



Course: SC130 Sustainable Development and Human Prosperity (2020)

Course Description:

Our headlong pursuit of economic development since World War II to respond to the needs of a rapidly expanding world population has created great wealth and lifted many out of poverty, but also pillaged the planet's natural resources, polluted the environment and overshot planetary boundaries, while increasing inequality and leaving half the world population struggling to meet basic needs. The UN has called for a fundamental transformation towards sustainable development to assure that future generations can also meet their own needs. The Bahá'í teachings shed useful light on what this alternative should look like and how we might get there. We shall explore the environmental, social and economic dimensions of sustainable development and the Sustainable Development Goals adopted by the UN. How do these translate into things we can do ourselves and in our local communities to live more sustainably? Combining science and spirituality can help us to work with both our head and our heart to build a more just and sustainable world.

Faculty:

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Introduction

Many people are troubled by the poverty and suffering of people at home and abroad, concerned about the future of their children, and worried about the destruction of the environment on which their lives depend. These are the challenges of sustainable development, requiring a fundamental transformation in the economic, social and environmental actions of our lives and society. This course will explore the profound implications for sustainability of our higher human purpose, as explained in the Baha'i teachings, and the scientific and spiritual principles that can ensure the future prosperity of humankind.

Today the nations are trying to implement the 2030 Agenda agreed in 2015, including Sustainable Development Goals with detailed targets and indicators that define how to reach sustainability by 2030, leaving no one behind. We shall explore the concept of sustainability in all its dimensions, and how only an ethical and spiritual transformation as defined in the Bahá'í authoritative texts will motivate people to transform their individual lifestyles and their local communities as essential steps towards a more prosperous, equitable and sustainable future.

Learning Objectives:

To acquire the capacity:

- To explain the concept and issues behind sustainable development, how it evolved, why it is important, and how it affects people today and in the future
- To discuss the UN 2030 Agenda and its Sustainable Development Goals as the present global framework for action
- To relate sustainability to the issues of economic development, wealth and poverty, social development, and the environment in an integrated systems perspective
- To value the relevance of sustainability as a priority for communities, national governments, and the international system

- To identify ways you can live more sustainably that are consistent with your own spiritual and ethical values, and to explain your choices to others
- To plan ways to educate others about the material and spiritual dimensions of sustainable development
- To demonstrate your understanding through postings in the course, weekly essays, and a final paper or project

Course Schedule

Unit 1

Getting Started: Welcome to Sustainable Development (September 10-13)

Learning Objectives

- To experiment with Moodle (the course management system) and to create a User Profile
- To develop a Personal Learning Plan
- To imagine and discuss a vision for a sustainable future society

In this unit, you will review the unit topics and dates, learn how to use Moodle (our course management system), set up your user profile, begin developing a personal learning plan, and learn how to post and reply in the discussion forums. Learners seeking university credit through their own university or an external agency will be required to design a personal learning plan to meet external standards, including active and ongoing participation in the course discussion forums, readings, assigned activities, and completion of a 15 to 20 page research paper or a project of equivalent complexity.

Watch: Web talk (Dahl) The Transition to Sustainability (1:37)

Watch: Video Introduction of the Three Faculty Members URL

Unit 2

The Concept of Sustainable Development: Origins and Evolution (September 14-20)

Learning Objectives

To acquire the capacity:

- To explain the concept of sustainable development
- To examine the history of international efforts for environment and sustainability
- To appreciate how sustainability has become such a priority in recent decades

Introduction

The aim of Unit 2 is to provide an introduction to sustainable development, including how the concept has evolved over the last half century through various United Nations Conferences since 1972. Starting from a concern for environmental issues, it has expanded into a general challenge to human society to live with justice and equity within planetary boundaries.

Read: The Eco Principle, chapter 1, Paradigms in conflict (pp. 1-6)

Watch: Sustainability – A History by Jeremy L. Caradonna

Read: The Eco Principle, chapter 2, It isn't working (pp. 7-28)

Read: Quick Guide to Sustainable Development: History and Concepts

Read: Excerpt from "United Nations Environment Programme, Global Environment Outlook 4, ch. 1: Environment for Development

Watch: A Historical View of Sustainable Development

Read: World Commission on Environment and Development (Brundtland) 1987: Our Common Future, Overview: From One Earth to One World (part I, paragraphs 1-39)

Read: The Rio Declaration and summary of Agenda 21

Read: Bahá'í Quotations on Environment and Sustainable Development, Opening section: Spiritual Principles (first 3 paragraphs in the compilation)

Browse: Global Ecovillage Network, Community Sustainability Assessment

Watch: Leave No One Behind - Sustainable Development Goals (3:36)

Browse: Environmental Moments: UN75 Timeline

Tasks: To learn about the concept of sustainable development, and make a post to the Forum.

Unit 3

The 2030 Agenda and Sustainable Development Goals (Sept. 21-27)

Learning Objectives

To acquire the capacity:

- To demonstrate an understanding of the Sustainable Development Goals and the need for an integrated approach to their implementation
- To relate the Sustainable Development Goals to spiritual and ethical principles
- To explore opportunities to implement the Sustainable Development Goals in your community

Introduction

The latest stage in the evolving concept of Sustainable Development was the adoption of the 2030 Agenda and its Sustainable Development Goals (SDGs) in 2015. Twenty years after the Rio Earth Summit and 40 years after the Stockholm Conference, the United Nations Conference on Sustainable Development (Rio+20) was held in Rio de Janeiro on 4-6 June 2012. Its two main themes were the green economy and international institutional arrangements for sustainable development. It reaffirmed former commitments, strengthened UNEP, agreed to a High-Level Political Forum to replace the Commission on Sustainable Development, and launched a process to define Sustainable Development Goals for all countries for the period post-2015.

The process was important in that it involved more than governments. Anyone was invited to contribute on-line to the debates on various issues, and more than a million did so. There was voting on the best ideas to carry forward. After Rio+20, the United Nations and other organizations compiled various reports based on these inputs, and the intergovernmental working group on the SDGs was also open to contributions from many sources. The Baha'i-inspired International Environment Forum took part in this process, and some of its contributions were featured. In late 2014, the UN Secretary-General issued a Synthesis Report on the Post-2015 agenda which illustrates the high aspirations that the world community is setting itself.

Read: Synthesis Report of the Secretary-General (2014), paragraphs 1-35, 46-86, 131-132, and 157-161

Read: excerpts from "Transforming Our World" including (for those taking the course for credit) the full SDGs and targets.

Watch: The Sustainable Development Goals – Action Towards 2030. 5:52

The United Nations Sustainable Development Summit: 17 Goals to Transform Our World 3:30

Read: UN Sustainable Development Goals Report 2019 (64 pages)

Watch: Launch of the UN Sustainable Development Report, press conference 9 July 2019 (21 minutes launch, 1:05 with questions)

Read: Sustainable Development Report 2020 (Executive Summary)

Read: Bahá'í texts for each of the SDGs

Watch: The UN's Sustainable Development Goals, Talk by Matthias Klettermayer 11min.

Tasks: To learn about the UN 2030 Agenda and its Sustainable Development Goals as the latest definition of what a sustainable society should be, and make a post to the Forum.

Unit 4

Systems Approaches: Integration, Science and Ethics (Sept. 28-Oct. 4)

Learning Objectives

- To learn the basics of systems thinking and examples of systems approaches
- To perceive the inter-connectedness of the economic, social and environmental dimensions of sustainability
- To understand the harmony of science and religion in addressing sustainability
- To appreciate the importance of religious or ethical principles for achieving sustainable development.

Introduction

One of the great challenges in addressing sustainability is our tendency to specialize in one particular area, to create departments and ministries for each kind of activity, and thus to compartmentalize the world into silos with little communication between them. This does not work when dealing with complex systems like our planet with its geochemical systems, covered in a multitude of ecosystems, and increasingly invaded by human systems.

Read: Dahl, The Eco Principle, Chapter 4, The theory of Ecos, pp. 46-61

Read: Institute for Studies in Global Prosperity (2001) Science, Religion and Development: Some Initial Considerations

Read: Selected Baha'i writings illustrating Systems Thinking

Read: Meadows: Leverage Points: Places to Intervene in a System (1999)

Watch: The Heart of the Matter, A Systems Approach to Achieving the Sustainable Development Goals by Fritjof Capra (29 minutes)

Tasks: To learn about thinking in terms of systems, interconnecting economic, social and environmental issues, and relating them to ethical principles, and make a post to the Forum. See the Unit 4 Activity Page for details.

Unit 5

The Environmental Challenge and Bahá'í Approaches (October 5-11)

Learning Objectives

To acquire the capacity:

- To explain the different areas of environmental sustainability and the concept of planetary limits
- To perceive the need to respect and conserve nature.
- To discover how spiritual principles help us address environmental problems
- To find practical ways of living more environmentally sustainably
- To educate and empower others to work for an environmentally sustainable society

Introduction

This planet is our home, and we have to learn to live within its environmental limits. At smaller geographic scales we have usually been able to escape our environmental mismanagement by moving to new frontiers, exporting our pollution or importing additional resources, but at the planetary level that is no longer possible. Science has now defined nine planetary boundaries that we should not exceed if we want to sustain the life-supporting systems of our planet, and we have already gone beyond four of them: climate change, genetic diversity, biogeochemical cycles and land conversion.

For environmental sustainability, we have to reduce our impact to return within these external boundaries, just as social sustainability requires that we rise above the inner boundaries of

unacceptable poverty and injustice. We have to understand how the planetary system works and the operating principles of the biosphere in what is called a systems-ecology approach. We also need to learn to relate the global and local scales, and understand how to turn global thinking into local action.

Watch: Abundance within Planetary Boundaries - by Professor Dr Johan Rockström, 38:22

Read: Dahl: The Eco Principle, chapter 3: Where are we going? (pp. 29-45)

Read: Dahl: The Eco Principle, chapter 5, Ecos in nature, (pp. 62-68)

Read: The United Nations Environment Programme Global Environment Outlook 6, Summary for Policy-Makers

Watch: Co-chair Joyeeta Gupta on Global Environment Outlook 6 (25:30 minutes)

Read: Community Sustainability Assessment ecological checklist (pp. 6 - 20)

Read: Climate Change and Its Ethical Challenges, The Bahá'í World 2004-2005.

Read: Bahá'í Quotations on Environment and Sustainable Development: The Environment

Tasks: To read about the environmental challenge and Bahá'í approaches to it, review a list of study questions, and make a posting to the unit's Forum. See the Unit 5 Activity Page for details.

Unit 6

Economic Development and Sustainability: Poverty and Wealth (October 12-18)

Learning Objectives

To acquire the capacity:

- To identify some characteristics of the Western economic system that make it unsustainable
- To appraise the value of work in development
- To identify preconceptions about poverty and wealth and modify them to help achieve sustainable development
- To reflect on the meaning of true prosperity

Introduction

When people think of development, they first think of economic development, which is one of the three dimensions of sustainable development. Yet, while the world has become wealthier, the extremes of wealth and poverty have also increased, a trend that is itself unsustainable. It is difficult in the West to imagine the reality of extreme poverty without firsthand experience. For the one third of humanity who suffer its consequences and are increasingly aware of how unjust their situation is, acceptance of the present system is intolerable.

Development is usually equated with economic growth, as measured by an increase in GDP (gross domestic product), and the term "sustainable development" is often considered a contradiction in terms, since endless material growth is contrary to sustainability. In fact, some in wealthy countries advocate "degrowth", since their over-consumption is leading to the rape of the planet and leaves no resources for the poor to have some legitimate growth to meet their basic needs.

"Sustainability" is now often preferred to "sustainable development" for this reason.

The financial crisis and broader imbalances in the world economy highlight how fragile and unsustainable the economy has become, with excessive levels of debt, multinational corporations escaping from government regulation and taxation, banks too big to fail, delocalization, rampant speculation, corruption, exploitation of poor workers, tax avoidance by the wealthy, and many other ethically-questionable practices. Future economic crises seem inevitable.

Watch: Income and Wealth Inequality: Crash Course Economics 10:15

Read: The Eco Principle, chapter 6, A more organic economics, pp. 69-96

Read: UNEP, Towards a Green Economy, Summary of the Conclusions (2 p.)

Read: Bahá'í International Community, The Prosperity of Humankind (34 pp.)

Watch: May Akale, Commission for Social Development - Bahá'í International Community Oral Statement 5:02

Read: Bahá'í Quotations on Environment and Sustainable Development: Economic Sustainability (the last section on Transformation - a New World Order will be read in Unit 11)

Tasks: To read about economic development and sustainability, review a list of study questions, and make a posting to the unit's Forum. See the Unit 6 Activity Page for details.

Unit 7

Social Development: Crises and Solutions (October 19-27)

Learning Objectives

To acquire the capacity:

- To identify the different areas of social unsustainability globally and in your local or national community
- To assess the importance of values for social development
- To apply Baha'i principles to social development, specifically the principles of trustworthiness, unity, justice, and service
- To discuss the important roles in social change of currently marginalized people, specifically women, indigenous people, the poor, and youth
- To demonstrate your learning by contributing in some way to social development in your community

Introduction

With so much attention being devoted to economic development in our present materialistic world, the human side of sustainability, its social dimension, is often neglected. Our world has become polarized between the economic and the social, the political right and left, as if we had to choose one or the other. Sustainable development tries to bring all aspects of the issue together as complementary aspects of a whole that is human development. Social sustainability requires adequate institutions of governance, participation, an efficient legal system, strong involvement of civil society, and elimination of social inequalities, particularly concerning women who are often central actors in achieving sustainability. Today, with the spread of information technologies and social media, youth are being empowered in new and exciting ways that challenge existing social and political systems.

Read: The Eco Principle, chapter 7: Human capital (pp. 97-130)

Watch: The global goals we have made progress on – and the ones we haven't, 14:11

Read: Community Sustainability Assessment section on Social Indicators (p. 21 – 32)

Watch: Women and Sustainability (31 minutes)

Read: Bahá'í Quotations on Environment and Sustainable Development: Social Sustainability

Watch: Green Economy and Sustainable Development: Bringing Back the Social 9:55

Tasks: To read about the crises in social development and possible solutions, review a list of study questions, and make a posting to the unit's Forum.

Unit 8

Implementing Sustainability: Individual and Community Action (Oct. 26-Nov. 1)

Learning objectives

- To extend the concept of sustainable practices to the community and individual levels
- To discuss how generalized goals can be turned into concrete actions
- To show how to organize a community activity that has a sustainable goal

Introduction

Sustainable development is not something that can just be left to governments. As the 2030 Agenda states, this is an agenda of the people, by the people and for the people, so it needs to involve everyone at all levels. This is particularly important since the past is not a good guide to the future, and we need to experiment with many ways forward in an attitude of humble learning. We can do this best in communities or neighborhoods where experimenting is practical and actions are most easily carried out. Each situation is different, and there will be many ways forward. Who better to decide than those most directly involved. What is important is to ask the right questions.

Watch: Sustainable Development Goals – Leaving No One Behind: Examples from Papua New Guinea (7:15)

Watch: Doughnut Economics - How the Dutch are reshaping their post-pandemic utopia, BBC Reel 23 June 2020, 6:23

Read: SDGs at the community level

Watch: UNDP & the Sustainable Development Goals (SDGs) 3:36.

Read: "A Transformational Model", the beginning of chapter 16 of Paul Hanley's book *Eleven*, pp 354 – 362.

Read: The “Jemez Principles” for democratic organizing

Watch: Michael Karlberg on Beyond the Culture of Contest. (8 min.)

Tasks: To explore how you can implement sustainability in your own lifestyle and in your community, and make a post to the unit's Forum.

Unit 9

Governance for Sustainability: Processes, Institutions, Indicators (Nov. 2-8)

Learning objectives

- To appreciate the relevance of governance processes for organizing and regulating a more sustainable society.
- To discuss multilevel governance and which issues are best treated at each level: local, national, global.
- To evaluate existing institutions of governance and consider possible improvements
- To discover indicators as tools to identify the status and trends of key factors relevant to sustainability

Introduction

Governance is one of the bases of civilization. It includes the institutions and rules by which human society organizes itself. Once we go beyond the basic family unit, we need ways to organize and manage ourselves as a community, tribe, state or province, nation, and ultimately at the level of the whole world in what can be called global governance. This can be expressed in multiple levels of government, such as a municipal council, a state, national or federal government, or the United Nations. Principles of governance can also apply to a business or corporation, an association or civil society organization, and many other entities of our collective life.

Clearly then, many issues contributing to the (un)sustainability of our society must be addressed by governments, which can adopt rules, regulations and laws to control or prohibit dangerous or unsustainable activities and encourage those that lead towards sustainability. Governments also have a major role in the economy, collecting taxes and expending funds for necessary infrastructure, education, health, justice and police, and many other services necessary for a well-functioning society. Governments can also tax undesirable activities and support or subsidize those that they want to encourage, at least until they become self-sustaining.

Read: The Eco Principle, Chapter 8: Organic communities and institutions, pp. 132-156.

Watch: Ebbf governance - what new forms of governance are SDGs enabling? (32 min)

Read: Bahá'í International Community: Valuing Spirituality in Development: Initial Considerations Regarding the Creation of Spiritually Based Indicators for Development.

Read: Dahl: Putting the Individual at the Centre of Development: Indicators of Well-being for a New Social Contract.

Tasks: To consider how governance processes can contribute to a more sustainable society, and how to measure progress, and make a post to the Forum.

Unit 10

Education for Sustainable Development and Responsible Living (November 9-15)

Learning Objectives

To acquire the capacity:

- To discuss sustainable development at the individual level
- To design an action plan to live in a more sustainable way
- To explain to others the importance of sustainability and to accompany them as they implement more sustainable practices

Introduction

We know that knowledge should lead to action. Hopefully at this point in the course (if not before), you are ready to take some practical steps for yourself, your family and your community, to live in a more sustainable way. This unit should help you to consider some of the options.

Obviously one thing you can do is educate others about the issues and possible actions. Only education will change people's lifestyles and consumption patterns, and create the public support and political will necessary to implement the major changes in society and our economy required to become more sustainable.

Sustainability is also a topic with great potential to start meaningful conversations with others, linking their immediate preoccupations with spiritual principles and deeper solutions to the problems we all face that get to the causes and do not just respond to the symptoms. It is also a subject on which you can participate in public discourses, either as a well-informed individual, or on behalf of local or national institutions or organizations. This course should give you many ideas and examples on which to build, and more materials are available and frequently updated on the [International Environment Forum web site](#).

Read: The Lazy Person's Guide to Saving the World (UN)

Read: SDGs for individuals

Watch: Education for Sustainability with Jaimie Cloud 17:50

Watch: The Transdisciplinary Approach 3:50

Read: EarthEd: Rethinking Education on a Changing Plane by Erik Assadourian.

Non-credit students: Read pp. 3 - 8

Students taking the course for credit: Read pp. 3 – 16

Read: Communicating Climate Change - A Guide for Educators by A. Armstrong et al

Read chapter 1, sections 2 and 3 on "Climate Change Attitudes and Knowledge" and "Climate Change Education Outcomes", pp. 21 - 31.

Students taking the course for credit: Also read Part 2 on Psychology pp. 41 – 56

Watch: Marianne Krasny: Collective Efficacy 6min.

Read: Global Ecovillage Network, Community Sustainability Assessment, Spiritual Checklist (pp. 32-41).

Tasks: To discuss individual lifestyles and ways you can live more sustainably and educate your own family and community, to review a list of study questions, and to make a posting to the unit's Forum. See the Unit 10 Activity Page for details.

Unit 11

Future Perspectives on the Prosperity of Humankind: Crises and Responses (Nov. 16-22)

Learning Objectives

To acquire the capacity:

- To examine different scenarios that explain how present Western civilization is unsustainable
- To develop a vision of a sustainable world and to perceive the changes that are necessary to make society more sustainable
- To apply spiritual principles that would make those changes possible

Introduction

As you have learned, sustainability requires the integration of all the dimensions of development in one systems framework. One way to learn systems thinking is to imagine what the future will, or should, be like. While we cannot predict the future, we can have a vision of the future we would like to have, and, more scientifically, we can imagine or model various alternative futures by making some assumptions and then using systems thinking and computer modeling to project their consequences to various times in the future. These projections are called scenarios, and they address the significant but unknowable future, perhaps 50 years ahead, with plausible and pertinent alternative stories.

Read: United Nations Environment Programme (2012), Global Environment Outlook 5, ch. 16: Scenarios and Sustainability Transformation (pp. 419-456).

Read: United Nations Environment Programme (2019) Global Environment Outlook 6, ch. 22, Pathways Towards Sustainable Development, Executive Summary, (pp. 512-513).

Watch: 2 September 2015 GEPP Policy Dialogue - Implementing Sustainable Development Goals (SDGs): Challenges and Responses - Dr. Arthur Dahl: Scroll to 55:15. This segment is 16 min.

Read: Bahá'í Quotations on Environment and Sustainable Development: Transformation - a New World Order (last quotations in the Economic Sustainability section)

Read: The Eco Principle, chapter 9, Visions of an eco-civilization (pp. 157-179)

Either **Read** Summary review of Paul Hanley's book "Eleven".

Or **Watch** the Wilmette Institute webinar with Paul Hanley. (1 hour 25)

Tasks: To read about perspectives on the sustainability and prosperity of humankind, review a list of study questions, and make a posting to the unit's Forum. See the Unit 11 Activity Page for details.

Unit 12

Reflection and Application of Learning (Nov. 23 - 25)

The last unit of the course provides two weeks for you to write the final paper or project and wrap up any other work. You have the opportunity to reflect about, integrate, and apply your learning. Your Personal Learning Plan (PLP), which you formulated during the early weeks of the course, should include a goal for your final work. Please complete these two tasks:

New [Student Satisfaction Survey](#). This 2-minute survey is anonymous. Tell us whether you liked the course, and help us prove to donors and public agencies that we deserve their support and recognition.

A Learning Self-Assessment. In this final unit there is a link below to a Forum for your Learning Self-Assessment. Click on it, and you will see a series of questions. Answer them in the forum or send your answers to your mentor. You can discuss how much of your PLP you were able to complete in the first question.

Completion of the Learning Self-Assessment is a requirement for receiving a certificate of completion. It takes only a few minutes. This longer [Course Evaluation survey](#) is optional, but will be very useful for faculty when they review the course. If this is your first course or if you have not completed a Course Evaluation in the past, we would appreciate hearing from you. You can skip questions if you don't feel you have a good answer, and the survey will be anonymous unless you choose to provide your email address.

In addition, we highly recommend that you share your learning with your family, friends, neighbors, and your religious community. If you are taking the course for credit, you will need to complete and submit your final paper. For the others, we hope you will be able to do some of the following:

A devotional program. Use the material in the course to shape or enrich a devotional or spiritual program for others. If you complete one, please share a description of it to the Forum for this unit, or email it to your mentor.

A presentation. Your presentation can be to one person or a thousand. It can be big or simple. It can be to a class for children, junior youth, youth, or adults. It can be in a religious context (a Bahá'í Feast, fireside, study circle, deepening, home visit, church program) or another context (at home, work, or school). A posting about the presentation in the forum should mention where you made it, to whom, how many were present, what materials you used, and what the reactions and comments were.

An artistic project. An artistic project can be a song, painting, sculpture, quilt, whatever, as long as it relates to the course in some tangible way. If you want advice about the project, contact Robert Stockman at rstockman@usbnc.org, and he may be able to put you in touch with one of the Wilmette Institute's arts faculty. The Wilmette Institute is looking for artistic work of quality to add to its online Arts Gallery. If you complete one, please share a photograph or description on the Forum, or email it to your mentor.

A research project or paper. Your mentor would be delighted to assist you with a research project or paper, and the Wilmette Institute is eager to share and promote student scholarship on its web site. If you complete a research project or paper, please upload it to the Forum, or email it to your mentor.

Bibliography

Grace Period (November 26-December 25)

Every course includes a grace period to allow students to catch up if they are behind. The deadline for submitting work is one month from the end of the course. The forums will continue functioning and mentors will accept your work until then. If you need even more time, ask your mentor; he or she may be available. This course website should be available to you for the next year or so, possibly longer. Unless otherwise marked, Wilmette Institute course material can be used in local study classes and deepenings.

- Bahá'í Quotations on Environment and Sustainable Development URL
- Selected Bahá'í Writings Illustrating Systems Thinking File
- Dahl: The Eco Principle, chapter 1, Paradigms in Conflict (p.1-6) File
- Dahl: The Eco Principle, chapter 2, It isn't working, pp. 7-28 File
- Dahl: The Eco Principle, chapter 3, Where are we going? (pp. 29-45) File
- Dahl: The Eco Principle, chapter 4, The theory of ecos (pp. 46-61) File
- Dahl: The Eco Principle, chapter 5, Ecos in nature (pp. 62-68) File
- Dahl: The Eco Principle, chapter 6, A more organic economics (pp. 69-96) File
- Dahl: The Eco Principle, chapter 7, Human capital (pp. 97-130) File
- Dahl: The Eco Principle, chapter 8, Organic communities and institutions (pp. 132-156) File
- Dahl: The Eco Principle, chapter 9, Visions of an eco-civilization (pp. 157-179) File
- Dahl: The Eco Principle, Bibliography File
- Meadows: Leverage Points File
- Meadows: Tools for the Transition to Sustainability File

- Our Common Future: Report of the World Commission on Environment and Development 1987 File
- Rio Declaration and Agenda 21 (1992) File
- Transforming our World: The 2030 Agenda for Sustainable Development File
- GEO6, ch. 22, Pathways Towards Sustainable Development, Executive Summary
- GEO5 chpt.7 An Earth System Perspective File
- GEO5 chpt.16 Scenarios and Sustainability Transformation File
- UNEP GEO-4 Environment for Development File, Excerpt
- ISGP - Science, Religion and Development File
- Assadourian: EarthEd: Rethinking Education on a Changing Plane
- Armstrong et Al: Communicating Climate Change - A Guide for Educators