

## Sustainability, Development and Inequality

Title	Sustainability, Development and Inequality
Semester	E2024
Master programme in	Global and Development Studies / European Master in Global Studies
Type of activity	Course
Teaching language	English
Study regulation	Read about the Master Programme and find the Study Regulations at <a href="https://ruc.dk">ruc.dk</a>

### REGISTRATION AND STUDY ADMINISTRATIVE

Registration	<p>You register for activities through <a href="#">stads selvbetjening</a> during the announced registration period, which you can see on the <a href="#">Study administration homepage</a>.</p> <p>When registering for courses, please be aware of the potential conflicts and overlaps between course and exam time and dates. The planning of course activities at Roskilde University is based on the recommended study programmes, which should not overlap. However, if you choose optional courses and/or study plans that goes beyond the recommended study programmes, an overlap of lectures or exam dates may occur depending on which courses you choose.</p>
Number of participants	
ECTS	5
Responsible for the activity	Mette Fog Olwig ( <a href="mailto:mettefo@ruc.dk">mettefo@ruc.dk</a> )
Head of study	Somdeep Sen ( <a href="mailto:sens@ruc.dk">sens@ruc.dk</a> )
Teachers	
Study administration	ISE Registration & Exams ( <a href="mailto:ise-exams@ruc.dk">ise-exams@ruc.dk</a> )
Exam code(s)	U60117

### ACADEMIC CONTENT

Overall objective	This course provides students with an in-depth understanding of the causes and consequences of sustainability, development and inequality, including their social, environmental, economic, historical, political and spatial dimensions. Students are familiarised with different theoretical debates and cases relevant to the study of sustainability, development
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and inequality. Students acquire skills in how to apply these theories in order to critically understand and evaluate questions of sustainability, development and inequality, including their local, national, international and global dimensions. Students are enabled to interrogate diverse outcomes and understandings of sustainability, development, and inequality, allowing them to think of these topics in new ways and explore future pathways.

Detailed description of content

This course starts by presenting the history of the concept of sustainability focusing on its environmental, economic and social dimensions. The Brundtland report and the notion of Sustainable Development are an important component of this history. The course then presents the Sustainable Development Goals as the current iteration of sustainability, and the history of this framework, the role of frameworks and the characteristics of this particular global framework. The next session goes into more detail on the new actors, structures and processes that are part of sustainability as defined in the sustainable development goals. This includes the key actors that are involved, such as business, government, civil society, international organizations and the general public, as well as the funding mechanisms envisioned and the accountability measures in places. The following five sessions are case based and linked to different SDGs. One session must discuss global inequality, but otherwise, the order and composition of these sessions can change from semester to semester. In each case-based session, the students will be introduced to causes, consequences and relevant approaches. The course will also include presentations from organisations working with the SDGs in various ways.

Course material and Reading list

The literature below is indicative, i.e. more literature will be added.

Brightman, Marc and Lewis, Jerome (eds) 2017. *The Anthropology of Sustainability: Beyond Development and Progress*. New York: Palgrave Macmillan.

Büscher, B. (2019). From 'Global' to 'Revolutionary' Development. *Development and Change*, 50(2), 484–494. <https://doi.org/10.1111/dech.12491>

Chimhowu, A. O., Hulme, D. & Munro, L.T. (2019). The 'New' national development planning and global development goals: Processes and partnerships. *World Development*, 120, pp. 76–89. <https://doi.org/10.1016/j.worlddev.2019.03.013>

Davis, K. E., Fisher, A., Kingsbury, B., & Merry, S., E. (2012). *Governance by indicators: Global power through quantification and rankings*. Oxford University Press [in association with] Institute for International Law and Justice, New York University School of Law.

Fukuda-Parr, S. (2016). From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development. *Gender & Development*, 24(1), 43–52. <https://doi.org/10.1080/13552074.2016.1145895>

Fukuda-Parr, S. & McNeill, D. (2019). Knowledge and Politics in Setting and Measuring the SDGs: Introduction to Special Issue. *Glob Policy*, 1, 5–15. <https://doi.org/10.1111/1758-5899.12604>

Fukuda-Parr, S., & Muchhala, B. (2020). The Southern origins of sustainable development goals: Ideas, actors, aspirations. *World*

	<p>Development, 126, 104706. <a href="https://doi.org/10.1016/j.worlddev.2019.104706">https://doi.org/10.1016/j.worlddev.2019.104706</a></p> <p>Hickel, Jason (2019) The contradiction of the sustainable development goals: Growth versus ecology on a finite planet. <i>Sustainable Development</i> 27(5)</p> <p>Horner, R. &amp; Hulme, D. (2019). From International to Global Development: New Geographies of 21st Century Development. <i>Development and Change</i>, 50(2), 347–378. <a href="https://doi.org/10.1111/dech.12379">https://doi.org/10.1111/dech.12379</a></p> <p>Horner, R. (2020). Towards a new paradigm of global development? Beyond the limits of international development. <i>Progress in Human Geography</i>, 44(3), 415–436. <a href="https://doi.org/10.1177/0309132519836158">https://doi.org/10.1177/0309132519836158</a></p> <p>Mawdsley, E. (2018). 'From billions to trillions': Financing the SDGs in a world 'beyond aid.' <i>Dialogues in Human Geography</i>, 8(2), 191–195. <a href="https://doi.org/10.1177/2043820618780789">https://doi.org/10.1177/2043820618780789</a></p> <p>Merry, S. E. (2019). The Sustainable Development Goals Confront the Infrastructure of Measurement. <i>Global Policy</i>, 10(S1), 146–148. <a href="https://doi.org/10.1111/1758-5899.12606">https://doi.org/10.1111/1758-5899.12606</a></p> <p>Rist, Gilbert. 2008. "The Environment, or the New Nature of 'Development'." Chapter 10 in <i>The history of development: from Western origins to global faith</i>, 171–196</p> <p>Scheyvens, R., Banks, G and Hughes, E. (2016). The Private Sector and the SDGs: The Need to Move Beyond “Business as Usual.” <i>Sustainable Development</i>, 24(6), 371–382. <a href="https://doi.org/10.1002/sd.1623">https://doi.org/10.1002/sd.1623</a></p> <p>van Zanten, J.A. &amp; van Tulder, R. (2018). Multinational enterprises and the Sustainable Development Goals: An institutional approach to corporate engagement. <i>Journal of International Business Policy</i>, 1 (3-4), 208–233. <a href="https://doi.org/10.1057/s42214-018-0008-x">https://doi.org/10.1057/s42214-018-0008-x</a></p>
Overall plan and expected work effort	<p>ECTS points for this course: 5 ECTS, i.e. ca 135 hrs work effort.</p> <p>Course sessions: 10 x 2= 20 hrs</p> <p>Written take-home exam: 30 hrs</p> <p>Preparation, reading, self-study: 85 hrs</p>
Format	
Evaluation and feedback	<p>If, this semester, the activity is a part of the study board's evaluation rotation (not all activities offered are evaluated - only the ones chosen by the study board), the students will be asked to evaluate mid-term and by the end of the activity according to the <a href="#">evaluation practice of the study board</a>.</p>
Programme	<p>Detailed programme will be provided on Moodle</p>
<b>ASSESSMENT</b>	
Overall learning outcomes	<ul style="list-style-type: none"> <li>Students acquire state-of-the-art knowledge and skills regarding the causes and consequences of sustainability,</li> </ul>

	<p>development and inequality, including their social, environmental, economic, political and spatial dimensions.</p> <ul style="list-style-type: none"> <li>• They develop understanding of different theoretical debates and cases of sustainability, development, and inequality in their local, national, international, and global dimensions.</li> <li>• They acquire an advanced understanding of different theoretical debates related to these subjects and develop skills in selecting and critically applying relevant theories and methods, including in choosing relevant approaches in order to investigate a problem area. They also develop skills in communicating and discussing theories and empirical results.</li> </ul>
Form of examination	<p>Individual written take-home assignment.</p> <p>The character limit of the assignment is: maximum 14,400 characters, including spaces. The character limit includes the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The duration of the take-home assignment is 48 hours and may include weekends and public holidays.</p> <p>Assessment: 7-point grading scale.</p>
Form of Re-examination	Samme som ordinær eksamen / same form as ordinary exam
Type of examination in special cases	
Examination and assessment criteria	<p>Describe, summarise and critically discuss causes and consequences of sustainability, development and inequality</p> <p>Illustrate and exemplify how these theoretical tools can be used when discussing specific cases</p> <p>Select, compare/combine and apply theoretical perspectives, tools and methods in relevant problem areas.</p> <p>Formulate convincing and academic arguments on the relevance of the chosen approach(es) in investigating a given problem area.</p>
Exam code(s)	Exam code(s) : U60117