Course Instructor: Prof Marie-Claire Cordonier Segger
Class Time: Wednesday 11:30am – 2:20pm
Class Location: RCH 209
Office hours: Wednesday 9:00 – 11:00 or appointment by email
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Phone: 519-888-4567 / 613 868 6980

Course summary
With the world at 7 billion people and a current annual GDP of around US$70 trillion, human impacts on the environment have already reached dangerous levels. By 2050 there may well be 9 billion people and global GDP of more than US$250 trillion. The challenges of governance for sustainable development in a globalizing world are real and many. The world urgently needs a practical and effective framework for sustainable development to address the simultaneous challenges of ending poverty, increasing social inclusion, and sustaining local and planetary life systems. Leaders of 193 countries adopted the 2030 Agenda for Sustainable Development at the UN SD Summit in 2015. It sets out 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, tackle climate change, protect life on land, and other priorities. The UN Sustainable Development Solutions Network (SDSN) was launched in 2012 to mobilize global scientific and technological knowledge on the challenges of sustainable development, including the design and implementation of the post-2015 global sustainable development agenda. Feasible pathways to long-term sustainability are highly complex, subject to technological uncertainty, and requiring substantial financial resources. New kinds of cross-disciplinary expert teams, engaged in the relevant international partnerships and networks in these issues, working across national borders, are needed to provide an integrated approach to sustainability. The broad goal of this course is to introduce the foundations of key sectoral and thematic knowledge for these important challenges to sustainable development. The course will run parallel to the Global Classroom, an approach pioneered by Columbia University and the Global MDP Association. Upon successful completion of the course, students will become familiar with current and emerging global issues related to Sustainable Development Goals, be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries, and be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development. Students will also be in a position to take informed decisions regarding their future professional role in helping the world achieve Sustainable Development.

Course description
With a current annual GDP of around US$70 trillion and over 7 billion people, human impacts on the environment are already exceeding carrying capacity. By 2050, our world may reach a global GDP of more than US$250 trillion, with over 9 billion people and average temperatures at least 1.5 degrees warmer. The challenges of governance for sustainable development in a globalizing world are real and many. National governments must coordinate policy development and implementation with diverse actors -- businesses, local governments, regional / international institutions, and civil society organizations. The global Information and communication revolution is leading to increased transparency, with growing demands for participation in decision making in every country. Multinational corporations are key players in global trade, finance, manufacturing, resource extraction, and technological change, and more so than most national governments. Globalization makes possible regulatory and tax arbitrage across jurisdictions, undermining the effectiveness of national economic policies, taxation, and environmental regulations. Tackling problems that require global cooperation is extremely challenging in a multi-polar world. The world urgently needs a practical and
effective framework for sustainable development to address the simultaneous challenges of ending poverty, increasing social inclusion, and sustaining local and planetary life systems.

Leaders of 193 countries adopted the 2030 Agenda for Sustainable Development at the UN SD Summit in 2015 (https://sustainabledevelopment.un.org/post2015/transformingourworld). It sets out 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, tackle climate change by 2030. To prepare, several activities were initiated under the leadership of UN Secretary-General, building on the UN SG’s High-Level Global Sustainability Panel Report (http://sustainabledevelopment.un.org). The UN Sustainable Development Solutions Network (SDSN) was launched in 2012 to mobilize global scientific and technological knowledge on the challenges of sustainable development, including the design and implementation of the post-2015 global sustainable development agenda (http://unsdsn.org). International law and policy contributions to the SDGs were analysed by the UN Environment Programme and Canada’s Centre for International Sustainable Development Law in 2016 (http://cisdl.org/whats-new/2016.html). Feasible pathways to long-term sustainability are highly complex, subject to technological uncertainty, and requiring substantial financial resources. Sound policy-making in each country requires a long-term approach that integrates strategies vis-à-vis many challenges: food and nutritional security, social service delivery, energy policy, water resource management, urbanization, infrastructure, human rights, biodiversity, adaptation to climate change, mitigating GHGs, sustainable business, good governance, and more. New kinds of cross-disciplinary expert teams, engaged in the relevant international partnerships and networks in these issues, working across national borders, are needed to provide an integrated approach to sustainability.

The broad goal of this course is to introduce the foundations of key sectoral and thematic knowledge for these important challenges to sustainable development. The course will take into account materials from the Global Classroom, an approach pioneered by Columbia University and the Global MDP Association.

Course objectives

Upon successful completion of the course, students will be familiar with current and emerging global issues related to Sustainable Development Goals, be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries, and be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development. Students will also be in a position to take informed decisions regarding their future professional role in helping the world achieve Sustainable Development.

Pedagogy

The overall course will be delivered in a seminar style requiring extensive participation by students in the class. The course will achieve its learning objectives by deploying a combination of talks by internationally recognized development experts (through the Global Classroom videos), selective lectures by the instructor, classroom and online discussions, analytical group presentations, and extensive readings.

Required course texts

There is no required textbook for this course. Readings from journal articles, books, internet sources and newspapers are assigned on a weekly basis. A number of key textbooks are placed on reserve in the Dana Porter Library. It is the responsibility of students to access all journal articles via the University of Waterloo library homepage. Some of these articles will also be uploaded onto LEARN under the ‘content’ page. Additional readings, information sources and points of interest will be posted to LEARN as and when necessary.
### Weekly Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Relevant online GC Lectures</th>
<th>SDGs in focus</th>
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<tbody>
<tr>
<td>WEEK 1:</td>
<td>Foundations for Sustainable Development</td>
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<td>Path to the SDGs</td>
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<tr>
<td>Sept. 12</td>
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<tr>
<td>WEEK 2:</td>
<td>SDGs in Policy, Law &amp; Practice</td>
<td>S. Someshwar J. Sachs</td>
<td>SDGs Overview in Policy, Law &amp; Practice</td>
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<td>Sept. 19</td>
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<tr>
<td>WEEK 3:</td>
<td>Ending Poverty and Hunger, Economic Development</td>
<td>P. Walsh</td>
<td>Goals 1</td>
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<td>Sept. 26</td>
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<tr>
<td>WEEK 4:</td>
<td>Cities, Infrastructure and Innovation</td>
<td>A. Revi</td>
<td>Goals 9 and 11</td>
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<td>Oct. 3</td>
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<tr>
<td>WEEK 5:</td>
<td>Food and Water Healthy and Equal Lives <em>(Tuesday’s classes this week are held on the Thursday)</em></td>
<td>S. Sachs</td>
<td>Goals 2 and 6 Goal 3</td>
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<tr>
<td>Oct. 12</td>
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<td>WEEK 6:</td>
<td>Peace, Justice and Governance</td>
<td>J. Castellino J. Arenas</td>
<td>Goal 16</td>
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<td>Oct. 17</td>
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<td>WEEK 7:</td>
<td>Quality Education and Gender Equality</td>
<td>J. Rubenstein</td>
<td>Goals 4 and 5</td>
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<td>Oct. 24</td>
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<td>WEEK 8:</td>
<td>Climate Change Action and Clean Energy</td>
<td>L. Tubiana</td>
<td>Goal 13 and 7</td>
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<td>Oct. 31</td>
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<td>WEEK 9:</td>
<td>United Nations and SD</td>
<td>D. Gardner</td>
<td>Goal 17</td>
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<td>Nov. 7</td>
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<tr>
<td>WEEK 10:</td>
<td>Ocean and Land Ecosystems, Biodiversity and Forests</td>
<td>U. Karanth</td>
<td>Goals 14 and 15</td>
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<td>Nov. 14</td>
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<tr>
<td>WEEK 11:</td>
<td>Financing SD</td>
<td>A. Shah</td>
<td>Goals 8 and 12</td>
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<td>Nov. 21</td>
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<tr>
<td>WEEK 12:</td>
<td>Practice of Sustainable Development</td>
<td>G. Denning J. Sachs S. Someshwar</td>
<td>Goals 10 and 17</td>
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<td>Nov 28</td>
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Weekly Readings

Weeks 1 & 2: Sustainable Development in Policy, Law & Practice

**Required:**


Online: [https://www.ids.ac.uk/files/dmfile/themeaningofdevelopment.pdf](https://www.ids.ac.uk/files/dmfile/themeaningofdevelopment.pdf)

UN Secretary General, 2015. High-Level Global Sustainability Panel Report.

Online: [http://sustainabledevelopment.un.org](http://sustainabledevelopment.un.org)

**Recommended:**


UN Environment Programme & Centre for International Sustainable Development Law (2016) 10 Issues Briefs on International Law and Policy Contributions to the SDGs,


Online: [http://www.un-documents.net/ocf-ov.htm](http://www.un-documents.net/ocf-ov.htm)

Week 3: Fighting Poverty and Hunger, Economic Development

**Required:**


Online:


**Recommended**

Interview with Noam Chomsky (on Adam Smith). Online: [https://chomsky.info/warfare02/](https://chomsky.info/warfare02/)

Wilson, J “The Shock of the Real: The Neoliberal Neurosis in the Life and Times of Jeffrey Sachs”

Sachs, J "What I did in Russia". Online: [http://jeffsachs.org/2012/03/what-i-did-in-russia/](http://jeffsachs.org/2012/03/what-i-did-in-russia/)

Week 4: Cities, Infrastructure, Innovation

**Required:**


Online: [https://newleftreview.org/II/53/david-harvey-the-right-to-the-city](https://newleftreview.org/II/53/david-harvey-the-right-to-the-city)

**Recommended:**


Start / Stop / Continue Class Feedback Exercise

Week 5: Food and Water, Healthy and Equal Lives

Required:

Recommended:
Online: http://www.thecanadianfacts.org/

Week 6: Peace, Justice and Governance

Required:

Recommended:
Online: http://www.greeneuropeanjournal.eu/debt-whole-history/

Week 7: Quality Education and Gender Equality

Required:

**Recommended:**

**Week 8: Climate Action and Clean Energy**

**Required:**
Online: https://www.elgaronline.com/view/journals/cilj/5-2/cilj.2016.02.03.xml
Climate Change 2014: Impacts, Adaptation, and Vulnerability; Climate Change 2014: Mitigation of Climate Change; Climate Change 2014: Synthesis Report [Decision-Maker’s Summary]
Online: http://www.ipcc.ch/report/ar5/

**Recommended:**
IPCC Fifth Assessment Reports (AR5): Climate Change 2013: The Physical Science Basis;

**Week 9: United Nations and SD**

**Required:**

**Week 10: Ocean and Land Ecosystems, Biodiversity and Forests**

**Required:**

**Millennium Ecosystem Assessment (2005). Ecosystems and Human Well-being: Biodiversity Synthesis.** [Read Preface and Summary]

**Recommended:**


**Secretariat of the Convention on Biological Diversity. (2010). Global Biodiversity Outlook 3, Montréal.** [Read Executive Summary and Introduction]

**Week 11: Financing SD**

**Required:**

**Recommended:**

**Week 12: Practice of Sustainable Development** (leading to future readings)

**Required:**

**Recommended:**

**Recommended Readings (optional unless selected for presentation) are a sample of literature in the foundations and history of sustainable development, and provide an initial background into its varied strands.
Assessment of learning
This is a not-for-credit course, i.e., only pass or fail grades will be assigned to participating students based on the following criteria. There are a number of assignments and highly interactive class activities but no grading will be done or marks assigned.
1. 1) Attendance in class: Students are required to attend all classes during the twelve weeks of the course, except when faced with unavoidable circumstances. When in such a situation, students must advise the instructor in writing by direct email as soon as they become aware of the situation. Students will be required to provide appropriate documentation, for example, a note from your doctor indicating the dates you were ill.
2. 2) Successful completion of course assignments and activities in a timely manner (please refer to course assignments section).

Course Assignments / Assessment:

1. Global Classroom Distinguished Experts Panel Exercise
Every week the class will discuss the SDGs and the course topics, in some instances supported by video lectures available online from the Global Classroom or other sources. The instructor will conduct a moderated discussion session to help the students engage in further analysis of the SDG, linking it to the video or reading material provided. A panel consisting of two or three students will be formed for each weekly class, chosen on the day from among the students. They will be charged with the responsibility to ask some leading questions of the students oral presentations (see 2 below), following which there will be an open discussion moderated by the instructor. After the open discussion, the review panel will provide any further insights / concluding remarks before the session ends (e.g., highlighting the main issues raised by the presentations, the relevance of the talk to the SDG topic of that week’s class, any key learnings / messages).
Please note that this assignment does not require any special preparation prior to the class.

2. Oral Presentations:
Starting in week 2, individual students will make 10 minutes conference style presentations during the class, for each week of the course. Each student will select one required reading from the list provided for that week and also find a new published material (preferably peer reviewed scientific journal article, a book chapter or book) on the SDG topic of the specific week. Their short presentation will focus on a critical analysis of the two reading materials, and providing succinct discussion of how they contribute or not to the understanding of the week’s topic as well as the sustainable development goal (SDG) or goals in question.
A sign-up sheet will be circulated in the first week of class and students will be required to indicate the weeks in which they wish to make their oral presentations.

3. Group Task: UW Sustainable Development Goals (SDGs) Task Forces
Groups of students will form into Task Forces and each Task Force will select two of the Sustainable Development Goals (SDGs) to work on together through the entire Fall Term. The Task Forces will conduct initial research and group deliberations throughout the Term on the specific SDGs picked by them and prepare an Action Plan for successful implementation of their specific SDGs in a chosen jurisdiction (locality, province, country, global). In Week 12 class each Task Force will present their SDG Action Plan to the others, and invited guests. Further instructions on this assignment will be provided by the instructor.
The UW Sustainable Development Goals Task Forces will be formed in the first week of class, and a sign-up sheet will be circulated for the Task Forces to indicate their SDGs by the second week of class.

Consequences of Academic Offences

Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about rules for group work/collaboration should seek guidance from the course professor, TA, academic advisor, or the Undergraduate Associate Dean. For information on categories of offenses and types of penalties, students should refer to Policy #71, Student Academic Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

Within FES, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).