

Course Title	Sustainable Development. Principles and Goals				
Course Code	DLCLIMA502				
Course Type	Compulsory. Common Core				
Level	MSc (Level 2)				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Chrysanthi Kadji				
ECTS	7.5	Lectures / week		Laboratories/week	
Course Purpose	<p>The course is an introductory course and seeks to lay the groundwork, inform and awaken students to the urgency of Sustainable Development (SD) issues. Students critically analyse the concept of SD and its underlying principles and explore in a systemic way contemporary global, regional and local issues in relation to the Sustainable Development Goals (SDGs), recognising that these represent a significant development challenge for humanity and require transformative pathways based on inclusion, social participation and accountability.</p>				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Understand concepts and principles related to Sustainable Development, at global, regional and local levels, and identify and critically approach underlying traditional concepts, cultural assumptions and practices related to them. - Discuss and analyse the socio-political drivers, and causes and distribution of consequences arising from SD issues, at national and global levels. - They demonstrate solidarity with people struggling to overcome problems related to the Sustainable Development Goals (SDGs). - Recognise the political dimensions of the concept of SD, its ideological origins and understand how politics and policies can influence the achievement of the SDGs. - Examine and analyse the risks of unsustainable forms of development. - Evaluate, engage and propose solutions to systemic sustainable development issues. - Reflect on their own responsibility and role in relation to creating or addressing SD issues - Work with others to design, implement and support initiatives that empower self, other individuals and communities, awaken awareness, encourage dialogue and wheel out possible solutions that can bring about change in relation to sustainable development issues. 				
Prerequisites	none		Corequisites	none	

Course Content	<p>The Sustainable Development Issues, Principles and Goals course is placed in the opening semester. It is compulsory and occupies an important place in the contents of the postgraduate programme. Its purpose is to familiarize students and to awaken/raise their awareness around Sustainable Development issues. Through the module, students will critically analyse the concept of Sustainable Development (SD), the principles that underpin it and will examine in a systemic - holistic way contemporary global, regional and local issues in relation to its goals (SDGs), recognising that these are urgent challenges for the development of humanity and require transformative and inclusive pathways through social engagement and responsibility.</p> <p>The course includes the following modules</p> <ul style="list-style-type: none"> - Introduction to the concept of Sustainable Development: The environmental problematic as a starting point. - Basic principles of ecology and their relation to sustainable development issues (the parameters) - The 17 Sustainable Development Goals (SDGs) <ul style="list-style-type: none"> - Climate crisis and climate action (SDG13) - Sustainable Production and Consumption (SDG12) - Food Production and Consumption (SDG12) - Biodiversity, Life on Land and Water and in the Air (SDG14 & SDG15) - Overpopulation and its relation to the SDGs (SDGs) - Clean Water (SDG6) - Poverty (SDG1) - Sustainable Justice (Environmental, Social, Economic) - Characteristics and principles of Sustainable Development
Teaching Methodology	<p>The course is taught entirely online through an online platform and using various online tools: communication tools (e.g. tele-conferencing, chat rooms), collaboration tools (e.g. discussion forums, blogs, wikis), as well as content development tools (note presentations, narrative presentations, interactive presentations and videos). Course notes and presentations are available to students via an online platform in conjunction with suggestions for readings (bibliography). Students are encouraged through the platform and the various technological tools to interact with their fellow students and the lecturer, in order to become active members of the online learning community created within the course. Finally, by using the various technological tools, each student is expected to create his/her own online learning community.</p>
Bibliography	<p>Readings and Textbooks</p> <p>English</p> <ul style="list-style-type: none"> • Ammann, J., Arbenz, A., Mack, G., Nemecek, T., & El Benni, N. (2023). A review on policy instruments for sustainable food consumption. <i>Sustainable Production and Consumption</i>, 36, 338-353.

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	<p>http://ikee.lib.auth.gr/record/331460/files/GRI-2021-30642.pdf</p> <ul style="list-style-type: none"> • Wright R, (2005). Environmental Science. International Edition. Pearson. Chapter 5. The human population. Dimensions. Αποσπάσματα από τις σελίδες 123 – 149 https://www.un.org/development/desa/en/news/population/world-population-prospects-2017.html • MCIC (2018). Sustainable Foundations. A Guide for teaching the Sustainable Development Goals. Available at: http://mcic.ca/sustainable-foundations Chronic Poverty Research Centre http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf • Παπαγεωργίου Μ., (2021). Κλιματική Δικαιοσύνη: Ορισμός, Προοπτικές, Προκλήσεις https://www.syntagmawatch.gr/trending-issues/klimatiki-dikaiosynh-orismos-prooptikes-prokliseis/
Assessment	<ul style="list-style-type: none"> - 1 individual written assignment (Reflective exercise) 15% - 1 individual written assignment with presentation (micro-research) 25% - Dynamic Online Interaction Activity I (article discussion) 5% - Dynamic Web Interaction Activity II (article discussion) 5% - Written final examination 50% <p>The assessment of the two assignments expected to be produced as part of the course will be done using a rubric in which the criteria that must be met for the assignment to be marked as excellent, very good, etc. are detailed. For example, in a literature review and critical reflection paper, the criteria may relate to:</p> <ol style="list-style-type: none"> 1. A short introduction (20%). <ul style="list-style-type: none"> - Excellent (18-20): the introduction brilliantly analyses the issue, provides clarity of terms and concepts and defines the importance of the issue clearly. - Very Good (15-17): Good analysis of the topic with appropriate clarification of terms, minor deficiencies in full understanding. - Good (12-14): adequate analysis but with ambiguities or partial omission of some elements. - Poor (0-11): Inadequate or unclear introduction, significant shortcomings in presentation. 2. Literature review (30%) <ul style="list-style-type: none"> - Excellent (25-30): Excellent organization and critical evaluation of sources, complete and coherent discussion of all important issues. - Very Good (20-24): Very good analysis with minor deficiencies in critical thinking or organization.

	<ul style="list-style-type: none"> - Good (15-19): Adequate coverage of the literature but with obvious weaknesses in organisation or critical treatment. - Poor (0-14): Inadequate coverage and analysis of the literature, significant deficiencies. <p>3. Discussion and Conclusion (40%).</p> <ul style="list-style-type: none"> - Excellent (36-40): Excellent critical discussion and drawing of conclusions that provides clear directions for future research. - Very Good (30-35): Very good summary presentation with some minor ambiguities or shortcomings. - Good (24-29): Adequate summary presentation but without clear directions for future research. - Poor (0-23): Inadequate presentation with significant shortcomings in the concluding statements. <p>4. References (5%)</p> <ul style="list-style-type: none"> - Excellent (5): Excellent use of APA, complete and properly formatted references. - Very Good (4): Good use of APA with minor errors. - Good (3): Adequate but with some errors in use of APA. - Unsatisfactory (0-2): Many errors in use of APA, inadequate or incorrect citations. <p>4. General Work Image (5%)</p> <ul style="list-style-type: none"> - Excellent (5) The paper is highly organized with excellent coherence in structure and flow of ideas, with clear academic language. - Very Good (4) The paper is well organized with clear structure and logical continuity of ideas. - Good (2-3) The paper is adequately organized but with some inconsistencies in the structure or flow of ideas. - Inadequate (0-1) The paper has serious problems in organisation, with discontinuities and disjointed structure.
Language	Greek / English