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| **Prowadzący** | Dr hab. Aleksandra Kowalska, prof. UMCS |
| **Oferta PJO\*** | TAK\*\* |
| **Oferta PJOE\*** | NIE\*\* |
| **Kierunek, rok, stopień dla PJO (\*obowiązkowe)** | Zarządzanie, Finanse i rachunkowość, Analityka gospodarcza – przedmiot odpowiedni dla każdego roku i każdego stopnia – Proszę o decyzję Władze WE, AKowalska |
| **Semestr roku 2022/2023** | letni\*\* |

\* PJO – przedmiot w języku obcym dla studentów polskich / PJOE – przedmiot w języku obcym dla studentów Erasmus+  
\*\* zostawić właściwe

BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

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| **Module name** | Sustainable Development Strategy |
| **Erasmus code** |  |
| **ISCED code** |  |
| **Language of instruction** | English |
| **Website** | <https://www.umcs.pl/en/courses-in-english-2021-2022,21582.htm>  (dla PJOE) |
| **Prerequisites** | None |
| **ECTS points hour equivalents** | Contact hours (work with an academic teacher): 30  Total number of hours with an academic teacher: 40  Number of ECTS points with an academic teacher: 3 Non-contact hours (students' own work): 40 Total number of non-contact hours: 40 Number of ECTS points for non-contact hours: 3  Total number of ECTS points for the module: 6 |
| **Educational outcomes verification methods** | Student’s activity during the classes; Preparing a small research project on the meeting Sustainable Development Goals (SDGs) in a chosen country |
| **Description** | The module covers knowledge in the area of sustainable development strategy developed by the United Nations which is implemented in Europe and other parts of the world. The course aims to broaden students’ thinking and cognitive horizons, provide a better understanding of the sustainable development policy. Both origins and current situation regarding sustainable development concept will be analyzed. Several quality of life measures will be presented during the course. Studying the indicators will be accompanied by learning economic, social and environmental processes which are currently undergoing. The course is also intended to practice preparing and presenting a small research project regarding the assessment of the realization the SDGs in a chosen country. The students are expected to learn where they could look for a reliable information needed to prepare a presentation (scientific papers, reports, expert opinions etc.). The students will get basic skills for acquiring information on sustainable development policy and to use the new knowledge in their future jobs. The classes include lectures and workshops. |
| **Reading list** | 1. United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development. <https://sdgs.un.org/2030agenda> 2. Manning, L. (2021). Sustainability. A growing focus for British apples and pears. Royal Agricultural University, UK. <https://www.britishapplesandpears.co.uk/wp-content/uploads/2021/09/Sustainability-Brochure-28_09_2021-SPREADS-1.pdf> 3. Nordhaus, W. (2019). Climate Change: The Ultimate Challenge for Economics. *American Economic Review, 109* (6), 1991–2014. <https://doi.org/10.1257/aer.109.6.1991>. 4. Synthesis Report of the Sixth Assessment Report. A Report of the Intergovernmental Panel on Climate Change. <https://www.ipcc.ch/ar6-syr/> 5. Kowalska, A., & Bieniek, M. (2022). Meeting the European Green Deal objective of expanding organic farming. *Equilibrium. Quarterly Journal of Economics and Economic Policy, 17*(3), 607–633. 6. Kowalski, J., & Kowalska, A. (2022). The realization of the human right to food: preliminary remarks on assessing food security. *Przegląd Prawno-Ekonomiczny, 1*, 9-31. |
| **Educational outcomes** | KNOWLEDGE  1. Understand the methods of constructing quality of life indicators.  2. Knowing the scientific basis of climate change, its impacts and future risks, and options for adaptation and mitigation.  3. Knowing the 17 UN SDGs and the origins of sustainable development policy.  SKILLS  1. To study and describe socio-economic phenomena and their interactions using the appropriate set of indicators.  2. To make effective use of the knowledge gained.  3. To have skills in getting, processing and interpreting economic, social and environmental quantitative and qualitative data.  ATTITUDES  1. Being prepared to formulate priorities in executing his/her professional duties.  2. Being able to think in holistic and critical way when preparing a small research project.  3. Being able to discuss the issues related to climate change in an international environment. |
| **Practice** | n/a |

INFORMATION ABOUT CLASSES IN THE CYCLE

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| **Website** | <https://www.umcs.pl/en/courses-in-english,21103.htm>  (dla PJOE) |
| **Educational outcomes verification methods** | Student’s activity during the classes; Preparing a small research project on the meeting Sustainable Development Goals (SDGs) in a chosen country |
| **Comments** | None |
| **Reading list** | 1. United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development. <https://sdgs.un.org/2030agenda> 2. Manning, L. (2021). Sustainability. A growing focus for British apples and pears. Royal Agricultural University, UK. <https://www.britishapplesandpears.co.uk/wp-content/uploads/2021/09/Sustainability-Brochure-28_09_2021-SPREADS-1.pdf> 3. Nordhaus, W. (2019). Climate Change: The Ultimate Challenge for Economics. *American Economic Review, 109* (6), 1991–2014. <https://doi.org/10.1257/aer.109.6.1991>. 4. Synthesis Report of the Sixth Assessment Report. A Report of the Intergovernmental Panel on Climate Change. <https://www.ipcc.ch/ar6-syr/> 5. Kowalska, A., & Bieniek, M. (2022). Meeting the European Green Deal objective of expanding organic farming. *Equilibrium. Quarterly Journal of Economics and Economic Policy, 17*(3), 607–633. 6. Kowalski, J., & Kowalska, A. (2022). The realization of the human right to food: preliminary remarks on assessing food security. *Przegląd Prawno-Ekonomiczny, 1*, 9-31. |
| **Educational outcomes** | KNOWLEDGE  1. Understand the methods of constructing quality of life indicators.  2. Knowing the scientific basis of climate change, its impacts and future risks, and options for adaptation and mitigation.  3. Knowing the 17 UN SDGs and the origins of sustainable development policy.  SKILLS  1. To study and describe socio-economic phenomena and their interactions using the appropriate set of indicators.  2. To make effective use of the knowledge gained.  3. To have skills in getting, processing and interpreting economic, social and environmental quantitative and qualitative data.  ATTITUDES  1. Being prepared to formulate priorities in executing his/her professional duties.  2. Being able to think in holistic and critical way when preparing a small research project.  3. Being able to discuss the issues related to climate change in an international environment. |
| **A list of topics** | 1. Climate Change: the ultimate challenge for economics and society 2. The concepts of sustainable development and donut economy 3. Agenda 2030 and the UN Sustainable Development Goals – part 1 4. Agenda 2030 and the UN Sustainable Development Goals – part 2 5. Agenda 2030 and the UN Sustainable Development Goals – part 3 6. Ensuring food security for all 7. Measuring economic growth, socio-economic development and sustainable development 8. European Green Deal 9. From Farm to Fork Strategy 10. Fit for 55 11. EU Emissions Trading System 12. Collecting data on the implementing SDGs 13. Workshops on critical thinking and preparing a small research project 14. Preparation of the projects in groups 15. Presentation of the project |
| **Teaching methods** | Lecture, discussion, case study, exercises, workshop |
| **Assessment methods** | 30% - Participation and in-class activity  70% - Final project |