



GSE 825

Sustainable Development: Introductory Principles and Practices

S1 Day 2015

Dept of Environmental Sciences

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General Information

Unit convenor and teaching staff

Unit Convenor

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E8A 372

Open: By appointment

Credit points

4

Prerequisites

Admission to MEnvEd or PGDipEnvEd or PGCertEnvEd or MEngMgt or MEnvMgt or PGCertEnvMgt or MEnvStud or PGDipEnvStud or MSusDev or PGDipSusDev or PGCertSusDev or MEnvPlan or MDevCult or PGDipDevCult or MIntRel or MEnv or PGDipEnv or PGCertEnv or MPP or PGDipPP or MSc in (Environmental Health or Remote Sensing and GIS) or PGDipSc in (Environmental Health or Remote Sensing and GIS) or PGCertSc in (Environmental Health or Remote Sensing and GIS) or MSocEntre or PGCertSocEntre or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or GradDipIntRel

Corequisites

Co-badged status

Unit description

This unit examines the origins, issues, policies, principles and processes of sustainable development (SD) and the international fora that drive the sustainable development agenda. The unit requires students to explore the global and national debates surrounding SD, analyse these and formulate and substantiate their own views. Students are engaged in a process of identifying how sustainable development principles are interpreted in practice in different sectors including in national frameworks, local government and business. Students undertake research with community groups on their concept of and views of progress on sustainable development. The unit involves the students in analysis of the ideological and value bases of SD and a critical appraisal of the policy and practical approaches that are emerging.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Demonstrate an understanding of key scientific concepts and inter-relationships underpinning sustainable development
- Demonstrate an understanding of the importance of SD, the values and principles underpinning SD and its contested nature in theory and application
- Apply a system and future thinking approach to understand the interactions of environmental changes on aspects such as biodiversity, security, economic and social conditions
- Be able to demonstrate a grasp of the international processes and literature relating to sustainable development
- Begin to understand the processes of bringing about change towards sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders
- Demonstrate critical thinking and analytical skills for policy, programs and actions for key issues of sustainable development
- Demonstrate an ability to present in different forms, cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of a multi-disciplinary team

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	25%	28th April
<u>Assignment 2</u>	35%	Sunday 24th May
<u>Assignment 3</u>	40%	22nd June

Assignment 1

Due: **28th April**

Weighting: **25%**

Analysis of sustainable development concept/ principles

This assignment allows you to demonstrate your grasp of the concept of sustainable development and an aspect of its application. in practice.

Select one of the following aspects to critically assess.

1. the concept of planetary boundaries and its value as a scientific basis for policy and action for sustainable development
2. the business case for sustainability
3. resilience for sustainable development in the Anthropocene
4. inter and intra generational equity in the Anthropocene

Further details and readings are provided on the ilearn site

On successful completion you will be able to:

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Assignment 2

Due: **Sunday 24th May**

Weighting: **35%**

Documentary Report based on research of perceptions of a major group on sustainable development

This is a **group project** to produce a documentary report on the perception of a Major Group on progress towards sustainable development and particularly in relation to the proposed sustainable development goals. The project is based on a field research project, in which each member of the group interviews 4 members of the community from a major group - like farmers,

women, scientists, business etc. The resulting findings from each members interviews are analysed and synthesised by the group to present a documentary.

Note 10% of the marks are provided for individual contribution and reflection. Further details are on the ilearn site.

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Assignment 3

Due: **22nd June**

Weighting: **40%**

Critical analysis report on aa as[ect of sustainable development

This assignment assesses your ability to comprehensively analyse the practical considerations of implementing a sustainable development program or policy.

Further deatials are on the ilearn site

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Delivery and Resources

Delivery of the Unit

The unit is delivered by face to face block mode sessions. The teaching process includes:

1. Background reading by the students
2. Short presentations to introduce basic concepts.
3. Practical workshop sessions to provide opportunities for experiential learning from discussion with other class members (preparation is essential).
4. Student presentations of tasks undertaken in class in a time pressed environment (like work practice).
5. Talks from guest lecturers that convey the practice of sustainability and the ways change is facilitated.
6. A field trip to appreciate the practical and technical aspects of sustainability
7. Assignments that require students to practice key skills, including critical and integrative thinking, taking a systems perspective, listening to stakeholders, and communicating through diverse forms including writing and presenting in a logical and clearly argued manner.
8. Assignments provide opportunities for practicing negotiation skills and appreciating differences in different cultural and national contexts.

Students are expected to:

- participate in workshop activities in small groups;
- read set readings in advance for classes; and
- follow current developments with regard to sustainable development in the media/ internationally.

Resources to start you off

At the outset students can review the following:

United Nations Conference on Sustainable Development 2012 *The Future We Want*, UN <http://www.un.org/en/sustainablefuture/>

This document is the consensus of aspirations from Rio + 20 intergovernmental meeting on sustainable development UNCSD.

NOTE: the UN has a website on sustainable development - a rich source of information. <http://sustainabledevelopment.un.org/>

Dennis H 2013 *The world we want to see: perspectives on post-2015* A Christian Aid report September

<http://www.christianaid.org.uk/images/Post-2015-Christian-Aid-report-September-2013.pdf>

This document presents the vision for sustainable development from an NGO and has a strong values/ethical/ justice (Christian) viewpoint and highlights where action is needed

KPMG *Future State 2030 the global megatrends shaping government*

<http://www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/future-state-government/Pages/future-state-2030.aspx>

This document provides an easy read that encompasses the major global forces taking shape now that will significantly impact business for government and private sectors

Or you can look at the Australian research on megatrends

CSIRO Our Future World: Global megatrends that will change the way we live <http://www.csiro.au/Portals/Partner/Futures/Our-Future-World.aspx>

Raskin, P.D Electrix, C. Rosea, R.A. 2010 The century ahead searching for sustainability *Sustainability* 2:2626-2651

This journal article presents 4 scenarios for the future and looks at various indicators associated with those scenarios. Gives an insight into how sustainable development might be measured - more technically based article

Steffen, W. Persson, A. Deutsch, L. Zalasiewicz, M. Richardson, K, Crumley, C. Crutzen, P. Folke, C. Gordon, L. Molona, M. Ramanathan, V. Rockstrom, J Scheffer, M. Schellnhuber, H.J. and Svedin, U. 2011 The Anthropocene: From Global Change to Planetary Stewardship *AMBIO*(2011) 40:739-761

This journal article lays out the human-nature relationship, the pace of change, the scientific basis and calls for action

Rockstrom J. et al 2009 Feature: A safe operating space for humanity *Nature* 461:24: 472-475
September

This article develops a concept of boundaries in the global system for certain impacts, and propose that these set limits for human development

Unit Schedule

Date	Time	Room	Session
Friday February 27	6:30pm - 9:30pm	E8A 341	Introduction to Course Themes Conceptualising sustainable development Assignment briefing
Saturday February 28	10:00am - 5:00pm	EMC- G240	Workshop Session 1 Pathways to Sustainable Development and Themes History of the international SD policy process Sustainability science Introduction to law, governance and politics of sustainable development
Sunday 8 March	10:00am - 5:00pm	EMC- G240	Workshop Session 2: Key trends, programs and action for sustainable development
Saturday March 21	10:00am - 5:00pm	EMC- G240	Workshop Session 3: Policy Frameworks for Sustainable Development Measuring Progress Towards Sustainable Development SD Goals
Monday April 20th	9.00- 5.00		Field trip
Friday May 8th	10:00am - 5:00pm	EMC- G240	Workshop Session 4 Sustainable development in practice <ul style="list-style-type: none"> • Industry • Local government
Saturday 9th May	10:00am - 5:00pm	EMC- G240	Workshop Session 5: International case studies Leading change for sustainable development
Sunday 24th May	10:00am - 5:00pm	EMC- G240	Workshop Session 6 Presentations of assignment 2 Conclusions

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the importance of SD, the values and principles underpinning SD and its contested nature in theory and application
- Apply a system and future thinking approach to understand the interactions of environmental changes on aspects such as biodiversity, security, economic and social conditions
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- Develop an ability to work effectively as part of a multi-disciplinary team

Assessment tasks

- Assignment 1

- Assignment 2
- Assignment 3

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of key scientific concepts and inter-relationships underpinning sustainable development
- Demonstrate an understanding of the importance of SD, the values and principles underpinning SD and its contested nature in theory and application
- Apply a system and future thinking approach to understand the interactions of environmental changes on aspects such as biodiversity, security, economic and social conditions
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Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Apply a system and future thinking approach to understand the interactions of environmental changes on aspects such as biodiversity, security, economic and social conditions
- Begin to understand the processes of bringing about change towards sustainable development
- Demonstrate critical thinking and analytical skills for policy, programs and actions for key issues of sustainable development

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Apply a system and future thinking approach to understand the interactions of environmental changes on aspects such as biodiversity, security, economic and social conditions
- Begin to understand the processes of bringing about change towards sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically

supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the importance of SD, the values and principles underpinning SD and its contested nature in theory and application
- Demonstrate an ability to present in different forms, cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of a multi-disciplinary team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the importance of SD, the values and principles underpinning SD and its contested nature in theory and application
- Begin to understand the processes of bringing about change towards sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders
- Develop an ability to work effectively as part of a multi-disciplinary team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Changes from Previous Offering

A full day field trip is planned in 2015 to gain practical insights about implementing sustainable development