DSS_6_SRF
<b>JACS Code (completed by the QA)</b>	
<b>Credit Value</b>	20 credit points
<b>Student Study Hours</b>	Contact hours: 45 Student managed learning hours: 155
<b>Pre-requisite Learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module co-ordinator</b>	
<b>Short Description (max. 100 words)</b>	This module is divided into two parts: Students take a deep dive to develop their own narratives going beyond treating symptoms to understanding the psychological and cultural root causes of ecological breakdown, and its implications for action. The second part moves students to reimagine a future that is ecologically, socially and culturally equitable, and defining their contribution to this new world. This module combines good practice case study examples with an exploration into new innovative technological solutions to unsustainable practices.
<b>Aims</b>	The aims of the module are to: <ul style="list-style-type: none"> <li>• explore the complexity and scale of global ecological problems</li> <li>• analyse the impact of human social action on the world's ecosystem</li> <li>• adopt a multi-disciplinary approach to ecological crises</li> <li>• encourage students' intellectual development and recognition of the social nature of their own views on ecology and sustainability</li> </ul>
<b>Learning Outcomes (4 to 6 outcomes)</b>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• gain an understanding of key cultural concepts, views of knowledge and related critical debates relevant to sustainability.</li> <li>• understand key scientific and cultural knowledge related to the environment and sustainability.</li> <li>• identify a range of ways in which science and culture interact and overlap.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• engage critically with different theories, concepts, perspectives and methods presented in teaching and relevant literature</li> <li>• develop views and ideas on ways to implement sustainable development</li> <li>• critically analyse perspectives on the social system and its relationship to ecological crisis</li> </ul>

<b>Employability</b>	<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"> <li>• oral communication and written skills;</li> <li>• critical appraisal of source material;</li> <li>• extracting and analysing information;</li> <li>• analytical skills in devising arguments, use of relevant evidence and forming judgments;</li> <li>• collaborative work in groups;</li> <li>• meeting deadlines;</li> <li>• IT Skills and independent web based research;</li> <li>• effective time management</li> <li>• reflexive practice</li> </ul> <p>develop informal educational activities</p>
<b>Teaching and learning pattern</b>	<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 type="checkbox"/> Tutorial:  <input type="checkbox"/> Laboratory                      <input checked="" type="checkbox"/> Workshops  <input checked="" type="checkbox"/> Practical                      <input type="checkbox"/> VLE Activities</p>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• The role of theories and perspectives for sustainability</li> <li>• Mapping historical assumptions and how they inform perspectives and ideas</li> <li>• Introduction to futures thinking</li> <li>• Understanding the dimensions of values in sustainability</li> <li>• Environmental psychosocial perspectives</li> <li>• Reflexivity and critical thinking practice for sustainability</li> </ul>
<b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b>	<p>Formative Weekly reflexive summary and 2 self-assessment forms</p> <p>Summative CW1: group presentation (c. 5 minutes per student) (50%) CW2: using systems thinking devise a project management plan for a sustainability problem identified in the local or national community (2000 words) (50%)</p>
<b>Mode of resit assessment (if applicable)</b>	<p>CW1: individual presentation where appropriate CW2 as above</p>
<b>Indicative Sources (Reading lists)</b>	<p><b>Core materials</b></p> <ul style="list-style-type: none"> <li>• Chomsky, N., Pollin, R. and Polychroniou, C.J., 2020. Climate Crisis and the Global Green New Deal: The Political Economy of Saving the Planet. Verso.</li> <li>• Porritt, J., 2020. Hope in Hell: A decade to confront the climate emergency. Simon and Schuster.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sterling, S., 2013. Winning the future we want <a href="http://www.sustainableeducation.co.uk/wp-content/uploads/2019/05/UNESCO_DESD-paper3_STERLING_04092013_FINAL.pdf">www.sustainableeducation.co.uk/wp-content/uploads/2019/05/UNESCO_DESD-paper3_STERLING_04092013_FINAL.pdf</a></li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Leal Filho, Walter; 2019; Social Responsibility and Sustainability: How Businesses and Organizations Can Operate in a Sustainable and Socially Responsible Way</li> <li>• Maiteny, P., 2018. Longing to be human: Evolving ourselves in healing the Earth. In Vital Signs (pp. 69-82). Routledge.</li> <li>• Stibbe, A.E., 2009. <i>The handbook of sustainability literacy: Skills for a changing world</i>. Green Books.</li> </ul>
<b>Other Learning Resources</b>	<p>Module Moodle site is chiefly a document repository, but also contains links to online (including audio-visual) learning material.</p> <ul style="list-style-type: none"> <li>• Earth Charter podcast <a href="https://earthcharter.org/podcasts">https://earthcharter.org/podcasts</a></li> <li>• LSBU Sustainability Research Pod <a href="https://anchor.fm/sustainabilityresearchpod">https://anchor.fm/sustainabilityresearchpod</a></li> </ul> <p>UN Sustainable Development Goals <a href="https://sustainabledevelopment.un.org/?menu=1300">https://sustainabledevelopment.un.org/?menu=1300</a></p>