

**COURSE SPECIFICATION DOCUMENT**

<b>Academic School / Department:</b>	Humanities & Social Sciences
<b>Programme:</b>	Political Science
<b>FHEQ Level:</b>	6
<b>Course Title:</b>	Sustainable Development
<b>Course Code:</b>	POLS 6102
<b>Total Hours:</b>	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
<b>Credit</b>	16 UK CATS credits 8 ECTS credits 4 US credits

**Course Description:**

This course introduces students to the process of development project evaluation, in the context of the theory and practice of sustainable development. The course enables students to focus on the political, social and economic complexity of managing a specific sustainable development in the developing world. Methods of evaluation are explored, decided upon and utilised in the production of a Project Evaluation Document (PED) for a sustainable development project of choice. Issues such as livelihoods, gender, environmental impact, measurement, participation and consultation processes are raised, though the context varies across urban/rural and blue-green-brown issues depending on the specific project chosen for evaluation.

**Prerequisites:**

70 Credits

**Aims and Objectives:**

- To extend the understanding of students with regard to the practical implications of sustainable development in the developing world
- To engage in an in-depth study and evaluation of a specific sustainable development project, using internationally recognised evaluation criteria
- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of political and economic ideas
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21<sup>st</sup> century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

**Programme Outcomes:**

6BI; 6CI; 6CIII; 6DI; 6DIII

A detailed list of the programme outcomes can be found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrates a systematic understanding of practical issues and problems faced in delivering and evaluating a sustainable development project in the developing world
- Demonstrates the communication skills needed to plan and manage for changing contexts, audiences and levels of complexity
- Demonstrates the ability to formulate, synthesise and effectively articulate arguments potentially incorporating competing perspectives, concepts and evidence in a range of formats and media including in professional and interpersonal contexts
- Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions
- Demonstrate entrepreneurial education in the form of skills and practices that translate directly into employment

**Indicative Content:**

- Sustainable development theory and practice in the developing world
- How to find a project with sufficient information to enable project evaluation, how to structure and produce a project evaluation, core evaluation methods for sustainable development projects.
- Key topics in sustainability in the developing world (i.e., GREEN: deforestation, desertification, conservation; BLUE: water resources, dams; BROWN: urban pollution, pollution trading, energy production, industrial pollution)
- Sustainable livelihoods in the developing world

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

**Indicative Text(s):**

- Adams, W.M., *Green Development: Environment and Sustainability in a Developing World*, 4<sup>th</sup> ed., Routledge, 2019.
- Baker, S. (2016), *Sustainable Development*, 2<sup>nd</sup> ed., Routledge.
- Blewitt, J. (2018), *Understanding Sustainable Development*, 3<sup>rd</sup> ed., Routledge.
- Robertson, M. (2021), *Sustainability: Principles and Practices*, 3<sup>rd</sup> ed., Routledge.
- Sachs, J. (2015), *The Age of Sustainable Development*, Columbia University Press.

See syllabus for complete reading list.

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition - November 2024		