



ENVS825

Sustainable Development: Introductory Principles and Practices

S1 Day 2018

Dept of Environmental Sciences

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General Information

Unit convenor and teaching staff

Unit Convenor

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E8A 372 moving to E7

Open: By appointment

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Credit points

4

Prerequisites

Admission to MEnvEd or MSc or MEngMgt or MEnvMgt or MEnvStud or MSusDev or MEnvPlan or MPlan or MDevCult or MIntRel or MEnv or MPPP or MSocEntre or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or GradDipIntRel or MPH or MDevStud or GradCertDevStudGlobalHlth or MTransInterMIntRel or MMarScMgt or GradCertSocEntre

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. 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:

Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice

Demonstrate a knowledge of the Sustainable Development Goals 2015-2030 and analyse their value in achieving sustainable development

Articulate the scientific and environmental underpinnings of sustainable development, including the concepts of planetary boundaries and limits to growth

Analyse and evaluate the systemic and dynamic interactions between social development, sustaining the environment and natural resources, the globalised economy, geopolitics and governance.

Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations

Demonstrate critical thinking and analytical skills in regard to policy, programs and actions to achieve sustainable development

Research how sustainable development is being undertaken in practice amongst key stakeholders

Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

General Assessment Information

To show that you have met the outcomes for the unit, each assessment task needs to be passed to pass the unit.

Participation in class is also assessed: this is assessed by your being prepared to discuss readings in class, contributing to class discussion and class exercises.

Expect that the assessment tasks will take at least 100 hours - i.e at least 3 weeks of full time application. The criteria for each assessment task are listed in the assignment guide on the ilearn site.

Each assessment task needs to show that the student has read from journals and books. As the SD agenda is driven by the UN, government, NGO and business, reading materials from these sources on official web sites is important to be read as well. You need to make a reference list as you read.

The APA referencing style or Harvard is accepted for the unit (you need to be consistent in

whatever you choose). You can find more information on these at MQ <http://libguides.mq.edu.au/Referencing>

You can find referencing software at that can be downloaded from the Macquarie University website <http://libguides.mq.edu.au/referencing-software> to organise your citations and keep notes on the readings.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	10%	No	31st March 9.00am
Assignment 2	20%	No	20th April
Assignment 3	30%	No	Saturday 19th May
Assignment 4	35%	No	12th June
Participation	5%	Yes	June 12th

Assignment 1

Due: **31st March 9.00am**

Weighting: **10%**

Sustainable Development Goals 2015-2030.

This assignment requires you to:

1. Prepare a presentation on ONE of the SD goals.
2. Your presentation needs to include: a) high quality visual slides with graphics and key words (points) only b) notes pages for each slide which provide referenced background and key points relating to that slide. c) Note: **Your presentation will be uploaded for other students to review and assess**

The presentation and notes provided with each slide will cover the following:

1. The Sustainable Development Goal (title slide)
2. A diagram illustrating the main areas of action proposed to achieve that Goal. In the notes point out the areas of emphasis in the Goal and why
3. Why this goal is important for SD - Show how it supports a more sustainable planet and society
4. A diagram showing how your goal is inter-related with 3-5 other SD goals - and in the notes discuss the inter connections/ risks / trade-offs / possible conflicts
5. A specific example of how this goal (or element of the goal) is being acted on. The notes

should expand and document your case

6. What strategies/ or changes are required to upscale the achievements for that goal? In the notes describe what changes to governance (institutions), policy, financial, technical, scientific, or economic factors may need to change

Please see assessment guide for more briefing on this task.

This task will be assessed by peer review - 3 class mates.

On successful completion you will be able to:

- Demonstrate a knowledge of the Sustainable Development Goals 2015-2030 and analyse their value in achieving sustainable development
- Analyse and evaluate the systemic and dynamic interactions between social development, sustaining the environment and natural resources, the globalised economy, geopolitics and governance.
- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Assignment 2

Due: **20th April**

Weighting: **20%**

Analysis of sustainable development discourse and principles

This assignment allows you to demonstrate your grasp of the discourse sustainable development, and critically assess the politics, power and issues in practice in achieving sustainable development. Your analysis will consider the influence of the Sustainable Development Goals, socio-economic trends and the state of the planet

Further details and readings are provided on the ilearn site

On successful completion you will be able to:

- Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice
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- Articulate the scientific and environmental underpinnings of sustainable development,

including the concepts of planetary boundaries and limits to growth

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Assignment 3

Due: **Saturday 19th May**

Weighting: **30%**

Documentary Report based on research of a 'major group's' actions for sustainable development

This is a small **group project** to produce a documentary report that captures the stories and actions of individuals in making progress towards sustainable development. You will be asked to review people who align with a civil society organisation, or business in making progress towards sustainable development.

The project is based on **field research**, in which each member of the group interviews 4 members of the community:

- Three of these interviews are from the same major group - like farmers, women, scientists, unions, business, youth, etc. or from a particular sector
- One interview is with a preservice teacher student at Macquarie University (further instructions re this group in class)

The findings from each members interviews are analysed and synthesised by the group to present an inspiring documentary giving the stories of people from that group to progress sustainable development.

Note 10% of the marks are provided for an **individual report** of the interviews and reflection on the process of undertaking interviews. Further details are on the ilearn site.

On successful completion you will be able to:

- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders

- Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Assignment 4

Due: **12th June**

Weighting: **35%**

Report making a critical analysis on an aspect of sustainable development.

You may chose A or B

Part A Policy brief

4.A This assignment is to be prepared in the format of **policy advice** to a government, business or other organisation on a sustainable development issue. The policy brief is to make a recommendation for a SD policy; the brief will make the arguments for and against, as arguments to assist in decision making.

The advice is to be oriented to an actual organisation (this means you need to look at current policy in order to suggest future policy directions). The report will be succinct and use numbered footnotes for any references or additional points. The policy brief might include:

1. the issue and its relevance to sustainable development;
2. background to the organisation's current policy;
2. the advantages and disadvantages of taking certain actions on the issue in relation to the dimensions of sustainable development;
3. discuss some of the steps to making the changes to implement the advice;
4. make policy recommendations based on the analysis.

Part 4 B - This assignment is to be prepared in the format of an academic paper as a review/ essay. The paper is to critically analyse the practical considerations of implementing a sustainable development program or policy.

Further details are on the ilearn site

On successful completion you will be able to:

- Articulate the scientific and environmental underpinnings of sustainable development, including the concepts of planetary boundaries and limits to growth
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- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support

change for sustainable development while considering the effects on the opportunities available to future generations

- Demonstrate critical thinking and analytical skills in regard to policy, programs and actions to achieve sustainable development
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Participation

Due: **June 12th**

Weighting: **5%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

This assessment is based on

1. doing the required reading and being able to discuss issues in class activities
2. working on group activities in class and contributing to research and presentations

On successful completion you will be able to:

- Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Delivery and Resources

Delivery of the Unit

The unit is delivered by face to face interaction in block mode sessions. This means all day sessions spread over the semester. 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 on tasks and through discussion with other class members (preparation is essential).
4. Student presentations of tasks prepared in advance.
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, technical and sociopolitical 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 digital stories, writing and presenting in a logical and clearly argued manner.
8. Assignments provide opportunities for presenting in different formats, working with people of different skills and cultural perspectives.

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

The Sustainable Development Goals 2015 <https://sustainabledevelopment.un.org/?menu=1300>

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

World Economic Forum 2016 has a number of reports and blogs of interest:

The two following relate to the rising inequality in the world,

Oxfam An economy for the 1%

<https://www.oxfam.org.au/wp-content/uploads/2016/01/an-economy-for-the-1-percent.pdf>

Blog WEF: Why Equity matters more than you might think

<http://www.weforum.org/agenda/2016/02/why-equality-matters-more-than-you-might-think>

What are the trends which are going to influence sustainable development?

World Economic Forum 2016 Global Risks Report <http://www.weforum.org/reports/the-global-risks-report-2016>

World Economic Forum 2016 Risk and Resilience <http://www.weforum.org/reports/global-agenda-council-on-risk-resilience-resilience-insights>

World Economic Forum 2016 Intelligent Assets Unlocking the Circular Economy <http://www.weforum.org/reports/intelligent-assets-unlocking-the-circular-economy-potential>

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*

<https://assets.kpmg.com/content/dam/kpmg/pdf/2014/02/future-state-2030-v3.pdf>

<https://home.kpmg.com/xx/en/home/insights/2015/03/future-state-2030.html>

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	Session theme	Room
Saturday March 3rd	9.00-5.00	Session 1 – Scoping the SD field Introduction to Course themes Assessment expectations What is sustainable development Why sustainable development History of SD - International policy processes Science, governance and politics in S	(EMC) G240

Saturday 31st March	9.00-5.00	Session 2 – Pathways to SD SD Goals Exploration of core issues in SD	(EMC) G240
Friday 6th April	9.00-5.00	Session 3 – Pathways to SD Sustainable Development in practice – case studies of SD actions by organisations-	
Saturday April 6th	9.00-5.00	Session 4 - Scenarios for the future - Governance and stakeholder engagement – Leading action & change processes	(EMC) G240
Saturday May 5th	9.00-5.00	Session 5 - Pathways to SD – Driving change through Strategies Measuring progress in SD - Indicators	(EMC) G240
Friday May 11 th	9.00-5.00	Field Trip	Off campus
Saturday May 19 th	9.00-5.00	Session 6 – Presentations of Assessment task Conclusions to unit	(EMC) G240

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice
- Articulate the scientific and environmental underpinnings of sustainable development, including the concepts of planetary boundaries and limits to growth
- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders
- Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4

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

- Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice
- Demonstrate a knowledge of the Sustainable Development Goals 2015-2030 and analyse their value in achieving sustainable development
- Articulate the scientific and environmental underpinnings of sustainable development, including the concepts of planetary boundaries and limits to growth
- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
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- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice
- Articulate the scientific and environmental underpinnings of sustainable development,

including the concepts of planetary boundaries and limits to growth

- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice amongst key stakeholders

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Research how sustainable development is being undertaken in practice amongst key stakeholders

Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4

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

- Identify some of the processes of bringing about change towards sustainable development, such as stakeholder engagement, leadership and governance to support change for sustainable development while considering the effects on the opportunities available to future generations
- Demonstrate an ability to present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Argue the case for the importance of and reasons for 'sustainable development' and articulate why it is contested in theory and practice
- Demonstrate a knowledge of the Sustainable Development Goals 2015-2030 and analyse their value in achieving sustainable development
- Analyse and evaluate the systemic and dynamic interactions between social development, sustaining the environment and natural resources, the globalised economy, geopolitics and governance.
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- Develop an ability to work effectively as part of an intercultural or multi-disciplinary team

Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4
- Participation

Changes from Previous Offering

Guest speakers vary from year to year. Case studies are updated. References are updated.