Introduction to Sustainability Dilemmas

Educational subject description sheet

Basic information

Field of study Joint Bachelor in Sustainability **Speciality** - **Organizational unit** Faculty of Law and Administration **Study level** first cycle (joint degree programme) **Study form** full-time degree programme **Education profile** General academic **Mandatory** obligatory	**Education cycle** 2025/26 **Subject code** UJ.WPAJBSS.810.16340.25 **Lecture languages** english **Subject related to scientific research** Yes **Disciplines** Philosophy, Learning about the culture and religion **ISCED classification** 0288 Interdisciplinary programmes involving broad field 02 **USOS code**

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Lecturer	Łukasz Lamża

Period Semester 1	**Examination** assessment **Activities and hours** E-learning (lecture): 40	**Number of ECTS points** 5.0

Goals

C1	The goal of the course is to engage the students in a discussion about some of the most riveting and polarizing dilemmas related to the ongoing debate on sustainability. Thanks to the course, students would not only increase their awareness of the limits of their own competences but also understand better the requirements of a high-quality academic debate.

Subject's learning outcomes

Code	Outcomes in terms of	Effects	Examination methods
Knowledge – Student knows and understands:			
W1	the different definitions and measures of sustanability, including their strengths and weaknesses.	JBS_K1_W01, JBS_K1_W02	credit
W2	the ecological footprints of renewable energy technologies.	JBS_K1_W03	credit
W3	the regional outcomes of climate change and their political and geopolitical consequences.	JBS_K1_W04	credit
Skills – Student can:			
U1	critically read scientific reports to understand the quantitative aspects of sustainability.	JBS_K1_U01	credit
U2	present knowledge in forms suitable for different audiences	JBS_K1_U02	credit
U3	find specific information using scientific databases and search engines.	JBS_K1_U03	credit
Social competences – Student is ready for:			
K1	to argue for and against selected issues related to sustainability and present their opinions in a constructive fashion.	JBS_K1_K03	credit
K2	to formulate their own opinion based on scientific data, expert opinions and their own assessment.	JBS_K1_K05	credit
K3	to respect the diversity of opinions in society concerning sustainability and is prepared to discuss the subject in a respectful way.	JBS_K1_K04, JBS_K1_K05	credit

Calculation of ECTS points

Activity form	Activity hours*	
E-learning (lecture)	40	
preparation for classes	100	
Student workload	**Hours** 140	**ECTS** 5.0

* hour means 45 minutes

Study content

No.	Course content	Subject's learning outcomes
1.	Sustainability at the meta-level, e.g.: * A scientific concept, a rhetorical device, a buzzword? * UN Sustainable Development Goals: targets and their indicators. * Can we reliably measure sustainability or even define it?	W1, W2, W3, U1, U2, U3, K1, K2, K3
2.	Manipulating sustainability, e.g.: * Greenwashing as a business model. * Carbon offsetting: how real is it? Will planting forests really save the planet?	W1, W2, W3, U1, U2, U3, K1, K2, K3
3.	Energy & transport, e.g.: * "Clean energy": Is it really that clean? * The hidden environmental costs of wind, solar, geothermal energy. * Nuclear energy: is it sustainable? The ecological costs of the nuclear energy sector.	W1, W2, W3, U1, U2, U3, K1, K2, K3
4.	Energy & transport, e.g.: * Electric vehicles, electric batteries. What is their carbon footprint? * Can national electric grids sustain electric transport? What are the costs of their further development? * Air transport: is there alternative for long-distance travel?	W1, W2, W3, U1, U2, U3, K1, K2, K3
5.	The international context, e.g.: * "Dirty development" - should developing countries have the right to be less ecology-focused? * Global economic and health indicators: what future do they paint and is it really a pessimistic vision? * Regional aspects of climate change: are there countries that benefit from climate change?	W1, W2, W3, U1, U2, U3, K1, K2, K3
6.	Science & technology, e.g.: * Is there a technological fix to global problems? * Geoengineering: pros and cons.	W1, W2, W3, U1, U2, U3, K1, K2, K3
7.	Science & technology, e.g.: * Scientific methodology: its strenghts and weaknesses. * The limits of science as a method of dealing with problems. * Societal value systems in the international context: are data-driven solutions globally recognized to be best?	W1, W2, W3, U1, U2, U3, K1, K2, K3

No.	Course content	Subject's learning outcomes
8.	Cities & citizens, e.g.: * Is global urbanization a positive thing? Is urban life as such sustainable? * "Green urbanization": paradigms, perspectives, costs. * The growth of suburbia. The infrastructural, economic and lifestyle paradoxes of suburban life.	W1, W2, W3, U1, U2, U3, K1, K2, K3
9.	City planning, e.g.: * Smart cities: a solution, another buzzword? * Information flow in smart cities: privacy, data safety, data ownership.	W1, W2, W3, U1, U2, U3, K1, K2, K3
10.	Nature & biodiversity, e.g.: * Restore, but to which state exactly? What is the desired end-state of conservation efforts? * What is the economical value of nature? How do you measure the benefits and profits of ecological actions?	W1, W2, W3, U1, U2, U3, K1, K2, K3
11.	Agriculture, e.g.: * Agriculture and sustainability: is there such a thing as ecological agriculture? * EU's Green Deal as a case study of planned agricultural practices. * Local food, slow food, small farm movement: a sustainable future?	W1, W2, W3, U1, U2, U3, K1, K2, K3
12.	Lifestyles & freedom, e.g.: * Can we resign, as a species, from certain behaviors and lifestyle choices? * What is "degrowth" in practice?	W1, W2, W3, U1, U2, U3, K1, K2, K3
13.	Lifestyles & freedom, e.g.: * Can governments enforce "good" behaviors? Eco-authoritarianism. * Indigenous rights and sustainability: can we interfere?	W1, W2, W3, U1, U2, U3, K1, K2, K3

Course advanced

Teaching methods :

brainstorming, conversation lecture, discussion, case study

Activities	Examination methods	Credit conditions
E-learning (lecture)	credit	Pass/fail on the basis of active attendance and prepared participation in class discussions, which includes required reading.

Entry requirements

None

Literature

Obligatory

1. Materials recommended in class.

Effects

Code	Content
JBS_K1_K03	The graduate can consider different visions of the future and develop own evidence-based opinions in reference to the balance of values linked to economic development, social welfare, and environmental protection.
JBS_K1_K04	The graduate can critically assess and verbalize own competencies and skills related to different aspects of sustainability as well as their need for development.
JBS_K1_K05	The graduate can defend the importance of scientific data and methods as a basis for decision-making.
JBS_K1_U01	The graduate can critically analyse academic literature, formulate research questions and conduct research under supervision.
JBS_K1_U02	The graduate can present and report knowledge, methodologies, ideas, problems and solutions, clearly and comprehensively, in different forms destined for different audiences – including discussions and debates which require defending a substantiated opinion, as well as conversations in a foreign language at the CEFR B2 level.
JBS_K1_U03	The graduate can apply adequate methods and tools, including selected IT tools, to solve problems related to data collection, analysis, and management in the context of sustainability.
JBS_K1_W01	The graduate can describe the concept of sustainability and recognize the differences in relevant definitions, models and approaches.
JBS_K1_W02	The graduate can explain the axiological background of sustainability and summarize key stages of development of the concept.
JBS_K1_W03	The graduate can give examples of sustainability-related dilemmas and hypothesize on the optimal course of action.
JBS_K1_W04	The graduate can identify sustainability-related problems specific to selected cultural, geographical, and political contexts.