

# DESCRIPTIF ENSEIGNEMENT

**INTITULE DU COURS :** Sustainable development in the Central and East European Countries (CEEC)

*COURSE'S TITLE :*

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**FONCTION(S) :** Professor

**TYPE DE COURS :**  SEMINAIRE D'OUVERTURE  SEMESTRE 1  SEMESTRE 2

## RESUME DU COURS / OBJECTIFS

This course is grounded on the theoretical basis of the science of systems ecology that provides the foundation of sustainable development approach and implementation.

The course will approach the nature as a hierarchy of systems that includes both natural capital components and human systems. It builds up the theoretical framework for the analyses of patterns, trends, constraints and opportunities to reach the objectives of sustainable development.

In the second part of the course we critically address the main ways followed by the Eastern European countries to implement the sustainable development concept. The aim is to emphasize the strengths and weaknesses experienced in this process, as well as the appropriation of the politics and strategies in keeping with the general objective of sustainable development in this region. What is common across EU regions and what make the regions different when deal with policy development and implementation? What are the main features and peculiarities of this region? How does the process develop over time and what the associated costs are? What are the main conflicts arouse in the region due to inconsistencies in conceptual approach and policies development across regions and economic sectors? What are their main drivers and consequences? What are the foresight solutions for the future?

## SYLLABUS / TARGETS

The course aims at providing sound examples grounded in empirical work carried out for long term and at different (local to continental) spatial scales.

Finally, the last part of the course is originated from the collective sense that "learning by doing" is the most effective, fun and durable way to develop into a professional. A set of collective and individual exercises aimed to problem-based learning, oriented to the students' professional goals, are used to introduce and raise awareness on the consequences the managerial decision and even our individual actions may have on environment. They allow students to be autonomous in building and using theoretical knowledge.

## EVALUATION :

Written essay prepared within 2 days and defended in plenary on a subject to be announced

## **PLAN / SEANCES :**

**6 sessions, 3 hours each:**

### **1. CONCEPTUAL FRAMEWORK OF DEVELOPMENT**

- 1.1. *Hierarchical organization of nature and human society; spatial and temporal scales*
- 1.2. *Natural capital and socio-economic systems: structural and functional peculiarities, spatial-temporal relationships, patterns of dynamics and their significance for policy and managerial decision*
- 1.3. *Ecological crisis: significance, tentative solutions*
- 1.4. *Sustainable development: significance, patterns and trends*
- 1.5. *Protection of biodiversity and natural capital*

### **2. CRITICAL ANALYSIS OF SUSTAINABLE DEVELOPMENT IN CENTRAL and EAST EUROPEAN COUNTRIES (CEEC)**

- 2.1. *Basic facts and figures about the CEEC*
- 2.2. *Strengths, weaknesses, constraints and opportunities for their transition to sustainability*
- 2.3. *Appropriation of the politics and strategies in keeping with the general objective of sustainable development in the region*

### **3. CASE STUDIES (Lower Danube River System, Roşia Montana)**

- 3.1. *Conflicts arose in relation to environmental protection, biodiversity and natural capital conservation: types, main drivers; consequences; action undertaken and potential solutions*

### **4. PROBLEM-BASED LEARNING**

- 4.1 *Exercises to stretch and build learning and systems thinking capabilities*

## **BIBLIOGRAPHIE :**

Gibbs J.P., M.J. Hunter and E.J. Sterling, 2009, *Problem-solving in conservation biology and wildlife management*, Blackwell Publishing, Oxford, UK.

Young J., P Nowicki, D Alard, K Henle, R Johnson, S Matouch, J Niemelä, A Watt, 2003, *Conflicts between human activities and the conservation of biodiversity in agricultural landscapes, grasslands, forests, wetlands and uplands in Europe*. A Report of the BIOFORUM project, Banchory. EMAS II and regulatory relief in Europe: lessons from national experience.

Young J, C Richards, A. Fischer, L. Halada, T. Kull, A. Kuzniar, U. Tartes, Y. Uzunov, A. Watt, 2007, *Conflicts between biodiversity conservation and human activities in the Central and Eastern European countries*, *AMBIO: A Journal of the Human Environment*, 36 (7): 545-550.

Vădineanu A., 2001, *Sustainable Development: Theory and Practice regarding the transition of Socio-Economic Systems towards sustainability*. Studies on Science and Culture. UNESCO (CEPES), Bucharest.

Villalba B. (dir.), 2009, *L'appropriation du développement durable*, Lille, Presses Universitaires du Septentrion.