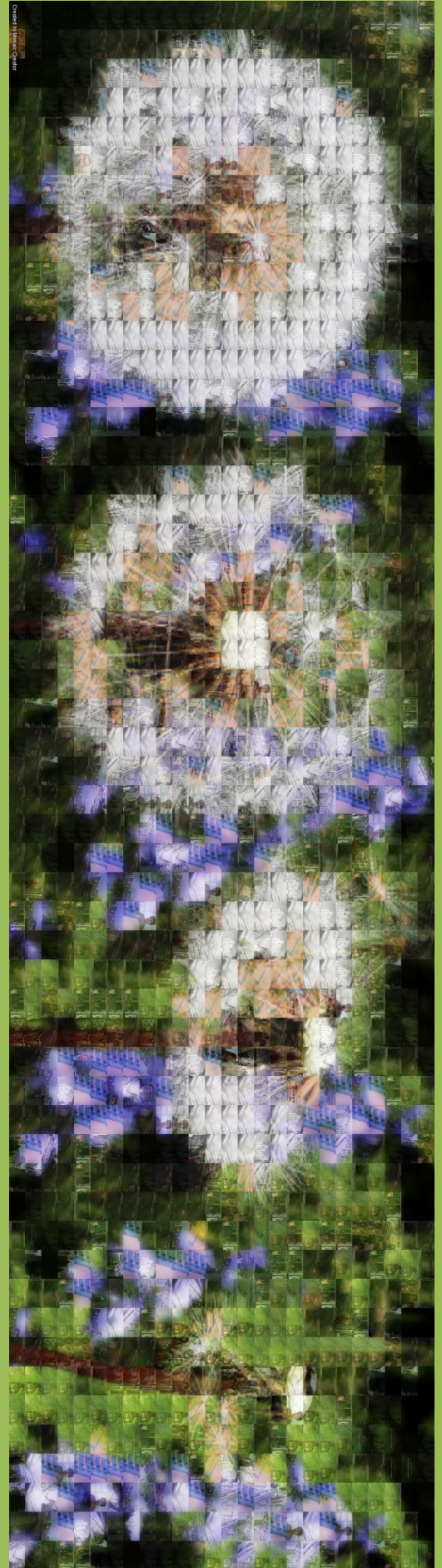**THE UNIVERSITY OF EDINBURGH**
School of Social and Political Science

Introducing
Sustainable Development
Code SCIL08008

Tuesday and Friday, 9.00-9.50,
Teviot Lecture Theatre, Medical School.

HANDBOOK 2011-2012

Are those of us in the affluent parts of the world 'living beyond our means' by consuming the Earth's resources faster than they can be renewed? What kinds of answers are there to this question and what kinds of evidence are available? Can we make capitalism sustainable and what is the role of diamond mining, or the fossil fuel industry, or the fashion industry in all this? Who is responsible for climate change and the degradation of resources? And who should bear the immediate costs of action to improve the prospects of a secure and prosperous future for all life on the planet? While we cannot promise any easy answers to these questions, we can engage you in systematic and informed argument, and enable you to understand the options, and evaluate your role in contributing some answers.

Introducing Sustainable Development addresses the central problems facing us in the twenty-first century, which concern equitable access to water, food, energy, shelter and peaceful coexistence, in the context of a destabilising climate and degradation of environmental resources. The interdisciplinary course debates key issues and principles, contexts and applications of sustainable development. It outlines contributions from different disciplines, explains the importance of thinking widely to understand and address the issues, and examines the need to integrate different perspectives to achieve better solutions.

Open to all students, the course starts from a short history of the principles and background to the concept of 'sustainable development'. Insights from politics, demography and population, geography, economic sociology, and business studies will be drawn on and debated. We discuss the context in which sustainable development has emerged, and the challenges which are now being posed for societies, from global to local levels. The positive benefits that development and advances in technology have brought are explored, alongside the consequences of current living patterns. Students will be required to think critically about what sustainability means and how it can be applied.

Course Aims and Objectives

Aims
This introductory course has three broad aims and four objectives:
1. It will give an introduction to the key issues, ideas, debates and challenges that our society and environment faces.
2. It will encourage and allow students to think about how we might best understand and address these challenges.
3. It will examine sustainable development issues from a variety of different disciplinary perspectives, understanding what these can offer and how they might be integrated together.

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

1. Understand the history of the concept of 'sustainable development', and the key principles upon which the concept is built.
2. Understand the current global environmental context and key issues.
3. Critically appraise the ways in which sustainable development is assessed and measured.

4. Appreciate the key insights and contributions from a range of disciplines towards understanding sustainable development.
5. Use basic analytical and presentation skills, through guided research in preparation for assessment and tutorial presentations.

Course Overview

Week	Date	Lecture number	Title	Staff member	Tutorials
1	Tues 20th Sept	1	Introductions	Professor Janette Webb	
	Fri 23rd Sept	2	The Concept of Sustainable Development	Dr Samuel Spiegel	
2	Tues 27th Sept	3	SD Principles and global debates	Dr Samuel Spiegel	
	Fri 30th Sept	4	Global Certification and Sustainable Development	Dr Samuel Spiegel	Tutorial 1
3	Tues 4th Oct	5	Indigenous peoples, natural resources and ethnic conflict	Dr Liliana Riga	
	Fri 7th Oct	6	Indigenous peoples, natural resources and ethnic conflict	Dr Liliana Riga	Tutorial 2
4	Tues 11th Oct	7	Natural Resources and Indigenous Peoples	Ms Darcy Leigh	
	Fri 14th Oct	8	Environmental justice 1	Dr Liz Cripps	Tutorial 3
5	Tues 18th Oct	9	Multi-level governance and sustainable development	Dr Nicola McEwen	
	Fri 21st Oct	10	Environmental justice 2	Dr Liz Cripps	Tutorial 4
6	Tues 25th Oct	11	Development Goals	Dr Neil Thin	
	Fri 28th Oct	12	Global Social Experiments	Dr Neil Thin	Tutorial 5
7	Tues 1st Nov	13	Assessing social development	Dr Neil Thin	
	Fri 4th Nov	14	The Evolution of Global population: Too Many Poor People?	Prof John MacInnes	Tutorial 6

8	Tues 8th Nov	15	Sustainable Population: A bigger pie, fewer forks or better manners?	Prof John MacInnes	
	Fri 11th Nov	16	Consumer society: unsustainable living?	Prof Janette Webb	Tutorial 7
9	Tues 15th Nov	17	Economic models for sustainable consumption	Prof Janette Webb	
	Fri 18th Nov	18	Barriers to Sustainable Consumption I	Dr Iain Black	Tutorial 8
10	Tues 22nd Nov	19	Barriers to Sustainable Consumption II	Dr Iain Black	
	Fri 25th Nov	20	Summary and review	Prof Janette Webb	Tutorial 9

Course Regulations and Procedures

This course is convened by the School of Social and Political Science. You **must** read this current booklet in conjunction with the Social and Political Science Student Handbook as all the regulations detailed there apply to this course. Here we outline either aspects that are specific to this course or matters that are so essential that they deserve to be repeated. We shall expect you to know what this Handbook contains.

Time and Place

Lectures: Tuesday and Friday, 9.00-9.50, Teviot Lecture Theatre, Medical School.

NB: lectures will start promptly at 9.00 so please be seated by that time.

Tutorials: Tutorials will be weekly in weeks 2-10. Week 11 is for revision.

Tutorial attendance and prompt submission of coursework are requirements for all students. Please note that pressure of work or problems of time management are not considered an acceptable reason for non-attendance at tutorials or for late submission of work. Tutors will keep an attendance record and must be informed in advance of any absence and the reason for absence.

Tutorial sign-up is online, using WebCT. Full instructions on how to do this are available in Appendix 2 of this booklet. You must sign up for a tutorial by Friday 23 September (the end of Week 1) or you will be randomly assigned to a group.

Contact details

During the course of the year, all important information for the class will be announced in lectures. Information will also be posted on the notice boards outside the SSPS Undergraduate Teaching Office, room G04/05, CMB. Where available, course materials will be posted on the Introducing Sustainable Development WebCT page. You should also **check your university and WebCT email accounts regularly** as this is the main way that you will be contacted about the course. Please consult this **before** addressing queries to members of the **course team**, whom you can contact by email, telephone or in person during office hours as per the details below. The **Senior Tutor**, Meritxell Ramirez-Olle, should act as a **first point of contact** for student queries.

Name	Email	Telephone	Room
Course secretary			
Ms Nataša Honeybone	natasa.honeybone@ed.ac.uk	0131 6509975	Undergraduate Teaching Office CMB
Course convener			
Prof Janette Webb	jan.webb@ed.ac.uk	0131 650 3987	Chisholm House, High School Yards
Senior Tutor			
Ms Meritxell Ramirez-Olle	m.ramirez-olle@sms.ed.ac.uk		3.01 Chisholm House High School Yards
Other lecturers			
Dr Samuel Spiegel	sam.spiegel@ed.ac.uk	0131 651 3066	4.07 CMB
Ms Darcy Leigh	d.m.leigh@sms.ed.ac.uk		6.14 CMB
Dr Nicola McEwen	N.McEwen@ed.ac.uk	0131 651 1831	1.02 21 George Square
Professor John MacInnes	John.MacInnes@ed.ac.uk	0131 651 3867	5.05 CMB
Dr Iain Black	Iain.Black@ed.ac.uk	0 131 651 5322	3.04 29 Buccleuch Place
Dr Neil Thin	n.thin@ed.ac.uk	0131 650 3880	5.27 CMB
Dr Elizabeth Cripps	ecripps@staffmail.ed.ac.uk	0131 651 1948	3.07 CMB
Dr Liliana Riga	l.riga@ed.ac.uk	0131 650 4250	6.28 CMB
Tutor			
Mr Bram Meuleman	b.m.e.meuleman@sms.ed.ac.uk		

Course team biographies

- Prof Janette Webb is currently working on a project that focuses on low carbon heating and energy efficiency in cities. She has also been a member of the Royal Society of Edinburgh multi-disciplinary Inquiry: Facing Up To Climate Change. http://www.sps.ed.ac.uk/staff/sociology/webb_janette
- Dr Sam Spiegel is Lecturer in International Development and has served as an advisor to the United Nations Development Programme, the United Nations Environment Programme, the United Nations Industrial Development Organization. More: http://www.cas.ed.ac.uk/staff_profiles/sam_spiegel
- Ms Darcy Leigh is a PhD Candidate in Canadian Studies and her research explores the interrelation of identity and politics in Inuit education in Canada's eastern Arctic. More: http://www.cst.ed.ac.uk/Postgraduate/CurrentGraduates-DarcyLeigh.htm
- Dr Nicola McEwen is Co-Director of the Institute of Governance and Senior Lecturer in Politics. More: http://www.sps.ed.ac.uk/staff/politics/mcewen_nicola
- Professor John MacInnes is Head of the Sociology Department and his research interests are on social demography, sociology of gender and sociology of national identity. More: http://www.sps.ed.ac.uk/staff/sociology/macinnes_john
- Dr Iain Black is Lecturer in Marketing and Director of MSc in Marketing at the Business School. More: http://www.business-school.ed.ac.uk/about/people?a=15015&staff_id=749
- Dr Neil Thin is Senior Lecturer in Social Anthropology and his interests are in areas related to social development; happiness and well-being. More: http://www.sps.ed.ac.uk/staff/social_anthropology/thin_neil
- Elizabeth Cripps is Research Fellow and currently working on a project about the moral challenges of climate change. More: http://www.pol.ed.ac.uk/staff_profiles/liz_cripps
- Dr Liliana Riga is senior Research Fellow and her academic interests are on political sociology, race/ethnicity, and ethnic and sectarian conflict. More: http://www.sps.ed.ac.uk/staff/sociology/liliana_riga
- Ms Meritxell Ramirez-Olle is a PhD Candidate in Science and Technology Studies. Her doctoral investigation analyses a particular controversial episode within climate change science (the 'climategate' email hacking). More: http://www.stis.ed.ac.uk/research_student_profiles/meritxell_ramirez_olle
- Mr. Bram Meuleman is a PhD Candidate in Sociology. His research topic is the role of ethics in environmental movement organisation, focussing on a large environmental movement organisation in the United Kingdom. More: http://www.sps.ed.ac.uk/gradschool/research_student_profiles/sociology/bram_meuleman

Assessment and deadlines

Please visit the following page for detailed clarification on all coursework and assessment regulations:
http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/coursework_requirements

One essay and a two-hour degree examination constitute the course assessment
In order to **pass** Introduction to Sustainable Development you must achieve an overall

mark of at least 40%. This mark is based on a weighted combination of essay and exam marks – see below. **You must also achieve a mark of at least 40% in the exam**. This course uses the University's extended common marking scheme (see **Appendix 6**). Marks for essays and examinations are totalled separately.

Your final mark will be made up as follows: **Your essay contributes 40% and the Degree Examination contributes the remaining 60%.**

The essay and examination script of any candidate falling on a margin (e.g. between passing and failing, or at a merit border) will be seen additionally by the external examiner before the final mark is awarded at the examiners' meeting in late May 2012. There is no fixed percentage of passes or of merits.

The most common cause of failure is that students do not complete the course-work or do not attend the examination. All students who fail the course must take the re-sit examination in August 2012. Visit the following site for details: http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/examination_requirements

Essay

You **must** submit one essay for this course. See **page 30** for essay topics, and readings. **Your essay must be no more than 1500 words**. Essays which are over-length will be penalised (please see SSPS School handbook for further details).

You **must** upload an electronic copy of your essay onto WebCT, as well as submitting ONE hard copy to the essay box by 3pm on the day of deadline. See **Appendix 2** at the back of this booklet for further information.

There are formal procedures for requesting an extension and penalties apply for late essays submitted without formal approval. The penalty will be a reduction of **five marks per working day (i.e. excluding weekends) for up to five days. Please note that the daily boundary is 12 Noon as per the deadline. For work handed in more than five days late a mark of zero will be recorded.** Check here for full details on electronic submission penalties:
http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/coursework_requirements

If you have good reason for not meeting a coursework deadline, you may request an extension before the deadline, either from your **tutor** (for extensions up to five working days) or the course administrator (for extensions of six or more working days), normally before the deadline. The tutor or course administrator must support the request in writing (email) to the Undergraduate Teaching Officer (UTO), and extensions over five working days may require supporting evidence. If you think you will need a longer extension or your reasons are particularly complicated or of a personal nature, you should discuss the matter with the Student Support Officer or your Director of Studies. We may ask him/her to confirm that you have done so before granting an extension. In fairness to other students, permission to submit an essay more than two weeks after the due date will be very rare, and will only be agreed where compelling mitigating circumstances are provided via your Director of Studies.

Essay Deadline – 12 Noon, Wednesday 26th October 2011 (Week 6)

Essays must be put into the essay pod OUTSIDE G04/05, Chrystal Macmillan Building before the 12 Noon deadline. A School coursework cover sheet which will be provided outside room G04/05 should also be attached.

We aim to give you your provisional result with appropriate comments within three weeks of submission, if handed in on time.

Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can and should draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely. You will be asked to sign a declaration attached to the front sheet of the essay stating that the work is your own and the electronic copy of your essay will be submitted to 'Turnitin', our plagiarism detection software. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the University's Discipline Committee. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the School of Social and Political Science handbook or the school website.**

Choosing Appropriate Language

The language we use to write about social life can hide some very problematic assumptions. You should never use male nouns and pronouns when you are referring to people of both sexes (use a plural 'they', 'their' or think of a different way to phrase your argument; or use 's/he', 'his/her'). You should also never use language which suggests that human races exist with distinct biologies, nor language which suggests that people disabled in some way are less than full members of society. You should also check the geographical dimension: for example is your source based on data from Britain, or only from England and Wales?

Referencing

Adequate referencing is an important academic skill that we want all our students to learn. Your essays **MUST** include a list of references at the end. If in doubt, consult your tutor. Points may be deducted for essays where the referencing is not well done. **See appendix 1 for further information about referencing.**

Examination

- There are no "class examinations" in Introducing Sustainable Development and there are no exemption arrangements.

- 'Introducing Sustainable Development' will have a two-hour examination in December. You will be required to answer **two** questions.

- You **must** pass the examination (with a grade of 40% or above) to pass the course.

- The examination marks contribute 60% of the overall assessment.

Background Readings and Resources

Beckerman, Wilfred (1994) 'Sustainable development: is it a useful concept?'
Environmental Values 3,3:191-209

Beckerman, Wilfred, and Joanna Pasek (2001) *Justice, Posterity, and the Environment*. Oxford: Oxford University Press [esp ch.5 'Sustainable development' - FT online via lib cat]

Dresner, S. (2008) *The Principles of Sustainability* London: Earthscan.

Ehrlich, P.R. and Ehrlich, A.H. (1998). *Betrayal of Science and Reason: How Anti-Environmental Rhetoric Threatens Our Future*. Island Press, Washington DC.

European Commission Monitoring of contribution of Seventh Framework Programme for Research and Technological Development (FP7) to sustainable development. https://www.fp7-4-sd.eu/index.php

European Environment Agency (EEA) *European environment — State and outlook* www.eea.europa.eu/

Global Biodiversity Outlook http://www.cbd.int

Houghton, J. (2004) *Global Warming: the Complete Briefing.* Cambridge University Press

Jackson, T. (2010) *Prosperity Without Growth* London: Earthscan.
Or original SDC report online from:
 http://www.sd-commission.org.uk/publications.php?id=914

Living Streets http://www.livingstreets.org.uk/ UK charity working to protect interests of pedestrians

Moffatt, I., Hanley, N. and Wilson, M.D. (2001). *Measuring and Modelling Sustainable Development*. Parthenon Publishing Group, New York

Parliamentary Office of Science and Technology (2009). *Deforestation.* Postnote No. 344.
 http://www.parliament.uk/documents/post/postpn344.pdf

UK Sustainable Development Commission http://www.sd-commission.org.uk/ (The SDC was set up by UK government in 2000, to help decision makers and advisers embed sustainable development in the four Governments of the UK. As of 31 March 2011 the UK Conservative-Lib Dem Coalition government withdrew funding.

 "Top 50 Sustainability Books" that Cambridge academics compiled for The Guardian.
 http://www.guardian.co.uk/environment/blog/2010/jan/27/top-50-green-books

Lectures in detail

> **Lecture one, 20 Sept: Introductions (Prof Janette Webb and Course Team)**

Welcome and introduction to the course, assessment and regulation. An overview of main themes and purposes.

> **Lecture two, 23 Sept: The Concept of Sustainable Development (Dr Sam Spiegel)**

This lecture will provide a discussion of contemporary debates about sustainable development globally. After reviewing the debates that led to the publication of the Brundtland Commission Report in 1987, we will examine why it is important to understand multiple changing ideas and definitions of sustainable development in the years since then. The lecture will give particular focus to the chapter by Adams (2009) ("The Dilemma of Sustainability"), exploring diverse critiques and conceptual models that have emerged, e.g. from "limits to economic growth" to "prosperity without growth." Case studies will highlight some of the disputed ways of thinking about the link between poverty, wealth and environmental degradation, among other issues. While the sustainable development paradigm seeks to promote a balance of social, economic, environmental factors, the lecture will emphasize the value of highly multi-disciplinary approaches that support innovative thinking about global relationships. It will ask: What factors drive un-sustainability? What global priorities should we be talking about today?

Key readings:

Adams, W.M. (2009). 'The Dilemma of Sustainability', chapter 1 in Green Development: Environment and Sustainability in a Developing World, 3rd Ed, London: Routledge.

Sneddon, C., Howarth, R.B. Norgaard, R. (2006). Sustainable Development in a Post-Brundtland World, *Ecological Economics* **57** (2006), pp. 253–268.

Additional Readings:

McNeill, J.R. (2000). Something New Under the Sun: An Environmental History of the World in the Twentieth Century. Penguin, London (chapters 1 and 2)

World Commission on Environment and Development. (1987) Our Common Future, Oxford University Press, Oxford. (The Brundtland Commission Report)

> **Lecture three, 27 Sept: SD Principles and Global Debates: Insights from Working with United Nations Organizations (Dr Sam Spiegel)**

This lecture will discuss some of the most widely debates principles of sustainable development globally ("precautionary principle," "polluter pays principle," "participation," "equity" and others) while examining insights from the lecturer's experiences working as a policy advisor with various United Nations organizations in Africa, Asia and South America between 2005 and 2011. The discussion will explore multiple United Nations initiatives to promote sustainable development, primarily addressing issues related to rural sustainable development policy, scientific partnership, health promotion and technology transfer in low-income mining communities. In the

current global context, in which the vast majority of the world's population derives livelihoods in "informal" economies, how can global policies to promote sustainable development appropriately engage the world's poorest and most marginalized citizens? In addition to providing concrete cases, the lecture will explore the rise of "political ecology" literature and the article by Adger et al (2001) which argues that we must to move beyond a narrow "technocentric worldview" in order to critically understand how sustainable development is political.

Key readings:

Adger, W. N., Benjaminsen, T. A., Brown, K. and Svarstad, H. (2001) Advancing a Political Ecology of Global Environmental Discourses, *Development and Change* **32**(4), 687-715.

Hardi, P. and Zdan, T. (1997). Assessing Sustainable Development: Principles in Practice. International Institute for Sustainable Development, Winnipeg. http://www.iisd.org/pdf/bellagio.pdf (pp1-20)

Millennium Ecosystem Assessment (2005). Living Beyond Our Means: Natural Assets and Human Well-being: Synthesis. Island Press, Washington. ISBN: 1597260401. http://www.millenniumassessment.org/en/Synthesis.aspx

UN (2006). Indicators of Sustainable Development. http://www.un.org/esa/sustdev/natlinfo/indicators/isd.htm

United Nations Industrial Development Organization (2007). Report on the Policy and Governance Initiative: Enhancing Multi-Stakeholder Approaches to Address Mercury, Small-Scale Gold Mining and the Institutional Dynamics of Change. UNIDO/UNDP/GEF Global Mercury Project. Vienna, Austria. http://www.globalmercuryproject.org/documents/non_country%20specific/Sam%20Policy%20and%20Governance%20Final.pdf

> **Lecture four, 30 Sept: Global Certification and Sustainable Development: Top-Down and Bottom-Up Perspectives (Dr Sam Spiegel)**

This lecture will ask the question: are modern paradigms of "global certification" helping to achieve sustainable development or are they actually part of the current problems? While a number of perspectives will be discussed (addressing "fair trade coffee" and "certified sustainable forest products," for example), particular focus will be given to the recent debates about certification systems that seek to reduce conflict and promote sustainable development in the mining industry. Critical scholars have suggested that "top-down" models – models promoted by policymakers and experts – have obscured the real challenges of inequity, marginalization, conflict and unsustainable development. How can contemporary models be improved to better engage marginalized groups? Can global certification lead to fairer global markets? Are consumers in richer countries too "disconnected" from the realities of poorer countries? How does Western media and popular culture portray development challenges in poorer countries? The lecture will start with a music video with a rap song by Kanye West ("Diamonds are Forever") plus an analysis of the video – so you don't want to miss this lecture!

Key readings:

Goodman, M. (2004). 'Reading fair trade: political ecological imaginary and the moral economy of fair trade foods', *Political Geography* **23** (7), pp. 891-915.

Le Billon, P., Levin, E.A. (2009). Building Peace with Conflict Diamonds? Merging Security and Development in Sierra Leone. Development and Change 40(4): 693–715.

Rametsteiner, R. and Simula, M. (2002). Forest certification—an instrument to promote sustainable forest management?, Journal of Environmental Management **67** (1), pp. 87–98.

Raynolds, L. T., D. Murray, and A. Heller. 2007. Regulating sustainability in the coffee sector: a comparative analysis of third-party environmental and social certification initiatives. *Agriculture and Human Values* **24**:147–163.

United Nations Global Compact and the Rainforest Alliance, (2007). *Measuring Business Success Through Sustainability Certification.*
http://www.unglobalcompact.org/docs/news_events/8.1/UN_Rainforest_alliance.pdf

Zulu, L.C., Wilson, S.A. (2009). Sociospatial Geographies of Civil War in Sierra Leone and the New Global Diamond Order: is the Kimberley Process the Panacea? Environment and Planning 27: 1107-1130.

> **Lecture five, 4 Oct: Natural Resources and Ethnic Conflict I (Dr Liliana Riga)**

The next three lectures explore some of the challenges involved in the entwined relationships among cultural diversity, natural resources, and sustainable development. There is a strong correlation between biodiversity and cultural diversity: the 'Biological 17' nations have more than two-thirds of the Earth's biological resources, and they are also home to nearly three-fourths of the world's ethnolinguistic and cultural groups, especially indigenous peoples. This gives rise to conflicts that are closely bound up with both culture and resources such as land, water, hunting, and grazing rights, minerals, and mining. After a general introduction outlining the stakes involved, this first lecture explores these issues in the context of ethnic/tribal diversity and 'resource extraction conflicts'.

Key readings:

Brown, Graham (2005) "Horizontal Inequalities, Ethnic Separatism, and Violent Conflict: the Case of Aceh, Indonesia" United Nations Development Programme, Human Development Report Office, Occasional Paper 2005/28. http://hdr.undp.org/docs/publications/background_papers/2005/HDR2005_Brown_Graham_28.pdf

Le Billion, Philippe (2008) "Diamond Wars? Conflict Diamonds and Geographies of Resource Wars" *Annals of the Association of American Geographers* **98** (2): 345-372.

Patey, Luke A (2010) "Crude Days Ahead? Oil and the Resource Curse in Sudan" *African Affairs* **109**(437): 617-36.

Renner, Michael (2002) *Anatomy of Resource Wars* Worldwatch Paper 162
    http://www.worldwatch.org/node/828

United Nations Environment Programme 2007. Sudan: Post-Conflict Environmental Assessment. Geneva: UNEP. Available at http://postconflict.unep.ch/(2006)

United Nations Permanent Forum on Indigenous Issues (2009) "State of the World's Indigenous Peoples", New York: UN:
    http://www.un.org/esa/socdev/unpfii/en/sowip.html

> ## Lecture six, 7 Oct: Natural Resources and Ethnic Conflict II (Dr Liliana Riga)

This second lecture considers ethnic violence and genocide in 'resource scarce', or fragile environments. We explore this in the context of Sudan's Darfur genocide, as we think through the relationship between ethnic violence and desertification or land-use patterns. Land tenure has historically been linked directly to ethnicity in Darfur. These ethnic divisions, and the Arab/African divide in the broader context of Sudan, have entwined with resource scarcity, with important devastating consequences.

Key readings:

Hagan, John and Joshua Kaiser (2011) "The Displaced and Dispossessed of Darfur: Explaining the Sources of a Continuing State-led genocide" *British Journal of Sociology* 62 (1): 1-25. (See also commentary on article in same issue of *BJS*).

Tanner, Victor (2005) *Rule of Lawlessness: Roots and Repercussions of the Darfur Crisis.* Interagency Paper. Available at: www.prio.no/misc/nisat/Download.aspx?file=1362

Tubiana, Jerome (2007) "Darfur: A War for Land?" Chapter 3, in Alex de Waal (ed.) *War in Darfur and the Search for Peace* Cambridge, MA: Global Equity Initiate, Harvard University.

de Waal, Alexandre (2005 [1989]) *Famine that Kills: Darfur, Sudan, 1984-1985* New York: Oxford University Press.

Young, H. et al. (2005) Darfur: Livelihoods Under Siege Feinstein International Famine Center. Available at: idp-key-resources.org/documents/2005/d04507/000.pdf

> ## Lecture seven, 11 Oct: Natural Resources and Indigenous Peoples (Ms Darcy Leigh)

This lecture will trace the complex interrelations of land, animals and people in the Canadian Arctic. The Arctic has been home to Inuit for at least a thousand years. Inuit world-views and social organisation centre the agency and relations of land and animals: humans are subservient "stewards" not "owners" of the environment. In the last hundred years, however, Inuit and their world-views have been attacked, displaced,

dispossessed and assimilated in the name of "development" and "resources". The relations of land, animals and people have been reorganised around colonial legal, economic and cultural practices. Today, Inuit are both mobilising and resisting these shifting relations.

Key readings:

Tester, Frank and Irniq, Peter (2008) Inuit Qaujimajatuqangit: Social History, Politics and the Practice of Resistance. ARCTIC Vol. 61 pp. 48-61 Link to article: http://arctic.synergiesprairies.ca/arctic/index.php/arctic/article/viewFile/101/135

Shaw, Karena (2003) Encountering Clayoquot, Reading the Political in Magnusson, Warren and Shaw, Karena (ed) *A Political Space: Reading the Global through Clayoquot Sound.* University of Minnesota Press. Available online: http://biophilosophy.ca/Teaching/4160materials/KarenaShaw.pdf

Additional Readings:

Cruikshank, Julie. (2001) Glaciers and Climate Change: Perspectives from Oral Tradition. *ARCTIC*, 54(1), 337-393. Available at: http://arctic.synergiesprairies.ca/arctic/index.php/arctic/article/view/795

Dowsley, Martha and Wenzel, George (2008) "The Time of the Most Polar Bears": A Co-management Conflict in Nunavut. *ARCTIC*, 61(2), 177– 189. Available at: http://arctic.synergiesprairies.ca/arctic/index.php/arctic/article/view/56/77

Government of Nunavut, Department of Environment website: http://env.gov.nu.ca/
Governement of Nunavut, Department of Environment, Fisheries and Sealing Division, Sealing website: http://www.sealingnunavut.ca/

Nadasdy, Paul (2007)The gift in the animal: The ontology of hunting and human/animal sociality. *American Ethnologist*, 34(1), 25-43. Available at: http://onlinelibrary.wiley.com/doi/10.1525/ae.2007.34.1.25/pdf

> **Lecture eight, 14 Oct: Environmental justice 1: local, international and intergenerational (Dr Liz Cripps)**

This lecture will introduce the Principle of Prima Facie Political Equality and consider whether current distributions of environmental benefits and burdens constitute an injustice. (When) is it unjust to site an environmentally hazardous facility in a poor or minority area? Does it make a difference if they consented to it? Do considerations of environmental justice extend across borders, i.e. to exporting environmental hazards? Is it an injustice to store up environmental problems for future generations?

Key readings:

Henry Shue, (1981) 'Exporting Hazards', *Ethics* Vol. 91. Available online.

Henry Shue 'Bequeathing Hazards: Security Rights and Property Rights of Future Humans' in Global Environmental Economics: Equity and the Limits to Markets, ed. Mohammed Dore and Timothy Mount (1999), Blackwell.

Brian Barry, 'Sustainability and Intergenerational Justice' in Andrew Dobson ed. Fairness and Futurity (1999) (Available through Oxford Scholarship Online)

Additional readings:

Derek Parfit, *Reasons and Persons* (Oxford University Press 1984, corrected reprint 1987), chapter 16: 'The Non-Identity Problem'

Gardiner, Stephen (2005) Survey Article: Ethics and Global Climate Change, *Ethics* 114, [Useful overview of the scientific and moral debate on climate change]

Garvey, James, The Ethics of Climate Change: Right and Wrong in a Warming World (2008) Continuum. [an introduction to the moral aspects of climate change, clearly written, useful and accessible.

Kristin Shrader-Frechette (2002) *Environmental Justice: Creating Equality, Reclaiming Democracy*, Oxford University Press, chapters 1, 2, 5 and 8.

John Rawls: *A Theory of Justice* (Oxford University Press 1971, revised edition, 1999), sections 3-4 and 26: 'The Main Idea of the Theory of Justice', 'The Original Position and Justification', and 'The Reasoning Leading to the Two Principles'.

Judith Lichtenberg, 'National Boundaries and Moral Boundaries: A Cosmopolitan View?' in *Boundaries: National Autonomy and its Limits*, ed. Peter G. Brown & Henry Shue (1981)

Sachs, N. (1996), "The Mescalero Apache Indians and Monitored Storage Retrieval of Spent Nuclear Fuel: A Study in Environmental Ethics." *Natural Resources Journal* 36(4): 881-912.

Simon Caney (2006) 'Cosmopolitan Justice, Rights and Global Climate Change' (*The Canadian Journal of Law and Jurisprudence* Vol. 19.

Simon Caney (2009) "Climate Change and the Future: Discounting for Time, Wealth, and Risk." *Journal of Social Philosophy* 40(2): 163?186.

Singer, Peter. (2002) One World: The Ethics of Globalization. New Haven & London: Yale University Press [useful overview of climate ethics, written very accessibly].

> ➢ **Lecture nine, 18 Oct: Multi-level governance and sustainable development (Dr Nicola McEwen)**

Examination of how governance and policy-making for sustainable development and climate mitigation involves policy actors and institutions at multiple levels, from local, to regional, national, supranational and international. The lecture will provide an overview

of the activities and responsibilities of each level, and the policy interdependencies between them.

Key reading:

Byrne, J, K Hughes, W Rickerson and L Kurdgelashvili (2007). 'American policy conflict in the greenhouse: divergent trends in federal, regional, state, and local green energy and climate change policy', *Energy Policy*, 35: 4555-73.

Middlemiss, L and B D Parrish (2010). 'Building capacity for low-carbon communities: the role of grassroots initiatives' *Energy Policy* 38, 7559-566.

Vogel, D. Toffel, Ml, Post, D., Uludere Aragon, N. (2010). 'Environmental Federalism in the European Union and the United States' Harvard Business School Working Paper 10-085. Available at: http://www.hbs.edu/research/pdf/10-085.pdf

Additional Reading:

Bulkeley, H and K Kern (2006). 'Local government and the governing of climate change in Germany and the UK' *Urban Studies*, vol.43, no.12, 2237-59.

Burke B. and M Ferguson (2010). Going Alone or Moving Together: Canadian and US Middle-Tier Strategies on Climate Change. *Publius: the Journal of Federalism* 40/3: 436-459.

Engel, K. & Saleska, S. (2005). 'Subglobal Regulation of the Global Commons: The Case of Climate Change' *Ecology Law Quarterly* vol. 32/1: 183-233.

European Commission (2008). '20 20 by 2020, Europe's climate change opportunity', *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. Available at: http://www.energy.eu/directives/com2008_0030en01.pdf

Happaerts, S., Van den Brande, K., Bruyninckx, H. (2010) 'Governance for Sustainable Development at the Inter-subnational Level: The Case of the Network of Regional Governments for Sustainable Development (nrg4SD)'. *Regional and Federal Studies, 20* (1), 127-149.

Marks, G. and Hooghe, L. (2003) 'Unravelling the central state, but how? Types of multi-level governance'. *American Political Science Review* 97:2 , pp. 233-243.
Rabe, B (2007). 'Beyond Kyoto: Climate change policy in multilevel governance systems'. *Governance*, 20/3: 423-44.

Seyfang, G, 2010, 'Community action for sustainable housing: building a low-carbon future', *Energy Policy*, 7624-633.

Strebel, F, 2011, 'Intergovernmental institutions as promoters of energy policy diffusion in a federal setting' *Energy Policy* 39, 467-76.

Walti, S. (2004). 'How multilevel structures affect environmental policy in industrialized countries'. *European Journal of Political Research* 43: 599-634.

Useful websites:
The Climate Group: http://www.theclimategroup.org/
The Network of Regional Governments for Sustainable Development (nrg4SD):
http://www.nrg4sd.org/

> **Lecture ten, 21 Oct: Environmental Justice 2: Beyond the human (Dr Liz Cripps)**

Do we have duties of justice to nonhuman animals? Do animals have rights to be treated in certain ways? Can capabilities-based theories of justice be expanded to take into account not only sentient animals but also the entitlements of whole species or ecosystems? How can these claims be reconciled, with each other and with the claims of human beings?

Key reading:

Cripps, E. (2010). "Saving the Polar Bear, Saving the World: Can the Capabilities Approach do Justice to Humans, Animals and Ecosystems?" *Res Publica* 16(1): 1-22. (Available online)

Nussbaum, M. (2006). *Frontiers of Justice: Disability, Nationality, Species Membership.* Cambridge, Mass. & London, Harvard University Press. Chapter 6 (In library on Hub short loan) (Or see earlier version of this chapter in Sunstein, C. and M. Nussbaum. *Animal Rights: Current Debates and New Directions.* New York: Oxford University Press.) (In library on Hub reverse)

Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements and Nature.* New York, Oxford University Press, chapter 6: 'Justice to Nature 2: Incorporating Recognition, Capabilities, and Participation' (Oxford Scholarship Online)

Additional reading:

Anderson, E. (2004). 'Animal Rights and the Values of Nonhuman Life' *Animal Rights: Current Debates and New Directions.* C. Sunstein and M. Nussbaum. New York, Oxford University Press

Baxter, B. (2005). *A Theory of Ecological Justice.* Oxford, Routledge

Cochrane, A. (2007). 'Animal Rights and Animal Experiments: An Interest-Based Approach'. *Res Publica* 13: 293-318

Cowan, T. (2003) 'Policing Nature', *Environmental Ethics* 25: 169-182

Deckers, J. (2009). 'Vegetarianism, Sentimental or Ethical?'. *Journal of Agricultural and Environmental Ethics*, Online First

Diamond, C. (1978). 'Eating Meat and Eating People'. *Philosophy* 53: 465-479

Regan, T. (2004). *The Case for Animal Rights*. Berkeley, Calif., London, University of California Press.

Schinkel, A. (2008). 'Martha Nussbaum on Animal Rights'. *Ethics and the Environment* 13: 41-69

Singer, P. (2003) 'Not for Humans Only: The Place of Nonhumans in Environmental Issues'. *Environmental Ethics: An Anthology*. A Light and H Rolston. Oxford, Blackwell

Singer, P. (1976). *All Animals Are Equal. Animal Ethics.* Oxford, Oxford University Press.

> ➤ **Lecture eleven, 25 Oct: Development Goals (Dr Neil Thin)**

These next three lectures will assess various interpretations of 'well-being', and the various agencies, social processes, assessment methods and indicators by which wellbeing and visions of social progress are defined and assessed.

Key readings:

McGregor, JA, L Camfield, and A Woodcock (2009) 'Needs, wants and goals: wellbeing, quality of life and public policy', *Applied Research in Quality of Life* 4:135-154

Thin, Neil, 2002, *Social Progress and Sustainable Development.* London: IT Publications (esp ch 2 pp29-31 'Human development'; ch 3 'Trend assessments and visions of progress', and ch.6 'Learning strategies')

Molina, George G. and Mark Purser (2010) 'Human development trends since 1970: a social convergence story' New York: UNDP Background Paper for Human Development Report (2010) http://hdr.undp.org/en/reports/global/hdr2010/papers/

Additional readings:

Goklany, Indur M., 2002, 'The globalization of human well-being', Washington, DC: The Cato Institute www.cato.org/pubs/pas/pa447.pdf [or read his book, 2007, *The Improving State of the World]*

Kenny, Charles, 2010, 'Best. Decade. Ever. The first 10 years of the 21st century were humanity's finest -- even for the world's bottom billion.' Foreign Policy Magazine 6th October http://www.foreignpolicy.com/articles/2010/08/16/best decade ever

Rauschmayer, Felix, Ines Omann and Johannes Frühmann (Eds) 2011 *Sustainable Development: Capabilities, Needs and Well-being.* London:Routledge.

Savedoff, William D., Ruth Levine, and Nancy Birdsall [eds], 2006, 'When will we ever learn? improving lives through impact evaluation' Washington, DC: Center for Global Development http://www.cgdev.org/content/publications/detail/7973

Stiglitz, Joseph, 2005, 'Towards a new paradigm of development, in J.H. Dunning [ed], *Making Globalization Good: The Moral Challenges of Global Capitalism.*Oxford: Oxford University Press

World Bank, 2006, *World Development Report 2007: Development and the Next Generation.* Washington, DC: World Bank www.worldbank.org/wdr2007

Stiglitz, Joseph E., Amartya Sen, and Jean-Paul Fitoussi, 2009, *Report by the Commission on the Measurement of Economic Performance and Social Progress.* Paris: OECD http://www.stiglitz-sen-fitoussi.fr/documents/rapport_anglais.pdf

UNDP *Human Development Report 2010. The Real Wealth of Nations: Pathways to Human Development* New York: UNDP http://hdr.undp.org/en/ [esp Ch. 2 'The advance of people']

World Bank, World Development Indicators online http://data.worldbank.org/

> **Lecture twelve, 28 Oct: Global Social Experiments and Trends (Dr Neil Thin)**

Here we will do a quick tour of some of the most significant global changes in social organization, cultural values and demography, and some of the implications for social planning.

Key readings:

McGregor, JA, L Camfield, and A Woodcock (2009) 'Needs, wants and goals: wellbeing, quality of life and public policy', *Applied Research in Quality of Life* 4:135-154

Molina, George G. and Mark Purser (2010) 'Human development trends since 1970: a social convergence story' New York: UNDP Background Paper for Human Development Report (2010) http://hdr.undp.org/en/reports/global/hdr2010/papers/

Thin, Neil, 2002, *Social Progress and Sustainable Development.* London: IT Publications (esp ch 2 pp29-31 'Human development'; ch 3 'Trend assessments and visions of progress', and ch.6 'Learning strategies')

> **Lecture thirteen, 1 Nov: Assessing social development (Dr Neil Thin)**

We will pursue the appreciation of global trends and achievements, with reference to debates about use of indicators and means of assessment, and their policy relevance.

Key readings:

McGregor, JA, L Camfield, and A Woodcock (2009) 'Needs, wants and goals: wellbeing, quality of life and public policy', *Applied Research in Quality of Life* 4:135-154

Molina, George G. and Mark Purser (2010) 'Human development trends since 1970: a social convergence story' New York: UNDP Background Paper for Human

Development Report (2010)
http://hdr.undp.org/en/reports/global/hdr2010/papers/

Thin, Neil, 2002, *Social Progress and Sustainable Development.* London: IT Publications (esp ch 2 pp29-31 'Human development'; ch 3 'Trend assessments and visions of progress', and ch.6 'Learning strategies')

> ➢ **Lecture fourteen, 4 Nov: The Evolution of Global population: Too Many Poor People? (Prof John MacInnes)**

There are two main connections between population and sustainable development. Environmental degradation, pollution, desertification, deforestation, rising water levels, droughts natural disasters, or other impacts of climate change can have an impact upon population. The population 'carrying capacity' of an area may decline or collapse, leading to migration and depopulation. Deforestation or desertification may destroy the ecosystem on which a community's agriculture is based. It has been estimated that it will be overwhelmingly the world's poor who will suffer the effects of rising sea levels caused by global warming. However, I am not going to look directly at this connection in these two lectures. Instead I will concentrate on the impact that population growth has *upon* sustainable development through such factors as energy consumption, carbon emissions and climate change, depletion of natural resources and other undesirable and unsustainable impacts upon the natural environment. I will challenge the widely held popular belief that *limiting* population through slowing or stopping global population growth is needed to ensure global sustainable development. Instead I will suggest that this belief owes more to some old and deeply rooted prejudices about the nature of society, and in particular of fear and hostility towards the world's poor, nourished by racism. What at first sight appears to be a common sense and popular view - wouldn´t a smaller global population mess up the planet less? – is not only mistaken, but has a whole range of undesirable consequences. First I set out the case for population limitation: made eloquently by no less an authority than Sir David Attenborough? I then look in a little more depth at the recent history of global population, and efforts to 'control' it. Finally I consider how the key question of population is neither its size, nor how it might be controlled, but a quite different, and unlikely, pair of factors: women's rights and children's education!

Key readings:

Attenborough, Sir David (2011) *RSA President's Lecture 2011: People and Planet.* Available at http://populationmatters.org/documents/rsa_attenborough.pdf. Video available http://populationmatters.org/attenboroughs-rsa-speech/

Avery, John (n.d) *Malthus' Essay on the Principle of Population.* Available at http://www.fredsakademiet.dk/library/avery/malthus.htm

Hayden, Michael V. (2008) 'The CIA Director on Demographics and Security' in *Population and Development Review* 34(3) 593-4.

Rosling, Hans (2010) *World population explained with Ikea boxes.* Available at: http://www.gapminder.org/videos/population-growth-explained-with-ikea-boxes/

United Nations Population Fund 2009 'At the Brink' Ch. 2 of *The State of World population 2009* pp. 19-28. Available (and downloadable) at http://www.unfpa.org/public/home/publications/pid/4353

The Population Bomb Available at: http://en.wikipedia.org/wiki/The_Population_Bomb

> ➢ **Lecture fifteen, 8 Nov: Sustainable Population: A bigger pie, fewer forks or better manners? (Prof John MacInnes)**

Key readings:

Avery, John (n.d) *Malthus' Essay on the Principle of Population.* Available at http://www.fredsakademiet.dk/library/avery/malthus.htm

Cohen, Joel E. (1998) 'How Many People Can the Earth Support?' in *Bulletin of the American Academy of Arts and Sciences* 51(4) 25-39. [JSTOR]

McNeill, J. R. (2006) 'Population and the Natural Environment: Trends and challenges' in *Population and Development Review* Vol. 32, Supplement: *The Political Economy of Global Population Change, 1950-2050* (2006), pp. 183-201.Article Stable URL: http://www.jstor.org/stable/20058948

The Population Bomb. http://en.wikipedia.org/wiki/The_Population_Bomb

Additional readings:

Connelly, Mathhew (2008) 'How Biology Became History'. Introduction to *Fatal Misconception* Harvard University Press, pp. 1-17.

Connelly , Mathhew (2006) 'Population Control in India: Prologue to the Emergency Period' in *Population and Development Review*, 32(4) 629-667.

Lee, Ronald D (1990) 'The Second Tragedy of the Commons' in . *Population and Development Review.* Supplement to Vol. 16. Kingsley Davis and Mikhail Bernstam (eds) *Resources Environment and Population*, pp. 315-322. Reprinted (1998) as ch. 23 of Paul Demeny and Geoffrey McNicoll (eds), *The Earthscan Reader in Population and Development*, pp. 264-9.

MacInnes, John and Pérez, Julio (2010) 'Transformations of the World's Population: the Demographic Revolution', in Bryan S Turner (ed) *The Routledge International Handbook of Globalization Studies,* Routledge: Oxford, pp. 137-161. [ordered for EUL, I have copyright and can make a pdf available]

Pearce, Fred (2010) *Peoplequake* Transworld: Eden Project books. [ordered for EUL]

Victor, David G (2006) 'Seeking Sustainability: Cities, Countryside, Wilderness' in *Population and Development Review* Vol. 32, Supplement*: The Political Economy of Global Population Change, 1950-2050*, pp. 202-221.Article Stable URL: http://www.jstor.org/stable/20058948

> ➢ **Lecture sixteen, 11 Nov: Consumer society – is the materialism of affluent societies compatible with sustainable development? (Prof Janette Webb)**

How are normal patterns of consumption, and waste, in affluent countries established; are these a matter of individual choice and need, or are they systemic in social structures and practices? When global trade is designed to enable wealthy people to buy a bigger car, eat 'out of season' foods, replace household consumer goods faster, or consume other places through long distance air travel, to what extent is it feasible to create the social conditions for sustainable consumption in materialistic societies?

Key Readings:

Gabriel, Yiannis and Lang, Tim (2008) 'New Faces and New Masks of Today's Consumer' *Journal of Consumer Culture* 8: 321-340 http://joc.sagepub.com

Schor, Juliet B. (2007) 'In Defense of Consumer Critique: Revisiting the Consumption Debates of the Twentieth Century', *The ANNALS of the American Academy of Political and Social Science* 611; 16-30 http://ann.sagepub.com/cgi/content/abstract/611/1/16

Simms, Andrew ; Johnson, Victoria ; Smith, Victoria and Mitchell, Susanna (2009) *Consumption Explosion* London: New Economics Foundation http://www.neweconomics.org/publications/consumption-explosion

Urry, John (2010) 'Consuming the planet to excess', *Theory, Culture and Society*, 27: 191-212.

Additional Readings:

Nebahat Tokatli, Neil Wrigley and Ömür Kizilgün (2008) 'Shifting global supply networks and fast fashion: made in Turkey for Marks & Spencer' *Global Networks* 8, 3 (2008) 261–280.

War on Want (2008) *Fashion Victims II: How UK Clothing Retailers are Keeping Workers in Poverty* http://www.waronwant.org/campaigns/supermarkets/fashion-victims/inform/16360-fashion-victims-ii

> ➢ **Lecture seventeen, 15 Nov: Economic models for sustainable societies (Prof Janette Webb)**

'Business as usual' solutions to the global banking collapse suggest that the answer to economic troubles is to stimulate faster economic growth through low cost consumer credit and higher levels of consumption. Can consumption in affluent societies be perpetually increased, and is economic growth the best way to ensure social security and well-being? How can we create capacity for sustainable development in a global economic crisis? What alternative business models are available?

Key readings:

Dresner, Simon (2008) *The Principles of Sustainability* London: Earthscan. Ch 6.

Jackson, Tim (2010) *Prosperity Without Growth* London: Earthscan, Chapters 4, 5, 11 and 12, (or Tim Jackson (2009) *Prosperity Without Growth*: *The Transition to a Sustainable Economy* Sustainable Development Commission Report http://www.sd-commission.org.uk/publications.php?id=914)

Schor, Juliet (2010) *Plenitude: The New Economics of True Wealth* Penguin Press (extract and related material http://www.julietschor.org/2010/05/welcome-to-plenitude/)

- ➢ **Lecture eighteen, 18 Nov: Barriers to Sustainable Consumption I (Dr Iain Black)**

In the next two lectures we will explore the psychological, social and cultural barriers to sustainable consumption. Essentially, we will explore the "green gap" and the reasons why 30% of people consistently say they will consume green or sustainable alternatives but only 3% actually do.

Key readings:

Belk, R. W. (1988). Possessions and the extended self. *Journal of Consumer Research, 15*(2), 139-168.

Carrington, M., Neville, B., & Whitwell, G. (2010). Why Ethical Consumers Don't Walk Their Talk: Towards a Framework for Understanding the Gap Between the Ethical Purchase Intentions and Actual Buying Behaviour of Ethically Minded Consumers. *Journal of Business Ethics, 97*(1), 139-158.
Saad, G., & Gill, T. (2000). Applications of Evolutionary Psychology in Marketing. *Psychology & Marketing, 17*(12), 1005-1034

- ➢ **Lecture nineteen, 22 Nov**: **Barriers to Sustainable Consumption II (Dr Iain Black)**

Key readings:

Belk, R. W. (1988). Possessions and the extended self. *Journal of Consumer Research, 15*(2), 139-168.
Carrington, M., Neville, B., & Whitwell, G. (2010). Why Ethical Consumers Don't Walk Their Talk: Towards a Framework for Understanding the Gap Between the Ethical Purchase Intentions and Actual Buying Behaviour of Ethically Minded Consumers. *Journal of Business Ethics, 97*(1), 139-158.
Saad, G., & Gill, T. (2000). Applications of Evolutionary Psychology in Marketing. *Psychology & Marketing, 17*(12), 1005-1034

- ➢ **Lecture twenty, 25 Nov: Summary and review (Prof Janette Webb)**

Review of course, key ideas and disciplinary approaches. Linking into Science and Society 1b (the following semester)

Tutorial Topics

> ➤ **WEEK 2 – Introducing sustainable development**

Tutorial topic: Defining sustainable development

1) What is a reasonable definition of sustainable development? (Debate!) Why do definitions matter?

2) What factors drive un-sustainability? (Debate!)

3) What are 3 of the most important "sustainable development challenges" in your view?

4) For each of the above challenges, can you list 2 strategies (or policy suggestions) to address those challenges?

5) Why was the publication of the Brundtland Report in 1987 important?

6) Since the publication of the Bruntland Report, has the world experienced improvements in sustainable development policy? Are things getting better or worse?

7) Do you agree with Adams (2009) that the "greening of development" is a severely overlooked area?

8) Is "economic growth" the answer or the problem? How might the concept of "de-growth" (Martinez-Allier, 200...) be useful in concrete cases?

9) In what ways does the media and popular culture (e.g. films) portray sustainable development challenges in the "Third World"? Give an example. Are there any problems with the portrayal?

Key readings:

Readings:
Adams, W.M. (2009). 'The Dilemma of Sustainability', chapter 1 in Green Development: Environment and Sustainability in a Developing World, 3rd Ed, London: Routledge.

Sneddon, C., Howarth, R.B. Norgaard, R. (2006). Sustainable Development in a Post-Brundtland World, *Ecological Economics* **57** (2006), pp. 253–268.

McNeill, J.R. (2000). Something New Under the Sun: An Environmental History of the World in the Twentieth Century. Penguin, London (chapters 1 and 2)

World Commission on Environment and Development. (1987) Our Common Future, Oxford University Press, Oxford. (The Brundtland Commission Report)

➢ **WEEK 3 –Principles of sustainable development**

Tutorial topic: the political ecology of sustainable development

1) What is a "political ecology" critique of sustainable development discourse?

2) Do you agree with the Adger et al (2001) that a "technocentric woldview" is one of the major problems? What kinds of problems might emerge from such a worldview and why?

3) How are ideas about "participation" important when conceptualizing global sustainable development challenges? In what ways if "participation" political?

4) Are United Nations policy forums addressing the major environmental challenges effectively? In what cases yes? In what cases no?

5) How can United Nations organizations effectively empower the world's poorest citizens?

6) Does Hernando De Soto's argument about "formalizing informal economies" create a helpful basis for sustainable development?

Key readings:

Adger, W. N., Benjaminsen, T. A., Brown, K. and Svarstad, H. (2001) Advancing a political ecology of global environmental discourses, Development and Change 32(4), 687-715.

Hardi, P. and Zdan, T. (1997). Assessing Sustainable Development: Principles in Practice. International Institute for Sustainable Development, Winnipeg. http://www.iisd.org/pdf/bellagio.pdf (pp1-20)

Millennium Ecosystem Assessment (2005). Living Beyond Our Means: Natural Assets and Human Well-being: Synthesis. Island Press, Washington. ISBN: 1597260401. http://www.millenniumassessment.org/en/Synthesis.aspx

UN (2006). Indicators of Sustainable Development. http://www.un.org/esa/sustdev/natlinfo/indicators/isd.htm

United Nations Industrial Development Organization (2007). Report on the Policy and Governance Initiative: Enhancing Multi-Stakeholder Approaches to Address Mercury, Small-Scale Gold Mining and the Institutional Dynamics of Change. UNIDO/UNDP/GEF Global Mercury Project. Vienna, Austria. http://www.globalmercuryproject.org/documents/non_country%20specific/Sam%20Policy%20and%20Governance%20Final.pdf

Tutorial topic: Can "sustainability" ever be truly "certified"?

1) How might simplistic dichotomies between "sustainable versus un-sustainable" be problematic? How might dichotomies between "conflict diamond versus conflict-free" be problematic?

2) How are "sustainable development" and "conflict" related generally? Can one ever lead to the other?

3) What is the role of the private sector in governmental processes of sustainable development policymaking/planning? Debate/discuss!

4) What does it mean to distinguish between "top-down" perspectives and "bottom-up" perspectives?

5) What are the global political and economic pressures that affect regional policies/processes for sustainable development? Pick an example and "map" some of these pressures in a diagram!

Key readings:

Goodman, M. (2004). 'Reading fair trade: political ecological imaginary and the moral economy of fair trade foods', *Political Geography* 23 (7), pp. 891-915.

Le Billon, P., Levin, E.A. (2009). Building Peace with Conflict Diamonds? Merging Security and Development in Sierra Leone. Development and Change 40(4): 693–715.

Rametsteiner, R. and Simula, M. (2002). Forest certification—an instrument to promote sustainable forest management?, Journal of Environmental Management **67** (1), pp. 87–98.

Raynolds, L. T., D. Murray, and A. Heller. 2007. Regulating sustainability in the coffee sector: a comparative analysis of third-party environmental and social certification initiatives. *Agriculture and Human Values* 24:147–163.

United Nations Global Compact and the Rainforest Alliance, (2007). *Measuring Business Success Through Sustainability Certification.* http://www.unglobalcompact.org/docs/news_events/8.1/UN_Rainforest_alliance.pdf

Zulu, L.C., Wilson, S.A. (2009). Sociospatial Geographies of Civil War in Sierra Leone and the New Global Diamond Order: is the Kimberley Process the Panacea? Environment and Planning 27: 1107-1130.

➢ WEEK 5 – Natural Resources and Ethnic Conflict

Tutorial topic: 'Conflict minerals': What are the key mineral components in your iPod and mobile phone? Where did they come from, and under what conditions?

Key Readings:

Short video with policy paper:

John Prendergast, "Mine to Mobile Phone: The Conflict Minerals Supply Chain", produced by *Enough*: http://www.youtube.com/watch?v=aF-sJgcoY20. Policy paper by John Prendergast and Sasha Leznnev, available at: www.enoughproject.org/files/publications/**minetomobile**.pdf

Diaz, Elizabeth. "First blood diamonds, now blood computers' *Time Magazine*, July 24, 2009: http://www.webcitation.org/5v1B1lxV6

Eichstaedt, Peter (2011) *Consuming the Congo: War and Conflict Minerals in the World's Deadliest Place*, Lawrence Hill Books.

Montague, Dena (2002) "Stolen Goods: Coltan and Conflict in the DRC" *SAIS Review* 22(1): 103-118

➢ WEEK 6 - Environmental justice

Tutorial topic: Environmental justice beyond borders (international and generational)

Key readings:

Henry Shue (1981) 'Exporting Hazards', *Ethics* Vol. 91. Available online

Henry Shue 'Bequeathing Hazards: Security Rights and Property Rights of Future Humans' in Global Environmental Economics: Equity and the Limits to Markets, ed. Mohammed Dore and Timothy Mount, 1999 (Blackwell) (2 in the main library on short loan)

Brian Barry, 'Sustainability and Intergenerational Justice' in Andrew Dobson ed. Fairness and Futurity (OUP 1999) (Available through Oxford Scholarship Online)

➢ WEEK 7 – Environmental justice and non-humans

Tutorial topic: Capabilities and entitlements of nonhuman animals

Key readings:

Cripps, E. (2010). "Saving the Polar Bear, Saving the World: Can the Capabilities Approach do Justice to Humans, Animals and Ecosystems?" *Res Publica* 16(1): 1-22. (Available online)

Nussbaum, M. (2006). *Frontiers of Justice: Disability, Nationality, Species Membership.* Cambridge, Mass. & London, Harvard University Press. Chapter 6 (In library on Hub short loan) (Or see earlier version of this chapter in Sunstein, C. and M. Nussbaum. *Animal Rights: Current Debates and New Directions.* New York: Oxford University Press.) (In library on Hub reverse)

Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements and Nature.* New York, Oxford University Press, chapter 6: Justice to Nature 2: Incorporating Recognition, Capabilities, and Participation? (Oxford Scholarship Online)

➢ WEEK 8 – Demographics and population

Tutorial topic: Evaluate the argument that global population control is needed to reduce carbon emissions, slow the depletion of natural resources and avoid famine.

Key readings:

Attenborough, Sir David, (2011) *RSA President's Lecture 2011: People and Planet.* Available at http://populationmatters.org/documents/rsa_attenborough.pdf. Video available http://populationmatters.org/attenboroughs-rsa-speech/

Avery, John (n.d) *Malthus' Essay on the Principle of Population.* Available at http://www.fredsakademiet.dk/library/avery/malthus.htm

Hayden, Michael V. (2008) 'The CIA Director on Demographics and Security' in *Population and Development Review* 34(3) 593-4.

Rosling, Hans, (2010) *World population explained with Ikea boxes.* Available at: http://www.gapminder.org/videos/population-growth-explained-with-ikea-boxes/

United Nations Population Fund 2009 'At the Brink' Ch. 2 of *The State of World population 2009* pp. 19-28. Available (and downloadable) at http://www.unfpa.org/public/home/publications/pid/4353

The Population Bomb. Available at: http://en.wikipedia.org/wiki/The_Population_Bomb

➢ WEEK 9 – Economics and consumption

Tutorial topic: 'Fast fashion' – good for economic growth and development, or unsustainable consumption and exploitation of labour and resources?

Key readings:

Allwood, Julian M ; Ellebæk Laursen, Søre; Malvido de Rodríguez, Cecilia ; M P Bocken, Nancy (2006) *Well Dressed? The Present and Future Sustainability of Clothing and Textiles in the UK*, Cambridge: University of Cambridge Institute for Manufacturing. www.ifm.eng.cam.ac.uk/sustainability/projects/mass/uk_textiles.pdf Minimally - Executive Summary, p.2-4.

Clark, Hazel (2008) 'Slow + fashion: an oxymoron or a promise for the future?' *Fashion*

Theory, Volume 12, Issue 4, pp. 427 – 446.

Garland; Jack (2009) *Fast Fashion from UK to Uganda*
http://news.bbc.co.uk/1/hi/uk/7899227.stm

Winge, Theresa (2008) '"Green Is the New Black": Celebrity Chic and the "Green"
Commodity Fetish' *Fashion Theory,* Volume 12, Issue 4, pp. 511 – 524.

> ➢ **WEEK 10 – Business and sustainability**

Tutorial topic: Are we programmed or pre-programmed to consume?

Key readings:

Griskevicius, V., Tybur, J. M., & Van den Bergh, B. (2010). Going Green to Be Seen:
Status, Reputation, and Conspicuous Conservation. *Journal of Personality & Social
Psychology, 98*(3), 392-404

McCracken, G. (1986). Culture and Consumption: A Theoretical Account of the
Structure and Movement of the Cultural Meaning of Consumer Goods. *Journal of
Consumer Research, 13*(1), 71-84

Essay Topics

Your essay must be no more than 1500 words.

1. During the two and half decades between the publication of the Brundtland report (in 1987) and today (2011), has the popularization of the "sustainable development" paradigm led to meaningful improvements in global policy?

Key readings:

Adams, W.M. (2009). 'The Dilemma of Sustainability', chapter 1 in Green Development: Environment and Sustainability in a Developing World, 3rd Ed, London: Routledge.

Adger, W. N., Benjaminsen, T. A., Brown, K. and Svarstad, H. (2001) Advancing a political ecology of global environmental discourses, Development and Change 32(4), 687-715.

Hardi, P. and Zdan, T. (1997). Assessing Sustainable Development: Principles in Practice. International Institute for Sustainable Development, Winnipeg. http://www.iisd.org/pdf/bellagio.pdf (pp1-20)

McNeill, J.R. (2000). Something New Under the Sun: An Environmental History of the World in the Twentieth Century. Penguin, London (chapters 1 and 2)

2. Consider this statement: "The rhetoric of the sustainable development has mainly created a 'mask' that hides the real challenges that poorer populations face." Do you agree/disagree? Why?

Key readings:

Adams, W.M. (2009). 'The Dilemma of Sustainability', chapter 1 in Green Development: Environment and Sustainability in a Developing World, 3rd Ed, London: Routledge.

Adger, W. N., Benjaminsen, T. A., Brown, K. and Svarstad, H. (2001) Advancing a political ecology of global environmental discourses, Development and Change 32(4), 687-715.

Hardi, P. and Zdan, T. (1997). Assessing Sustainable Development: Principles in Practice. International Institute for Sustainable Development, Winnipeg. http://www.iisd.org/pdf/bellagio.pdf (pp1-20)

McNeill, J.R. (2000). Something New Under the Sun: An Environmental History of the World in the Twentieth Century. Penguin, London (chapters 1 and 2)

3. Examine the entwined relationship between natural resources and ethnic diversity. Illustrate your answer with examples.

Key readings:

Barnett, Jon and W. Neil Adger (2007) "Climate Change, Human Security and Violent Conflict" *Political Geography* 26: 639-655.

Blaser, Mario, et al. (20004) *In the Way of Development: Indigenous Peoples, Life Projects and Globalization* IDRC: Zed.

Jentoft, Sevin, Henry Minde, and Ragmar Nilsen eds. (2003) *Indigenous Peoples. Resource Management and Global Rights* Delft: Eburon.

Ross, Michael (2004) "What Do We Know about Natural Resources and Civil War?" *Journal of Peace Research* 41 (3): 337-356.

UNESCO/UNEP (2002) *Cultural Diversity and Biodiversity for Sustainable Development* unesdoc.unesco.org/images/0013/001322/132262e.pdf

Case studies:

Alexiades, Miguel N. (ed.) (2009) *Mobility and Migration In Indigenous Amazonia: Contemporary Ethnoecological Perspectives*, New York and Oxford: Berghahn Books.

Anderson, David (2003) "The Ecology of Markets in Central Siberia" Chapter 5 in *Ethnographies of Conservation: environmentalism and the distribution of privilege* New York and Oxford: Berghahn. Also available at: http://books.google.com/books?id=v5b5L2wDY9wC&pg=PA155&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Anderson, David and Mark Nuttall (eds) (2004) *Cultivating Arctic Landscapes: Knowing and Managing Animals in the Circumpolar North* New York and Oxford: Berghahn Books.

Colchester, Marcus et al. (2006) "Promised Land: Palm Oil and Land Acquisition in Indonesia – Implications for Local Communities and Indigenous Peoples" http://www.forestpeoples.org/topics/palm-oil-rspo/publication/2010/promised-land-palm-oil-and-land-acquisition-indonesia-implicat

Finer, Matt et al. (2008) "Oil and Gas Projects in the Western Amazon: Threats to Wilderness, Biodiversity, and Indigenous Peoples" PLoS One 3 (8) e2932. Available at: http://www.plosone.org/article/info:doi/10.1371/journal.pone.0002932

Fox, Jefferson and Arun Swamy (2008) "Introduction: Natural resources and ethnic conflicts in Asia Pacific" *Asia-Pacific Viewpoint* 49 (1): 1-11

Huggins, Chris (2010) "Land, Power, and Identity: Roots of Violent Conflict in Eastern DRC" International Alert. Available at: www.international-alert.org/sites/default/.../201011LandPowerIdentity.pdf

International Crisis Group (2009) 'Jonglei's Tribal Conflicts: Countering Insecurity in South Sudan', Africa Report Number 154, Washington DC: ICG: http://www.crisisgroup.org/en/regions/africa/horn-of-africa/sudan/154-jongleis-tribal-conflicts-countering-insecurity-in-south-sudan.aspx

Obi, Cyril (2010) "Oil Extraction, Dispossession, Resistance, and Conflict in Nigeria's Oil-Rich Niger Delta" *Canadian Journal of Development Studies* 30 (1-2): 219-236. Available at: [www.uam.es/otros/gea/Documentos%20adjuntos/**Obi**-CJDS_v30n1-2.pdf](www.uam.es/otros/gea/Documentos%20adjuntos/Obi-CJDS_v30n1-2.pdf)

4. Choose either Are corporations and western governments acting wrongly in exposing workers and citizens of developing countries to risks they would not allow their own citizens or workers to take? OR "Current nuclear waste disposal policies are inter-generationally unjust?" Discuss.

Key readings:

Henry Shue, (1981) 'Exporting Hazards', Ethics Vol. 91, available online.

Henry Shue 'Bequeathing Hazards: Security Rights and Property Rights of Future Humans' in Global Environmental Economics: Equity and the Limits to Markets, ed. Mohammed Dore and Timothy Mount, 1999 (Blackwell) (2 in the main library on short loan)

Brian Barry, 'Sustainability and Intergenerational Justice' in Andrew Dobson ed. Fairness and Futurity (OUP 1999) (Available through Oxford Scholarship Online)

Additional readings:

Derek Parfit, *Reasons and Persons* (Oxford University Press 1984, corrected reprint 1987), chapter 16: 'The Non-Identity Problem'

Gardiner, Stephen, Survey Article: Ethics and Global Climate Change (Ethics 114, 2005) [Useful overview of the scientific and moral debate on climate change]

Garvey, James, The Ethics of Climate Change: Right and Wrong in a Warming World (Continuum, 2008) [an introduction to the moral aspects of climate change, clearly written, useful and accessible.

Kristin Shrader-Frechette: *Environmental Justice: Creating Equality, Reclaiming Democracy* (Oxford University Press 2002), chapters 1, 2, 5 and 8.

John Rawls: *A Theory of Justice* (Oxford University Press 1971, revised edition, 1999), sections 3-4 and 26: 'The Main Idea of the Theory of Justice', 'The Original Position and Justification', and 'The Reasoning Leading to the Two Principles'.

Judith Lichtenberg, 'National Boundaries and Moral Boundaries: A Cosmopolitan View?' in *Boundaries: National Autonomy and its Limits*, ed. Peter G. Brown & Henry Shue (Rowman & Littlefield 1981)

Sachs, N. (1996), "The Mescalero Apache Indians and Monitored Storage Retrieval of Spent Nuclear Fuel: A Study in Environmental Ethics." *Natural Resources Journal* 36(4): 881-912.

Simon Caney, 'Cosmopolitan Justice, Rights and Global Climate Change' (*The Canadian Journal of Law and Jurisprudence* Vol. 19, 2006)

Simon Caney, "Climate Change and the Future: Discounting for Time, Wealth, and Risk." *Journal of Social Philosophy* 40(2): 163?186. (2009)

Singer, Peter. One World: The Ethics of Globalization. New Haven & London: Yale University Press (2002) [useful overview of climate ethics, written very accessibly].

5. Do we have duties of justice to non-human animals, species or ecosystems?

Key reading:

Cripps, E. (2010). "Saving the Polar Bear, Saving the World: Can the Capabilities Approach do Justice to Humans, Animals and Ecosystems?" *Res Publica* 16(1): 1-22. (Available online)

Nussbaum, M. (2006). *Frontiers of Justice: Disability, Nationality, Species Membership.* Cambridge, Mass. & London, Harvard University Press. Chapter 6 (In library on Hub short loan) (Or see earlier version of this chapter in Sunstein, C. and M. Nussbaum. *Animal Rights: Current Debates and New Directions.* New York: Oxford University Press.) (In library on Hub reverse)

Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements and Nature.* New York, Oxford University Press, chapter 6: 'Justice to Nature 2: Incorporating Recognition, Capabilities, and Participation' (Oxford Scholarship Online)

Additional reading:

Anderson, E. (2004). 'Animal Rights and the Values of Nonhuman Life' *Animal Rights: Current Debates and New Directions.* C. Sunstein and M. Nussbaum. New York, Oxford University Press

Baxter, B. (2005). *A Theory of Ecological Justice.* Oxford, Routledge

Cochrane, A. (2007). 'Animal Rights and Animal Experiments: An Interest-Based Approach'. *Res Publica* 13: 293-318

Cowan, T. (2003) 'Policing Nature', *Environmental Ethics* 25: 169-182

Deckers, J. (2009). 'Vegetarianism, Sentimental or Ethical?'. *Journal of Agricultural and Environmental Ethics*, Online First

Diamond, C. (1978). 'Eating Meat and Eating People'. *Philosophy* 53: 465-479

Regan, T. (2004). *The Case for Animal Rights.* Berkeley, Calif., London, University of California Press.

Schinkel, A. (2008). 'Martha Nussbaum on Animal Rights'. *Ethics and the Environment* 13: 41-69

Singer, P. (2003) 'Not for Humans Only: The Place of Nonhumans in Environmental Issues'. *Environmental Ethics: An Anthology.* A Light and H Rolston. Oxford, Blackwell

Singer, P. (1976). *All Animals Are Equal. Animal Ethics*. Oxford, Oxford University Press.

6. Choose either "Local and regional action will never achieve sustainable development. Only global institutions and leaders can tackle the big environmental challenges of our times. Discuss" OR Can regional governments play a meaningful role in climate change mitigation?

Key reading:

Byrne, J, K Hughes, W Rickerson and L Kurdgelashvili (2007). 'American policy conflict in the greenhouse: divergent trends in federal, regional, state, and local green energy and climate change policy', *Energy Policy*, 35: 4555-73.

Middlemiss, L and B D Parrish (2010). 'Building capacity for low-carbon communities: the role of grassroots initiatives' *Energy Policy* 38, 7559-566.

Vogel, D. Toffel, Ml, Post, D., Uludere Aragon, N. (2010). 'Environmental Federalism in the European Union and the United States' Harvard Business School Working Paper 10-085. Available at: http://www.hbs.edu/research/pdf/10-085.pdf

Additional Reading:

Bulkeley, H and K Kern (2006). 'Local government and the governing of climate change in Germany and the UK' *Urban Studies*, vol.43, no.12, 2237-59.

Burke B. and M Ferguson (2010). Going Alone or Moving Together: Canadian and US Middle-Tier Strategies on Climate Change. *Publius: the Journal of Federalism* 40/3: 436-459.

Engel, K. & Saleska, S. (2005). 'Subglobal Regulation of the Global Commons: The Case of Climate Change' *Ecology Law Quarterly* vol. 32/1: 183-233.

European Commission (2008). '20 20 by 2020, Europe's climate change opportunity', *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. Available at: http://www.energy.eu/directives/com2008_0030en01.pdf

Happaerts, S., Van den Brande, K., Bruyninckx, H. (2010) 'Governance for Sustainable Development at the Inter-subnational Level: The Case of the Network of Regional Governments for Sustainable Development (nrg4SD)'. *Regional and Federal Studies, 20* (1), 127-149.

Marks, G. and Hooghe, L. (2003) 'Unravelling the central state, but how? Types of multi-level governance'. *American Political Science Review* 97:2 , pp. 233-243.
    Rabe, B (2007). 'Beyond Kyoto: Climate change policy in multilevel governance systems'. *Governance*, 20/3: 423-44.

Seyfang, G, 2010, 'Community action for sustainable housing: building a low-carbon future', *Energy Policy*, 7624-633.

Strebel, F, 2011, 'Intergovernmental institutions as promoters of energy policy diffusion in a federal setting' *Energy Policy* 39, 467-76.

Walti, S. (2004). 'How multilevel structures affect environmental policy in industrialized countries'. *European Journal of Political Research* 43: 599-634.

Useful websites:
The Climate Group: http://www.theclimategroup.org/
The Network of Regional Governments for Sustainable Development (nrg4SD):
http://www.nrg4sd.org/

Appendix One: A Guide to Referencing

The fundamental purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quote, idea, etc. In the School of SPS, we insist on the Harvard system of referencing. The following instructions explain how it works.

1. After you have quoted from or referred to a particular text in your essay, add in parentheses the author's name, the publication date and page numbers (if relevant). Place the full reference in your bibliography. Here is an example of a quoted passage and its proper citation:

Quotation in essay:
'Sustainable development is much harder to deliver than it to theorise about' (Webb, 2011: 33).

Book entry in bibliography:
Mann, M. 1986. *The Sources of Social Power, Volume 1*. Cambridge: Cambridge University Press.
Note the sequence: author, year of publication, title, edition or translation information if needed, place of publication, publisher.

2. If you are employing someone else's arguments, ideas or categorization, you will need to cite them even if you are not using a direct quote. One simple way to do so is as follows:
Mann (1986: 32) argues that contemporary issues are best understood through historical comparison.

3. Your sources may well include journal or newspaper articles, book chapters, and internet sites. Below we show you how to cite these various sources.

(i) Chapters in book:
In your essay, cite the author, e.g. (Jameson, 1999).
In your bibliography details should be arranged in this sequence: author of chapter, year of publication, chapter title, editor(s) of book, title of book, place of publication, publisher, article or chapter pages.
For example:
Jameson, F. 1999. 'The Cultural Logic of Late Capitalism.' A. Elliott. (ed.). *The Blackwell Reader in Contemporary Social Theory*. Oxford: Blackwell: 338-50.

(ii) Journal article:
In your essay, cite the author, e.g. (Gruffydd-Jones, 2001).
In your bibliography, details should be arranged in this sequence: author of journal article, year of publication, article title, journal title, journal volume, journal issue or number, article pages.
For example:
Gruffydd-Jones, B. 2001. 'Explaining Global Poverty: A Realist Critique of the Orthodox Approach.' *Journal of Critical Realism*, 3 (2): 2-10.

(iii) Newspaper or magazine article:
If the article has an author, cite as normal in the text (Giddens, 1998).
In bibliography cite as follows:
Giddens, A. 1998. 'Beyond left and right.' *The Observer*, 13 Sept: 27-8.

If the article has no author, cite name of newspaper in text (*The Herald*) and list the source in the bibliography by magazine or newspaper title.
For example:
The Herald. 1999. 'Brown takes on the jobless', 6 Sept: 14.

(iv) Internet sites:
If the site has an author cite in the text as normal, e.g. (Weiss and Wesley, 2001). In the bibliography, provide a full reference which should include author, date, title of website and URL address:

For example:
Weiss, S. and Wesley, K. 2001. 'Postmodernism and its Critics.' Available at: brief.berkeley.edu/phil/postmodern.html

If the site has no author, cite the address of the site in your text, e.g. for Centre for Europe's Children (http://Eurochild.gla.ac.uk/).

In the bibliography, provide a full reference including the title of the website, URL address, publisher or owner of the site.

For example:
'Fourteen Countries Meet in Manila to Tackle Childhood Trafficking' (www.asem.org). ASEM Resource Centre. Child Welfare Initiative. 23 Oct, 2001.

If no date is available, indicate the date you accessed the site.

Appendix Two: Electronic Essay Submission

Coursework assessment info can also be reviewed here:

http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/coursework_requirements

Plagiarism
The School uses the 'Turnitin' system to check that assignments submitted do not contain plagiarised material. Turnitin compares every assignment against a constantly updated database, which highlights all plagiarised work.

How to submit your essay electronically
Make sure that you have saved your essay with your exam number as the file name, e.g. 1234567.doc**.** You will find your exam number on your matriculation card, separate from your matric number.
Do not include your name anywhere on the essay to ensure anonymity. You should also include your <u>exam number as a header at the top right hand corner</u> on the first page of your essay**.**
Format: Files must be in Word (.doc/.docx), rich text (.rtf), text (.txt) or portable document format (.pdf) format ONLY. Microsoft Publisher, iWork, Open Office, and Microsoft Works files will *not* be accepted as they cannot be read by the software. If you are using one of these programmes, use the 'Save As…' function to save the document in one of the acceptable formats. Failure to do this will cause delays in getting your essay back to you and may result in penalties.
Keep a back up electronic copy of your essay – if you have not followed the proper procedure we will, <u>in every case</u>, require you to provide an electronic version before your work is marked.
Please follow these instructions to submit the electronic copy of your essay to Turnitin via WebCT:
1. Log in to WebCT via MyEd and click on the course for which you have to submit an essay to Turnitin.
2. Go to the 'Click here to submit your essay' link to submit your essay to the Turnitin assignment inbox. You should see a list of the assignments you are expected to submit, along with the due dates.
3. To begin the submission process click on the 'submit' icon which is found in the submit column.
4. Your name should be automatically filled in on the form. Type in the submission title as the form cannot be sent unless all the fields are complete.
5. Next, click on the 'Browse' button to open your computer's file browser and use it to browse to the document you wish to submit. Make sure the drop down box at the top of the form still says 'submit a paper by: file upload'. Before clicking on the 'submit' button, make sure that all the fields in the form are complete (if you leave one blank you will receive an error message and the file upload box will be cleared). Click the 'submit' button when you are happy you are submitting the correct file.
6. At this point, a plain text version of the essay will be displayed to you (it won't show any formatting, images, etc.). Review this to ensure you are submitting the correct document (the document itself will be sent to the system in its original format). If you are happy, click on the 'Submit Paper' button to submit your assignment. If you have made a mistake you can click on the 'cancel, go back' link, which will take you back to the submission form.

7. You've now submitted an assignment! A receipt from the system is displayed.

8. Click on the 'go to portfolio' link to return to the assignment inbox.

9. On returning to the assignment inbox, you can view your submission to make sure everything is as it should be.

10. Clicking on the title you gave your assignment opens a viewer that displays your submission and also contains the paper ID which can be used by the administrators of the system to identify your work if there is a problem.

11. Clicking on the document icon in the contents column allows you to see your work in its original submitted format.

You can also follow this link for more detailed instructions:

http://www.ed.ac.uk/polopoly_fs/1.22364!fileManager/submitturnitinplwebct.pdf

Appendix Three: Essay Assessment Form

Introduction to Sustainable Development Essay Assessment form 11/12

Exam number	
Course	
Essay title	
Marker's name	

Initial Mark	
Penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
Thinking skills (criticism, analysis, interpretation, logic, argumentation, evaluation, use of comparison, anticipating counter-arguments, etc.)					
Comprehension (accuracy in facts, details and representation of author's views, breadth of reading, grasp of major issues, etc.)					
Writing skills (structure and organisation, clarity, precision, grammar/spelling, referencing, use of illustration, style, etc.)					

Major advice to student

Main strength(s) of the essay	
Main weakness(es) of the essay	
This and future essays could be improved by…	

Specific advice/comments
(Please see numbers in the margins of your essay, corresponding to the numbered advice/comments below)

Appendix Four: Guide to Using WebCT for Online Tutorial Sign-Up

The following is a guide to using WebCT to sign up for your tutorial. If you have any problems using the WebCT sign up, please contact the relevant course secretary in the Undergraduate Teaching Office, Room G.04/G.05, Chrystal Macmillan Building
.

Step 1 – Accessing WebCT course pages
Access to WebCT is through the MyEd Portal. You will be given a log-in and password during Freshers Week. Once you are logged into MyEd, you should see a tab called 'Courses' which will list the active WebCT pages for your courses under 'myWebCT'.

Step 2 – Welcome to WebCT
Once you have clicked on the relevant course from the list, you will see the Contents page for that course. This page will have icons for the different tools available on this page, including one called 'Tutorial Sign Up'. Please click on this icon.

Step 3 – Signing up for your tutorial
Clicking on the **Tutorial Sign Up** icon will take you to the sign up page where all the available tutorial groups are listed along with any students who have already signed up.
Click on the 'Sign up' button next to the group that you wish to join. The Confirm Sign Up screen will display. Click 'OK' and you will be added to your chosen group.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it. You will need to contact the course secretary who will be able to reassign you. Reassignments will only be made in exceptional circumstances once tutorials are full.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until the end of Week 1 of Semester (Friday 23rd September). If you have not yet signed up for a tutorial by this time, please contact the course secretary as soon as possible.

Appendix Five: SSPS Common Essay Marking Descriptors

A1 (90-100%) An answer that fulfils all of the criteria for 'A2' (see below) and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues, yielding a product that is deemed to be of potentially publishable quality, in terms of scholarship and originality.

A2 (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

A3 (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using the sources creatively to arrive at its own independent conclusions.

B **B-** (60-63%)   **B** (64-66%)   **B+** (67-69%)
A very good answer that shows qualities beyond the merely routine or acceptable. The question and the sources should be addressed directly and fully. The work of other authors should be presented critically. Effective use should be made of the whole range of the literature. There should be no significant errors of fact or interpretation. The answer should proceed coherently to a convincing conclusion. The quality of the writing and presentation (especially referencing) should be without major blemish.
Within this range a particularly strong answer will be graded **B+**; a more limited answer will be graded **B-**.

C **C-** (50-53%)   **C** (54-56%)   **C+** (57-59%)
A satisfactory answer with elements of the routine and predictable. It should be generally accurate and firmly based in the reading. It may draw upon a restricted range of sources but should not just re-state one particular source. Other authors should be presented accurately, if rather descriptively. The materials included should be relevant, and there should be evidence of basic understanding of the topic in question. Factual errors and misunderstandings of concepts and authors may occasionally be present but should not be a dominant impression. The quality of writing, referencing and presentation should be acceptable. Within this range a stronger answer will be graded **C+**; a weaker answer will be graded **C-**.

D **D-** (40-43%)   **D** (44-46%)   **D+** (47-49%)

A passable answer which understands the question, displays some academic learning and refers to relevant literature. The answer should be intelligible and in general factually accurate, but may well have deficiencies such as restricted use of sources or

academic argument, over-reliance on lecture notes, poor expression, and irrelevancies to the question asked. The general impression may be of a rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short answer that at least referred to the main points of the issue. Within this range a stronger answer will be graded **D+**; a bare pass will be graded **D-**.

E (30-39%) An answer with evident weaknesses of understanding but conveying the sense that with a fuller argument or factual basis it might have achieved a pass. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps.

F (20-29%) An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or literature, major omissions or inaccuracies, and pedestrian use of inadequate sources.

G (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.

H (0-9%) An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.