

Course Last Updated 02/14/2024



University of
New Haven

Sustainable Development in Madrid

Section I: Course Overview

Course Code: SUS350/CUL373

Subject Area(s): Environmental studies, Sustainability, Sociology

Prerequisites: Prior to enrollment, this course requires completion of **one** 200-level course or **two** 100-level courses in the subject area(s) of instruction.

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This course aims to empower students to actively engage in sustainable development initiatives while utilizing their city as a learning laboratory. Through the exploration of the city of Madrid, students will gain the knowledge, skills, and practical experience necessary to address complex sustainability challenges facing society using the city of Madrid as a case study. The curriculum emphasizes a multidisciplinary approach, integrating concepts from environmental science, social sciences, economics, and policy studies to foster a holistic understanding of sustainability. Students will explore the ethical challenges involved in the creation and maintenance of sustainable societies.

Learning Objectives

Upon successful completion of this course, students are able to:

- Articulate the interconnectedness of ecological, social, and economic systems and their influence on sustainability outcomes.
- Cultivate a strong environmental consciousness, promoting the conservation and protection of natural resources.

- Assess how changes in the environment have differential impacts on diverse groups of people around the world which lead to environmental injustices.
- Enhance critical thinking, problem-solving, and analytical skills to identify, assess, and propose solutions to sustainability issues.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment.

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Course Journal - 10%

Assignments - 10%

Mid-Term Exam - 20%

Final Exam - 20%

Project - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Course Journal (10%): You should keep a course journal based on the readings, with weekly entries about key class content (written and sketched information). Drawing abilities won't be evaluated. What is going to be assessed is the quantity and quality invested in journal entries: order, neatness, intention, variety, precision, pertinence, evolution and effort. It is mandatory to bring the journal to class. The professor will provide students with the specific type of notebook required for the course.

Assignments (10%): Weekly activities are associated with short assignments that must be submitted before the deadline. This consists of reading summaries, short answers, classification of art interventions, self-guided visits, drawing, photo-taking, etc.

Mid-Term Exam (20%) and Final Exam (20%): The mid-term examination will be used to allow students to divide their study time into two separate halves. The mid-term examination will cover the first half of the semester while the final exam will cover the second part. The exam format will be a combination of multiple choice and short answer questions.

UN Sustainable Development Goals (SDG) Project (20%): Every week, the class will revolve around one or two SDG and students will have to complete an activity linked to it, whether inside or outside of class. This includes, for example, an activity which will consist in evaluating and caring for a replanted forest in degraded area of Madrid or participating in a roundtable about gender diversity and equality with local impact. These activities will increase students' engagement in the community. Students will gain a sense of how cities are built, how there are environmental and social justice issues present in the XXI century and how citizen movements are able to change the perceptions and living conditions of the neighbors.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

Field Studies:

- Manzanares River
- Community Garden in Lavapiés
- Community Garden in Aluche
- Metro installations
- *La Casa Encendida* Exhibits

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

Textbook:

Reid, D. G. (2020). *A New World-System*. Routledge. Kindle Version.

Selected reading : The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Bayeh, E. (2016). The role of empowering women, E and achieving gender equality to the sustainable development of Ethiopia. *Pacific Science Review B: Humanities and Social Sciences*, 2(1), 37 – 42.

Di Paola, M (2018). *Virtue*, Encyclopedia of the Anthropocene. Elsevier.

Goodell, J. (2018). *The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World*. Little, Brown and Company .

Goodpaster, K. (1978). On Being Morally Considerable. *Journal of Philosophy*, 75(6), 308-325.

Jamieson, D. W. (2006). *The Moral and Political Challenges of Global Climate Change*. Elsevier.

Jamieson, D. W. (2007). *When Utilitarians should be Virtue Theorists*, *Utilitas* 19(2), 160-183.

Jamieson, D. W. & Di Paola, M. (2018) Climate Change and the Challenges to Democracy. *University of Miami Law Review*, 72(2), 369-424

López Caballero, P. & Londoño Jaramillo, P. (2022). *Redefining development: the extraordinary genesis of the sustainable development goals*.

Manela, T. (2018). Gratitude to Nature, *Environmental Values*, 27(6), 623-644.

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think like a 21st Century Economist*. Chelsea Green Publishing.

Sachs, J. (2015). *The Age of Sustainable Development*. Columbia University Press.

Scheffler, Samuel. *Death and the Afterlife*, Oxford University Press, 2013

Steffen, W., Grinevald, J. Crutzen, P. & McNeill, J. (2011). The Anthropocene, Conceptual and Historical Perspectives. *Philosophical Transactions of the Royal Society of Sciences*, 369(1938).
Williams, Florence. (2017). *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*. W. W. Norton & Company.

Wallace-Wells, D. (2019). *The Uninhabitable Earth: Life after Warming*. S.L., Tim Duggan Books.

Recommended

The recommended readings for this course are listed below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Jamieson, Dale W. *Reason in a Dark Time: Why the Struggle Against Climate Change Failed, and What It Means for Our Future* (Oxford University Press, 2014): https://www.amazon.com/Reason-Dark-Time-Struggle-Against-ebook/dp/B00I7V0USG/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1469395406&sr=1-1&keywords=reason+in+dark+time

Jamieson, Dale W. and Marcello Di Paola, “Political Theory for the Anthropocene”, in D. J. Held and P. Maffettone, Sebastiano, *Global Political Theory* (Cambridge: Polity Press, 2016), 254-280

Course Calendar

Session 1	
Topics	Review Syllabus & Study Material, Classroom Policies, Statement of expected results
Activity	Class Discussion: What is our place in this Earth: Animals, Plants, & Future People
Readings & Assignments	Reid, 2021. Chapter 1.

Session 2	
Topics	The functioning and interconnectedness of Earth Systems. The difference between environmental Science and Ecology. Foundations of Sustainability. Understanding the concept of sustainable development Principles of Sustainable Development. Social and Economic Dimensions of Sustainability
Activity	What are we being confronted with? Main environmental issues. Exploring the role of the UN in promoting sustainable development Intercultural Developmental Inventory Survey Environmental Responsible Behavior survey (ERB) Survey
Readings & Assignments	R. Routley, “Is There a Need for a New, an Environmental, Ethic?”, 205-210 K. Goodpaster, “On Being Morally Considerable” 308-325 Sachs, Jeffrey. <i>The Age of Sustainable Development</i> . New York, Columbia University Press, 2015. Course Journal

Session 3	
Topics	Introduction to Sustainable Development and the SDG Overview of the 17 SDGs and their historical context
Activity	Reviewing the SDGs
Readings & Assignments	United Nations. “Transforming Our World: The 2030 Agenda for Sustainable Development.” United Nations, 2015

	Course Journal
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Session 4	
Topics	SDG 1 - No Poverty SDG 2 - Zero Hunger
Activity	Examining the root causes of poverty and hunger and analyzing strategies and initiatives to eradicate poverty and hunger Can sustainable agriculture be accomplished? Visit the Communal Garden in Lavapiés District
Readings & Assignments	<i>Reid, 2021. Chapter 4</i> Course Journal

Session 5	
Topics	SDG 3 - Good Health and Well-being
Activity	Exploring global health challenges and how sustainability can accomplish this
Readings & Assignments	<i>Death and the Afterlife</i> – Scheffler Course Journal

Session 6	
Topics	SDG 4 - Quality Education SDG 5 - Gender Equality
Activity	Discuss: Can education be inclusive equitable and just for all genders? Highlighting the relationship between education and gender equality Roundtable about gender diversity and equality
Readings & Assignments	Bayeh (2016) Course Journal

Session 7	
Mid-term	

Session 8	
Topics	SDG 6 - Clean Water and Sanitation SDG 7 - Affordable and Clean Energy
Activity	Ensuring access to clean water and sanitation for all Exploring renewable energy sources and energy efficiency Addressing water and energy-related challenges in sustainable development Visit Madrid Rio & depuration plant/ water treatment plants
Readings & Assignments	<i>The Moral and Political Challenges of Global Climate Change</i> - Jamieson <i>Reid, 2021. Chapter 2.</i> Course Journal

Session 9	
Topics	SDG 8 - Decent Work and Economic Growth SDG 9 - Industry, Innovation, and Infrastructure
Activity	Can inclusive and sustainable economic growth be achieved? Fostering innovation and sustainable infrastructure development Visit sustainable local business
Readings & Assignments	<i>Doughnut Economics: Seven Ways to Think like a 21st Century Economist</i> - Raworth Course Journal

Session 10	
Topics	SDG 10 - Reduced Inequality SDG 11 - Sustainable Cities and Communities
Activity	Discussing the role of decent work in achieving and addressing social, economic, and political inequalities. Creating sustainable and resilient cities and communities, while exploring urbanization challenges and sustainable urban planning.; Visit the Metro of Madrid installations
Readings & Assignments	<i>The Uninhabitable Earth: Life after Warning</i> - Wallace-Wells Course Journal

Session 11	
Topics	SDG 12 - Responsible Consumption and Production SDG 13 - Climate Action
Activity	Understanding climate change and its impacts on sustainable development Discussing mitigation and adaptation strategies for climate action
Readings & Assignments	<i>Climate Change and the Challenges to Democracy</i> - Jamieson Course Journal

Session 12	
Topics	SDG 14 - Life Below Water SDG 15 - Life on Land
Activity	Protecting the systems we depend on: conserving and sustainably using marine and terrestrial resources
Readings & Assignments	<i>The Anthropocene</i> - Steffen Course Journal

Session 13	
Topics	SDG 16 - Peace, Justice, and Strong Institutions SDG 17 - Partnerships for the Goals

Activity	Mechanisms to foster peaceful and inclusive societies for sustainable development. The importance of global partnerships to strengthen institutions for effective governance and accountability
Readings & Assignments	<i>The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative</i> – Williams Reid, 2021. Chapter 11.

Session 14	
Topics	Presentation of projects
Activity	Students can choose to focus on a particular SDG category or work across multiple categories based on their interests
Readings & Assignments	Study for Final Exam

Session 15	
Final exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.