

This document provides detailed information on the module named below. It will be updated as necessary when modifications to the module are approved. Modules are allocated to a Subject Network not a programme, and may be accessed by students studying on different programmes.

1 SUMMARY MODULE INFORMATION

a Module title

Sustainable Development.

b SITS module code

UD411979

c UHI Subject Network

Science, Environment and Rural Resource Management

d Exam board

MSc Managing Sustainable Rural/Mountain Development

e SCQF level

11

f SCOTCAT credit points

15

g Module leader and contact details (email, phone)

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h Brief description of module

This module considers the concept of sustainable development and global and national policy frameworks for its promotion, and relates these to appropriate management tasks at regional and local planning levels. There is a focus on tools and indicators designed to enable community involvement in management for sustainable development at the local to regional level.

i Pre-requisites or co-requisites

An undergraduate degree award.

j Primary mode(s) of delivery and support

(e.g. Face-to-face teaching, blended, block teaching, wholly online, etc).

Designed to be accessed totally on-line with e-mail and telephone support.

k Assessment

Two essays (45% each) + 10% for contributing to the Discussion Board

To pass the module overall, you must get at least 50% in each of the assignments and the discussion board, as well as an overall weighted mark of at least 50%.

l Suitable for access via Learning Centres?

Yes.

2 MODULE DESCRIPTOR

a Aims

To provide a bridge between the theory and practice of sustainable rural development at scales from the local community to the region.

b Intended learning outcomes

On completion of the module the student should be able to:

- understand the concept of sustainable development and the policy framework for its promotion at community to regional levels;
- identify appropriate indicators and evaluate the processes of managing sustainable development in rural and mountain areas;
- analyse and discuss relevant case studies, which illustrate key aspects in the theory and practice of planning for sustainable rural and mountain development at community to regional levels.

c Indicative content

- evolution of sustainable development as a policy objective: industrial and technological “progress”, the environmental movement, the Brundtland Commission (1987), the Earth Summit (Rio, 1992), the World Summit on Sustainable Development (Johannesburg, 2002);
- sustainable development in a global context today and in the immediate future;
- approaches to sustainable development – international, national, regional and local;
- participatory decision-making and the challenges to integrating it with conventional forms of governance;
- criteria for the selection of sustainability indicators and their relevance;
- agenda 21 and Local Agenda 21;
- community planning.

A schedule of weekly topics is posted on the MLE at the beginning of the delivery semester.

d Mode(s) of delivery and support for teaching and learning

Face-to-face	0 hours or	... %
Video-conference	0 hours or	... %
Supported online learning	30 hours or	20 %
Self-directed learning	120 hours	80 %
Total activity	150	100%

e Assessment

Students' learning will be formally assessed by three coursework elements. The first two will each contribute 45% to the overall module mark and should be achieved within a word count of 2,000:

1. An essay to examine the perception of sustainable development in contrasting socio-economic environments and to discuss the most appropriate approaches to take and tools to use.
2. Using published examples, carry out a critical analysis of local policies designed to address sustainability objectives (e.g. Community Planning in the UK) and how effective these are.

The third will be based on contributions posted on the module Discussion Board throughout the Semester. This will contribute 10% to the overall module mark on the following basis:

- a) scale of valid contribution (2%)
- b) quality of posting (4%)
- c) interaction with others (4%)

f Key Learning Resources

One key textbook, a number of recommended texts and a range of web-based resources

Core

Baker, S. (2006). *Sustainable Development*. Routledge. [now an “e-book” via UHI library]

Recommended

Baker, S. and Eckerberg, K. (2008). *In Pursuit of Sustainable Development: New Governance Practices at the Sub-National Level in Europe*. Taylor & Francis. [now an “e-book via UHI library]

Carson, R. (1962). *Silent Spring*. Mifflin

Conca, K. and Dabelko, G.D. (2004). *Green Planet Blues: environmental politics from Stockholm to Johannesburg*. Westview Press. Boulder Co

Daily, G. C. *et al* (1997) Ecosystem Services: Benefits Supplied to Human Societies by Natural Ecosystems. *Issues in Ecology No.2*. The Ecological Society of America. <http://www.esa.org/science/Issues/FileEnglish/issue2.pdf>

Diamond, J. (2005). *Collapse : How Societies Choose to Fail or Survive*. Allen Lane

Dobson, A. (1996). Environment Sustainabilities: An Analysis and a Typology. *Environmental Politics*, Vol.5, No.3, pp.401-428

Dobson, A. (2007). *Green Political Thought (Fourth Edition)*. Routledge

Dodds, F. ed. (1997). *The Way Forward: beyond Agenda 21*. Earthscan

Dresner, S. (2008). *The Principles of Sustainability*. Earthscan [now an “e-book via UHI library]

Elliott, J.A. (2005). *An Introduction to Sustainable Development*. Routledge [now an “e-book via UHI library]

Galbraith, J.K. (1987). *A History of Economics*. Penguin

Kirkby, J., O’Keefe, P. and Timberlake, L. (1995). *The Earthscan Reader in Sustainable Development*. Earthscan.

Korten, D.C. (1995). *When Corporations Rule the World*. Earthscan.

Layard, R. (2005). *Happiness – Lessons from a New Science*. Penguin

- Leopold, A. (1949). *A Sand County Almanac*. Oxford University Press
- McCormick, J. (1995). *The Global Environmental Movement*. Wiley
- Meadows, D.H., Meadows, D.L., Randers, J. and Behrens, W.W. (1972). *The Limits to Growth*. Signet
- Meadows, D., Randers, J and Meadows, D. (2004). *Limits to Growth – the 30-Year Update*. Earthscan
- Monbiot, G. (2003). *The Age of Consent – a manifesto for a new world order*. Flamingo
- Pearce, D. (1993). *Blueprint 3: Measuring Sustainable Development*. Earthscan
- Pearce, D. and Barbier, E.B. (2000). *Blueprint for a Sustainable Economy*. Earthscan
- Porritt, J. (2005). *Capitalism: as if the World matters*. Earthscan [now an “e-book via UHI library]
- Reynolds, M., Blackmore, C. and Smith, M.J. eds (2009). *The Environmental Responsibility Reader*. The Open University/Zed Books
- Rogers, P.R., Jalal, K.F. and Boyd, J.A. (2008). *An Introduction to Sustainable Development*. Earthscan [**under evaluation as core text**]
- Reid, D. (2004). *Sustainable Development: an Introductory Guide*. Earthscan
- Scheer, H. (1999). *The Solar Economy*. Earthscan
- Speth, J.G. (2003). Perspectives on the Johannesburg Summit. *Environment*, Jan/Feb2003, Vol. 45 Issue 1, p24
- Speth, J.G. (2004). *Red Sky at Morning: America and the Crisis of the Environment*. Yale University Press
- Speth, J.G. (2008). *The Bridge at the End of the World: Capitalism, the Environment and Crossing from Crisis to Sustainability*. Yale University Press
- Strange, T. and Bayley, A. (2008). *Sustainable Development: Linking economy, society, environment*. OECD Insights [available on-line; included in module resources]
- UNCED (1992). *Agenda 21: the United Nations Programme of Actions from Rio*. United Nations
- Vaitheeswaran, V.V. (2003). *Power to the People*. Farrar, Straus and Giroux

The Internet is a very rich source of information relating to all aspects of sustainable development; some examples include:

UK Government

<http://www.sustainable-development.gov.uk/index.asp>

The Sustainable Development Commission

<http://www.sd-commission.org.uk/>

Indicators

<http://www.sustainable-development.gov.uk/progress/index.htm>

International Institute for Sustainable Development
<http://www.iisd.org/>

International Council for Local Environmental Initiatives (ICLEI)
<http://www.iclei.org/>

New Economics Foundation
<http://www.neweconomics.org/gen/>

United Nations Environment Programme (UNEP) Milestones
<http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=287>

Sustainable Development Research Network
<http://www.sd-research.org.uk/>

United Nations Framework Convention on Climate Change
<http://unfccc.int/2860.php>

European Climate Change Programme
<http://ec.europa.eu/environment/climat/eccp.htm>

The Rio Summit
<http://www.un.org/geninfo/bp/enviro.html>

Convention on Biological Diversity
<http://www.cbd.int/convention/convention.shtml>

Agenda 21 on-line
<http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21toc.htm>

The Millennium Development Goals
<http://www.un.org/millenniumgoals/bkqd.shtml>

h Specialist resource requirements

Internet access: the module requires access to the Internet in order to enter the Managed Learning Environment.

The minimum specification to access the UHI MLE is:
A PC running Microsoft Windows and having access to the Internet.

A number of journal articles and book chapters have been digitised and are available to registered students via the MLE.

Students are expected to contribute to online discussion boards and should be prepared to allocate around five hours per week to this and other MLE activity.