

**COURSE DATA****DATA SUBJECT****Code:** 36734**Name:** Sustainable Development**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
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SUBJECT-MATTER

Degree	Subject-matter	Character
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COORDINATION**SUMMARY**

Sustainable Development is an optional subject of 4.5 credits in the Degree in Political Science and Public Administration. The course aims to provide students with a series of knowledge related to the content, formulation and analysis of sustainability policies at different territorial levels of public administration, as well as to generate a critical reflection on the paradigm of sustainable development and its limitations and alternatives. In this sense, the main policies and frameworks of reference at international, European and Spanish level are addressed, both from a theoretical and applied perspective; in the latter case, drawing on comparative experience, especially from our immediate environment.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The relationship of the subject with the following contents of previous courses is noteworthy. Second year: History of Political Thought. Third year: Public Policy Analysis; Culture, Behaviour and Political Actors; Human Rights and International Cooperation; Institutions and Policies.



COMPETENCES / LEARNING OUTCOMES

1335 -

Análisis de información para evaluar problemas políticos o de gestión pública y elaborar propuestas de mejora

Pensamiento crítico.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Trabajo en equipo.

DESCRIPTION OF CONTENTS

1. A historical approach to sustainable development

- Major milestones, evidence and lessons.
- The Meadows Report: The Limits to Growth (1972)
- The Brundtland Report: Our Common Future (1987)
- The Meadows Report 50 years on.
- The Intergovernmental Panel on Climate Change Reports.

2. Complexity of the socio-environmental problem and implications for the design and implementation of public policies.

- The governance paradigm: main characteristics.
- Keys to multilevel and cross-cutting integration
- Instruments for anticipation and consensus in public decision-making.



3. Analysis and evaluation of public policies for sustainability

- Local Agenda 21 as case study
- The 1992 United Nations Conference on the Environment in Rio de Janeiro: Agenda 21
- Local Agenda 21: philosophy and methodology of action from the grassroots level
- Evaluation model and results

4. Global initiatives

- The 2030 Agenda for Sustainable Development of the United Nations Organisation
- The 2012 United Nations Conference on Sustainable Development (Rio+20)
- The United Nations Environment Programme (UNEP)

5. The European Union's environmental policy as a key reference point for Spain

- The EU Sustainable Development Strategy: general principles and basic framework.
- The European Union's Environmental Action Programmes: historical evolution.
- Recent milestones: The New Green Deal and the Energy Transition.

6. Contributions to the debate from a critical perspective: culture, sustainability and degrowth.

- The deep bases of unsustainability: characterisation of the logic of the dominant development model.
- Capital, science and power. Enlightenment and rationalism in the service of colonisation.
- Characteristics of the current phase of globalisation and its environmental and social implications.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Total hours	0,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	0,00



TEACHING METHODOLOGY

- a. Lectures, case studies, exercises and problem solving, cooperative learning.
- b. Lectures by the teaching staff, and student participation according to the topics explained. Practical classes based on previous theoretical explanations. Presentation of work and results by students.
- c. Comprehensive reading of study materials.
- d. Expression of knowledge in oral and written terms.
- e. Individual and group tutorials.

EVALUATION

The assessment consists of three parts.

Firstly, a series of practical activities set by the teacher, which are carried out throughout the course. This represents 30% of the final mark.

Secondly, a final project in which the students pose an applied research problem in relation to the analysis and/or evaluation of public policies on sustainability. It represents 40% of the final grade.

Thirdly, an on-site exam, of a practical nature, in which students must demonstrate their theoretical knowledge of the contents of the subject. It represents 30% of the final mark. The exam must be passed with a minimum of 5 points (out of 10).

In the second call, the presentation of practical activities and final work recovers 50% of its value, for those who have not presented them in due time and form.

In order to pass the course, a minimum of 5 points must be obtained as a weighted average mark.

REFERENCES



- - Almenar, R. (2012) El Fin de la Expansión. Ed. Icaria - Dobson, A. (1997) Pensamiento político verde: Una nueva ideología para el siglo XXI: - Font, N; Subirats, J. (eds.) (2000) Local y sostenible La Agenda 21 Local en España. Ed. Icaria - Herrero, Y. (2022) Educar para la sostenibilidad de la vida : una mirada ecofeminista a la educación. Ed. Octaedro - Hickel, J. (2021) Menos es más. Ed. Capitán Swing - Manzini, E. (2000) Ecología y democracia : de la injusticia ecológica a la democracia ambiental - Shiva, V. Mies, M (2016) Ecofeminismo teoría, crítica y perspectivas. Ed. Icaria