Sustainable Development
ESR3105
Syllabus
Summer Semester 2016

Weekly hours 4
ECTS-Credits 5
Workload 150 hours (50 contact hours + 100 hours of self-study)
Level Advanced
Prerequisites Microeconomics, Macroeconomics, International Economics
Teaching Approach Lecture
Grading Test (60 min)
Time Monday 15:30-17:00; 17:15-18:45
Room W3.2.04
Start March 21

Learning Objectives
- Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
- Know the history of the SD idea.
- Be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.
- Be familiar with potential strategic options for SD (efficiency, sufficiency).
- Be able to discuss the (dis-)advantages of instruments for SD.
- Understand the SD challenge for companies, their responsibility and their potentials for action.

General Introduction
Sustainable Development (SD) is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Report 1987). More specific sustainable development goals (SDGs) have been formulated by the UN in 2015. The most critical resources for the survival of future generations are climate stability and biodiversity. Therefore, we have to respect the planetary boundaries of economic activity today. However, today many people are still far from being able to meet their basic needs, especially in developing countries. SD not only addresses the question of inter-generational justice but also this intra-generational issue: How to improve the life of the poor without overburdening the ecosystems? This is a challenge for individual lifestyles (especially in rich nations), for companies and for government policy. The lecture provides a basic understanding of these challenges, introduces strategies and instruments for sustainable development.
Contents

1 Introduction and History: Brundtland, Rio, SDGs
2 Basic Concepts, Strategies and Measurement
3 Efficiency and Innovation, Green Growth and Rebound
4 Sufficiency, Income and Labor, Consumption Patterns and Lifestyles
5 Poverty and Inequality
6 Instruments for SD
7 Governance, Education and Science System
8 Climate Change
9 Biodiversity
10 Company Perspectives

Schedule (preliminary Feb 2016)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>March 21</td>
<td>EGV Einführung</td>
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<tr>
<td>April 4</td>
<td>Introduction and History</td>
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<tr>
<td>April 11, 18</td>
<td>Efficiency and Innovation, Green Growth and Rebound</td>
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<tr>
<td>April 25</td>
<td>Sufficiency, Income and Labor, Consumption and Lifestyles</td>
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<td>May 2</td>
<td>Poverty and Inequality</td>
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<td>May 23</td>
<td>Instruments for SD</td>
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<td>May 30</td>
<td>Governance, Education and Science System</td>
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<td>June 6</td>
<td>Climate Change</td>
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<td>June 13</td>
<td>Biodiversity</td>
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<td>June 20</td>
<td>Company Perspectives</td>
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<tr>
<td>June 27</td>
<td>Q&amp;A, Exercises, Feedback</td>
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Literature and Course Materials

- FU Hagen / Lund University, Climate Change – A Question of Justice? Massive Open Online Course (MOOC), Units 4, 7, 8  https://mooc.umweltwissenschaften.de/

- Check e-learning platform for new additional course materials

2.1 Literature

OECD (2007): Instrument Mixes for Environmental Policy, Paris
OECD (2008a): Conducting Sustainability Assessments, Paris
OECD (2012a): OECD Environmental Outlook 2050+, Paris
OECD (2012b): Environmental Performance Reviews: Germany 2012, Paris
OECD (2014): How was Life? Global Well-being since 1820, Paris
Randers, Jorgen (2012): 2052: A Global Forecast for the Next Forty Years, launched by the Club of Rome, Post Mills VT (Chelsea Green Publishing)
2.2 Company Strategies and Reporting (examples)

Daimler AG  
https://www.daimler.com/sustainability/

Ernst & Young  
http://www.ey.com/DE/de/About-us/Corporate-Responsibility

Six-growing-trends-in-corporate-sustainability_overview

General Electric  
http://www.gecitizenship.com/

SAP  

Siemens  

2.3 Reporting, Rating, Ranking

GRI  
https://www.globalreporting.org/

Oekom Munich  
http://www.oekom-research.com/

INFRAS Zürich  
http://www.infras.ch/d/infras/

Corporate Register  
http://www.corporateregister.com/

UN Global Compact  
http://www.unglobalcompact.org/

PRME  
http://www.unprme.org/
## Course Contributions to Bachelor Programs’ Common Learning Goals

<table>
<thead>
<tr>
<th>LO</th>
<th>Learning Objective / Outcome</th>
<th>Contributions to Learning Objectives</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>Expert knowledge</td>
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<td></td>
<td>… in Economics.</td>
<td>Environmental instruments, efficiency and sufficiency for sustainable development. Environmental protection and economic growth.</td>
<td>Written exam</td>
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<td>1.3</td>
<td>… in Business Law.</td>
<td>X</td>
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<td>1.4</td>
<td>… in Quantitative Methods.</td>
<td>X</td>
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<td></td>
<td>Use of information technology</td>
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<td>2.1</td>
<td>Students demonstrate proficiency in using computer programs to solve business problems.</td>
<td>X</td>
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<td>2.2</td>
<td>Students are able to use information systems effectively in real world business settings.</td>
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<td>3.</td>
<td>Critical thinking and analytical competence</td>
<td>Critical discussion of causes / consequences and benefits / risks of sustainable development. Discussion of current economic issues in the context of the global sustainable development debate.</td>
<td>Discussions in class, Written exam</td>
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<td>Students are able to apply analytical and critical thinking skills to complex problems.</td>
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<td>4.</td>
<td>Ethical awareness</td>
<td>Understanding inter- and intra-generational justice. Know MDG and SDG and their ethical fundaments.</td>
<td>Discussions in class</td>
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<td>Students are able to develop business ethics strategies and apply them to typical business decision-making problems.</td>
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<td>5.1</td>
<td>Students are able to express complex problems effectively in writing</td>
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<td>5.2</td>
<td>Students demonstrate their oral communication skills in presentations and papers.</td>
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<td>6.</td>
<td>Capacity for teamwork</td>
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<td>Students show that they are able to work successfully in a team by performing practical tasks.</td>
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