



Tárgytematika

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
TÁTK Nemzetközi és Európai Tanulmányok Tanszék
(TÁTK-EU-TANSZ)

2019/20/1

Tárgynév: **Sustainable Consumption: Governments, Corporations, Activists and Citizens**
Tárgykód: **IRB128/B5**
Tárgyfelelős neve: **Moles Grueso Sergi Dr.**
Tárgy követelménye: **gyakorlati jegy (5)**
Tárgy heti óraszám: **0/2/0**

Aim: The aim of this course is to engage students of International Relations with the fundamental role that principles and policies of sustainability play in contemporary relations between governance actors at multiple scales.

Description: The course is about the policies and politics of sustainability as related to the energy and material flows resulting from every day consumption. A series of thematic areas include:

- EU energy labels and standards for buildings, appliances and vehicles;
- International sectoral standards for food and clothing – e.g. Fairtrade and Organic standards;
- Corporate Social Responsibility – greenwashing and legitimate marketing of global brands;
- Sustainable and Smart cities;
- Citizen expectations and engagement – consumers, voters, tourists and activists;
- The role(s) of non-government organizations.

Methodologically, the course fosters a hands-on engagement with quantitative, semi-quantitative and qualitative decision-making tools – multicriteria-, cost-benefit-, life-cycle- and participatory assessment – which students will be invited to apply through individual and group tasks. Course time is intendedly split between seminars – often in the form of debates- visits to locations of interest, preparation and presentation of student projects. The course is taught in English.

Learning goals. Students understand the role that sustainability principles play in international policies and politics. Moreover, students are able to apply sustainability assessment tools and to assess the governance instruments built up on the former.

Evaluation

- Classroom and online discussion on readings (the latter may be written comments or questions submitted prior to the group session, but also may include blogs, Wikipedia entries or other forms of reporting that are adequate to the student's professional development goals);
- Student presentations and contribution to debates;
- Group report, which may be based on a case study or using another format agreed with the instructor;
- Peer review of presentations and reports.

Course structure

Date	Title session	Format
10 Sept	0. Introduction	Seminar - Debate
17 Sept	1. <u>Sustainable consumption</u> in international trade and politics.	Seminar - Debate
24 Sept	2. Global environmental governance regimes	Seminar - Debate



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1 Oct	3. The EU principles of subsidiarity and competition: standards, subsidies, labels - buildings, products, vehicles	Seminar (Possibility for student presentations) - Debate
8 Oct	4. Sustainability assessment methods: multi-criteria, life-cycle, cost-benefit, participatory	Workshop
15 Oct	5. Drafting of assessment report	Workshop- Group work OR Field trip
22 Oct	6. Sustainable cities for consumption	Seminar -Debate (Possibility for student presentations) – Debate
29 Oct	Break	Break
5 Nov	7. Consumer waste	Possible Field trip (Possibility for student presentations) – Debate
12 Nov	8. Collaborative consumption and Digital Platform Companies	Seminar (Possibility for student presentations) - Debate
19 Nov	9. Corporate Social Responsibility	Seminar - Debate
26 Nov	10. The roles of NGOs. Voluntary / sectoral standards (Fairtrade, Organic, FSC, etc)	Seminar - Debate
3 Dec	11. Cases: cities, corporations, sectoral standards	Student presentations – Debate Field trip, other formats possible
10 Dec	12. Assessment reports of products, services buildings, policies, standards	Presentation of student reports and discussion

Readings

Scholarly literature will be offered recommended based upon student interests and professional development goals. Each student will be expected to deeply engage with at least two of these readings. Smaller, weekly readings will be proposed on which the students are expected to write brief comments or questions to be discussed in class.