



COURSE SYLLABUS

Sustainability in a Multicultural World, F-3, 7,5 credits

Hållbarhet i en mångkulturell värld, F-3 (UVK), 7,5 högskolepoäng

Course Code:	LHMK14	Education Cycle:	Basic level
Confirmed by:	Director of Education Dec 6, 2012	Disciplinary domain:	Education
Valid From:	Jan 20, 2014	Subject group:	UV1
Revised by:	Director of Education Nov 29, 2013	Specialised in:	G1F
Version:	1		

Intended Learning Outcomes (ILO)

Knowledge and Comprehension

After completion students should

- be able to summarize how humans relate to ecological processes, natural resources and unfamiliar cultures at present and in a historical perspective
- be able to basically outline a couple of environmental effects as caused by human intervention as well as being able to relate relevant causes and effects to remedial strategies for intervention

Skills and Abilities

After completion students should

- be able to understand different perspectives and values regarding sustainability and cultural pluralism in a globalised society
- have attained a basic understanding of the psychological factors constituting the foundation of intercultural differences, values and attitudes
- on a scientific basis be capable of motivating methods for learning and teaching in relation to values and ethics, regarding sustainable development and multicultural issues, taking into consideration the situation of learning in a second language

Perceptions and Attitudes

After completion students should

- be able to evaluate conditions and action strategies for sustainable development
- be able to formulate personal values regarding sustainable, just and multicultural societies, in reference to e.g human rights

Contents

- Conditions for sustainable societies and strategies for good transitions to these
- Global resources and ecological dependencies
- Concepts of ethnic power structure
- Human impact on life-supporting systems in a perspective of global equity and fairness
- Handling cultural conflicts of values specially regarding traditions of knowledge and education
- Psychological patterns in encounters of global crises and unfamiliar cultures, specially in the mul-

multicultural classroom

- Developing literacy as well as values on sustainability and cultural pluralism through place-based pedagogy
- Teaching and learning perspectives, including values, on sustainable development and intercultural encounters
- Action competence for sustainability in a multicultural world

Type of instruction

The course is taught as lectures and uses extensive exercises, actions and discussions in groups. Learning is supported by follow-up reflections in an individual logbook. The content of the logbook is governed and focused by the course management by framing questions, standards and formal requirements that are possible to assess against the learning outcomes.

The teaching is conducted in English.

Prerequisites

General requirements and 30 credits from the first semester of Teacher Education (Educational Science Core) or in equivalent courses. Fluency in English equivalent to at least 575 (paper based), 90 (internet based) TOEFL score. Exemption is granted from the requirement in Swedish

Examination and grades

The course is graded Fail (U), Pass (G) or Pass with Distinction (VG).

With the help of an individual logbook the course is examined based on criteria assessing to what extent the students have reached the learning outcomes.

For international guest students the grades are transformed to ECTS grades in accordance with the Bologna Agreement.

Further instructions on course outline, examinations and grading will be handed out when the course starts.

Registration of examination:

Name of the Test	Value	Grading
Examination	7.5 credits	U/G/VG

Course evaluation

In accordance with university policy.

Other information

Swedish syllabus is available.

Course literature

Preliminary

Almers, Ellen (2013). *Pathways to Action Competence for Sustainability - Six Themes*. Journal of Environmental Education. Vol 44 (2), pp 116-127.

Blackmore, E., Hawkins, R., Holmes, T. (2011). *The Common Cause Handbook: A Guide to Values and Frames for Campaigners, Community Organisers, Civil Servants, Fundraisers, Educators...* Machynlleth: Public Interest Research Centre Ltd.

Comber, B. (2012). Literacy for a sustainable World in *Language, literacy and literature*. Oxford. University Press, South Melbourne.

Fountain, Susan (1995). *Education for development*. Unicef.
Living planet report 2012 Summary (2012). WWF -World Wide Fund for Nature.
McDaniel, Edwin m.fl. (2011). *Intercultural Communication: A reader*. Wadsworth.
Raworth K. (2012). *A Safe and Just Space for Humanity*. Oxford discussion paper.
Samovar L. & Porter R. (2006). *Communication Between Cultures*.
Boston: Wadsworth.
Universal declaration of Human Rights. <http://www.un.org/en/documents/udhr/index.shtml>

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources, e g <http://www.sharenet.org.za/>, <http://www.envirolink.org/>, <http://www.earthcharterinaction.org/>, <http://www.urbanplanetatlas.org/upa/index.html>