



**FACULTY OF SOCIAL SCIENCES**  
**MASTER OF SCIENCE IN SUSTAINABLE**  
**DEVELOPMENT (MSD)**



**STUDYGUIDE**  
**2025-2026**



*August, 2025*

*Think global, act local*

## Preface

Dear students, dear lecturers and working staff,

We are pleased to present to you the study guide MSD 2025 – 2026. The Master of Science in Sustainable Development (MSD) is a unique Master programme offered by the Faculty of Social Sciences at the Anton de Kom University of Suriname (AdeKUS), formerly also known as the Master in Education and Research for Sustainable Development (MERSD) since 2010. This study guide offers a description of the MSD-program and the courses that can be seen as the interdependent and mutually reinforcing pillars of sustainable development such as economic development, social and cultural development, institutional strengthening, capacity building, and environmental protection.

Sustainable development is defined as balancing the protection of the natural environment with the fulfillment of human needs so that these needs can be met not only in the present, but also in the indefinite future. The term has prompted a global recognition of the close linkage between environmental health and human development as well as the need to alter social and economic policies to minimize human impact on the planet. The concept of sustainable development integrates social, economic, and environmental policy. It considers both development (a traditional economic and political goal) and sustainability (an ecological goal). We should work on awareness and research programs on the theme ‘sustainability’ which will help us in giving more meaning and body to the concept of sustainable development. Still, there is a lot of work in front of us.

Each year we are making progress and over the last thirteen years, more than 270 students have enrolled in the programme, and 158 have successfully finished this Masters Programme. The MERSD programme received its accreditation on the 28<sup>th</sup> of August, 2023 and has undergone a name change in September 2023. This accredited master programme is now known as the MSD. Thank you for your support and collaboration within the MSD programme. Let’s work toward the Suriname Sustainability agenda with our MSD community.

We hope to welcome you soon in our MSD community,

**Mw. Ranoë Jhari, MSc MBA MMA**  
Program coordinator of the MSD

## Master of Science in Sustainable Development



*A few graduates of the Master of Science Program with the management team*

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## General information of the Faculty of Social Sciences

In this study guide, you will find all the relevant information that is important for your study. This means that, besides the general information, you will also find the complete study program of your course. First, you are introduced to the Anton de Kom University of Suriname followed by an introduction of the faculty of Social Sciences:

- The history of the University (AdeKUS);
- The organizational structure of the faculty.

The different aspects of your study course are discussed below:

- Admission requirements, objectives and structure of the master program;
- Description of the study units;
- Lecturers

*Note:*

- In addition to the study guide, it is also advisable to read the examination regulations and the thesis regulations.
- Important notices are posted on the bulletin boards in building 6 and on Moodle.
- You can find more information about the university and the relevant regulations on the AdeKUS website [www.adekus.uvs.edu](http://www.adekus.uvs.edu)

### History

The University of Suriname was established on November 1, 1968, as an extension of the Medical School (1882) and the Surinamese Law School. The teaching of medical science has since 1882 been part of education in Suriname. The Law School of Paramaribo was converted to the Faculty of Medical Science on September 26, 1969. The Faculty of Law (1968) and the Faculty of Medical Science (1969) were the first faculties in the initial phases of the University. The proclamation of the Social-economic Faculty took place in 1977. The Faculty of Natural Sciences (1976) and the Faculty of Technology (1977) were then established following a thorough preparatory work within the Nature Technical Institute (NATIN).

The University was reorganized within the period of 1980 – 1987. The institute was renamed: The Anton de Kom University of Suriname (1983) and the five (5) faculties were reduced to three (3). The Nature Technical faculty (1976) and the Technological Faculty were merged together in the Faculty of Technological Sciences. The Faculty of Law and the Social-Economic Faculty were merged into the Faculty of Social Sciences. The Medical Faculty became the Faculty of Medical Sciences. As of January 1, 2017, the Faculty of Law Sciences has become an independent Faculty again and is no longer part of the Faculty of Social Sciences

## **The administrative organization of the Anton de Kom University of Suriname**

### **The Board of the University**

The highest administrative body of our institution is the Board of the University (BvU). It consists of 9 members of which 6 are appointed and 3 are elected by all levels of the University community.

The current University board (BvU) consists of:

- |  |             |
|--|-------------|
| - Prof. dr. Shanti Venetiaan           | (chairman)  |
| - Mr. drs. Mohamed – Shiraz Boedhoe    | (secretary) |
| - Dr. Johannes Breeveld                | (member)    |
| - Dr. Mohamed Rakieb Khudabux          | (member)    |
| - Drs. Andreas Talea                   | (member)    |
| - John Sandriman                       | (member)    |
| - Drs. Astrieta Lachmon – Alakhramsing | (member)    |
| - Soenilkoemar Mahabir                 | (member)    |
| - Hakiem Lalmahomed                    | (member)    |

The board of the University is responsible for the overall management of the University in its entirety as well as for the management of all departments. The Chairman of the board represents the University in and out of court.

### **The Faculty structure**

The administration of research education is managed within the different faculties. There are seven (7) faculties:

1. The Faculty of Social Sciences (FMijW);
2. The Faculty of Medical Sciences (FMeW);
3. The Faculty of Technological Sciences (FTeW);
4. The Faculty of Humaniora (FdHum)
5. The Faculty of Mathematics and Physical Sciences (FWNW)
6. The faculty of Legal Sciences (FJW)
7. Interfaculty of for Graduate Studies & Research (IGSR)

The current and de facto positions within the Faculty Board are as follows:

- The Chairman (carrying the title of the Dean of the Faculty)
- The Secretary
- Program coördinators

In accordance with the provisions of Article 20 of the University Act. the Dean and the Secretary are always elected by the Faculty Meeting for a period of one (1) year. The Dean and the Secretary together form the Executive Board (DB) of the faculty.

## Faculty of Social Sciences (FMijW)

### Mission of the Faculty of Social Sciences

The Faculty of Social Sciences is a large and multi-faceted knowledge center that strives to offer education, research and services of international standards. It has entrusted upon itself to:

- Developing young people academically
- Training new generations of researchers
- Training academics who combine knowledge with professional skills
- Conducting groundbreaking research
- Contribute with solutions to social issues.

The Executive Board of the Faculty of Social Sciences consists of:

- Mrs. Drs. Reita Joemratie Dean
- Mr. Juljo Cruden, MSc Secretary

In carrying out its duties, the Executive Board is supported by the Faculty Office, headed by the Faculty Director, Mrs. Ansjala Bissesar-Ramadhan, MBA.

### Study departments and courses

The Faculty has six fields of studies, six Bachelor courses and five Master courses:

Bachelor course	Field of study	Program Coördinator
Adult Education and Educational Science	Education and Pedagogical Science	mrs. Drs. G. Jhinkoe Rai, MSc
Business Sciences	Business Sciences	mrs. T. Bonse, MSc
Economics	Economics	mrs. Mr. A. Rampersad
Psychology	Psychology	mrs. Prof. dr. F. Rijsdijk.
Public Administration	Public Administration	mrs. Drs. L. Arsodimedjo
Sociology	Sociology	mr. Drs. H. Gezius

Master course	Field of study	Program Coördinator
Accountancy	Economie	mr. Drs. M. Bilkerdijk
Business Sciences	Business Sciences	mr. Drs. L. Soerdjan
Psychology	Psychology	Mrs. Prof. dr. M. Sanches
Master Social Development and Policy	Sociology	mr. J. Schalkwijk, MSc
Master of Science in Sustainable Development	Sociology	mrs. R. Jhari, MSc., MBA MMA

### Secretary Administrative Personnel (Sammer)

In carrying out the administrative work, the study course coordinator or program coordinator is supported by a secretarial administrative assistant (Sammer).

- Mrs. M. Kartodikromo Education and Pedagogical Science, Building 6, ext. 2208
- Mrs. R. Martodikromo Business Sciences, Building 6, ext. 2442
- Mrs. I. Karijosemito Economics, Building 6, ext. 2398
- Mrs. M. Nicholson Psychology, Building 6, ext. 2398



### Assessment Committee

In order to implement the Test Policy, the Faculty Board has appointed a Test Committee to monitor the tests of the courses. On the advice of the Quality Management Department to facilitate the uniformity within the Faculties of AdeKUS, all test coordinators of the courses within the Faculty have a seat in the Test Committee.

### The Students Committee

The Students Committee is chosen by the students and has the following authorities:

- to establish and maintain contact with the students of the FMijW;
- to evaluate students' issues and advise the Dean or the University board;
- to maintain relation with entities within the University that are concerned with students' issues;
- to maintain regular contact with other students' committees with regard to the exchange of information and the alignment of activities in order to establish common agreements.

The Student Committee is seated by the following members:

Position	Name	Course	UVS mailadres
1.Coordinator	Natasha Salomons	Psychology	natasha.salomons@student.uvs.edu
2. Member	Joëy Drenthe	Economics	joey.drente@student.uvs.edu
3. Member	Karisma Chinkoe	Education and Pedagogical Science	karisma.chinkoe@student.uvs.edu
4. Member	Sonali Kolai	Public Administration	<a href="mailto:sonali.kolai@student.uvs.edu">sonali.kolai@student.uvs.edu</a>
5. Member	Jaera Seedo	Psychology	<a href="mailto:jaera.seedo@student.uvs.edu">jaera.seedo@student.uvs.edu</a>
6. Member	Immanuel Kasantredjo	Business Sciences	<a href="mailto:immanuel.kasantredjo@student.uvs.edu">immanuel.kasantredjo@student.uvs.edu</a>
7. Member	Shenefierve Finkie	Sociology	<a href="mailto:shenefierve@student.uvs.edu">shenefierve@student.uvs.edu</a>

The Students' Committee can be contacted on:

Telephone: 465558 ext. 2417. Email: [studciefmijw@uvs.edu](mailto:studciefmijw@uvs.edu)

### Study Departments Committee

The Study Departments Committee is a committee that monitors the quality control and improvement of the education process within the faculty. In addition, the study programme committee function as an advisory council for both students and lecturers when it comes to improving the quality of education. The current chairman of the Study Department Committee is mrs. drs. Nancy Gooding. Her email address is: [nancy.gooding@uvs.edu](mailto:nancy.gooding@uvs.edu), [OpCie-FMijW@uvs.edu](mailto:OpCie-FMijW@uvs.edu)

## **Students Dean**

The students' dean takes care of optimal support of students during their study. If you are confronted with challenges that may hamper the course of your study, you are privileged with the right to contact the followings deans:

- Mrs. Drs. A. Ghisyawan – Jhinnoe  
She can be contacted on:  
Telephone: 465558 ext. 2471. Email: [anushka.jhinnoe@uvs.edu](mailto:anushka.jhinnoe@uvs.edu)
- Mrs. J. Monsels, MSc.  
She can be contacted on:  
Telephone: 465558 ext. 2472. Email: [Jennifer.monsels@uvs.edu](mailto:Jennifer.monsels@uvs.edu)

The students' deanery is located in Building 20 and are available from Monday until Friday from 08.00h-13.00h.

## **Student Psychologist: mrs. R. Jhagroe, MSc**

The student psychologist is to manage, advise and inform the AdeKUS student community about mental health care. Students can only get in contact with the student psychologist through the student Dean.

## **Quality management**

The Quality Management Department is responsible for the development of policy with regard to education, setting up and monitoring a university-wide internal quality management system (internal quality management) and supporting the faculties with accreditation (external quality management) of academic bachelor's and master's programs. Course evaluations and other evaluation studies are carried out for the purpose of quality control and improvement. The department also provides didactic training courses: the Teacher Professionalization Education (DPO) trajectory in which competences with regard to the organization, implementation and evaluation of educational tasks are developed, as well as training courses on the use of electronic learning environments (AdeKUS StudentSpace). There are two staff officers for the faculty quality management department of the FMijW.

## **Committee for complaints**

There is a committee that addresses contingent complaints. This is executed conform the complaints regulations.

## **Institute for Social Science research (IMWO)**

The *Instituut voor Maatschappijwetenschappelijk Onderzoek (IMWO)/ Institute for social science Research* was established in 1987 to contribute to the development of our community in general, and the University of Suriname in particular, by conducting social science research and service. With this contribution, IMWO fits good for the FMijW and is also the research institute for this faculty. The former institute: Institute of International Relations (IIR) and Institute for Women, Gender and Development Studies (IWGDS) are now included in the IMWO.

*The activities* of the IMWO consists of:

- Research
  - Contract research which delivers third money flows
  - Social relevant research, usually using cost-effective third-party subsidies
- Service, e.g. training, seminars, readings, commission and education tasks and data collection and analyses.

At this moment IMWO works on *three lines of research*:

- Business & Marketing (e.g. customer satisfaction, *retail* research)
- Youth & Education (e.g. youth crime, education performance, perception research).
- Economy & Social development (e.g. labor market, perception research)

*The contract activities* focus mainly on research for business, of which the accent is on marketing. But also, social issues. Currently, IMWO is involved in major research of the Central Bank of Suriname on Financial Inclusion and Education.

Within the dynamic team of IMWO, there is always interest for further education and training. As far as education is concerned, various researchers provide modules at various faculties and regularly publish on their research topic. For scientists and students there are possibilities to publish from IMWO. Some recent examples:

- 'Pedological Institute in Historical Perspective' by Henry Esajas and Harry Mungra.
- 'Postmodernity, Heterotopia & Singular Selfhood', parts I and II of Dr. Pam Zuurbier.

In addition, the His/herTori magazine is published annually. Number 9 (2021) contained several small biographies of Surinamese. IMWO also provides important support to the Academic Journal.

### **The Faculty Office**

The Faculty Office consists of:

- Mrs. Ansjala Bissesar-Ramadhin, MBA (Director)  
Telephone: ext. 3861. Email: [ansjala.ramadhin@uvs.edu](mailto:ansjala.ramadhin@uvs.edu)

### **Secretariat:**

- Mrs. S. Zschuschen (Chef de Bureau Deanery)
- Mrs. A. Chand (Secretarial worker Deanery)
- Mrs. J. Vorsten (Secretarial worker Deanery)

The secretariat of the Faculty Bureau can be contacted on:

Telephone: 465558 ext. 2440/3861, direct line: 494993.

E-mail: [fmijw-decanaat@uvs.edu](mailto:fmijw-decanaat@uvs.edu)

### **Faculty administration:**

For the cluster Economic Sciences, Public Administration and Master in Sustainable Development, contact can be made with the following employees:

- Mrs. T. Clarke (Chef de Bureau)
- Mrs. L. Atmopawiro
- Mrs. S. Fraenk
- Mrs. S. Sahit
- Mrs. A. Kadiman

The administration for the study department Economic Science, Public Administration and MSD can be contacted on:

Telephone: 465558 ext. 2530 and per e-mail for the Bachelor program: [fmijw-administratie-ecopa@uvs.edu](mailto:fmijw-administratie-ecopa@uvs.edu) and for the master program: [MSc-Fmijw@uvs.edu](mailto:MSc-Fmijw@uvs.edu)

For the cluster study Behavior Sciences/BDK can be contacted on telephone: 465558 ext. 2495 and per e-mail for Bachelor and Master programs: [cluster-AoSoPsy@uvs.edu](mailto:cluster-AoSoPsy@uvs.edu)

For the cluster study Behavior Sciences (Education and Pedagogical Science, Bachelor and Master program Psychology, Bachelor program Sociology and Master program Social Development and Policy, Bachelor and Master program Business Economics, please contact the following employees:

- mr. V. Morrison (Chef de Bureau)
- mrs. G. Raadwijk-Bansie
- mrs. D. Moertamat-Abas
- mrs. A. Wirabangsa
- mr. B. Dankerlui

### **Front office**

The Front office can be contacted on: 465558 ext. 3838.

Email: [frontoffice-fmijw@uvs.edu](mailto:frontoffice-fmijw@uvs.edu)

### **Concierges**

The concièrges are:

- Mr. S. Bruce
- Mr. L. Hardjopawiro
- Mr. M. Rozenblad

The concièrges can be contact on:

Telephone 465558 ext. 3826 or e-mail: [concièrges-fmijw@uvs.edu](mailto:concièrges-fmijw@uvs.edu)

### **Bureau Students Affairs**

The Bureau Students Affairs mainly deals with students' services. Its job is:

- to do students' admissions/registration and administration;
- to provide study information;
- responsible for an optimal study environment.

The Bureau Students Affairs can be contacted on:

Telephone: 465558 ext. 2212/2213/2214. E-mail: [stuza@uvs.edu](mailto:stuza@uvs.edu)

### **The University Centre for Information Technology (UCIT)**

UCIT's main goal is to contribute to and support the development of computer use and information technology within the Anton de Kom University of Suriname.

The following direct services are offered to students:

- an open Wi-Fi network with free access to the Internet
- basic support and assistance with Wi-Fi connection problems
- creation of Moodle accounts
- password reset, for restore accessibility of Student account
- basic assistance in setting up Student Mail on personal equipment
- computer and printing facilities (at reasonable rates)

The Student Affairs Office (STUZA) or the faculty provides indirect services. These are usually reservations for computer and videoconferencing facilities for training and instruction sessions in the context of lectures, graduation and tutoring.

The Faculties of the UCIT are normal open for public from Monday until Thursday from 08:00h – 14:30h and on Friday from 08.00h - 14.00h. The UCIT can be contacted on:  
Telephone 465558 ext. 2400; e-mail: [support@uvs.edu](mailto:support@uvs.edu)

### **University Library (UB)**

The library of the Anton de Kom University of Suriname (Universteitsbibliotheek (UB)) is divided into a Central Library (CB) and a Medical Library (MB). The Central Library is situated in the first building at the main gate of the University.

#### *Objective:*

To serve as information facility to students, teachers, lecturers and researchers of the University in particular and to academics in general.

#### *Vision:*

To offer information services as a support and development for scientific education and research in Suriname.

#### *Mission:*

To provide up-to-date contribution to education, research and services in relation to scientific information sharing in Suriname.

Information about membership and library regulations can be acquired from the information desk in the book room.

The library can be contact on:

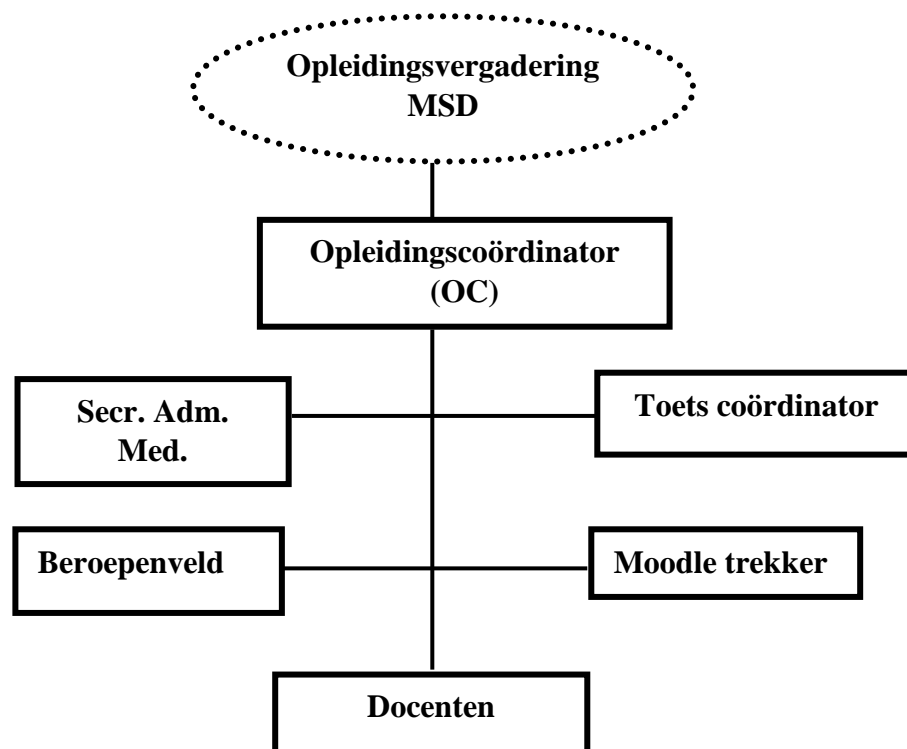
Telephone: 465558 ext. 2265/2260/ 2261/2268. Direct line: 464547. E-mail: [adekbib@uvs.edu](mailto:adekbib@uvs.edu)

## **General information of the study Master of Science in Sustainable Development (MSD)**

### **Introduction**

The Faculty of Social Sciences (FMijW) of the Anton de Kom University of Suriname (AdeKUS), presents a three-year Master of Science programme in Sustainable Development (MSD) starting from November 1, 2023. Sustainable Development is a concept that, in our efforts to achieve prosperity and well-being, to meet our basic needs, and to experience our fundamental freedom, aims at providing us with the instruments to ensure that we take into account the natural environment and cultural identity so that they can be sustained for future generations. Sustainable development requires an integrated improvement of economic development, social development and careful use of our planet. Sustainable development takes into account long-term developments and the consequences of our actions. Many social issues in Suriname need a sustainable approach, and for each policy commitment, this becomes a specific challenge.

### **Organization structure of MSD**



## **Profile of MSD 2030**

### **Mission**

To develop scientists who can significantly contribute to Suriname's transformation into a sustainable community that pays attention to: People, Prosperity, Peace, Partnership, and Planet through providing our students with skills and knowledge necessary to conduct scientific research on issues related to sustainable development.

The purpose of the program is to contribute to the social debate and the resulting learning processes, aimed at obtaining social involvement and decisiveness to strengthen sustainable development. Students that enroll in the MSD program can contribute to the long-term development of the Surinamese society.

### **Objectives of the MSD program**

The MSD program aims for students to acquire knowledge, insight and attitudes in:

1. theories and models about sustainable aspects of development from a sociological, economic, public administration and ecological perspective;
2. the development processes and sustainable characteristics of climate, economy and society developing countries and the associated transition and change processes;
3. the relevant ideas for the study and analysis at different levels of ongoing development debates;
4. the role and behavior of different actors (international, regional and national) for one good insight into the sustainable characteristics of the development processes in economics and society in developing countries;
5. ongoing international and national debates in the context of the above mentioned elements;
6. methods and techniques of socially sustainable scientific research, in particular the possibilities and limitations when applying it in research into sustainable aspects of small-scale economies and societies in the context of developing countries.

Graduates of the MSD program are generalists in SD and are able to work in any sector.

### **Professional profile**

The MSD student enrolls in a scientific course where he or she learns methods and techniques for social science research, applies knowledge from various scientific disciplines in real-world scenarios, and eventually becomes capable of making decisions independently that are appropriate to the local context and go through the policy cycle. As a transdisciplinary and multifunctional scientist, a development expert is able to analyze complex issues in development at many levels, either independently or with a team, and provide solutions to promote sustainable development. The graduate can make use of four perspectives, namely the sociological, economic, good governance and ecological perspective and the following four working methods: citizen participation, community development, good governance and entrepreneurship.

## Curriculum profile MSD

### Overview of the study program

The following is an overview of the study program:

		Year	Semester	Code	Course											
		Year 1 (40 SP)	1	ISD	Introduction to Sustainable Development											
				SD-SocP	Sustainable Development from a Sociological Perspective											
				SD-EcolP	Sustainable Development from an Ecological Perspective											
						2	AQM	Advanced Quantitative & Qualitative Research Methods								
							SD-EconP	Sustainable Development from an Economic Perspective								
							SD-GovP	Sustainable Development from a Governance Perspective								
							PSD	Policy for Sustainable Development: Principles & Practice								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="3" style="text-align: center;"><b>Track: Theory 1</b></td> <td>SD</td> </tr> <tr> <td>ED</td> </tr> <tr> <td>GD</td> </tr> <tr> <td rowspan="3" style="text-align: center;"><b>Track: Theory 2</b></td> <td>SD</td> </tr> <tr> <td>ED</td> </tr> <tr> <td>GD</td> </tr> </table>		<b>Track: Theory 1</b>				SD	ED	GD	<b>Track: Theory 2</b>	SD	ED	GD	Year 2 (40 SP)	3	SDI	Sustainable Development Interventions
						<b>Track: Theory 1</b>	SD									
							ED									
		GD														
		<b>Track: Theory 2</b>	SD													
			ED													
			GD													
		CRM	Critical Research Methodology													
		DSC	Data Science in Context													
					4	PDM	Project Development & Management									
CS	Capita Selecta															
I-SD	Inequality in Sustainable Development															
ESDB	Economics for Sustainable Development across Borders															
L&OM	Leadership & Organization Management															
DSD	Diversity in Sustainable Development															
E&I	Entrepreneurship & Innovation															
	L&SS	Law & Sustainable Society														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="3" style="text-align: center;"><b>Track: Application 1</b></td> <td>SD</td> </tr> <tr> <td>ED</td> </tr> <tr> <td>GD</td> </tr> <tr> <td rowspan="3" style="text-align: center;"><b>Track: Application 2</b></td> <td>SD</td> </tr> <tr> <td>ED</td> </tr> <tr> <td>GD</td> </tr> </table>		<b>Track: Application 1</b>	SD	ED	GD	<b>Track: Application 2</b>	SD	ED	GD	Year 3 (40 SP)	5	SP-AE	Social Policy Analysis & Evaluation			
			<b>Track: Application 1</b>	SD												
				ED												
		GD														
		<b>Track: Application 2</b>	SD													
			ED													
			GD													
		EP-AE	Economic Policy Analysis & Evaluation													
		IP-AE	Institutional Policy Analysis & Evaluation													
		TMSD	Transition Management of Social Development													
TMED	Transition Management for Economic Development															
TMPPD	Transition Management in Public Policy Development															
	IP	Integrated Project														
		6	Thesis	Thesis												

The program consists of three learning tracks of 40 credits each:

1. Theoretical Insight in Sustainable Development (yellow)
2. Professional Practice of Sustainable Development (green)
3. Research into Sustainable Development (blue)

The table below lists the courses for the three majors. Every year, at least two majors are offered. Students who are interested in this will be informed in advance.

	<b>Social Development</b>	<b>Economic Development</b>	<b>Governance and Development</b>
<b>Theory 1</b>	Inequality in SD	Economics for SD across borders	Leadership & Organization Management
<b>Theory 2</b>	Diversity in SD	Entrepreneurship & Innovation	Law & Sustainable Society
<b>Application 1</b>	Social Policy Analysis & Evaluation	Economic Policy Analysis & Evaluation	Institutional Policy Analysis & Evaluation
<b>Application 2</b>	Transition Management of Social Development	Transition Management for Economic Development	Transition Management in Public Policy Development

## Course outline cohort 2025-2026

### Outline of the first year courses

Course	Introduction to Sustainable Development (5SP)
Discipline	Theoretical insight in SD
Contact hours per semester	28 hours
Year and semester	Year 1 – Semester 1
Name lecturer(s)	Dr. Wasudha Malgie ( <a href="mailto:wasudha.malgie@uvs.edu">wasudha.malgie@uvs.edu</a> ) and guest lecturers
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• understand the origin, evolution, and magical-mythical function of the concept/idea of ‘sustainable development’ [1A;2A;12D];</li> <li>• use different theoretical approaches of sustainable development (al) (issues) to tackle complex and persisting problems [1BCDE;2ABCD;5AC;12ACD];</li> <li>• act critically and reflectively on the normative traits of sustainable development (al) (issues and theory building) [5AC;8BC;9AC;12E];</li> <li>• use a multi-actor perspective in which the diversity of stakeholders is taken into account with regard to developmental issues [9ABC;11ABC;12CD];</li> <li>• understand and apply diverse methodologies and strategies on bases of theoretical-scientific thoughts on sustainable development (al) (issues) [1BCDE;2ABCD;5AC;12ACD].</li> </ul>
Short description of the content of the course	<p>In this course, the students get an overview of the actual theory building regarding several research fields relating to sustainable development. Different approaches and concepts are extensively discussed in the light of application on specific subjects, issues and research questions or with regard to the adaptation of a certain situation and context. Sustainable development is essentially about a detailed reorientation of development traits in society. How “a sustainable society” looks like is not easily to describe because of the many normative choices that are possible. System innovation – important social systems upon which our prosperity is based (e.g. the energy, mobility and food system), are tackled with complex and persisting problems that lead to the lack of ecological and economical sustainability. In those systems, radical changes and transitions are needed to achieve sustainability. Transition management – a transition toward sustainability doesn’t happen spontaneously. That’s why, secondly, research is conducted in a policy approach that stimulates system innovations. Currently, the so-called transition policy or transition management has attracted much of the attention. Transition management tries to involve many stakeholders in the development of a collective long- term vision, act simultaneously at several levels, create more space for experiments and innovations, create a learning environment in which collective work is</p>

	strengthened.
Learning method	Presentation, group discussions, reading articles in groups.
Required pre-knowledge	Courses from the BSc. (regarding organizational management and policy development)
Type of examination	Assignment (Strategic Plan for SD in Suriname; SWOT & PMDT analysis), reading assignment with presentation Sustainable Development
Condition for taking the exam	None
Study material	Syllabus, articles and books on sustainable development will be used during the sessions. During the sessions, slides-presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed. This altogether comprises the study material.
Way of determining the grade	Assignment (Strategic Plan for SD in Suriname; SWOT & PMDT analysis) 50% Reading assignment with presentation Sustainable Development 50%
Course material	Agarwal, A. (1995). "What Is Sustainable Development?" in Towards a Sustainable Society perceptions, Dewan, M.L. Ed., 18-21. New Delhi: Clarion Books Corcoran, P.B., Osano. P.M., (2009). Young people, education, and sustainable development, Wageningen Academic Publishers Elliot, J. (2013). An Introduction to Sustainable Development. Fourth edition. ISBN 9780415590730 Published October 1, 2012 by Routledge 384 Pages 110 B/W Illustrations Jharap, R. (2012). Ministerie ATM. Presentation: Status Duurzame ontwikkeling in Suriname 2002-2011 Kalaw, M. (1992). "Community-based Model of Sustainable Development". In CCIC. Sustainability: From vision to Reality, Ottawa QAA and Advance HE (2021). Education for Sustainable Development Guidance. <a href="https://www.qaa.ac.uk/quality-code/education_for-sustainable-development">https://www.qaa.ac.uk/quality-code/education_for-sustainable-development</a> Stichting Planbureau Suriname (2017). 2017-2021 Policy Development Plan. Publication of the Stichting. Planbureau Suriname <a href="https://www.planningofficesuriname.com/wp-content/uploads/2018/02/2017-2021-DEVELOPMENT-PLAN.pdf">https://www.planningofficesuriname.com/wp-content/uploads/2018/02/2017-2021-DEVELOPMENT-PLAN.pdf</a>

<b>Course</b>	<b>Advanced Quantitative &amp; Advanced Qualitative Research Methods (10SP)</b>
Discipline	Research into SD
Contact hours per semester	56 hours
Year and semester	Year 1, Semester 1 & 2
Name lecturer(s)	Drs. Tamira Sno ( <a href="mailto:tamirasno@hotmail.com">tamirasno@hotmail.com</a> ) Dr. Wasudha Malgie ( <a href="mailto:wasudha.malgie@uvs.edu">wasudha.malgie@uvs.edu</a> )

<p>Objectives</p> <p>At the end of the course, the student is able to:</p>	<ul style="list-style-type: none"> <li>• understand the different types of research in social sciences and its methods [4ABC];</li> <li>• write specific types of academic texts, describing both quantitative and qualitative research, in line with the stylistic and structural conventions of each genre: abstracts, literature reviews, research papers (introduction, methodology, results, discussion and conclusion [5A;7CD;10B;12ACD];</li> <li>• Understand commonly used quantitative and qualitative methods [4BC;5B];</li> <li>• able to write academic texts according: APA 7th edition writing style, in structured logical paragraphs based on the use of structural devices (linking words, topic sentences, paragraphs) to improve coherence and avoid grammatical and spelling errors [10B;12E];</li> <li>• formulate a research problem, research questions, choose the appropriate research methodology, operationalize concepts into indicators and know how to execute quantitative and qualitative research [5A;12AC];</li> <li>• know how to work with SPSS and Atlas.ti softwares for data analysis and interpretation [4ABC;5BC;]</li> <li>• Analyze, organize and interpret data obtained from the research with SPSS software as a tool [4AB;5BC]</li> <li>• analyze, organize and interpret the data obtained for the research with atlas.ti [4AC;5BC]</li> <li>• Independently design and execute a quantitative and a qualitative research plan [5A;12AC];</li> <li>• Identify and apply the statistical testing methodology skills appropriate for the quantitative research [4AB;5BC]</li> <li>• identify and apply the appropriate qualitative methodology skills [4AC;5BC]</li> <li>• Report and discuss critically scientific data with peers [5C;7D;10ABC;12AC];</li> <li>• Discuss the issues involved in systematic review and synthesis of qualitative research [5C;7D;10BC;12AC];</li> <li>• give an attractive scientific oral presentation [10AC;12D]</li> </ul>
<p>Short description of the content of the course</p>	<p>This course will provide a deeper understanding of research in social sciences. and expertise in the direction of quantitative and qualitative research. This course will also introduce participants to the characteristics and various approaches to designing and conducting quantitative and qualitative research. Students will gain hands-on experience in various quantitative and qualitative methods and analysis techniques to help students to independently design and carry out a quantitative and/or qualitative project. Students must identify a topic that can be investigated using each approach and then conduct fieldwork to collect data (or use the data that have already been collected within the frame-work of other courses). Practical assistance will be given with data collection, data</p>

	analysis and writing up. Small group sessions are used to critically appraise the quality of the conducted research.
Learning method	Interactive discussions, practical and written assignments. The classes are designed as interactive sessions consisting of theoretical introductions focusing on the practical implications alternating with hands on exercises. Participants will also receive handouts that are used during the course.
Required pre-knowledge	The student has to have an adequate level of elementary mathematical and statistical skills: Basic knowledge about scientific research; Algebra: the order of the mathematical operations and the manipulation of equations involving symbolic notations;
Type of examination	Assignment consisting of: - a group paper - a presentation
Condition for taking the exam	None
Study material	Powerpoint lectures
Way of determining the grade	Group paper 70% Presentation 30%
Course material	American Psychological Association. (2020). About APA Style. Retrieved from APAStyle.org: <a href="https://apastyle.apa.org/about-apa-style">https://apastyle.apa.org/about-apa-style</a> Publication Manual of the American Psychological Association: 7th Edition. <a href="https://cdn.scribbr.com/wp-content/uploads/2020/11/De-Nederlandse-APA-regels-Handleiding-7e-editie-Scribbr.pdf">https://cdn.scribbr.com/wp-content/uploads/2020/11/De-Nederlandse-APA-regels-Handleiding-7e-editie-Scribbr.pdf</a> Bailey, S. (2011). Academic Writing - A Handbook for International Students (3rd ed.). NewYork: Routledge. Baarda, B., De Goede M. (2001) Basisboek methoden en technieken e3, Wolters-Noordhoff. Baarda, B. & Dijkum van, C. (2014). Basisboek Statistiek met SPSS, 5e druk, s.l.: Noordhoff Uitgevers B.V., 2014. ISBN: 9789001834371. Of E-book ISBN: 9789001840556. Bhattacharjee. A. (2012). Social Science Research: Principles Methods and Practices. 2nd edition Textbooks Collection. 3. <a href="http://scholarcommons.usf.edu/oa_textbooks/3">http://scholarcommons.usf.edu/oa_textbooks/3</a> ; ISBN-13: 978-1475146127; ISBN-10: 1475146124 Cropley, A. (2021). <i>Introduction to Qualitative Research Methods: A practice-oriented introduction for students of psychology and education</i> . (doi10.13140/RG.2.1.3095.6888/1) Gerritsen, Roos, Onneweer, Bryman, A. (2012). <i>ocial_Research_Methods_4<sup>th</sup></i> ; Oxford University Press; 808 pag. ISBN13:9780199588053; Maarten. (2006). <i>Wetenschap schrijven: Handleiding voor de BA-student in de Sociale Wetenschappen</i> , Leiden: Universiteit Leiden Miles, B.M., Huberman, A.M., & Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i> . Edition 3. ISBN 978-1-4522-5787-7 Mortelmans, D. (2009). <i>Handboek Kwalitatieve Onderzoeksmethoden</i> .

	<p>Uitgeverij Acco, ISBN 978-90-334-6479-9</p> <p>Russell Bernard, H. (2006). <i>Research Methods in Anthropology. Qualitative and quantitative approaches.</i> Oxford: Alta Mira Press.</p> <p>Smits, J. &amp; Edens, R. (2016). <i>Handleiding SPSS, 2e editie.</i> Pearson Benelux BV, 2016. ISBN: 9789043091008</p> <p>Tracy S.J. (2013). <i>Qualitative Research methods: Collecting evidence, crafting analysis, communicating impact,</i> First Edition. Sarah J. Tracy, Blackwell Publishing Ltd. 978-1-1051-9203-3</p>
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Course	Sustainable Development from a Sociological Perspective (5 SP)
Discipline	Theoretical insights in SD
Contact hours	28 hours
Year and semester	Year 1 - semester 1
Name lecturer(s)	Drs. Reynold Simons ( <a href="mailto:reysim2014@hotmail.com">reysim2014@hotmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• indicate which issues have led to the development of sustainable development as a concept and discipline [1ABE;5A;12A];</li> <li>• describe, using key sociological concepts and tools, the latent and visible functioning of sustainable development and its effects. [1AB;5A;12A];</li> <li>• explain how sustainability is or is not integrated into society, (non)governmental organizations, networks, cultural traditions and communities. [1AB;5AC;8ABC;9AB;12ADE];</li> <li>• analyze how socio-political authority and power structures influence the definition, rationalization and realization of sustainable development in societies. [1AB;5AC;8ABC;9ABC;12ADE];</li> <li>• integrate the contribution of local, indigenous and scientific knowledge into the sustainable development approach. [8ABC;9ABC;10AB;12ADE];</li> <li>• formulate a framework that improves the quality of life in a sustainable manner. [8ABC;9ABC;10AB;12ADE];</li> </ul>
Short description of the content of the course	<p>The concept of "sustainable development" goes back to the vision of the Brundtland Commission (World Commission on Environment and Development) which was made public in a report in 1987 with the aim of directing the Compass of the world towards achieving sustainable development. Sustainable development emerged as an ideology that wanted to achieve economic progress without harming the environment. Traditionally, sustainable development has therefore been defined from an economic perspective, which has consequences for the "sustainability" of its application, due to its anthropocentric ideological basis. Although the economy and the environment are central features of sustainable development, they are not independent factors separate from other features of society.</p> <p>A sociological perspective on sustainable development involves all social factors (nature, the economy, the population as an aggregate, people's way of life as cultural actors, technology and social structure) in creating a sustainable</p>

	<p>relationship between societies and the natural environment (simply said: economy and nature). Within this board, sustainable development and, in that context, poverty reduction will be approached from a multidimensional perspective.</p> <p>An interdisciplinary approach to sustainable development underlines the complex nature of sustainable development, which cannot be captured by the methodology of a single discipline; a transdisciplinary approach but also clear what the input can be, since the 1992 World Conference on Biodiversity - the UN Conference on Environment and Development, more commonly known as the Rio Conference or the Earth Summit in Rio de Janeiro, Brazil - indigenous and local knowledge, in addition to formal scientific knowledge, in guaranteeing sustainable development.</p> <p>A sociological perspective in this sense allows for new or Research in this context focuses, among other things, on different human relationships, social actions, motivations, culture and complex structures of social organization. Sociological research provides insight into how sustainability is visibly organized and structured and institutionalized within contemporary society, and into socio-political organizational structures and cultural traditions within society, alternative approaches, concepts and analyzes in the study of sustainable development.</p>
Learning method	Interactive lectures: The classes are designed as interactive sessions consisting of theoretical introductions resulting in participatory debates.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about the theme/topic to be studied.
Type of examination	The student will actively participate in debates and reporting.
Condition for taking the exam	None
Study material	Teaching materials and papers based on the selected themes/topics
Way of determining the grade	Group assignment: debates (40%) Individual assignment: report (60%)
Course material	<p><b>Compulsory reading:</b></p> <p>Blewitt J. (2015): Understanding Sustainable Development. Second Edition. Routledge</p> <p>Burns, T. (2016): Sustainable development: Agents, systems and the environment. ISA - Volume 64, Issue <a href="https://doi.org/10.1177/0011392115600737">https://doi.org/10.1177/0011392115600737</a></p> <p>Cernea, M.M (1993): The Sociologist's Approach to Sustainable Development. Finance &amp; Development / December 1993</p> <p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>1. Sustainable Development Timeline; Asian Development Bank; March 2012.</li> <li>2. Global Sustainable Development Report 2023: key messages, United Nations, 2023.</li> <li>3. Final Global Sustainable Development Report 2023, United</li> </ol>

	<p>Nations, 2023.</p> <p>4. Sustainable Development Report 2023: implementing the SDG stimulus includes the SDG index and dashboards, United Nations, 2023.</p> <p>5. Development postcolonial: a critical approach to understanding SDGs in the perspective of Christian social ethics. <i>Global Sustainability</i> 5, e4, 1-9, Marcus Vogt (2022), <a href="https://doi.org/10.1017/sus.2021.31">https://doi.org/10.1017/sus.2021.31</a></p> <p>6. History and Definitions of Sustainable Development, Ulrika Palme, <a href="http://www.tosca-life.info/sustainability/definitions/">http://www.tosca-life.info/sustainability/definitions/</a></p> <p>7. J.A.A. van Doorn en de Nederlandse sociologie, J. van Hoof et al, 2010.</p>
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Course	Sustainable Development from an Ecological Perspective (SSP)
Discipline	Theoretical Insight in SD
Contact hours per semester	28 hours
Year and semester	Year – Semester 1
Name lecturer(s)	Dr. Maureen Silos ( <a href="mailto:maureensilos@sr.net">maureensilos@sr.net</a> )
Objectives At the end of the course, the student:	<ul style="list-style-type: none"> <li>• is well acquainted with the causes and consequences of the transition from the Holocene to the Anthropocene and what this means for the development opportunities of Suriname [1ABCD;8ABC;12ADE];</li> <li>• is well aware of the complex interplay between the political, economic, and psycho-cultural domains of Suriname that form the basis of the persistence of poverty, stagnation and unsustainability [1D];</li> <li>• is able to approach the current planetary crisis and the “end of development as we know it” from a historical perspective that starts with the transition of <i>Homo sapiens</i> from hunter-gatherers to builders of cities and states, all over the globe, and the historical origins and justifications of social and economic inequality, combined with the objectification of nature [1D;5A;9ABC;10A;12ACDE];</li> <li>• will be able to argue for a multidimensional mode of thinking about sustainable prosperity, starting with the recognition that the current global ecological crisis did not start with the Industrial Revolution but goes back to the 15<sup>th</sup> century’s epochal transition in landscape transformation and the patterns of power, capital and nature that were established [1AB;5A;9C;12AD];</li> <li>• is able to critically deconstruct the concept of “sustainable development” and replace this with a non-Eurocentric approach to social progress that restores the ancient connections between humans and ecosystems, and is embedded in a Surinamese multi-cultural vision of life and social justice [5ABC;12ACDE].</li> </ul>
Short description of the content of the course	The book “The Limits to Growth”, published by the Club of Rome in 1972, is still considered one of the founding documents of a discussion that is still going on, namely that nature—on which all humans are dependent—is not able to sustain unlimited growth of economies and populations much longer. In 1972 the Club of Rome estimated that the dominant model for economic development, based on a belief in unlimited economic growth, would end

	<p>around 2100.</p> <p>Since 1972 thousands of books were written about the limits and dangers of economic growth, conferences were and are still being held about this subject, people have protested and are still fighting for environmental protection, and countries regularly come together in UN meetings and pledge to redesign their economies to protect the planet. None of the many worldwide actions to prevent a dramatic climate and existential crisis have led to the desired result, on the contrary. That is why the current warnings of scientists, activists and visionary politicians and business leaders, about the outcome of unlimited economic growth, are becoming quite bleak.</p> <p>This course will prepare students for working on and thinking about sustainable prosperity in Suriname, because the country can no longer follow the paradigm of unlimited economic growth which was adopted at independence in 1975. This paradigm has dominated the world for hundreds of years, and is one of the main causes of the climate crisis.</p> <p>The lectures, the course literature and videos will give students insights into the broader historical context of the failure of the unlimited economic growth model, of which the problematic large scale mineral extraction is an important pillar.</p> <p>The course gives students a framework to connect the “history of the long term”—which begins long before slavery, contract labor and colonial domination—with the “history of the short term” which unfortunately is the primary focus of the Surinamese population. The result of this short-term focus is an ahistorical approach to the society and its present and future challenges, which is expressed in the absence of systematic thinking about structural and sustainable solutions for the “crisis of development” and the transition to survival in the Anthropocene.</p>
Learning method	Interactive class, lectures
Required pre-knowledge	None
Type of examination	Paper and presentations
Condition for taking the exam	None
Study material	Reader, digital sources, books
Way of determining the grade	Paper: 50% Presentation: 50%
Course material	<p><b>Bardi, Ugo.</b> 2014. <i>Extracted: How the Quest for Mineral Wealth is Plundering the Planet.</i> White River Junction (Vermont): Chelsea Green Publishing.</p> <p><b>Crosby, Alfred W.</b> 2004. <i>Ecological Imperialism: The Biological Expansion of Europe, 900-1900.</i> New York: Cambridge University Press.</p> <p><b>Ellis, Earl C.</b> 2018. <i>Anthropocene: A Very Short Introduction.</i> Oxford (UK): Oxford University Press.</p> <p><b>Jackson, Tim.</b> 2021. <i>Post Growth: Life After Capitalism.</i> Cambridge (UK): Polity Press.</p> <p><b>Jackson, Tim.</b> 2017. <i>Prosperity Without Growth.</i> New York: Routledge.</p> <p><b>Jackson, Wes &amp; Jensen, Robert.</b> 2022. <i>An Inconvenient Apocalypse: Environmental Collapse, Climate Crisis, and the Fate of Humanity.</i></p>

	<p>Notre Dame: University of Notre Dame Press.</p> <p><b>Kolbert, Elizabeth.</b> 2021. <i>Under a White Sky: The Nature of the Future.</i> New York: Crown Publishers.</p> <p><b>Kolbert, Elizabeth.</b> 2016. <i>The Sixth Extinction: An Unnatural History.</i> New York: Henry Holt and Company.</p> <p><b>Lustgarten, Abraham.</b> 2023. <i>Climate Crisis Is on Track to Push One-Third of Humanity Out of Its Most Livable Environment.</i> ProPublica, <a href="https://www.propublica.org/">https://www.propublica.org/</a>.</p> <p><b>Patel, Raj &amp; Moore, Jason W.</b> 2017. <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet.</i> Berkeley: University of California Press.</p> <p><b>Pilling, David.</b> 2018. <i>The Growth Delusion: Wealth, Poverty, and the Well-Being of Nations.</i> New York: Tim Duggan Books.</p> <p><b>Raworth, Kate.</b> 2017. <i>Doughnut Economics. Seven Ways to Think Like a 21<sup>st</sup> Century Economist.</i> Vermont: Chelsea Green Publishing.</p> <p><b>Shiva, Vandana.</b> 2015. <i>Soil Not Oil: Environmental Justice in an Age of Climate Crisis.</i> Berkeley: North Atlantic Books.</p> <p style="text-align: center;">THE TEACHER WILL PROVIDE ALL LITERATURE AND VIDEOS ELECTRONICALLY.</p>
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Course	Sustainable Development from an Economic Perspective (5 SP)
Discipline	Theoretical Insight in SD
Contact hours per semester	28 hours
Year and semester	Year 1 – Semester 2
Name lecturer(s)	R. Jhari, MSc, MBA, MMA (ranoe.jhari@uvs.edu)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• gain knowledge about the effects of economic activities on the environment, the constraints ecosystems place on these activities, and the ways in which economics science has conceptualized this two-way relationship [1ACD];</li> <li>• use the principles of economics to understand and analyze issues related to natural resource use, sustainability, and the interrelationship between the two aspects [5AC;12A];</li> <li>• create insight into the complexity of sustainability issues and framing these within universally/globally recognized sustainability frameworks (eg. SDGs) [5AC;12ABCD];</li> <li>• develop an understanding as future manager in the multidirectional and complex relationships between economic systems and socio-ecological systems [5AC;9ABC;12ABCD];</li> <li>• make sustainable, innovative and resilient choices based on knowledge of- and insight into economic processes [5AC;9ABC;12ABCD];</li> <li>• be critically aware of the effects companies have on their environment and to develop well-informed and responsible management strategies [5AC;8A;9ABC;10A;12ABCD];</li> </ul>
Short description of the content of the course	Sustainable development is concerned with meeting the needs of the present without compromising the ability of future generations to meet

	<p>their own needs. The complex combination of interdisciplinary themes that examine numerous interactions between economic, social, and environmental systems and various challenges to sustainability today adds to the already high level of uncertainty. It is not only necessary to use technical and practical solutions to address complex/dynamic sustainability restrictions; it is also crucial to have a thorough conceptual grasp of the causes of these problems.</p> <p>The Economist understands the measures of unsustainability arising from a consumer led culture treating finite resources as an income, but has faith that market forces and a “business as usual” approach will result in a natural crisis aversion occurring; that the system will sort itself out through technological advances if left to its own devices.</p> <p>The economic perspective begins with the assertion that the environment is an economic good: it is scarce; it has alternative uses; and we must choose among those alternatives. People choose. Organizations, societies, and governments do not. People's values, which are reflected in their choices, often differ. Economic sustainability refers to practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community.</p> <p>In order to provide a whole system thinking perspective and useable application methodologies, the development expert learns how sustainability economics, decision support systems for sustainability, and interdisciplinary approaches to sustainability form a part of the transition towards sustainability.</p> <p>The course will elaborate on environmental economics of sustainability and socio-political approach to analysis of sustainable development. Furthermore, the basics of the environment economics and sustainable development indexes will be observed.</p>
Learning method	Interactive classes with presentations, group discussions and debates, reading articles in groups.
Required pre-knowledge	Introduction to Sustainable Development; Basic economy theory
Type of examination	Take Home exam (70%); Group assignment with a presentation (30%)
Condition for taking the exam	Active in class participation
Study material	Lecture material in ppt; articles for discussions
Way of determining the grade	Take Home exam (70%); Group assignment with a presentation (30%)
Course material	Barbier,E.A and Burgess, J.C (2015). Sustainable Development: An Economic Perspective. December 2015 DOI: 10.1016/B978-0-08-097086-8.91029-8 <a href="https://www.researchgate.net/publication/304183311_Sustainable_Develo">https://www.researchgate.net/publication/304183311_Sustainable_Develo</a>

	<p><u>ment An Economic Perspective</u></p> <p>Jakob, M., Lamb, W.F, Steckel,J.C. Flachsland,C, and Edenhofer , O. (2020). Understanding different perspectives on economic growth and climate policy  <a href="https://doi.org/10.1002/wcc.677">https://doi.org/10.1002/wcc.677</a>  <a href="https://wires.onlinelibrary.wiley.com/doi/full/10.1002/wcc.677">https://wires.onlinelibrary.wiley.com/doi/full/10.1002/wcc.677</a></p> <p>Javanmardi,E. ORCID, Liu, S. and Xie, N.(2023). Exploring the Challenges to Sustainable Development from the Perspective of Grey Systems Theory. Systems 2023, 11(2), 70; <a href="https://doi.org/10.3390/systems11020070">https://doi.org/10.3390/systems11020070</a>  mdpi.com/2079-8954/11/2/70</p> <p>Pearce, D. (1989). Sustainable Development: An economic perspective; Published: January 1989 Env Economics Gatekeeper Series</p> <p>Romeiro, A.R (2012). Sustainable development: an ecological economics perspective. Estudos avançados 26 (74), 2012  <a href="https://www.scielo.br/j/ea/a/F9XDcdCSWRS9Xr7SpknNJPv/?format=pdf&amp;lang=en">https://www.scielo.br/j/ea/a/F9XDcdCSWRS9Xr7SpknNJPv/?format=pdf&amp;lang=en</a></p>
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Course	Sustainable Development from a Governance Perspective (5 SP)
Discipline	Theoretical insights in SD
Contact hours	28 hours
Year and semester	Year 1- semester 2
Name lecturer(s)	Dr. Arno Geurtsen ( <a href="mailto:65191age@eur.nl">65191age@eur.nl</a> ) Mr. Rinesh Kowlesar, MSc ( <a href="mailto:rinesh.kowlesar@uvs.edu">rinesh.kowlesar@uvs.edu</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• explain the concepts of governance [1AD];</li> <li>• understand the link between Governance and Sustainable development [1D;12D];</li> <li>• define the actors involved in the governance process [8ABC];</li> <li>• understand and appreciate the perspectives of all actors involved in the governance context [8ABC;12ABE];</li> <li>• can determine the challenges and opportunities of involving stakeholders in the community development process [5C;9ABC];</li> <li>• analyze case studies and give own opinion on how governance is applied and what needs to be improved for effective governance of development interventions by government, international organizations, private companies, foreign entities, NGOs [5AC;9ABC;10A];</li> </ul>
Short description of the content of the course	This course elaborates on the concept of governance in an international, regional and local context and how this applies to the sustainability development context. Actual cases will be discussed during the classes for example China Belt and Road initiative and how this is related to

	governance.
Learning method	Interactive discussions: the classes are designed as interactive sessions consisting of theoretical introductions to the governance theoretical framework. And presentation of case studies, video's and other hands on approaches
Required pre-knowledge	Students have participated in semester 1 courses
Type of examination	The student will finalize the course with a written exam
Condition for taking the exam	None
Study material	PowerPoint presentations and assignments of reading course material
Way of determining the grade	Written exam 100%
Course material	Course materials (including readings) will be introduced every week.

Course	Policy for Sustainable: Principles & Practice (5 SP)
Discipline	Professional practice of SD
Contact hours	28 hours
Year and semester	Year 1 - semester 2
Name lecturer(s)	Drs. Ashna Ramdhan ( <a href="mailto:ashna.ramdhan@hotmail.com">ashna.ramdhan@hotmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• understand what policy is, the link with sustainable development, the principles and manners to implement those [2D;3ABC];</li> <li>• know how to evaluate government policy [3D;8A];</li> <li>• distinct sustainable governance policies from unsustainable policies [2D];</li> <li>• plan and carry out theoretical, empirical, or applied research for the debate [5BC;6B;7A;8BC];</li> <li>• find, analyze and appropriately refer to literature relevant to the provided theme/(sub)topic [5A;7D];</li> <li>• write a paper/academic report on critical reflection on the lectures and the presentation of the guest speaker [10B;13A];</li> <li>• give an oral presentation on the results of the research in the form of a debate [10AB;13A]</li> </ul>
Short description of the content of the course	This course provides insight into how international organizations and national policymakers are drafting policy for sustainable development taking into account the principles and how these are being implemented in an sustainable or unsustainable manner.
Learning method	Interactive discussions: the classes are designed as interactive sessions consisting of theoretical introductions and the practical implications alternating with hands on exercises. Guest lecture on identified topic from policy maker on Campus and or site visit to a Ministry Office.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about the theme/topic to be studied.

Type of examination	The student will actively participate in debates and will write individually a critical review on the lecturers and the presentation of the guest speaker.
Condition for taking the exam	None
Study material	Teaching materials and papers based on the selected theme/topic
Way of determining the grade	Debate (group) 50% Paper: critical reflection paper on chosen theme (individual) 50%
Course material	Course materials (including readings) will be introduced every week.

<b>Course</b>	<b>Sustainable Development Interventions (5 SP)</b>
Discipline	Professional Practice of SD
Contact hours	28 hours
Year and semester	Year 2, semester 3
Name lecturer(s)	Drs. Helmut Gezius( <a href="mailto:helmut.gezius@uvs.edu">helmut.gezius@uvs.edu</a> ) Dr. Randy van Zichem ( <a href="mailto:ammarzich@gmail.com">ammarzich@gmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• <i>state</i> the appropriate and relevant context and policy to propose and design SD-interventions. [2AD;3ABC;12A]</li> <li>• <i>understand, explain</i> and <i>motivate</i> the connectivity and mutual interdependence of natural, economic, political, and cultural systems for the sake of the successfulness of SD-interventions. [2ABCD;3ABC;6B;9ABC;10AB;12ABCDE;13A]</li> <li>• <i>plan</i> and <i>organize</i> human resources to manage economic and social change and to operate within environmental limits. [6ABC;7AB;12ABCDE;13A]</li> <li>• <i>design</i> and <i>plan</i> frameworks relevant to realize SDGs within organizations or communities, such as planned change models, log frames, strategic plan, road maps, SWOT-analysis. [6ABC;7AB;12ABCDE;13A]</li> <li>• can <i>create</i> designs (e.g. programs, projects, models, networks) using human-centered design and participatory approaches, incorporating learning from successful stakeholder interventions. [6ABC;7AB;12ABCDE;13A]</li> <li>• <i>redesign</i> SD interventions in the middle of periods of crisis or unplanned change, for example national anti-drugs program, designing of HIV-prevention program, designing a campaign program for road safety. [6ABC;7AB;12ABCDE;13AB]</li> <li>• <i>share</i> their assignment through a PowerPoint presentation with respect to scientific communication criteria and with respect to the capabilities of the stakeholders. [6ABC;7AB;9ABC;10AB;12ABCDE;13ACD]</li> </ul>
Short description of the content of the course	Sustainable development (SD) refers to a mode of development in which present needs are met without compromising future generations' ability to meet their own needs (WCED 1987). Paramount to the success of SD is the recognition and incorporation of the connectivity and mutual interdependence of natural, economic,

	<p>political, and cultural systems into SD-interventions. There is, as we know, tension in balancing contributions from – and returns to – human and natural systems.</p> <p>That’s why SD / sustainability needs to be transformed from a broad, amorphous idea to concrete and trackable interventions that can be used in the design(ing) and evaluation of programs and projects. If these interventions e.g. NGO and government programs are to have sustainable impacts, they must enhance human capabilities to manage economic and social change and to operate within environmental limits.</p> <p>So, as we think about the sustainability of interventions (e.g., programs, campaigns etc.) we have to make sure that they are environmentally sustainable and that the outcome and impacts are sustainable, during implementation (as the program evolves).</p>
Learning method	Interactive lectures: The classes are designed as interactive sessions consisting of theoretical introductions resulting in participatory discussions.
Required pre-knowledge	Students are expected to have a bachelor’s degree and to have basic knowledge about the theme/topic to be studied.
Type of examination	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• SD-design proposal</li> <li>• Research report</li> </ul>
Condition for taking the exam	
Study material	Teaching materials and papers based on the selected themes/topics
Way of determining the grade	<ul style="list-style-type: none"> <li>• SD design proposal (35%)</li> <li>• Research report (35%)</li> <li>• Presentation (30%)</li> </ul>
Course material (docent komt met overige literatuur)	<p>Implementation of the Sustainable Development Goals second voluntary national review Slovenia 2020</p> <p>Uitto, J. I., &amp; Batra, G. (2022). Transformational Change for People and the Planet: Evaluating Environment and Development. Springer.</p> <p>Ontwikkelingsplan van Suriname 2021-2026</p>

## Outline of the second year courses

Course	Critical Research Methodology (5 SP)
Discipline	Research into SD
Contact hours	28 hours
Year and semester	Year 2 - semester 3
Name lecturer(s)	Dr. Julia Terborg ( <a href="mailto:jterborgcpd@gmail.com">jterborgcpd@gmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• provide an overview of critical currents of research and knowledge production from various frames of reference, in particular related to decolonization, indigenous and feminist methodology and sustainable development [4A;5A;9AB;10B];</li> <li>• design and implement quantitative and qualitative research taking into account principles and guidelines of critical methodology [4ABC;5BC;9ABC;10B;11A;13A];</li> <li>• have a better understanding of ethical, sustainable and political challenges from critical research [6A;9A];</li> <li>• have a better orientation on social issues in Suriname, which have so far been barely researched and lend themselves well to application of critical inquiry [5ABC;6AB;9C;13A].</li> </ul>
Short description of the content of the course	<p>Central themes:</p> <ul style="list-style-type: none"> <li>- Critical currents of research and knowledge production, from various frames of reference, particularly related to decolonization, indigenous and feminist methodology and sustainable development;</li> <li>- Quantitative and qualitative research based on critical methodology;</li> <li>- Developing an understanding of the ethical, sustainable and political challenges of critical research;</li> <li>- Application of principles and guidelines of critical methodology in research in Suriname and the region.</li> </ul>
Learning method	Interactive classes with debate, dialogical conversations, reviewing cases and papers; Theoretical PPT lectures
Required pre-knowledge	Knowledge of advanced qualitative and quantitative research methods
Type of examination	Written paper, readings & oral presentation
Condition for taking the exam	None
Study material	Reader. Lecturers will provide an updated literature list before the start of the lectures.
Way of determining the grade	<ul style="list-style-type: none"> <li>• Written paper - 60%</li> <li>• Readings - 30%</li> <li>• Oral presentation - 10%</li> </ul>
Course material	<p>Absolon, K. (2011). Chapter 1: Preparing to Search. In Kaandossiwin: How We Come to Know (pp. 12-22). Halifax, NS:Fernwood Publishing.</p> <p>Battiste, M. (2011). Knowledge as a key site for decolonization.[video file]. Retrieved from: <a href="https://www.youtube.com/watch?gl=US&amp;v=Evxpt0u4tOU">https://www.youtube.com/watch?gl=US&amp;v=Evxpt0u4tOU</a> (7 minutes)</p>

	<p>Denzin, N. Lincoln. Y, and Smith, L. eds. (2008). <i>Handbook of Critical &amp; Indigenous Methodologies</i>. Sage Publications.</p> <p>Hale, Ch. ed. 2008. <i>Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship</i>. Berkeley: University of California Press. Introduction. Charles Hale, pp 1-28</p> <p>Harrison. F. (2007). <i>Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization</i>. In <i>The Gender of Globalization: Women Navigating Cultural and Economic Marginalities</i>. Nandini Gunewardena and Ann E. Kingsolver, eds. Pp. 23-31. Santa Fe: NM: School of Advanced Research Press.</p> <p>Kempadoo, K. (2009). <i>Caribbean Sexuality: Mapping the Field.</i> Caribbean Review of Gender Studies. Issue 3 - 2009. Online Journal.</p> <p>Naples. N. (2003). <i>Feminism and Method: Ethnography, Discourse Analysis &amp; Activist Research</i>. New York: Routledge. Chapter 1 <i>Feminism and Method</i>, pages 3-12 , Chapter 2 <i>Epistemology, Feminist Methodology, and the Politics of Method</i>, pp. 13-33</p> <p>Potts, K.L. &amp; Brown, L. (2015). <i>Becoming an anti-oppressive researcher</i>. In S. Strega &amp; L. Brown (Eds.), <i>Research as resistance</i> (2nd ed.) (pp. 17- 41). Toronto, ON: Canadian Scholars Press. (Course text).</p> <p>Sharpe, J. and Pinto, S. (2006). <i>The Sweetest Taboo: Studies of Caribbean Sexualities – A Review Essay.</i> University of Chicago Press. pp. 247-274.</p> <p>Strega &amp; L. Brown (Eds.) (2015). <i>Research as resistance</i> (2nd ed.) (pp. 1-16). Toronto, ON: Canadian Scholars Press.</p> <p>Strega, S. &amp; Brown, L. (2015). <i>From resistance to resurgence</i> (Introduction).</p> <p>Strega, S. (2015). <i>The view from the post-structural margins: Epistemology and methodology reconsidered</i>. In S. <i>Research as resistance</i> (2nd ed.) (pp. 1- 16). Toronto, ON: Canadian Scholars Press</p> <p>Terborg, J. (2002). <i>Liefde en Conflict. Seksualiteit en Gender in de Afro-Surinaamse Familie</i>. ('Love and trouble'.</p> <p>Terborg, J. (2012). <i>Feministische Paradigma's</i>. In: 'Standaardbeeld van de Wetenschap', IGSR. ADEK <i>Sexuality and gender in the Afro-Surinamese Family</i>) Drukkerij Paramaribo: Paramaribo.</p> <p>Terborg, J. (2014). <i>Sexual Relation Structure in the Caribbean: Continuity and change in Suriname</i>. Presented at International Symposium 'Fiesta del Fuego, Santiago, Cuba</p> <p>Walter, M. &amp; Andersen, C. (2013). <i>Conceptualizing quantitative methodologies</i>. In <i>Indigenous statistics: A quantitative research methodology</i> (pp. 41-57). Walnut Creek, CA: Left Coast Press.</p> <p>Wekker. G. (2006). <i>The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora</i>. New York: Columbia University Press</p>
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Course	Data Science in Context (5 SP)
Discipline	Research into SD
Contact hours	28 hours
Year and semester	Year 2 - semester 3
Name lecturer(s)	Prof. dr. ir. Wim van Petegem ( <a href="mailto:wim.vanpetegem@kuleuven.be">wim.vanpetegem@kuleuven.be</a> ) Anjali Kisoensingh, MSc ( <a href="mailto:anjali_kisoensingh@hotmail.com">anjali_kisoensingh@hotmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>describe basic principles, concepts, operations and use cases of relational and non-relational databases in the context of sustainable development [4A;5B;9A];</li> <li>use (i.e. store, retrieve, update, analyze and synthesize) data on sustainable development in existing databases [5BC;7CD;9AB];</li> <li>understand and apply basic principles for visualization of (large) data sets about sustainable development [4ABC;5ABC;10AB;13A];</li> <li>understand and apply legal and ethical aspects concerning gathering and distribution of (big) data sets in the context of sustainable development [11A]</li> </ul>
Short description of the content of the course	The course consists of the following main topics: <ol style="list-style-type: none"> <li>1. Relational databases: principles, concepts, operations, use cases</li> <li>2. Non-relational databases (big data): principles, concepts, operations, use cases</li> <li>3. Databases for sustainable development where to find, and how to use existing datasets in a local and global context</li> <li>4. Visualization of data principles, design rules, dashboards, case studies</li> <li>5. Legal and ethical aspects in data science local and global frameworks and principles.</li> </ol>
Learning method	For each of the above topics, students are introduced to the main definitions, concepts, principles and use cases in theoretical lectures with a focus on data in the context of sustainable development. In addition, students will apply this knowledge and insights in practical hands-on exercises on existing data sets.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about data analysis.
Type of examination	The students have to write an exam with open questions, on both the theory and the practical applications (exercises – mini research)
Condition for taking the exam	None
Study material	Learning materials will be provided on all topics during the lectures.
Way of determining the grade	The full grade is obtained on the written exam, with 60% for the theory, and 40% for the practical exercises (mini-research).
Course material	It is advised that students have their own laptop with suitable access to the internet. Students might be asked to install specific software to work with (large) data sets, common databases, visualization software, and/or other digital or online tools.

Course	Project Development and Management (5SP)
Discipline	Professional Practice of SD
Contact hours per semester	28 hours
Year and semester	Year 2 – semester 4
Name lecturer(s)	Ranoe Jhari, MSc, MMA, MBA ( <a href="mailto:ranoe.jhari@uvs.edu">ranoe.jhari@uvs.edu</a> ) Rinesh Kowlesar ( <a href="mailto:rinesh.kowlesar@uvs.edu">rinesh.kowlesar@uvs.edu</a> ) and guestlecturers
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• systematically understand and identify the different phases: programming, identification, formulation, agreement/ financing, implementation and evaluation of the cycle of PCDM (Project Cycle Development and Management) [5A;7CD;12ACD];</li> <li>• learn how to apply the Systematics of Project-based Working and Result Based Management (RBM) [5ABC];</li> <li>• apply the Logframe methodology to define projects [5ABC];</li> <li>• draw up a project independently or as a team [6ABC;7A;11A;12ACD;13A];</li> <li>• define and evaluate a project plan and a TOR (Terms of References) [6ABC;7A;8AC;12ABC];</li> <li>• critically evaluate his/her own role in the group collaboration situation [11ABC;12A];</li> <li>• understand how to manage, appraise and evaluate project cost, risk, quality, time and delivery with respect to given priorities and deadlines [5A;7CD;12ACD];</li> <li>• engage and lead effective project management teams in an organization [7ABCD;11ABC];</li> <li>• apply knowledge about communication and group processes in a constructive way to enhance the outcome of a group work situation [11ABC].</li> </ul>
Short description of the content of the course	<p>Project development and management focuses more than on a temporary impact. That's why it is important that as part of the project, the executing organization should be reinforced. An essential element of this reinforcement is the training of people (capacity building).</p> <p>Projects can bring changes that can be in conflict with existing values and standards, the balance of power, the motivation or the expectations that live in the concerned community, or can to a lesser or greater degree be slowed down by them. On the other hand, social and cultural elements can sometimes also promote the realization of projects.</p>
Learning method	Students should have a basic insight and understanding of the principles of sustainability and sustainable development.
Required pre-knowledge	Experience with projects conducted in work study.
Type of examination	Group assignment, LFM presentation, project report, ToR
Condition for taking the exam	None

Study material	In the first session, a reader will be provided in which leading articles relating to theory and strategies about project development and management are included. During the sessions, slides presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed. This altogether comprises the study material.
Way of determining the grade	Group assignment (presentation TOR): 25% Presentation of LFM and project report: 25% Project report: 50%
Course material	ACE Europe (2012): Project Cycle Management. Werkboek: oefeningen en leidraden Groote, G.P., Hugenholtz-Sasse, C.J. & Slikker, P. (2010). Projecten leiden, Het Spectrum Roberts. D., Khattri, N., & Wessel, A. (2011). Writing Terms of Reference for an Evaluation: A How To Guide. Washington Dc, USA. Developed by the Independent Evaluation Group of The World Bank. The World Bank (n.d ). The Logframe Handbook. A Logical Framework Approach to Project Cycle Management. Wijnen, W., W. Renes & P. Storm (2010). Projectmatig werken, Het Spectrum/Marka, 11e druk Westland, J. (n.d). The Project Management Life Cycle. A Complete Step-by-step Methodology for Initiating Planning Executing and Closing the Project. 256 pages/ ISBN9780749449377

Course	Inequality in Sustainable Development (5 SP)
Discipline	Theoretical insight in SD
Contact hours	28 hours
Year and semester	Year 2 - semester 4
Name lecturer(s)	Dr. Julia Terborg (jterborgcpd@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• can identify, discuss key concepts of critical theoretical perspectives on social inequality and connects these concepts to actual discussions and realities in Suriname, Caribbean and worldwide [1A;5AC;6AB];</li> <li>• developed the ability to identify, define and explore the complex interconnections between key social categories, including gender, class, race/ethnicity, sexuality, age [1A;5AC;6AB];</li> <li>• can identify and describe how different systems of inequality interact on different levels, in the field of education, labor market, health, economy and sexuality to maintain SD [1A;5ABC;6ABC;8ABC;12AD];</li> <li>• demonstrate the knowledge and skills to apply constructionist and intersectional approach in discussions and researching actual (local) structures of inequality and priority issues of social justice towards SD [8ABC;9ABC;10AB;12AD].</li> </ul>
Short description of the content of the course	Social inequality is a source of growing public concern and political mobilization around the world. Achievements of MDG's have been slow and uneven. The 'leave no-one behind' post 2015 agenda /SDG's provides

	<p>opportunity to prioritize social justice/social inclusion as key for sustainable development. In this regard, critical theoretical frameworks enable a closer, in-depth, historic, socioeconomic, cultural context specific analysis of social inequality. Related studies worldwide demonstrated social groups facing multiple forms of human rights violations, discrimination and oppression due to simultaneous working of multiple structural inequalities based on gender, race, age, language, ethnicity, culture, sexuality, religion, geographical space or disability status. Manifestation, perceptions and experiences of social inequality are diverse, context specific and should be understood against the wider background of structural inequalities of colonialism, neo-colonialism and global neo-liberalism. Among both policymakers and social movements there is increased awareness on need to develop policies and strategies that can respond adequately to context specific multiple and simultaneous forms of discrimination and oppression.</p>
Learning method	Interactive Lecturers with power point /video presentations - Presentations and Discussion on required and suggested readings - Group discussions/work
Required pre-knowledge	Introduction to SD
Type of examination	Presentations and a paper
Condition for taking the exam	None
Study material	Reader. Lecturers will provide an updated literature list before the start of the lectures.
Way of determining the grade	<ul style="list-style-type: none"> <li>• Presentation – 20%</li> <li>• Individual paper – 80%</li> </ul>
Course material	<p>Reader. Lecturers will provide an updated literature list before the start of the lectures.</p> <p>Choo, H. and Ferree, M. (2009). <i>Practicing Intersectionality in Sociological Research: A critical analysis of inclusions, interactions and institutions in the study of inequalities</i>. University of Wisconsin-Madison</p> <p>Cho, S., Crenshaw, K. McCall, L.(2013). <i>Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis</i>. University of Chicago press,</p> <p>Collins, P.(2017). <i>The Difference That Power Makes: Intersectionality and Participatory Democracy</i>. In: <i>Investigaciones Feministas</i>, ISSN-e: 2171-6080.</p> <p>Collin, P. (2000). <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. New York: Routledge.</p> <p>Collins, Patricia Hill (1998) “It’s All in the Family: Intersections of Gender, Race, and Nation.” <i>Hypatia, Journal of Feminist Philosophy</i> 13 (3)</p> <p>Collins, Patricia Hill, and Sirma Bilge (2016). <i>Intersectionality</i>. Cambridge, UK: Polity.</p>

	<p>Crenshaw, Kimberlé Williams (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43 (6), 1241-99.</p> <p>Crenshaw, K., May. M, and Tomlinson, B.(2013). Intersectionality: Mapping the Movements of a Theory</p>
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<b>Course</b>	<b>Economics for Sustainable Development across borders (5 SP)</b>
Discipline	Theoretical Insight in SD
Contact hours per semester	28 hours
Year and semester	Year 2 – Semester 4
Name lecturer(s)	<i>Vacature</i>
<p>Objectives</p> <p>At the end of the course, the student is able to:</p>	<ul style="list-style-type: none"> <li>• understand the current paradigm in international economy, international finance and macroeconomic regulation [1AC];</li> <li>• understand the key elements of the international change in a sustainable economy [1AC;8A;12AD];</li> <li>• analyse what point is already reached in this global shift and to see which paths are sustainable and will lead to the most promising future [5ABC;8A;8ABC;12ACD];</li> <li>• analyse the impacts of changing environment on management and citizenship through the concepts of corporate social responsibility (CSR) and sustainable development [5ABC;8A;9ABC;12ACD];</li> <li>• have a broad understanding of international trade theories in the changing global economy and contribute in debates in an open forum; [8A;9ABC;10C;12ACD];</li> <li>• have gained knowledge on how environment influences international economy, international management, the consumer and all the society and can contribute in discussions, projects and to peer [5ABC;6ABC;8A;9ABC; 10C;12ACD].</li> </ul>
Short description of the content of the course	<p>The aim of this course “Economics for Sustainable Development across borders” is to gather a series of contributions that explore the area of sustainable development from an international perspective. The international arena is evolving quickly, necessitating new research aimed at understanding how individual nations or groups of nations can hold onto their positions in a wide range of economic activity domains and can develop strategies when looking at future outcomes from a structural perspective. Yet, nations take part in a wide range of transnational flows that include, among other things, migration, tourism, information, and flows of products and capital. Concerning these issues, it is necessary to define national strategies and manage the relation with other countries. In order to address these issues, national strategies must be established, and international relations must be managed.</p> <p>The outline of the course will be as follow:</p> <ol style="list-style-type: none"> <li>1. a. International economy through the lens of an interdisciplinary perspective; b. Trade and foreign direct investment; c. Trade policies in</li> </ol>

	<p>the context of sustainable development; d. SDGs 2030</p> <ol style="list-style-type: none"> <li>2. <ol style="list-style-type: none"> <li>a. Economic agreements in the context of sustainable development; b. The role of global, regional, and corporate aspects in sustainable development; c. Competitiveness in the context of sustainable development; d. Transformative supply chains within a sustainable economy; e. international economic organizations;</li> </ol> </li> <li>3. Developing new production strategies in a fast-changing business environment; globalization, global value chains and emerging markets; sustainability in international business</li> <li>4. The role of international organizations in the context of sustainable development; b. Emerging countries in the international arena and SDGs: challenges and opportunities;.</li> <li>5. <ol style="list-style-type: none"> <li>a. Sustainable development goals and inclusive development; b. Development paths in the light of selected sustainable development goals;</li> </ol> </li> <li>6. <ol style="list-style-type: none"> <li>a. Migrations and sustainable development; b. foreign direct investment and trade; c. tourism and economic growth</li> </ol> </li> </ol>
Learning method	Interactive class lectures; discussions, debates, presentation
Required pre-knowledge	Introduction to SD
Type of examination	Assignments: reviewing papers for debates; Group presentations Open book exam
Condition for taking the exam	None
Study material	Lecture material in ppt ; provide articles and papers
Way of determining the grade	<ul style="list-style-type: none"> <li>• Written exam (open book): 50%</li> <li>• Debate: 25%</li> <li>• Presentation (group): 25%</li> </ul>
Course material	<p>Bina, O. (2013). The green economy and sustainable development: an uneasy balance? <i>Environment and Planning C: Government and Policy</i> 2013, volume 31, pages 1023–1047; doi:10.1068/c1310j</p> <p>Javanmardi, E., Liu, S., &amp; Xie,N. (2023): Exploring the Challenges to Sustainable Development from the Perspective of Grey Systems Theory. <i>Systems</i> 2023, 11, 70. <a href="https://doi.org/10.3390/systems11020070">https://doi.org/10.3390/systems11020070</a></p> <p>OECD (2008). <i>OECD Insights Sustainable Development: Linking Economy, Society, environment. OECD INSIGHTS - SUSTAINABLE DEVELOPMENT: LINKING ECONOMY, SOCIETY, ENVIRONMENT</i> ISBN 978-92-64-055742 © OECD 2008</p> <p>Rong-xing,G. &amp; Colin,L (2000): Sustainable development of cross-border regions: A methodological study. <i>Chinese Geographical Science</i> volume 10, pages343–347 (2000)</p>

Course	Leadership, Organization & Management (5 SP)
Discipline	Theoretical insight in SD
Contact hours	28 hours
Year and semester	Year 2 - semester 4
Name lecturer(s)	Drs. Roy Laurens, MPA (roylaurens@gmail.com)
<p>Objectives</p> <p>At the end of the course, the student is able to:</p>	<ul style="list-style-type: none"> <li>• recognize and understand the concepts and principles of leadership and personal leadership, organizations and management [1D;5A];</li> <li>• gain knowledge about leadership and organizational practices in Suriname and rest of the world (especially, the Caribbean &amp; Latin America) [1D;8C];</li> <li>• identify the dynamics of personal leadership and management and the impact in private and working life [5AC;8BC;12ADE];</li> <li>• demonstrate an understanding of the central concepts and theories in leadership research [5A;6B;8C;9B;12AB];</li> <li>• apply positive leadership traits to their own personal life with the developed skills such as: core reflection and core qualities, working from their own strengths and qualities, time management, appreciative interviews; dialogical and collaborative practices [5A;6B;8B;9B;12AB];</li> <li>• analyze and communicate common managerial challenges and develop solutions to these challenges through working in a team (the roles of a subordinate and supervisor) [5C;6A;8BC;9C;10BC;12ADE];</li> <li>• develop and evaluate its own personal leadership development plan with a personal mission statement about its own personal leadership (identifying and recognizing its own growth awareness and development) [5A;6B;8BC;9AB;12ABC];</li> <li>• have developed skills to implement and manage organizational, management and policy changes [10AB;12ABCD];</li> </ul>
<p>Short description of the content of the course</p>	<p>We are all called to lead, act, and transform. The 2030 Agenda for Sustainable Development represents an imperative for change and a need for inspiring leadership all around the globe. Achieving a sustainable future requires leaders who have the knowledge, capabilities, and skills to address complex challenges through systems change. Sustainable development challenges often pose problems that require holistic leadership approaches in-depth and innovation across boundaries and stakeholders. Sustainable Leadership is a style of management that drives solutions for environmental, social and economic challenges in the world. In a world that is changing quickly, recognizing sustainable development as core business, organizations (where there are several stakeholders) must adapt. Leadership is essential in handling organizational change because it can be a very difficult management issue. It recognizes leadership as a process of influence and breaks down silos to combine efforts towards change and transformation.</p> <p>The aim of this course for the students are: 1) to recognize the core concepts and theories of leadership, organization structures and behavior, understand organizations and organizing processes, understand the legal position of</p>

	<p>organizations and managers, and recognize the versatility of leadership and change management; 2) to advance the students' ability to understand and critically evaluate leadership practice and managerial work.</p> <p>This course is divided in three themes covering several topics:</p> <p>1) Leadership: principles and tasks of leadership; leadership versus authority; leadership styles; leadership development (personal leadership development)</p> <p>2) Organization: organizational development (management) and change; organizational culture and the environment: The Constraints; organizational structure and design; communication; human resource management;</p> <p>3) Leading for Systems Transformation and Change management: foundations of behaviour; understanding groups and teams; motivating employees; managing change and innovation for Sustainable Development</p>
Learning method	<p>Interactive classes with debate, dialogical conversations, reviewing cases and papers;</p> <p>Theoretical PPT lectures</p>
Required pre-knowledge	<p>All students have life and working experiences and insight knowledge about leadership and personal development. They should be open to reflect, cooperate and dialogue with fellow students.</p>
Type of examination	<p>1. Video assignment: each student should write a personal mission statement (based on provided instructions) and present the statement through a short video;</p> <p>2. Paper: topic and instructions will be provided during the course</p>
Condition for taking the exam	<p>None</p>
Study material	<p>Course materials (including readings) based on the selected theme/topic will be provided.</p>
Way of determining the grade	<p>Paper: 50%</p> <p>Video assignment presentation: 50% (Personal statement in video 25% and presentation 25%)</p>
Course material	<p>Course material is compiled from:</p> <p>Anthonio, G. (2017). Het einde van succesvol leiderschap? Over de ontmythologisering van succesvol leiderschap. In: Anthonio, G. &amp; Huser, F. (red.) Kringen in de Vijver: reflecties op leiderschap vanuit meervoudig perspectief. Leeuwarden: Stenden/NHL Uitgeverij. p.7-30.</p> <p>Bouma, M, (2012). De held. Je eigen verhaal. (Business Contact, Amsterdam)</p> <p>Buckingham M, Clifton D. (2012). Ontdek je sterke punten. (Spectrum, Utrecht)</p> <p>Covey, S and Collins, J. (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 372 pages. Publisher: Simon &amp; Schuster; Anniversary edition (November 19, 2013). ISBN-10: 9781451639612 / ISBN-13: 978-1451639612</p> <p>Hickman, G. R. (ed.) (2010). Leading Organizations, perspectives for a new era. London: Sage.</p> <p>Ladkin, D., and Spiller, C. (2013): Authentic Leadership: Clashes, Convergences and Coalescences. Edward Elgar</p>

	Publishing Limited; Suurenbroek K, Van de Steege H. (2012). - Wat voor een leider ben jij? 54 Leiderschap in 10 dimensies. (Academic Service, Den Haag)
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<b>Course</b>	<b>Diversity and Sustainable Development (5 SP)</b>
Discipline	Theoretical insights in SD
Contact hours	28 hours
Year and semester	Year 2 - semester 4
Name lecturer(s)	Dr. Randy van Zichem ( <a href="mailto:ammarzich@gmail.com">ammarzich@gmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• <i>understand</i> diversity as an asset to sustainability and SD [1ABCDE]</li> <li>• <i>explore</i> and <i>explain</i> the potential of diversity for the sustainable development efforts of communities and organizations, who are confronted with challenges that are related to post-colonial and multicultural societies, climate change, resource ‘curse’ and social inequality. [1ABCDE;5ABC;10AB;12ABC;14ABDE]</li> <li>• <i>frame</i> diversity as an asset to support the sustainability and decision making efforts of communities and (non) government-mental organizations based on (f)actual information and plural perspectives. [5ABC;6AB;9AB;12ABC;14ABDE]</li> <li>• <i>promote</i> the value of diversity from a <i>pluriversal</i> perspective to support the diverse cultural identities, strengths, abilities, interests and perspectives of people; to disempower negative stereotypes and personal biases about different groups, and to empower the inclusive interaction with others. [5ABC;6AB;9ABC;12ABC;14ABDE]</li> </ul>
Short description of the content of the course	<p>Sustainable development requires the inclusion of all individuals and communities, regardless of their background. Diversity ensures that everyone has the opportunity to participate in and benefit from sustainable development efforts. It helps address inequalities and promotes a more just and equitable society.</p> <p>Diversity is essential for attaining sustainable development, because it promotes inclusivity, equality, and growth across all dimensions. It encompasses cultural, social, economic, and environmental dimensions, promoting innovation and bridging gaps in perspectives and strategies. Global issues can be more effectively tackled, creating more resilient and equitable futures by embracing diversity. One of the most crucial elements of social sustainability is the ability to utilize most of the diversity's advantages. It entails determining the ability and strategy to embrace the diversity of communities and organizations, and the unique voices they support, considering the increasing challenges that are related to post-colonial and multi-cultural societies, climate change, resource scarcity and inequality. Each varied communities' demands, evaluating their specifications, and promoting a range of viewpoints within the community leads to enhancing resilience in a multi-diversified cultural community (“<i>Different voices contribute to a more</i></p>

	<p><i>comprehensive understanding of sustainability issues.”).</i></p> <p>Social sustainability depends on acknowledging and honoring the many cultures and customs of various communities. A more lively and diverse society is a result of cultural variety, and preserving cultural heritage is crucial to transferring customs and knowledge to next generations.</p> <p>Suriname has an outstanding social and multi - cultural diversity. Every culture, each community, every single person sees the world in a different way. Similarly, every culture, community, and person has different knowledge, perspectives, and points of view (<i>“Diverse backgrounds and experiences bring unique perspectives and solutions to the table.”</i>).</p> <p>Within the Surinamese multi-diverse human capital, individual and collective awareness is stimulated / encouraged to integrate all of these different views, which can create “miracles” leading to more innovative and effective strategies for achieving sustainable development goals. That is why it is important to value diversity, because people build a stronger sense of identity and wellbeing; also they can have better education and career outcomes when their diverse strengths, abilities, interests and perspectives are understood, valued and supported. Diversity can dispel negative stereotypes and personal biases about different groups; it helps us to recognize and respect “ways of being” that are not necessarily our own. In this regard it helps us to interact with others with trust, respect, and understanding.</p> <p>Diversity can enhance co-creativity if the effort or interventions is to encourage the search for actual information and plural perspectives, and to facilitate decision making and problem solving. Diversity is an asset to the sustainability efforts of communities and (non) governmental organizations, for it has the potential to support better decision-making, and make it easier to adopt structural and operational changes that benefit people, the planet, and their bottom line.</p>
Learning method	Interactive lectures: The classes are designed as interactive sessions consisting of theoretical introductions resulting in participatory debates.
Required pre-knowledge	Students used their knowledge obtained from the subjects: Sustainable Development Interventions & Inequality in Sustainable Development.
Type of examination	A transdisciplinary <b>creative mapping and analysis</b> of Sustainable Development through: <ul style="list-style-type: none"> <li>- Assignments during the course</li> <li>- Creative video presentation</li> <li>- Written paper</li> </ul>
Condition for taking the exam	Active course attendance is requested. Through creative methods enabling collaborative engagements in ‘infrastructural thinking’ and co-creative processes around sustainable development interventions.
Study material	Teaching materials and papers based on the selected themes/topics

Way of determining the grade	<ul style="list-style-type: none"> <li>- Assignment during the course: 10%</li> <li>- Creative video presentation: 45%</li> <li>- Written paper: 45%</li> </ul>
Course material	<p>PPT slides uploaded in Moodle</p> <p><i>Literature to be studied:</i></p> <p>Segerstedt,E. &amp; Abrahamsson,L. (2019). Diversity of livelihoods and social sustainability in established mining Communities - <a href="https://doi.org/10.1016/j.exis.2019.03.008">https://doi.org/10.1016/j.exis.2019.03.008</a></p> <p>The Extractive Industries and Society journal homepage: <a href="http://www.elsevier.com/locate/exis">www.elsevier.com/locate/exis</a></p> <p>Purwanto,Y, Sukara,E., Ajiningrum,P.S. &amp; Priatna,D. (2021). Cultural diversity and biodiversity as foundation of sustainable development - Article in Indonesian Journal of Applied Environmental Studies · May 2021; DOI: 10.33751/injast.v1i1.1976</p> <p>Van Opstal, M., Deschepper, R., Dahdouh-Guebas, F., Joiris, V., Van Bendegem, J. P., &amp; Koedam, N. (2013). SUSTAINABLE DEVELOPMENT &amp; DIVERSITY: REFLECTIONS ON KNOWLEDGE, CULTURAL DIVERSITY AND ENVIRONMENTAL SUSTAINABILITY FROM A TRANSDISCIPLINARY PERSPECTIVE. AD ALTA: Journal of Interdisciplinary <i>Research</i>, 3(2), 38–43.</p>

Course	Entrepreneurship & Innovation (5 SP)
Discipline	Theoretical Insight in SD
Contact hours per semester	28 hours
Year and semester	Year 2 – semester 4
Name lecturer(s)	Ir. Roy Silos ( <a href="mailto:roy.c.silos@gmail.com">roy.c.silos@gmail.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• have a solid critical understanding of the legal context and policy documents on entrepreneurship in their country [1C;8A];</li> <li>• know and understand the importance of different entrepreneurial competences at different stages in the lifecycle of a business [1C;8A];</li> <li>• understand the non-linear interaction among operational, social, ecological and financial factors [5A];</li> <li>• are capable of creating simple causal loop diagrams to describe such interactions [5A;6B;12AC];</li> <li>• can define and illustrate the differences among for profit, social and social profit entrepreneurship [1B;5A;6ABC;8A;9AB;10A;12ACDE];</li> <li>• can demonstrate how entrepreneurs can be change agents for communities [5A;10A;12CD];</li> <li>• know and understand the contribution of social, ecological and financial factors to sustainable entrepreneurship [1C;5A;9C;12A];</li> <li>• develop a non-profit structure [5ABC;6ABC;12ABCDE];</li> <li>• bring innovation in non-profit organization [6ABC;12ABCDE];</li> <li>• is able to conceptualize, design and implement whatever business they</li> </ul>

	want to follow [5ABC;6ABC;10B;12ABCDE]
Short description of the content of the course	<p>This course focuses on:</p> <ul style="list-style-type: none"> <li>• a broad and integrated understanding of sustainable entrepreneurship at the intersection of social, ecological and financial aspects of entrepreneurship at different stages of the lifecycle of a business;</li> <li>• the study of policy and legislation on entrepreneurship from the perspective of the concept on sustainable entrepreneurship.</li> <li>• getting students use to comment on policy papers as well as on current affairs appearing in the press. They have to read academic literature and use that to reflect upon the situation in their own country. A model of non-linear feedback loops (causal loop diagrams) will be introduced to understand and describe the interaction among factors in the business process.</li> <li>• the principles and structures of non- profit organizations. Students gain necessary skills for advancing the development of non-profit programs, assessing the efficiency of an organization, and for understanding the psychology behind management innovation of non-profit organizations' ideals to the public.</li> <li>• a systemic approach to education and research for sustainable entrepreneurship embedded in the larger context of sustainable development. Entrepreneurship is explored in how it is embedded in local community in larger context (regional, national, global) and also how smaller-scale social and personal dynamics have strengthen the community and its business-mind.</li> </ul>
Learning method	Self-directed preparatory reading; Thematic lectures; Integrative workshops; Interaction on the learning platform and Cases Debates, e-learning, interactive lectures, group discussions
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development.
Type of examination	Take Home exam, presentation of an entrepreneurship model
Condition for taking the exam	None
Study material	Reader, policy documents
Way of determining the grade	Take Home exam: 60% Presentation: entrepreneurship model: 40%
Course material	<p>Crijns, H., Verzele, F., en Vermeulen, S. (2008). Sociaal Ondernemen in Vlaanderen. Kennispartner</p> <p>International Standard Organization (2010). ISO 26000 Guidance on Social Responsibility - What is a Non-profit Corporation? - MyCorporation.com - <a href="http://www.mycorporation.com/non-profit.htm">http:// www.mycorporation.com/non-profit.htm</a> - Basic Overview of Non-profit Organizations (<a href="http://www.manage-">http://www.manage-</a></p>

	<p>menthelp.org/org_thry/np_thry/np_intro.htm  Non-Profit Organizations – Cornell Law School  (<a href="http://www.law.cornell.edu/wex/index.php/Non-profit_organizations#State_Judicial_Decisions">http://www.law.cornell.edu/wex/index.php/Non-profit_organizations#State_Judicial_Decisions</a>)</p>
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Course	Law & Sustainable Society (5 SP)
Discipline	Theoretical insight in SD
Contact hours	28 hours
Year and semester	Year 2 - semester 4
Name lecturer(s)	Dr. Chequita Akkal-Ramautar ( <a href="mailto:cheqram24@gmail.com">cheqram24@gmail.com</a> ) Mr. Sheik-Alibaks, MSc ( <a href="mailto:sheikh_alibaks@yahoo.com">sheikh_alibaks@yahoo.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• has knowledge about the legal system and the sustainable society and is able to monitor and interpret the way how the search for truth and the theories leading to it are established [1D];</li> <li>• has the ability to make references to and apply the Surinamese and international law and regulations in the field of sustainable development [8A];</li> <li>• is able to make an authentic contribution in expertise in the field of law and sustainable society, and demonstrate the originality and creativity in dealing with the law [5A;8A;12ADE];</li> <li>• is able to independently determine a course in self-actualization, doing research, practice of profession, and a choice for a place in society [8AB;12AC];</li> <li>• is able to communicate with peers and others about his research and problem solutions and debate about current developments within the law and sustainable society and the consequences for the society [6A;8AB;10ABC;12AC];</li> <li>• can critically value a legal argument regarding sustainable development and adopt a firm stance on it [9C];</li> <li>• is able to deal with a legal situation and form his opinion by reasoning on bases of incomplete or limited information, taking into account the social and ethical obligations that are related to the application of knowledge and opinions [12ACD];</li> <li>• is able to position his own research in a multi-disciplinary framework and/or is able to work in a multi-disciplinary research team relating to the law and regulation on sustainable development [12E];</li> <li>• is able to position the law and regulation on sustainable development in his own research and multi-disciplinary framework and/or is able to work in a research team; [8C;12E];</li> <li>• possesses the capability to discover certain links and new points of view in apparently trivial cases (thus, showing originality in his critical consciousness) [8AC]</li> </ul>
Short description of the content of	The main objective of this course is the acquisition of knowledge and

the course	insight about the law as a mean to establish sustainable development in society so that a sustainable society/community can be created. The law and regulations, nationally and internationally, are broadly discussed. It is about the national regulations and the international treaties to which the Republic of Suriname is committed. To achieve this goal, the MSD graduate should be able to identify and apply legal rules (legal and other juridical rules). Likewise, he should be able to – after research – to specify which legal rules are to be adjusted and how. In doing so, the MSD graduate can give direction to the establishment and the maintenance of a sustainable society.
Learning method	The study material will be taught in 2 listening as well as in 2 work sessions. The students will get research assignments that will help determine the final grades. Research assignments deal with topics that are related to the establishment and the maintenance of sustainable societies through the legal system
Required pre-knowledge	Knowledge of basic concepts and fundamentals of the Law; Basic knowledge of the Surinamese Legal system.
Type of examination	Written paper & oral presentation
Condition for taking the exam	None
Study material	Reader. Lecturers will provide an updated literature list before the start of the lectures.
Way of determining the grade	Written paper 50% Oral presentation 50%
Course material	Reader. Lecturers will provide an updated literature list before the start of the lectures.

Course	Capita Selecta (5 SP)
Discipline	Theoretical insights in SD
Contact hours	28 hours
Year and semester	Year 2 - semester 3
Name lecturer(s)	Prof. dr. Wim van Petegem ( <a href="mailto:wim.vanpetegem@kuleuven.be">wim.vanpetegem@kuleuven.be</a> ) Mr. Rinesh Kowlesar, MSc ( <a href="mailto:rineshgowlesar@gmail.com">rineshgowlesar@gmail.com</a> ) - counterpart
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>independently study a specialized (sub)topic of Sustainable Development in-depth; [1A;2ABCD;8B;12A;13A]</li> <li>choose an appropriate research methodology to investigate a given theme/(sub)topic; [4A;5AC]</li> <li>plan and carry out theoretical, empirical, or applied research for the debate; [4A;5BC;11A]</li> <li>find, analyze and appropriately refer to literature relevant to the provided theme/(sub)topic; [5A;7D]</li> <li>write a paper/academic report on critical reflection on the lectures and the presentation of the guest speaker; [6B;10B;12ACD;13A]</li> <li>give an oral presentation on the results of the research in the form of a debate; [10B;12ABCD;13A]</li> </ul>

Short description of the content of the course	This course provides insight into specific themes/(sub)topics of interest provided by the lecturer regarding sustainable development. This course aims to deepen the students' understanding of certain key aspects of the provided theme's by enabling them to explore the implications of important issues in the field of sustainable development. Active participation of the student is expected: introductory reading about the topics, independent research, and preparing input material for engaging in a debate. For each theme/topic we intend to have (a) guest speaker(s), and the students are required to actively participate in a debate with the guest speaker. Upon completion of this course, students must demonstrate their ability to critically reflect on the identified issues in sustainable development and produce an overall critical written analysis.
Learning method	Interactive discussions: The classes are designed as interactive sessions consisting of theoretical introductions followed by some hands-on exercises and resulting in participatory debates with experts/guest speakers.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about the theme/topic to be studied.
Type of examination	The student will actively participate in debates and will write individually a three page critical reflection on the lecturers and the presentation of the guest speakers.
Condition for taking the exam	Active participation
Study material	Teaching materials and papers based on the selected themes/topics
Way of determining the grade	<ul style="list-style-type: none"> <li>• Debate (group) 50%</li> <li>• Paper: critical reflection paper (3 A-4 pages) on chosen theme (individual) 50%</li> </ul>
Course material	Depending on chosen topic

## Outline of the third year courses

Course	Social Policy Analysis & Evaluation (5 SP)
Discipline	Professional Practices of SD
Contact hours	28 hours
Year and semester	Year 3 - semester 5
Name lecturer(s)	Jair Schalkwijk, MSc ( <a href="mailto:jair.schalkwijk@uvs.edu">jair.schalkwijk@uvs.edu</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• apply the theoretical knowledge for the analysis of a policy problem/intervention. [2ABCD;3ABCD;5AC;12AD];</li> <li>• identify the factors that impede/enhance the impact of research in policy. [2ABCD;3ABCD;5ABC;12AD];</li> <li>• substantiate and convincingly indicate what implications the results of a research could/should have for policy in a specific context and to debate about this. [2ABCD;3ABCD;5ABC;10AB;12AD];</li> <li>• present the results of a policy research concisely (orally and in writing) to stakeholders in the research. [9C;10AB;12AD;13A];</li> <li>• make a critical analysis of policy interventions through a thorough evaluation thereof. [2ABCD;3ABCD;5ABC;9A;10AB;12AD;13A];</li> <li>• support policy with information from quantitative databases, but also independently conduct good quantitative research in support of policy. [2ABCD;3ABCD;5ABC;9A;10AB;12AD;13AC]</li> </ul>
Short description of the content of the course	<p>Many social scientists end up in positions in which they have to deal with policy research (e.g. policy advisor/policy researcher). In this course, students will get a sense of the context in which policy research is carried out and has an impact on government policy, as well as learning how to operate within it. The students learn to think in a theoretical way about the foundations of policy. These foundations concern both the why of a public policy intervention and the way in which this intervention is supposed to work. The students also learn the various ways in which policy evaluations are carried out and apply this knowledge in assessing the quality and information value of policy evaluations carried out by others. She or he has a keen capacity for criticism when it comes to the extent to which evaluations lead to (theoretical) knowledge. A special focus will be on policies in Latin America and the Caribbean.</p> <p>After this course, the student can learn to analyze whether a policy intervention is necessary and, if so, what form the intervention should take. Students also learn to evaluate implemented policy and to make policy recommendations and suggestions for follow-up research in a thorough research report. The topics: Policy Design, Policy Analysis and Policy Evaluation are discussed in detail.</p>
Learning method	Interactive lectures: The classes are designed as interactive sessions consisting of theoretical introductions resulting in participatory debates.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about the theme/topic to be studied.

Type of examination	Presentations, short reports and paper
Condition for taking the exam	
Study material	Teaching materials and papers based on the selected themes/topics
Way of determining the grade	Short reports (Written assignments) (20%) Presentations (10%) Paper (70%)
Course material	<p>Course materials (including readings) will be introduced every week.</p> <p><b>1. Social Policy Analysis (±200p):</b></p> <p>Hoesel van, P.H.M., Mevissen, J.M.W. &amp; Dekker, B. (red.) (2014). <i>Kennis voor Beleid: Beleidsonderzoek in Nederland</i>. Assen: Van Gorcum. (± 60p)</p> <p>Hoofdstuk 1 Wat is beleidsonderzoek</p> <p>Hoofdstuk 6 Het beleidsproces en de rol van onderzoek</p> <p>Hoofdstuk 7 Typen beleidsonderzoek en het beleidsproces</p> <p>Hoofdstuk 11 Risico's en remedies. Kritiek op beleidsonderzoek en wat ervan te leren</p> <p>Le Grand, J. (1995). Knights, Knaves or Pawns? Human Behaviour and Social Policy. <i>Journal of Social Policy</i>, 26 (2), 149-169. (20p)</p> <p>Le Grand, J. (2010). Knights and Knaves Return: Public Service Motivation and the Delivery of Public Services. <i>International Public Management Journal</i>, 13 (1), 56-71. (15p)</p> <p>Lucas, H. &amp; Cornwall, A. (2003). <i>Researching Social Policy</i>. IDS Working Paper 185. Sussex: Institute of Development Studies. (34p)</p> <p>McPhail, B.A. (2003). A Feminist Policy Analysis Framework: Through a Gendered Lens. <i>The Social Policy Journal</i>, 2 (2/3), 39-61. (22p)</p> <p>Weimer, D.L. &amp; Vining, A.R. (2016). <i>Policy Analysis: Concepts and Practice: edition no 5</i>. New York: Routledge. (enkele gedeelten ± 50p)</p> <p><b>2. Evaluation (±150 p):</b></p> <p>Carden, F. &amp; Alkin, M.C. (2012). Evaluation Roots: An International Perspective. <i>Journal of MultiDisciplinary Evaluation</i>, 8 (17), 102-118. (16p)</p> <p>Cracknell, B.E. (2000). <i>Evaluating development aid: issues, problems and solutions</i>. New Delhi: Sage publications.</p> <p>Chapter 3 A Taxonomy of Aid Evaluation (11p)</p> <p>Johnston-Goodstar, K. (2012). Decolonizing Evaluation: The Necessity of Evaluation Advisory Groups in Indigenous Evaluation. In: Roholt, R.V. &amp; Baizerman, M.L. (eds.). <i>Evaluation Advisory Groups: New Directions for Evaluation</i>, 136, 109-117. (8p)</p> <p>Samson, M. (et al.) (2015). <i>Methods of Measuring the Impacts of Social Policy in Political, Economic and Social Dimensions</i>. UNRISD Working Paper No. 2015-4. Geneva: United Nations Research Institute for Social Development. (33p)</p> <p>Savedoff, W.D. (et al.) (2006). <i>When Will We Ever Learn? Improving lives through impact evaluation</i>. Washington, D.C.: Center for Global Development. (p 45 excluding appendices)</p> <p>Swanborn, P.G. (2012). <i>Evalueren: tweede druk</i>. Amsterdam: Boom Lemma</p>

	<p>Uitgevers.</p> <p>Hoofdstuk 2 Soorten van evaluatie-onderzoek (26p)</p> <p><b>3. Latin America &amp; the Caribbean (±120 p):</b></p> <p>Bowen, G.A. (2007). The Challenges of Poverty and Social Welfare in the Caribbean. <i>International Journal of Social Welfare</i>, 16, 150-158. (8p)</p> <p>Byron, J. (n.d.). <i>Notes on the Development of Social Policy in the Caribbean</i>. Institute of International Relations, UWI St. Augustine, Trinidad. (15p)</p> <p>Fleury, S. (2017). <i>The Welfare State in Latin America: reform, innovation and fatigue</i>. <i>Reports in Public Health (Cadernos de Saúde Pública)</i>, 33, 1-10. (9p)</p> <p>González, C. (2015). Social Policies in Contemporary Latin America: Families and Poverty in the Social Protection Systems. <i>Social Sciences</i>, 4, 134-147. (13p)</p> <p>Lashley, J. (2008). <i>The Institutionalization of Social Policy in the Caribbean</i>. Organization of American States. Inter-American Council for Integral Development. (26p)</p> <p>Levy, S. &amp; Schady, N. (2013). Latin America's Social Policy Challenge: Education, Social Insurance, Redistribution. <i>Journal of Economic Perspectives</i>, 27 (2), 193-218. (25p)</p> <p>Mares, I. &amp; Carnes, M.E. (2009). Social Policy in Developing Countries. <i>Annual Review of Political Science</i>, 12, 93-113. (20p)</p> <p><i>Ondersteunende teksten die vooral gaan over beleid in Suriname, deze worden tijdens het college beschikbaar gesteld</i></p>
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Course	Economic Policy Analysis & Evaluation (5SP)
Discipline	Professional Practice of SD
Contact hours per semester	28 hours
Year and semester	Year 3 – semester 5
Name lecturer(s)	Senior lecturer: Vacature R. Jhari, MSc, MBA, MMA ( <a href="mailto:ranoe.jhari@uvs.edu">ranoe.jhari@uvs.edu</a> ) - counterpart
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• understand the theoretical framework for and against government intervention in modern economies [2D;3ABCD];</li> <li>• understand the framework for the development and evaluation of economic policies [2D;3ABCD];</li> <li>• understand the limitations of economic policies [2CD;3ABCD];</li> <li>• conduct critical evaluations of actual economic policies [5ABC;9A;12AD;13A];</li> <li>• critically analyze economic policy debates conducted in the media and by politicians [5ABC;9ABC;12AD;13A];</li> <li>• provide a balanced and coherent discussion of conceptual, methodological and ethical issues underlying the identification, selection, implementation and evaluation of a variety of micro and macro-economic policy proposals [5ABC;9A;12ACD;13AC];</li> <li>• construct effective reports aimed at briefing policy makers, both individually and in groups, of a professional standard, to communicate</li> </ul>

	the results of their analysis to non-economists, including the general public [5ABC;7CD;9A;10A;12ABCD;13AC];
Short description of the content of the course	<p>Economics is more relevant than ever to understand current economic events and to give businesses and governments the tools and methods they need to analyze and explain the challenges they confront.</p> <p>This course provides a broader and greater depth of understanding of economics that informs a wider and deeper understanding of the design, development and evaluation of economic and social policies. Students are provided with the theoretical tools needed to design such policies and with the empirical tools needed to evaluate them. The key aspects of this module are the relationship to contemporary policy issues, use of data and empirical evidence and appreciation of the how to write up evaluations of actual economic policies. A variety of economic policy issues in Suriname will be studied</p> <p>Students will apply these tools to write policy reports for the policy maker. Case studies and empirical examples will be discussed, and will offer a model for the issues which students are required to research and write about. This focus provides opportunities to develop a range of highly transferable skills and to develop as autonomous learners.</p>
Learning method	Interactive class lectures; discussions, debates, ppt course material
Required pre-knowledge	Introduction to SD
Type of examination	Group assignment (presentation) and individual assignment (essay)
Condition for taking the exam	None
Study material	Lecture material in ppt; provide articles and papers;
Way of determining the grade	<ul style="list-style-type: none"> <li>• Group assignment: presentation (40%) of a pre-Recorded Video Presentation using slides for a maximum duration of 10 minutes</li> <li>• Individual assignment (60%) – essay consisting of a technical economic evaluation of policy applied in a sector (2000 words)</li> </ul>
Course material	<p>Course materials (including readings) will be introduced every week.</p> <p>Miller, R.L. (2017): Economics of Public Issues, The, 20th edition. Published by Pearson (July 11th 2017) - Copyright © 2018</p>

Course	Institutional Policy Analysis & Evaluation (5 SP)
Discipline	Professional Practice of SD
Contact hours	28 hours
Year and semester	Year 3 - semester 5
Name lecturer(s)	Drs. Ashna Ramdhan (ashna_ramdhan@hotmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• have an insight in how policy is made and implemented within the governmental system in Suriname [2D;3ABCD];</li> <li>• give a definition of democracy and establish a relationship between democracy and constitutional law and the problems and fields of</li> </ul>

	<p>tension that causes democracy movements [2D;3ABCD];</p> <ul style="list-style-type: none"> <li>• show knowledge and insight in problems, theories and research in the field of political representation and constitutional issues [2D;3ABCD;5A;12AD];</li> <li>• make a comparison of different models for the relation between parliament and government (institutional model, intraparty model, arena model, and market-place model) and checks by means of interviews with members of the Parliament which model seen from the empiric perspective is the most accurate [5ABC;7D;9ABC;12AD;13A];</li> <li>• apply theoretical knowledge for the analysis of a policy problem or intervention [5ABC;7D];</li> <li>• identify and evaluate factors that impede or reinforce the effect of research in policy [5ABC;7D;12A]</li> <li>• discuss or debate with sustained research information what implications the outcomes of a study on policy could have [9ABC;10AB;12ACD;13A];</li> <li>• formulate solutions for implementing sustainable policy measures or activities within institutions [5A;7CD;9ABC;12AD;13A];</li> <li>• present the outcomes of policy research to stakeholders [10AB;13A];</li> <li>• critically analyzing policy interventions through thorough evaluation [5ABC;7D;12AD];</li> <li>• support policy making by evaluating quantitative databases both independently and in groups [5B;7D;10AB;12AD;13A]</li> </ul>
Short description of the content of the course	<p>This course explores the complexity of contemporary governance and its effects on the policymaking process. Students are taught to examine the different actors involved in policymaking across a range of regional, national and international settings, and will identify the powers available to such actors to influence policy. Furthermore, they acquire a detailed understanding of the wider political, economic and social considerations that shape the policy process.</p> <p>Relevant topics in this course are:</p> <ol style="list-style-type: none"> <li>1. Developing sustainable policy</li> <li>2. Integrated sustainability analysis</li> <li>3. Policy cycle model and concepts</li> </ol>
Learning method	Debate, discussion groups, dialogical conversations
Required pre-knowledge	There is no specific prior knowledge required for this course.
Type of examination	Assignments: case study and paper
Condition for taking the exam	None
Study material	Reader, PowerPoints, book
Way of determining the grade	Case study: 50% Paper: 50%

Course material	<p>Driessen, P, Glasbergen, P., and Verdaas, C. (2020 ). Interactive policy-making – a model of management for public works. January 2001 European Journal of Operational Research 128(2). DOI: 10.1016/S0377-2217(00)00075-8</p> <p>Hoogerwerf, A., Herweijer, M. and van Montfoort, A. (2021). Overheidsbeleid Een inleiding in de beleidswetenschap. ISBN13:9789013163933 / Uitgever:Wolters Kluwer / 332 p.</p> <p>Lachman, D. (2021). Meerjaren Ontwikkelingsplan 2022-2026 van de Republiek Suriname</p> <p>Lemstra, W., Versteden, C. en Kuijken, W. (1996). Handboek overheidsmanagement, Samsom HD Tjeenk Willink</p> <p>Sedney, J. (1997). De toekomst van ons verleden, democratie, etniciteit en politieke machtsvorming in Suriname, Vaco, Paramaribo</p>
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Course	Transition Management of Social Development (5sp)
Discipline	Professional Practice of SD
Contact hours	28 hours
Year and semester	Year 3 - semester 5
Name lecturer(s)	Dr. Randy van Zichem (ammarzich@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• <i>describe</i> the origin, evolution, critique, development of theory and practice of TM as a new paradigm and approach in multi-disciplinary research and governance, regarding social and sustainable development. [2ABD;3ABC;12A]</li> <li>• <i>point out</i> how TM differs from traditional governance approaches to social and sustainable development. [2ABD;3ABC;6B;7A;9ABC;12A;13A]</li> <li>• <i>recognize</i> the need for a more collaborative form of problem framing, future envisioning, policy formulation and governance to deal with the challenges of achieving social and sustainable development. [2ABD;3ABC;6BC;7A;9ABC;12ACD;13A]</li> <li>• <i>explain</i> in what way TM facilitate and accelerate sustainability transitions through a participatory process of visioning, learning and experimenting based on the 4 Ps: Purpose, Picture, Plan and Part. [2ABD;3ABC;6BC;7A;9ABC;10AB;12ACD;13A]</li> <li>• <i>define</i> how to use a set of tools for governing sustainability transitions and developing the relevant capacities of actors and multi-stakeholder groups. [2ABD;3ABC;6BC;7A;9ABC;12ACD;13A]</li> <li>• <i>design</i> governance approaches that consider a feasible timeframe, different perspectives, relevant future developments, and take the societal complexity as point of departure to frame and integrate regular and innovative approaches and instruments for social innovation towards sustain-ability. [2ABD;3ABC;6BC;7AB;9ABC;12ACD;13A]</li> </ul>

Short description of the content of the course	<p>Transition management (TM) appeared some twenty years ago as a new governance approach for Sustainable Development, which the students will be conceptualizing here as those persistent problems in (Western industrialized) societies that can only be dealt with on a long-term basis (decades or more) and through specific types of network and decision-making processes.</p> <p>TM is a new non-traditional mode of governance for sustainable development, based on the rationale that in order to deal with persistent complex societal problems, sustainability cannot be reached through top-down approaches or bottom-up innovation and liberalization strategies only.</p> <p>Governance approaches need to take into account a very long-time horizon, a variety of actors with different perspectives and levels of scale, and uncertain future development. TM takes the societal complexity as point of departure to frame and integrate regular and innovative approaches and instruments for social innovation towards sustainability.</p> <p>With TM the students understand how to combine long-term envisioning, short-term experiments, and social learning as a scientifically based approach for the implementation, coordination and structuration of transition management processes. Within the transition arena creators and innovators with various backgrounds, perspectives and ambitions are team up to develop shared long-term perspectives. That is why a transition agenda will influence regular policy and our societal systems. This approach has been successfully applied in areas of sustainable energy, mobility, agriculture and housing. TM serves as a new paradigm and approach in multi-disciplinary research and governance.</p>
Learning method	Interactive lectures: The classes are designed as interactive sessions consisting of theoretical introductions resulting in participatory debates.
Required pre-knowledge	Students are expected to have a bachelor's degree and to have basic knowledge about the theme/topic to be studied.
Type of examination	Presentation and TM-design proposal
Condition for taking the exam	None
Study material	Teaching materials and papers based on the selected themes/topics
Way of determining the grade	<ul style="list-style-type: none"> <li>• TM-design proposal (80%)</li> <li>• Presentation (20%)</li> </ul>
Course material (docent komt met overige literatuur)	<p>Loorbach, D.A. (2007, June 7). Transition Management: new mode of governance for sustainable development. Retrieved from <a href="http://hdl.handle.net/1765/10200">http://hdl.handle.net/1765/10200</a></p> <p>Ueta, K., &amp; Adachi, Y. (2014). Transition Management for Sustainable Development. United Nations Univ.</p> <p>Loorbach, D. (2010a). Transition Management for Sustainable Development: A Prescriptive, Complexity-Based Governance Framework. <i>Governance</i>, 23(1), 161–183. <a href="https://doi.org/10.1111/j.1468-0491.2009.01471.x">https://doi.org/10.1111/j.1468-0491.2009.01471.x</a></p> <p>Kemp, R., Loorbach, D., &amp; Rotmans, J. (2007). Transition management as a model for managing processes of co-evolution towards sustainable development. <i>International Journal of Sustainable Development and World Ecology</i>, 14(1), 78–91.</p>

	<p><a href="https://doi.org/10.1080/13504500709469709">https://doi.org/10.1080/13504500709469709</a>          Schöpke, N., Omann, I., Wittmayer, J. M., Van Steenberg, F., &amp; Mock, M. (2017). Linking Transitions to Sustainability: A Study of the Societal Effects of Transition Management. <i>Sustainability</i>, 9(5), 737. <a href="https://doi.org/10.3390/su9050737">https://doi.org/10.3390/su9050737</a></p> <p>Grin, J., Rotmans, J., &amp; Schot, J. (2011). Transitions to Sustainable Development: New Directions in the Study of Long Term Transformative Change.</p>
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<b>Course</b>	<b>Transition Management for Economic Development (5 SP)</b>
Discipline	Professional Practice of SD
Contact hours per semester	28 hours
Year and semester	Year 3 – Semester 5
Name lecturer(s)	Senior lecturer: vacature R. Kowlesar, MSc ( <a href="mailto:rineshkowlesar@gmail.com">rineshkowlesar@gmail.com</a> ) – Counterpart
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• understand the meaning of transition management and the process that is involved with this concept [2CD];</li> <li>• understand the complex processes and specific demands of transition and emerging economies [2CD;3A;12A];</li> <li>• have an understanding of the concept of sustainability and the difficulties associated with trying to apply sustainability [2CD;3ABCD];</li> <li>• comprehend the various areas of transition, including economic, legal, political, social, and environmental aspects and their interlinkages [2CD;6AB;9ABC;12ACDE];</li> <li>• gain knowledge as well as practical competences in methods and strategies to enhance the transition process in the economy of developing countries [2CD;6ABC;7AB;9ABC;12ACDE;13A];</li> <li>• develop and or improve its management skills as a transition agent in Sustainable development [10A;12ABCD;13ABC].</li> </ul>
Short description of the content of the course	<p>This course will focus on transition management and how we can apply transition management on the economic sectors.</p> <p>Transition Management addresses the enormous economic and political transformations we observe in many transitions and emerging economies worldwide. Their societies are changing from state management to a market economy, from autocracy to democracy, often at a rapid pace and at higher income and technology levels than in a typical developing country. There is a need to precisely examine the problems brought about by the economic mechanisms standing in the way of this goal—in particular globalization—and to draw up plans to counteract these influences. In the meantime, sustainability transitions do require a series of system innovations and transitions, and it is important to foster robust environmental governance for sustainable development.</p>

	<p>Rethinking traditional linear economic models and building institutional capacity for collaborative modes of governance are key to achieving sustainable development. New foundations for implementing structural and policy reform that can serve as a catalyst and vehicle for sustainability and social innovation are necessary in light of these terrible issues.</p> <p>A tried-and-true framework for such a reflexive governance approach is provided by transition management, which has its roots in the study of changes in socio-technical systems. The term "transitions" in this context refers to multiphase social and institutional change processes that reflect specific diagnostics of issues attributed to the path dependency of dominant and unsustainable practices and institutions, whose resolution requires structural and long-term outlooks.</p> <p>In establishing and developing transition arenas, dedicated teams face the challenging tasks of aligning key enabling factors for change, by leveraging both the existing body of critical knowledge regarding sustainability transitions and their governance and the seeds of change already present in the local or regional communities.</p> <p>The multiple economic, environmental, and social challenges we are currently facing means that companies need to rethink their strategy, their business model, and their relationship with society. The transition to a sustainable and responsible approach to business is more than just an imperative. It is an opportunity, which enables organizations to create new forms of competitive advantage, to invent new business models, to control their risks, to stimulate innovation, and to develop more inclusive management styles. Everyone, at his or her level of the organization, has an important role to play.</p>
Learning method	Interactive class lectures; discussions, debates, presentation
Required pre-knowledge	Introduction to SD
Type of examination	Group assignments: reviewing papers for debates; Individual assignment: open book exam or take-home exam
Condition for taking the exam	None
Study material	Lecture material in ppt; provide articles and papers
Way of determining the grade	Written exam (open book or take home): 70% Debate about peer-reviewed articles: 30%
Course material	<p>Chappin, E. and Dijkema, G. P. J., Modeling for Transition Management (June 15, 2015). Available at SSRN: <a href="https://ssrn.com/abstract=2618413">https://ssrn.com/abstract=2618413</a> or <a href="http://dx.doi.org/10.2139/ssrn.2618413">http://dx.doi.org/10.2139/ssrn.2618413</a></p> <p>Kahane, A. (2020). Transformative Scenario Planning: Working Together to Change the Future. San Francisco: Berrett-Koehler Publishers.</p> <p>Kemp, R., Loorbach, D and Rotmans, J.: Transition management as a model for managing processes of co-evolution towards sustainable development. International Journal of Sustainable Development &amp; World Ecology 14 (2007) 1–15</p>

	<p>Kemp,R. and Babette Never,B. : (2017): Green transition, industrial policy, and economic development. Oxford Review of Economic Policy, Volume 33, Number 1, 2017, pp. 66–84</p> <p>Ori, H.R. (2011). Strategically changing and sustaining the tourism policy for Suriname, Research paper, Vrije Universiteit Brussel &amp; Anton de Kom Universiteit van Suriname, VUPRESS, Brussel.</p> <p>Moreno, J.A.R. (2022): A transition management methodological framework towards an industrial symbiosis with a circular economy. Dissertation Tecnum Universidad de Navarra  <a href="https://dadun.unav.edu/bitstream/10171/64586/1/John%20Rinc%C3%B3n%20Moreno.pdf">https://dadun.unav.edu/bitstream/10171/64586/1/John%20Rinc%C3%B3n%20Moreno.pdf</a></p>
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Course	Transition Management in Public Policy Development (5 SP)
Discipline	Professional Practice of SD
Contact hours	28 hours
Year and semester	Year 3 - semester 5
Name lecturer(s)	Dr. C. Ramautar ( <a href="mailto:cheqram24@gmail.com">cheqram24@gmail.com</a> ) Mr. S.Sheikh-Alibaks, MSc. ( <a href="mailto:sheikh_alibaks@yahoo.com">sheikh_alibaks@yahoo.com</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• understand the meaning of transition management and the process that is involved with this concept [2D;3B;7B];</li> <li>• have a basic understanding of the nature of the public policy system [2D;3A];</li> <li>• appreciate the positive and negative impacts of public policy development activity [12AC];</li> <li>• have an understanding of the concept of sustainability and the difficulties associated with trying to apply sustainability [5C;7A;9ABC];</li> <li>• recognize the different ways that public policy development can pursue sustainability objectives and the limitations likely to be experienced [9A;12DE;13A];</li> <li>• provide an appreciation of how the sustainability issue pervades all aspects of the public policy development process and applies to all stakeholders [6A;10A;13A];</li> </ul>
Short description of the content of the course	<p>Transition management is a multilevel model of governance which shapes processes of co-evolution using visions, transition experiments and cycles of learning and adaptation. Transition management helps societies to transform themselves in a gradual, reflexive way through guided processes of variation and selection, the outcomes of which are stepping stones for further change. It shows that societies can break free from existing practices and technologies, by engaging in co-evolutionary steering (René Kemp, Derk Loorbach, Jan Rotmans, 2007)</p> <p>Decisionmakers need more specific types of network and decision-making processes. This course will focus on transition management and how we</p>

	can apply transition management on the development of the public policy sector.
Learning method	Interactive lectures, case studies, group discussions, paper and literature review
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability, policy and sustainable development
Type of examination	Assignment (case) paper
Condition for taking the exam	None
Study material	Reader, PowerPoint, book
Way of determining the grade	Assignment/paper 60% Presentation 40%
Course material	To be determined by the lecturer

Course	Integrated Project (10 SP)
Discipline	Main module
Contact hours per semester	28 hours (7 days, 4 hours)
Year and semester	Year 3 – Semester 5
Name lecturer(s)	Dr. Wasudha Malgie ( <a href="mailto:wasudha.malgie@uvs.edu">wasudha.malgie@uvs.edu</a> ) Ranoë Jhari, MSc, MMA, MBA ( <a href="mailto:ranoe.jhari@uvs.edu">ranoe.jhari@uvs.edu</a> ) Rinesh Kowlesar, MSc ( <a href="mailto:rinesh.kowlesar@uvs.edu">rinesh.kowlesar@uvs.edu</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• explain and discuss aspects concerning the concept of Sustainable Development and Sustainable management in relation to the SDG goals in general and in Suriname specific [1A;2ABCD;9AB;10A;12ABD];</li> <li>• write an integrated project including field research, collect data, analyze data and discuss the results in general and the recommendations in specific [3AD; 5A;6A;7AD;11B;12ADE];</li> <li>• have an inter- and transdisciplinary approach to identify the community development, civic participation, good governance and entrepreneurship tools to execute and monitor the integrated project [2ABCD;6ABC;7ABC;8C;12AD;13AB];</li> <li>• critically analyze Sustainable development tools and to some extent identify their sociological, economical, governance and ecological impacts as well as the consequences for the community or local government [1ABCDE;6B];</li> <li>• critically analyze and evaluate his/her own role in the group as a team member and their personal growth [11AB;12ACD;13B];</li> <li>• present the research and development (R&amp;D) tools of the identified project in a scientific, ethical way to the peer groups or other stakeholders [5C;6AB;8ABC;10A;12ABD;13AD]</li> </ul>

Short description of the content of the course	This course explores the main role of integrated project and the concept of Sustainable Development in different approaches and fields. The students will have to identify a research topic withing their group on a specific subject, issue or observation. The students will have an interdisciplinary approach of the sociological, economical, governance and ecological impacts as well as the consequences for the community or local government in Suriname. Furthermore, a project will be written and present to stakeholder or peer group. Recommendations should be done to the research group where the research is done. The focus will also be the importance of teamwork, personal growth and to strength the key competences of an academic student.
Learning method	Interactive discussion; dialogical conversations; reviewing cases and papers; PowerPoint lectures
Required pre-knowledge	Courses from the BSc. (Regarding organizational management and policy development). The students should pass the following courses to enroll to in the course: <ol style="list-style-type: none"> <li>1. All course of the first year</li> <li>2. The second year: <ul style="list-style-type: none"> <li>• SD interventions</li> <li>• Critical Research Methodology</li> <li>• Project Development and Management</li> <li>• Data Science in context</li> </ul> </li> </ol>
Type of examination	Assignment with presentation
Condition for taking the exam	None
Study material	Syllabus, articles and books on sustainable development will be used during the sessions. During the sessions, slides-presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed.
Way of determining the grade	Project 70% (integrated project) Presentation 30%
Course material	Cerezo-Narváez, A., Pastor-Fernández, A., Otero-Mateo, M., & Ballesteros-Pérez, P. (2021). The relationship between building agents in the context of integrated project management: A prospective analysis. <i>Buildings</i> , 11(5), 184. Eisenmenger, N., Pichler, M., Krenmayr, N., Noll, D., Plank, B., Schalmann, E., & Gingrich, S. (2020). The Sustainable Development Goals prioritize economic growth over sustainable resource use: a critical reflection on the SDGs from a socio-ecological perspective. <i>Sustainability Science</i> , 15, 1101-1110. Holmberg, J., & Sandbrook, R. (2019). Sustainable development: what is to be done?. In <i>Policies for a small planet</i> (pp. 19-38). Routledge. Pizzi, S., Caputo, A., Corvino, A., & Venturelli, A. (2020). Management research and the UN sustainable development goals (SDGs): A bibliometric investigation and systematic review. <i>Journal of cleaner production</i> , 276, 124033. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). <i>An introduction to</i>

	<p><i>sustainable development</i>. Earthscan.</p> <p>Sachs, J., Kroll, C., Lafortune, G., Fuller, G., &amp; Woelm, F. (2022). <i>Sustainable development report 2022</i>. Cambridge University Press.</p> <p>Salas-Zapata, W. A., &amp; Ortiz-Muñoz, S. M. (2019). Analysis of meanings of the concept of sustainability. <i>Sustainable Development</i>, 27(1), 153-161.</p> <p>Stichting Planbureau Suriname (2022). 2022-2026 Policy Development Plan. Publication of the Stichting. Planbureau Suriname</p> <p>Vanhoucke, M., Coelho, J., &amp; Batselier, J. (2016). An overview of project data for integrated project management and control. <i>Journal of Modern Project Management</i>, 3(3), 6-21.</p>
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Course	Master Thesis (20SP)
Discipline	Research into SD
Contact hours	50 hours
Year and semester	Year 3 - semester 6
Name lecturer(s)	Coördinators: Dr. Wasudha Malgie ( <a href="mailto:wasudha.malgie@uvs.edu">wasudha.malgie@uvs.edu</a> ) Ranoë Jhari, MSc, MBA, MMA ( <a href="mailto:ranoe.jhari@uvs.edu">ranoe.jhari@uvs.edu</a> ) Rinesh Kowlesar ( <a href="mailto:rinesh.kowlesar@uvs.edu">rinesh.kowlesar@uvs.edu</a> )
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> <li>• carry out a research project, under the supervision of a supervisor [5ABC;6ABC;7AB;11AB;13AD];</li> <li>• argue and document the methodology of the research [4ABCD;5ABC;6ABC;12ADE;13A];</li> <li>• report the research findings and their significance in a critical-scientific way [7CD;8ABC;9ABC;10ABC;11C;12ADE;13A];</li> <li>• write a thesis that corresponds in form and content to the generally applicable scientific standards and scientific language (in Dutch or English) [1ABCDE; 2ABCD; 3ABCD; 4C; 5ABC; 6C; 7CD; 8A;9ABC;10B;12ABCDE;13ABCD];</li> <li>• communicate orally (presentation) and defend the master's thesis [10ABC;11C;12DE;13ACD].</li> </ul>
Short description of the content of the course	<p>During the preparation of the MSc dissertation research skills and attitude are developed like:</p> <ol style="list-style-type: none"> <li>1. assessment of a clearly defined research problem;</li> <li>2. formulation of clear research questions;</li> <li>3. set-up of an appropriate methodology;</li> <li>4. conducting a critical literature study;</li> <li>5. accurate and correct collection of data (either from laboratory or field work, or through questionnaires);</li> <li>6. accurate and correct data processing;</li> <li>7. critical analysis of the data;</li> <li>8. synthesizing the results;</li> <li>9. writing the thesis;</li> <li>10. demonstrating a sufficient level of self-dependence, motivation,</li> </ol>

	<p>industriousness and initiative to obtain the final competences listed above;</p> <ol style="list-style-type: none"> <li>11. a clear oral presentation of the obtained scientific results;</li> <li>12. ability to argue in a scientific way during a discussion of the results with the examination jury.</li> </ol>
Learning method	During the preparation of the MSc dissertation, the student is actively coached by the supervisor /promoter and/or the co-supervisor/co-promoter. If applicable, a tutor is named.
Required pre-knowledge	The starting competences are, on top of those of a BSc, a profound scientific basic knowledge, and the skills of a methodological approach to research in the MSD domains.
Type of examination	Final thesis
Condition for taking the exam	Meet requirements specified in thesis regulations
Study material	Instruction at the Moodle, several PowerPoint, articles and other specification instruction
Way of determining the grade	Final thesis 70%, oral presentation 10%, thesis defense 20%
Course material	<p>APA 7<sup>th</sup> edi manuals</p> <p>Gruba, P., &amp; Zobel, J. (2017). How To Write Your First Thesis. Textbook</p> <p>Nguyen B. Y. (2013). How to Write a Master's Thesis.</p>

## Annex 1 End qualifications MSD program

The endqualifications of the MSc in Sustainable Development (MSD)		
#	EQ	PQ
<b>The MSD graduate has regarding:</b>		
<b>Knowledge &amp; Insight</b>		
1	knowledge of and insight into sustainable development from a sociological, economic, administrative and ecological perspective, including the dimensions of sustainable development, namely the 5P's: People, Planet, Prosperity, Peace and Partnerships.	<p>A – Has knowledge of and insight into the concept of sustainable development, the history and content of the SDGs, and the dimensions of sustainable development, namely People, Planet, Prosperity, Peace and Partnerships.</p> <p>B – Has knowledge of and insight into theories and models on sustainable development aspects from a sociological perspective.</p> <p>C – Has knowledge of and insight into theories and models on sustainable development aspects from an economic perspective.</p> <p>D – Has knowledge of and insight into theories and models on sustainable development aspects from a public administration perspective.</p> <p>E – Has knowledge of and insight into theories and models on sustainable development aspects from an ecological perspective.</p>
2	knowledge of and insight into aspects that play a role in community development, citizen participation, entrepreneurship and governance to promote sustainable development.	<p>A – Has knowledge of and insight into the development of communities, taking into account the five dimensions of sustainable development.</p> <p>B – Has knowledge of and insight into the role that citizens play in society and could play in promoting citizen participation.</p> <p>C – Has knowledge of and insight into the opportunities to contribute to societal needs through entrepreneurship.</p> <p>D – Has knowledge of and insight into the principles of good</p>

		governance within development processes.
3	knowledge and insight into the principles of policy formulation, implementation and evaluation within the context of sustainable development.	<p>A – Has knowledge of and understanding of the policy cycle and the interrelationships between its various phases.</p> <p>B – Has knowledge of and understanding of the principles of policy formulation.</p> <p>C – Has knowledge of and understanding of the principles of policy implementation.</p> <p>D – Has knowledge of and understanding of the principles of policy monitoring and evaluation.</p>
4	theoretical, methodological and practical knowledge of and insight into relevant research methodologies within the field of sustainable development.	<p>A – Has knowledge of the diversity of research methodologies and their epistemological foundations.</p> <p>B – Has theoretical, methodological, and practical knowledge of more advanced quantitative research techniques.</p> <p>C – Has theoretical, methodological, and practical knowledge of more advanced qualitative research techniques.</p>
<b>The MSD graduate has regarding:</b>		
<b>Applying Knowledge &amp; Insight</b>		
5	The ability to identify and analyze complex development issues.	<p>A – is able to translate identified social problems and/or opportunities into a clearly defined development issue based on critical observation.</p> <p>B – is able to collect relevant quantitative and qualitative primary and secondary data.</p> <p>C – is able to map a development issue from different perspectives using various analysis methods.</p>
6	The ability to design solutions for development issues from an inter- and transdisciplinary approach. Is able to design solutions for development issues from an inter- and	<p>A – involves relevant stakeholders who are part of or involved in the community facing an issue when identifying possible solutions.</p> <p>B – is able to integrate different disciplinary perspectives to develop</p>

	transdisciplinary approach.	sustainable solution strategies for a development issue. C – is able to make a well-informed choice for a specific solution strategy.
7	The ability to lead and facilitate the implementation of a solution strategy aimed at sustainable development.	A – is able to work systematically when implementing a solution strategy. B – is able to deploy the necessary resources and stakeholders efficiently and effectively during the implementation phase. C – is able to manage transition and change processes within a project or program.
8	The ability to monitor, evaluate and adjust a solution strategy aimed at sustainable development.	A – is able to collect, organize, analyze, and interpret monitoring and evaluation data. B – is able to monitor the progress of a solution strategy using indicators and milestones. C – is able to discuss evaluation results, draw conclusions, and make adjustments based on them.
<b>The MSD graduate has regarding:</b>		
<b>Judgment formation</b>		
9	Respects local, national and international contexts in his/her own actions.	A – Is aware of and takes into account relevant laws and regulations and international treaties. B – Is aware of and takes into account local customs and traditions. C – Is aware of ethical principles and knows how to act accordingly in science and professional practice.
10	Uses both scientific and non-scientific knowledge and skills in a responsible manner when forming an opinion.	A – is able to identify, consult, and critically evaluate scholarly sources. B – is able to identify, consult, and critically evaluate relevant non-scientific sources, including local knowledge.

		C – is able to formulate and substantiate their own position.
<b>The MSD graduate has regarding:</b>		
<b>Communication</b>		
11	The ability to communicate clearly both orally and in writing on sustainable development issues involving communities and other stakeholders.	A – is able to communicate clearly orally about sustainable development themes affecting communities and other stakeholders. B – is able to communicate clearly in writing about sustainable development themes affecting communities and other stakeholders.
12	The ability to report and present scientific research in a responsible manner, taking into account the target group, and actively participates in the scientific debate.	A – Is able to accurately report scientific research through a research report, article, and poster. B – Is able to give a scientific research presentation tailored to the target audience. C – Is able to actively participate in a responsible way in a scientific debate on sustainable development.
13	The ability to collaborate in diverse contexts and with diverse stakeholders, creating an open and welcoming environment in which all stakeholders can express themselves freely and respectfully.	A – is able to work on development issues as part of a team. B – is able to collaborate constructively with stakeholders. C – is able to act in a way that creates an open and welcoming environment.
<b>The MSD graduate has regarding:</b>		
<b>Learning skills</b>		
14	An academic and professional attitude appropriate to the role of development expert.	A – Capable of critical and analytical thinking. B – Possesses integrity. C – Is solution-oriented and innovative. D – Is curious and has an open mind. E – Appreciates human, cultural, and ecological diversity.

