



## Analytic Program

### 1. Identification Data:

Learning unit name:	<b>Social Responsibility and Sustainable Development</b>
Total guided time (theoretical and practical):	<b>40</b>
Guided time per week:	<b>2</b>
Total autonomous time:	<b>20</b>
Type of modality:	<b>Scholarized</b>
Number and type of academic period:	<b>1° o 2° semester</b>
Learning unit type:	<b>Mandatory</b>
Cycle:	<b>First</b>
Curricular area:	<b>Initial General Training (ACFI-G)</b>
UANL credits:	<b>2</b>
Date of elaboration:	<b>04/11/2015</b>
	<b>Dr. Juan Manuel Alfaro Barbosa, M.C. Francisco Javier Garza García, Dr. Benjamín Limón Rodríguez, Dr. Ulrico Javier López Chukén, Dra. Roxana Saldívar del Ángel, Dr. Gilberto Tijerina Medina.</b>
Responsible for development:	<b>05/06/2020</b>
Date for last update:	<b>Dr. Juan Manuel Alfaro Barbosa, Dra. Roxana Saldívar del Ángel, Dra. Lilia Maricela Mendoza Longoria, Dr. Ulrico Javier López Chukén.</b>

### 2. Presentation:

The Social Responsibility and Sustainable Development learning unit contributes to the transversal axis of Sustainable Development and the Social Responsibility Model, established in the Educational Model and in the priority axes of the Institutional Development Plan of the UANL, contributes to meaningful learning from of the start-up of a social participation project.

The learning unit includes three phases.

In phase 1, "Basic concepts and national and international scenario", the student will analyze the objectives of Sustainable Development and the



principles of Social Responsibility. She will be able to identify sustainability indicators and criteria, as well as identify sustainable development trends, based on the various mechanisms of social and institutional participation. She will analyze production and consumption patterns of various cultures at the national and international level, identify sustainable and unsustainable practices, which will allow her to recognize the social, economic and environmental benefits in the implementation of social responsibility programs.

In phase 2, "Environment and sustainability", the student will recognize the relationship between their environment and their quality of life from the understanding of the basic principles of nature, considering the rational and efficient use of natural resources as determining factors for sustainable development. She will analyze the effects at a local, regional and global level that demographic growth, technological development and economic schemes generate on the sustainability of the environment. She will be able to explain concepts such as: global warming, loss of biodiversity, water and air pollution, and soil degradation.

In phase 3, "Social Responsibility in practice", the student will identify a social conflict in their community from the vision of sustainable development and the principles of social responsibility. She will apply instruments of the Mexican environmental policy for their documentation and proposals for alternative solutions or mitigation. Within their learning process, they will be able to promote the conservation of the environment based on knowledge of environmental regulations, which contributes to better managing ecosystems, appropriately designating responsibilities and resorting to the correct instances to demand compliance with laws and regulations.

For the student to achieve these learnings, activities will be developed that promote meaningful learning and evidence that demonstrates the skills acquired and that in turn, will allow them to develop the integrative learning product, which consists of the development of an intervention project where address a problem that encompasses the three perspectives: environmental, social and economic, for the promotion or strengthening of the culture of sustainable development, as well as the promotion of responsibility and social participation.

### 3. Purpose:

In this learning unit (UA), the student will be able to acquire a socially responsible behavior with their environment based on universal values and the UANL. Through this learning unit, the student will develop the distinctive feature of the UANL graduate of respect for the environment and society based on the principles of sustainability. The relevance of this UA is that all UANL professionals are distinguished by being world-class citizens aware of the impact of their actions on the economic, social and environmental environment, participating in the construction of a sustainable citizenship by identifying their production patterns. and consumption.

The learning unit has a close link with the Culture of Peace learning unit, since it promotes the ethical principles of coexistence between society and its environment, reinforcing the concept of peace as the main mechanism for the development of countries. With the learning unit of Ethics and culture of legality, since it promotes the balance between anthropogenic activities and the use of natural resources, recognizing the rights and obligations of human beings where the most important is the right to life, respecting the norms that govern the rule of law. With the Leadership, Entrepreneurship and Innovation learning unit, it is related by promoting the

creativity, innovation and critical thinking for organizations to undertake business units evaluating the collateral effects in their production and consumption processes. Finally, it is related to the Gender Culture learning unit, since it will allow to identify the responsibility that the citizen has in the possible gender problems that arise in different organizations.

It contributes to the development of the general competences of the UANL, where the student recognizes the coherence between the basic postulates of sustainable development and their actions (5.b.2.3); Through a project of social participation, it establishes a holistic position in the face of socioeconomic and environmental events, in the local and global context, showing sensitivity towards interest groups (10.2.3). The UA will also



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allow the student to generate various ideas or possible innovative solutions to the needs or challenges identified from their discipline (12.1.3).

#### **4. Competences of the graduate profile:**

General competences to which this learning unit contributes:

Instrumental skills:

(5) Employ logical, critical, creative and purposeful thinking to analyze natural and social phenomena that allow them to make pertinent decisions in their sphere of influence with social responsibility.

Personal and social interaction:

(10) Intervene in the face of the challenges of contemporary society locally and globally with a critical attitude and human, academic and professional commitment to help consolidate the general well-being and sustainable development.

Integrators:

(12) Build innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.

Specific competences to which the learning unit contributes:

Each educational program will align the specific competencies according to the disciplinary context declared in the graduate profile



#### 4. Phase structure:

##### Fase 1: Basic concepts and national and international scenario

##### Phase 1. Element of competence:

Identify the production and consumption patterns of contemporary societies from the perspective of sustainable development and participation social by differentiating sustainable and unsustainable practices to generate awareness that is reflected in the actions of the individual in their environment.

Evidence	Performance criteria	Learning activities	Content	Resources
1. Comparative table of production and consumption patterns between Mexico and other countries.	<p>Follow the instructions for the content of the comparative table (Annex 1: Instructions for evidence 1).</p> <p>It includes a cover with the logos of the University and the Faculty, general data of the student, title of the evidence, name of the professor, place and date.</p> <p>Includes reliable bibliography and websites, referenced according to the APA format.</p> <p>Addresses three sustainable and unsustainable practices on any of the following topics:</p>	<p>The teacher puts in context the objective of the learning unit and the contribution to its integral formation. The teacher explains the operation of the analytical program and with audiovisual support establishes the link between the objectives of sustainable development and the principles of social responsibility. The student makes use of resources (Agenda 2030 of the SDGs, UN Global Compact and Guide on SR) and creates a glossary of 15 basic concepts on culture, society, environmental education, sustainability and social responsibility, (weighted activity 1.1) . The student prepares and</p>	<p>Sustainable development:</p> <ul style="list-style-type: none"> <li>• Historical evolution of the concept of sustainable development.</li> <li>• Reports of Summits, conventions and multilateral agreements.</li> <li>• Sustainable Development Goals (SDG) of the 2030 Agenda.</li> <li>• Indicators and criteria of sustainability from the perspective.</li> <li>• Sustainable development and environmental services.</li> <li>• The economy and the environment</li> </ul> <p>Social responsibility:</p> <ul style="list-style-type: none"> <li>• Introduction to the Social Responsibility Guide (ISO 26000).</li> <li>• Principles of social responsibility.</li> <li>• Central themes of social responsibility.</li> <li>• Social responsibility as the</li> </ul>	<p>Informes de Cumbres, convenciones y acuerdos multilaterales:  <a href="https://www.un.org/es/ga/president/65/issues/sustdev.shtml">https://www.un.org/es/ga/president/65/issues/sustdev.shtml</a>            Objetivos de Desarrollo Sustentable de la ONU:  <a href="https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/">https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/</a>            Objetivos de Desarrollo Sustentable de México:  <a href="http://agenda2030.mx/#/home">http://agenda2030.mx/#/home</a>            Pacto Mundial de la ONU:  <a href="https://www.pactomundial.org/wp-content/uploads/2018/02/Flyer-New-Strategy-GC-2018_20180126.pdf">https://www.pactomundial.org/wp-content/uploads/2018/02/Flyer-New-Strategy-GC-2018_20180126.pdf</a>            ISO 26000: Guía sobre Responsabilidad Social:  <a href="https://www.iso.org/files/li">https://www.iso.org/files/li</a></p>



	<p>food, water, resources natural, energy and material goods.</p> <p>It relates the sustainable development goal (s) of the 2030 Agenda that addresses the issue (or the) practices chosen to be compared.</p> <p>It includes a conclusion that reflects the reflection on the comparison between the three international practices with the Mexican ones.</p> <p>Exposes in class three slides (one per practice chosen in the comparative table), the sustainable development goal (or the) of the 2030 Agenda, emphasizing its indicators to argue the sustainability and unsustainability of said practices.</p>	<p>exposes as a team a timeline on the evolution of one of the two concepts: sustainable development or social responsibility, carrying out the reading and research previously indicated by the teacher (flipped classroom), (weighted activity 1.2). The student observes and analyzes the documentary "the history of things" and / or the "island of flowers", projected by the teacher through a video and participates in a discussion guided by the teacher, who presents triggering questions to generate debate about the main message of the videos, identifying the problem and making suggestions to solve it. Through an exemplification, the teacher delves into the pronouncements of the SDGs and SR, both on a personal and professional level. Students answer the exam online through the NEXUS Platform or TEAMS (Activity weighted 1.3).</p>	<p>objective of a sustainable development of society.</p> <ul style="list-style-type: none"> <li>• Benefits of the implementation of social responsibility.</li> <li>• Production and consumption patterns.</li> <li>• Examples of voluntary initiatives and tools for social responsibility.</li> </ul> <p>Other initiatives related to social responsibility.</p> <ul style="list-style-type: none"> <li>• Global compact.</li> <li>• Global Reporting Initiative (GRI).</li> <li>• SA 8000, AA1000, IQNet-SR10, SGE21.</li> </ul>	<p><a href="https://sites/isoorg/files/store/sp/PUB100258_sp.pdf">ve/sites/isoorg/files/store/sp/PUB100258_sp.pdf</a> Badii, M. H., &amp; Castillo, J. (2009). Capítulos 1, 3, 9 y 11.</p> <p>Barkin, D. (1999). 12-31. Gasca-Pliego, E., &amp; Olvera-García, J. C. (2011). 37-58. Gudynas, E. (2011). 43-66. Gutiérrez Garza, E. (2008). 21-35. Rebollar, P. F., Ugidos, B. F., &amp; Guirard, C. I. G. (2007) 115-132. Vallaey, F., De la Cruz, C., &amp; Sasia, P. M. (2009).</p> <p>Aula con medios audiovisuales: proyector, computadora, sistema de audio. Plataforma NEXUS. Documentales: "La historia de las cosas con Annie Leonard" de Tides Foundation y Free Range Studios: <a href="https://www.youtube.com/watch?v=DUhzHZFZb8c">https://www.youtube.com/watch?v=DUhzHZFZb8c</a> "La isla de las flores" de Suekofilms y La Tramafilms: <a href="https://www.youtube.com/watch?v=P0eC4ptua4g">https://www.youtube.com/watch?v=P0eC4ptua4g</a></p>
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## Phase 2. Environment and

### Sustainability

#### Phase 2.Element of competence:

Recognize the relationships between nature, culture, society and the individual through the understanding of the basic principles of nature and the postulates of sustainable development and social responsibility to become aware that the rational, efficient and responsible use of natural resources are determining factors for sustainable development..

Evidence	Performance criteria	Learning activities	Content	Resources
2. Essay on the analysis of the relationship between an environmental pollution problem, the basic principles of nature and sustainability indicators.	<p>Electronic document of five to six pages, in Arial 12 font and 1.5 spacing.</p> <p>The document comprises the following structure:</p> <ul style="list-style-type: none"> <li>Cover with the logos of the University and the Faculty, general data of the students, title of the topic or name of the evidence, name of the facilitator, place and date.</li> <li>Summary: no more than ten lines (locates the theme and general features and integrates the central contribution of the work).</li> <li>Body of the essay between four and five pages with the following sections: introduction,</li> </ul>	<p>The teacher explains the basic principles of nature with visual support based on the content of units 1, 2 and 3 of the textbook.</p> <p>The student creates as a team a synoptic table of units 1, 2 and 3 of the textbook (weighted activity 2.1).</p> <p>The teacher generates a discussion forum (through a virtual platform: Nexus or Teams) for students to answer the questions: What is my relationship with nature from a personal, professional and work point of view? had contact with the professional or labor, how do you imagine such a relationship in these areas? (weighted activity 2.2).</p>	<p>Basic principles of nature.</p> <p>The role of living beings in ecosystems.</p> <p>Ecosystem services.</p> <p>Contamination of water, air and soil.</p> <p>Global environmental problems: climate change loss of biodiversity.</p> <p>Sustainability indicators:</p> <ul style="list-style-type: none"> <li>Economic.</li> <li>Social.</li> <li>Environmental</li> </ul>	<p>Libro de Texto: Alfaro Barbosa, J.M., et al. (2009) Ambiente y Sustentabilidad. Unidades 1, 2 y 3.</p> <p>Bases de datos del INEGI: <a href="http://www.inegi.org.mx">www.inegi.org.mx</a></p> <p>Bases de datos de crecimiento demográfico (ONU): <a href="http://esa.un.org/unpd/wp/unpp/panel_population.htm">http://esa.un.org/unpd/wp/unpp/panel_population.htm</a> Sistema Integral de Monitoreo Ambiental de Nuevo León. (SIMA): <a href="http://aire.nl.gob.mx">http://aire.nl.gob.mx</a></p> <p>Bases de datos de monitoreo ambiental en</p>



	<p>development and closing or conclusion.</p> <ul style="list-style-type: none"> <li>• References, are presented at the end of the body of the essay and follow the APA format.</li> </ul> <p>Addresses an environmental pollution problem associated with urban, industrial or rural development.</p> <p>Relate at least three basic principles of nature with the case addressed.</p> <p>Identifies violations of the basic principles of nature selected from the perspective of the student's future profession.</p> <ul style="list-style-type: none"> <li>• Includes information on environmental indicators of the locality, considering the quality of the water, air and soil and the urban solid waste of the selected locality.</li> </ul> <ul style="list-style-type: none"> <li>• Relates the demographic development with the economic situation of the selected locality.</li> </ul>	<p>The student prepares a brief outline with the ideas of the stage that emerged in the discussion forum dynamics.</p> <p>The student selects an environmental, social and economic problem related to her professional context.</p> <p>The student presents the proposal for the topic for evidence 2, indicating the activities to be carried out on three slides.</p> <p>The teacher approves the topics selected by the students to carry out the evidence.</p> <p>The student captures (original) photographs of the problem, describing its implications from the perspective of their future profession.</p> <p>The student answers the exam online through the NEXUS or TEAMS Platform (weighted activity 2.3)</p>		<p>áreas metropolitanas de México:  <a href="https://sinaica.inecc.gob.mx/index.php">https://sinaica.inecc.gob.mx/index.php</a></p> <p>Foro sobre cooperación para el desarrollo:  <a href="https://www.un.org/ecosoc/es/content/about-development-cooperation-forum">https://www.un.org/ecosoc/es/content/about-development-cooperation-forum</a></p> <p>Organización para la Cooperación y el Desarrollo Económicos (OCDE):  <a href="http://www.oecd.org/centrodemexico/laocde/">http://www.oecd.org/centrodemexico/laocde/</a></p> <p>Base de datos de la OMS: <a href="https://www.who.int">https://www.who.int</a></p> <p>Aula con medios audiovisuales: proyector, computadora, sistema de audio.          Plataforma Nexus.          Plataforma Teams</p>
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### Fase 3. Social responsibility in practice

#### Element of competence:

Distinguish a social conflict in your community from the vision of sustainable development and the principles of social responsibility to examine the impacts caused by decisions and production and service processes, the environment and society.

Evidence	Performance criteria	Learning activities	Content	Resources
3. Role play in the analysis of a social conflict.	<p>The evidence is presented in a team of 5 to 8 students, who play different roles, such as: the moderator, the promoter (who promotes the conflict), the ecologist, affected citizen (s) and the representative of the government instance. The game takes place in the classroom.</p> <p>Addresses a social conflict involved in urban, industrial or rural development in Mexico.</p> <p>Delivery two days before electronic document of 8 to ten pages, in Arial 12 font and 1.5 spacing, where each participant describe his position on the case.</p> <p>Follow the following structure in the document:</p> <ul style="list-style-type: none"> <li>• Cover with the logos of the University and the Faculty, general data of the</li> </ul>	<p>The professor exposes with the support of audios and videos from radio and television newscasts and newspaper clippings the main topics (poverty, inequality, gender equality, human rights, environmental health) of the SDGs oriented to real situations of the city, the state and the country.</p> <p>The student solves a problem through the analysis of the case raised by the teacher to raise awareness about the importance of social participation in solving sustainable development problems.</p> <p>The professor organizes a group debate asking triggering questions about the culture of sustainable development and social responsibility in Mexico.</p>	<p>Culture of sustainable development and social responsibility:</p> <ul style="list-style-type: none"> <li>• Individual, collective and community participation.</li> <li>• Institutional participation.</li> <li>• Cultural rights.</li> <li>• Strengthening of sustainable development.</li> <li>• Civil society actions.</li> <li>• Construction of sustainable societies.</li> <li>• Criticism of sustainable development.</li> </ul> <p>Environmental health:</p> <ul style="list-style-type: none"> <li>• Strategies in the SDGs for health.</li> </ul>	<p>Bringas, N. L., &amp; González, J. I. I. (2004). 551-590.</p> <p>Vaqué, L. G. (2015). 203-216.</p> <p>Villasante, T. R. (1999). 31, 37.</p> <p>Villasante, T. R. (2014). DOF (2012), NMX-AA-162-SCFI-2012 Auditoría ambiental – metodología para realizar auditorías y diagnósticos, ambientales.</p> <p>Secretaría del Medio Ambiente y Recursos Naturales: <a href="https://www.gob.mx/sema/rnat">https://www.gob.mx/sema/rnat</a></p> <p>Procuraduría Federal de Protección al Ambiente: <a href="https://www.gob.mx/profepa">https://www.gob.mx/profepa</a></p> <p>Sistema Integral de Monitoreo Ambiental de</p>





	<p>team's students and their role, title of the topic or name of the evidence, name of the facilitator, place and date.</p> <ul style="list-style-type: none"> <li>• Introduction: in a page the moderator describes the case, the rules of the game and identifies the participants with their respective roles.</li> <li>• Statement of reasons: each participant presents their arguments in favor according to her role. It includes evidence such as norms, laws, regulations, technical reports, sustainability indicators, photographs, surveys of fellow group members assuming a role in the case, etc.).</li> <li>• Bibliography: each participant writes the bibliographic references consulted in APA format. It includes the following phases in the dynamics of the role play:             <ul style="list-style-type: none"> <li>• Introduction (2.5 minutes): the moderator describes the social conflict involved, presents the roles of each participant and mentions the rules of the game.</li> </ul> </li> <li>• Statement of reasons: in</li> </ul>	<p>The student summarizes the main ideas gathered from the debate.</p> <p>The professor exposes the main agencies at the federal, state and municipal levels in charge of promoting sustainability.</p> <p>The student prepares a comparative table of the functions and competencies of the three levels of government (weighted activity 3.1).</p> <p>The student prepares a synoptic table of the instruments of environmental policy (Chapter IV of Title One of the LGEEPA).</p> <p>The student prepares a flow chart that shows the methodology for conducting an NMX-Environmental Audit. AA-162-SCFI-2012 (weighted activity 3.2).</p> <p>The student creates a glossary of 10 basic concepts contained in the NMX-AA-162-SCFI-2012.</p> <p>The student designs and</p>	<ul style="list-style-type: none"> <li>• Functions of the health authorities.</li> </ul> <p>Environmental Legislation in Mexico:</p> <ul style="list-style-type: none"> <li>• Government bodies in the field of environmental legislation.</li> <li>• General Law of Ecological Balance and Environmental Protection (LGEEPA).</li> <li>• Environmental policy.</li> <li>• Instruments of environmental policy.</li> <li>• Environmental audits (NMX-AA-162-SCFI-2012).</li> <li>• Non-governmental organizations (NGOs).</li> </ul>	<p>Nuevo León (SIMA): <a href="http://aire.nl.gob.mx">http://aire.nl.gob.mx</a></p> <p>Bases de datos de monitoreo ambiental en áreas metropolitanas de México: <a href="https://sinaica.inecc.gob.mx/index.php">https://sinaica.inecc.gob.mx/index.php</a></p> <p>Comisión Nacional del Agua: <a href="https://www.gob.mx/conagua">https://www.gob.mx/conagua</a></p> <p>Aula con medios audiovisuales: proyector, computadora, sistema de audio.</p> <p>Plataforma NEXUS. Plataforma TEAMS</p>
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	<p>a round each participant exposes her position in three minutes according to the role that he represents in the face of social conflict, is supported by evidence and a Power Point presentation.</p> <ul style="list-style-type: none"><li>• Counterpoints: each participant reaffirms her position in two minutes, refuting the arguments against her ideas. Present evidence.</li><li>• Verdict: in 5 minutes the representative of the governmental instance issues a verdict based on sustainability principles, social responsibility and environmental legislation. He presents the pertinent evidence.</li><li>• Conclusions: in 2.5 minutes the moderator concludes with the main ideas and agreements.</li></ul>	<p>categorizes the 10 most recurrent environmental problems in a scheme to link them with related environmental laws and policies.</p> <p>The student hypothetically applies environmental policy instruments in a case study that contemplates ethical dilemmas around a social conflict related to environmental problems</p>		
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## 5. Evaluation of learning:

Elements to evaluate		Weight [%]
<b>Evidences</b>		
Evidence 1.	Comparative table and analysis of production and consumption patterns between Mexico and other countries.	12
Evidence 2.	Essay on the analysis of the relationship between an environmental pollution problem, the basic principles of nature and sustainability indicators.	12
Evidence 3.	Role play in the analysis of a social conflict.	12
Subtotal		Subtotal
<b>Weighted Activities</b>		
Activity 1.1	Glossary of 15 basic concepts contained in the objectives of sustainable development and the principles of responsibility.	4
Activity 1.2	Timeline.	4
Activity 2.1	Synoptic table of units 1, 2 and 3 of the book "Environment and Sustainability".	4
Activity 2.2	Participation in the discussion forum through a virtual platform: Nexus or Teams.	4
Activity 3.1	Comparative table of the functions and competencies of the three levels of government.	4
Activity 3.2	Flow chart showing the methodology for conducting an Environmental Audit.	4
Subtotal		Subtotal
<b>Exams</b>		<b>Exams</b>
Activity 1.3	Online exam through the NEXUS Platform or TEAMS.	7.5
Activity 2.3	Online exam through the NEXUS Platform or TEAMS.	7.5
Subtotal		15
<b>Integrative learning product</b>		<b>25</b>
<b>Total</b>		<b>100</b>



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## 6. Integrative learning product:

Intervention project that addresses a current problem, which includes the description and documentation of the process to solve it, taking into account the three aspects of sustainability: environment, society and economy, identifying solutions, through social participation, promoting the culture of social responsibility.

The PIA can be presented in different formats such as: an audiovisual document, essay, report, audiovisual presentation, scientific poster, among others, where the entire process carried out and the analysis of the results are shown.

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Vo.Bo.

Dr. Gerardo Tamez González  
Director del Sistema de Estudios de Licenciatura