1. **KentVision code and title of the module**

LANG5001 Cultures of Sustainability

1. **Division and School/Department or partner institution which will be responsible for management of the module**

Arts and Humanities (School of Culture and Languages)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for Undergraduate programmes offered by the department of Modern Languages

Also available as an elective module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Engage critically with multiple and complex meanings of the terms ‘sustainable’ and ‘sustainability’;

8.2 Demonstrate a critical understanding of the transnational need for sustainable cultural models;

8.3 Demonstrate an appreciation of ways in which ethnicities, cultures, geographies and languages maintain difference and diversity whilst sharing common pressures, practices and goals;

8.4 Apply concepts of sustainability to a range of different social and cultural contexts.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Undertake independent research around the prescribed topics;

9.2 Synthesise and summarise information from a number of textual and visual sources;

9.3 Demonstrate methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently;

9.4 Construct a coherent argument supported by evidence and present written work appropriately;

9.5 Demonstrate the ability to manage their own learning by working through set material in a systematic manner and adhering to deadlines.

1. **A synopsis of the curriculum**

What is sustainability? It has been defined in many ways, but the most frequently quoted definition is from ‘Our Common Future’, also known as the Brundtland Report (1987) which refers to ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’ While the concept of sustainability has its roots in the natural sciences, it is becoming evident that theories and practices of sustainability are of relevance in social and cultural studies as much as biophysical relationships.

The module begins with an examination of the wide-ranging definitions of sustainability and of the contribution to the discourse from Humanities subjects. We proceed to analyse a range of case studies representing the four disciplines of Modern Languages in SECL at Kent: French, German, Italian and Hispanic Studies. The case studies highlight cultural practices ranging across time periods and geographies in which sustainable processes are key. They may include the cultural history of sustainability or ‘Nachhaltigkeit’ in the German context; the Cinema Ritrovato festival in Bologna, Italy; the debate in psychoanalysis on the themes of exploitation/sustainability and competition/cooperation in relation to ecological practices and the environment; the works of Martinique author Patrick Chamoiseau and the challenges to French/Eurocentric concepts of sustainability; and the culture and practice of urban organic farming – organopónicos – that arose out of the economic crisis in Cuba in the 1990s and which have circular economics, cultural development and educational practices at their core.

The module concludes with a consideration of how the case studies illustrate theories and practices of sustainability, and how in turn they may be considered catalysts for further engagement in questions of sustainability.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bartlett, P.F. and G.W. Chase, eds. (2004). *Sustainability on Campus: Stories and Strategies for Change*. Cambridge: MIT Press

Beckerman, W. (1994). “Sustainable Development: Is it a Useful Concept?” *Environmental Values 3*: 191-209. Winwick: The White Horse Press

Dobson, A. (2003). *Citizenship and Environment*. Oxford: Oxford University Press

Filho, W.L. & A.G. Consorte-McCrea, eds. (2018). *Sustainability and the Humanities*. Cham, Switzerland: Springer

Kopnina, H. & E. Shoreman-Ouimet, eds. (2015). *Sustainability: Key Issues*. London: Routledge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (1,500 words) – 50%
* Essay 2 (1,500 words) – 50%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module explores themes, issues and methods in the study of global systems of thought related to sustainability and their international context. As such, it provides the means for considering the methods, approaches, hermeneutics and practical challenges involved in considering these important ideas in a cross-cultural and international context.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25.1.19 | New (SDS code SCL505) KV code LANG5050 | September 2019 | n/a | no |
|  |  |  |  |  |