INDEV 601
Foundations of Sustainable Development Practice
Master of Development Practice (MDP) Program
School of Environment, Enterprise and Development (SEED)
University of Waterloo
Fall 2021

Course Instructor: Prof Marie-Claire Cordonier Segger
Class Time (Online Seminar): Wed 10AM – 11:40AM EST
Class Location: Online via Virtual Classroom
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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 draw on insights from the new Canadian Sustainable Development Solutions network, and several international initiatives led by SEED professors. Upon successful completion of the course, students will become familiar with current and emerging global issues related to the 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 law, policy and practice on sustainable development. Students will also feel more confident taking informed decisions for their future professions helping the world achieve sustainable development.

Course Description

Human impacts on our 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 4 degrees warmer. The challenges of governance for sustainable development in a globalizing world are real and many. 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, at all levels. Multinational firms are key players in global trade, finance, manufacturing, resource extraction, and technological change, and more so than most national governments. Globalization opens new opportunities for collaborating across jurisdictions, fostering or frustrating economic policies, environmental regulations and respect for human rights. 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), aiming towards a more sustainable world in 2030. It sets out 17 Sustainable Development Goals (SDGs) and 169 targets to end poverty and hunger, advance health and education, ensure access to clean water and renewable energy, tackle climate change and biodiversity loss, secure sustainable cities and communities and achieve other global sustainability priorities. 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). Supporting this agenda, the UN Sustainable Development Solutions Network (SDSN) works to mobilize global scientific and technological knowledge for sustainable development, including law and policy contributions to achieving the SDGs (http://unsdsn.org). The University of Waterloo SEED hosts Canada's national SDSN. International law and policy contributions to the SDGs were analysed by the UN Environment Programme and Canada's Centre for International Sustainable Development Law (CISDL), leading to new online courses launched in 2019 (www.cisdl.org). Feasible pathways to long-term sustainability are highly complex and subject to technological uncertainty, with substantial investments required. Sound policy-making in each country requires a long-term approach that integrates strategies vis-à-vis many SDG challenges. 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. This course builds on new materials from the UN, the SDSN and several global initiatives related to law, policy and practice to help learners build their capacity to contribute to achieving the global SDGs.

Course Objectives

The broad goal of this course is to introduce the *foundations* of key sectoral and thematic knowledge for these important challenges to sustainable development. Upon successful completion of the course, students will be familiar with current and emerging global issues related to the 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 feel more confident taking informed decisions for their future professions helping the world achieve sustainable development.

Pedagogy

The overall course will be delivered in an online 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 (mainly online), selective lectures by the instructor, important classroom discussions facilitated by an interactive roleplay dynamic, 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. Students are encouraged to download one of the many Sustainable Development Goals Mobile Apps available for mobile devices on the Google Play and iTunes (e.g. SDGs in Action or SDG UNCRO).

Online Seminar Format (Excluding first introductory lecture & final two seminars):

1. UN and other videos of varying lengths are recommended for students to watch in advance of each session, in lieu of a 3rd hour of online class time. Each online session will then take place in approximately 1h40 mins of online interactive class time, with an agenda of:
   - Brief roundtable (all) 10 mins
   - Presentations of readings by teams (2-3 students, using screenshare to present a 6-9 slide ppt on 2 readings each) 20 mins
   - International review panel simulation (2-3 students, having listened, ask review questions to the presenters/class) 40 mins
   - Brief lecture / interactive discussion by Professor with class (the focus SDG origins and institutions, policies & practices, career options) 20 mins
   - Closing roundtable (all) 10 mins

For those who can attend the weekly online seminar, the student will also need to complete:
1. Readings – required / any of the recommended readings that are of interest (and one of the presentations of readings, as a team)
2. Online films/lectures on the focus SDGs – watch the online films/lectures as listed in the schedule
3. Office hours are available online by appointment through the TA, if need be.

For those who cannot attend the synchronous online seminar, the student will need to complete:
1. Readings – required / any of the recommended readings that are of interest (and one of the presentations of readings, as a team)
2. Online films/lectures on the focus SDGs – watch the online films/lectures as listed in the schedule
3. Draft and post a short paper/blog comparing and analysing 2 readings, once per fortnight;
4. Hold an online meeting with TA and 2-3 volunteers from the class, once per month during term time (4 total), to review the blogs/papers.
5. Office hours are available online by appointment through the TA, if need be.

Weekly Class Schedule

Date	Topic	Optional Online Lectures	SDGs in focus (Click "Targets & Indicators" tab
WEEK 1: Sept. 8 **No online session**	**Foundations for Sustainable Development**	**Video** *Do you know all 17 SDGs?*	Path to the SDGs
WEEK 2: Sept. 15 **First online session**	**SDGs in Policy, Law & Practice**	**Video** *Leverhulme lecture on Pandemic recovery, the SDGs and the Law* **Video** *Mobilizing the SDGs in Canada*	SDGs Overview in Policy, Law and Practice
WEEK 3: Sept. 22	**Ending Poverty and Hunger, Economic Development**	**Goal 1** *Sustainable Development Goal #1: No Poverty (Length: 1h16mins)* **Goal 2** *Achieving Sustainable Development Goal 2- Side Session at 2015 UN General Assembly (part 2)(Length: 1h22mins)*	SDG 1: https://sustainabledevelopment.un.org/sdg1 SDG 2: https://sustainabledevelopment.un.org/sdg2
WEEK 4: Sep 29	**Cities, Infrastructure and Innovation, Consumption**	**Goal 9** *Sustainable Development Goal #9: Industry, Innovation and Infrastructure(Length:1h9mins)* **Goal 11** *SDG Media Zone: Smart Cities (Length:19mins)* **Goal 12** *Sustainable Development Goals SDG 12 Responsible Consumption and Production (Length:16mins)*	SDG 9: https://sustainabledevelopment.un.org/sdg9 SDG 11: https://sustainabledevelopment.un.org/sdg11 SDG 12: https://sustainabledevelopment.un.org/sdg12
WEEK 5: Oct. 06	**Healthy and Equal Lives Water & Sanitation**	**Goals 3** *2030- SDG 3- Good Health and Well-being- Ted talks (Length:15mins)* **Goals 6** *Linking national, regional and global reporting on #SDG 6 (Length:1h11mins)*	SDG 3: https://sustainabledevelopment.un.org/sdg3 SDG 6: https://sustainabledevelopment.un.org/sdg6
THANKSGIVING / READING WEEK			
WEEK 6: Oct. 20	**Climate Change Action and Clean Energy**	**Goal 13** *Sustainable Development Goal 13 - Climate action (Length:13mins)*	SDG 13: https://sustainabledevelopment.un.org/sdg13

		Goal **7** *Sustainable Development Goal#7: Affordable and Clean Energy (Length:1h11mins)*	SDG 7: https://sustainabledevelopment.un.org/sdg7
WEEK 7: Oct. 27	**Quality Education and Gender Equality**	Goal **4** *Sustainable Development Goal 4: Quality Education (Length:1h24mins)* Goal **5** *Sustainable Development Goal #5: Gender Equality (Length:1h55mins)*	SDG 4: https://sustainabledevelopment.un.org/sdg4 SDG 5: https://sustainabledevelopment.un.org/sdg5
WEEK 8: Nov. 03	**Decent Work & Reduced Inequality**	Goal **8** *Decent Work & the Global Goals (Length: 38mins)* Goal **10** *2030- SDG 10- Reduced Inequalities- Ted talks (Length: 11mins)*	SDG 8: https://sustainabledevelopment.un.org/sdg8 SDG 10: https://sustainabledevelopment.un.org/sdg10
WEEK 9: Nov. 10	**Oceans and Land Ecosystems, Biodiversity and Forests**	Goal **14** *Achieving SDG 14: The Ocean We Need for the Future We Want (Length:1h34mins)* Goal **15** *SDG Media Zone: Local Action for the SDGs (Length: 23mins)*	SDG 14: https://sustainabledevelopment.un.org/sdg14 SDG 15: https://sustainabledevelopment.un.org/sdg15
WEEK 10: Nov 17	**Peace, Justice and Governance**	Goal **16** *Sustainable Development Goal #16: Peace, Justice, and Strong Institutions (Length:1h26mins)*	SDG 16: https://sustainabledevelopment.un.org/sdg16
WEEK 11: Nov. 24	**United Nations and SD Financing SD**	Goal **17** *Sustainable Development Goal #17: Partnerships for the Goals (Length: 1h15mins)*	SDG 17: https://sustainabledevelopment.un.org/sdg17
WEEK 12: Dec 1	**Practice of Sustainable Development**		

Weekly Readings & Online Materials

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

Required:
- United Nations. 2015. Transforming our World: The 2030 Agenda for Sustainable Development. Sustainable Development Knowledge Platform. [Read in Full, inc SDGs] Online: [Pages 5-15]
https://sustainabledevelopment.un.org/post2015/transformingourworld/publication
- insert one more UN Report / Resource from 2020 or 2021 on advances / challenges in achieving the SDGs given the impacts of COVID
- Seers, D. 1969. "The Meaning of Development." Communication No. 44. Sussex: IDS. [Pages 1-10]
Online: https://www.ids.ac.uk/publications/the-meaning-of-development-2/
- UN Secretary General, 2015. High-Level Global Sustainability Panel Report.
Online: http://sustainabledevelopment.un.org.

Required Videos:
- Do you know all 17 SDGs: https://www.youtube.com/watch?v=0XTBYMfZyrM
- Leverhulme lecture on Pandemic recovery, the SDGs and the Law:
https://www.youtube.com/watch?v=JSskV6tc-n8
- Mobilizing the SDGs in Canada: https://www.youtube.com/watch?v=w-MFbhHIXwA

Recommended:
- Sachs, J., 2015. The Age of Sustainable Development. Columbia University Press. [Chapters 3 and 4].
- Cordonier Segger, MC. 2004. Sustainable Development Law: Principles, Practices and Prospects, Oxford University Press: Oxford. [Read Ch 1-3]
- UN Environment Programme & Centre for International Sustainable Development Law (2016) 10 Issues Briefs on International Law and Policy Contributions to the SDGs,
- Cordonier Segger, MC. 2021. A sustainable recovery? Prioritising post-pandemic law and policy innovations to achieve the UN Sustainable Development Goals:
https://www.bennettinstitute.cam.ac.uk/media/uploads/files/Prioritising_post_pandemic_law_and_policy_innovations.pdf
- Sachs, J. 2012. Millennium Development Goals to SDGs. *Lancet* 2012; 379: 2206 2211.
- World Commission on Environment and Development. 1987. Our Common Future. Oxford: Oxford University Press, "From One Earth to One World: An Overview by the World Commission on Environment and Development" and Chapters 1 - 2. Online: http://www.un-documents.net/ocf-ov.htm

Week 3: Fighting Poverty and Hunger, Economic Development

Required:
- Chambers, R. 1994. "Poverty and Livelihoods: Whose Reality Counts?" New York: UNDP. [Pages 173-183]
- Swaminathan, M. 2014. Zero Hunger. Science, 491- 491
- World Bank. 2020. Poverty and Shared Prosperity 2020: Reversals of Fortune. Washington, DC: World Bank. doi: 10.1596/978-1-4648-1602-4. License: Creative Commons Attribution CC BY 3.0 IGO:
https://openknowledge.worldbank.org/bitstream/handle/10986/34496/9781464816024.pdf

Required Videos:
SDG 1: https://www.youtube.com/watch?v=Ey8V0SXNmhc
SDG 2: https://www.youtube.com/watch?v=UppuXsb9578

Recommended
- Rae, A. and Pardey, P. 2014. Global Food Security – Introduction. *Australian Journal of Agricultural and Resource Economics*, 58: 499 – 503.

- Sachs, J. 2008. *Common Wealth: Economics for a Crowded Planet.* Penguin Press: New York. [Chapter 1 *"Common Challenges, Common Wealth"*]
- Interview with Noam Chomsky (on Adam Smith). Online: https://chomsky.info/warfare02/
- Rae, A & Pardey, P. 2014. Global Food Security- Introduction, 499-503
- Atapattu, S & Fraser, S. 2016. SDG 1 on Ending Poverty in All its Forms: Contributions of International Law, Policy and Governance
- Tracking the SDGs in Canadian Cities: SDG 1 (No Poverty)
https://www.iisd.org/sites/default/files/publications/tracking-sdgs-canadian-cities-sdg-1.pdf
- Tracking Progress on Food and Agriculture-related SDG Indicators
http://www.fao.org/sdg-progress-report/en/#sdg-2
- Holtzmann, J. 2006. "The World is Dead and Cooking's Killed It: Food and the Gender of Memory in Samburu, Northern Kenya" : https://www.tandfonline.com/doi/abs/10.1080/07409710600961979
- Black, R.E. (2003) Where and Why are 10 Million Children Dying Every Year? -
https://pubmed.ncbi.nlm.nih.gov/12842379/

Week 4: Cities & Communities, Infrastructure & Innovation, Sustainable Consumption & Production

Required:
- Parnell, S. 2016. Defining a Global Urban Development Agenda. *World Development* 78: 529 - 540.
- Kanuri, C., Revi, A., Espey, J., & Kuhle, H., 2016. Getting Started with the SDGs in Cities: A Guide for Stakeholders, SDSN Flagship Report. New York: SDSN. [Chapter 1]

Required Videos:
SDG 9: https://www.youtube.com/watch?v=8Rq76Of72C0
SDG 11: https://vimeo.com/240171980
SDG 12: https://www.youtube.com/watch?v=vuOpJPovNPI

Recommended:
- High-Level Political Forum on Sustainable Development, (2018) *2017 HLFP Thematic Review of SDG-9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.*
- Sanchez Rodriguez, R, Urge-Vorsatz, D & Barau, A. (2018) Sustainable Development Goals and Climate Change Adaptation in Cities. *Nature Climate Change* (8) 181 – 183.
- Harvey, D. 2008. The Right to the City. *New Left Review* 53(5): 23 - 40. Online:
https://newleftreview.org/II/53/david-harvey-the-right-to-the-city
- Bulkeley, H & Betsill, M. (2005) Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change, Environmental Politics, 14:1,42-63

Start / Stop / Continue Class Feedback Exercise

Week 5: Healthy Lives, Water & Sanitation

Required:
- Sachs, J. 2015. The Age of Sustainable Development. Columbia University Press. [Ch 9 Health for All.]
- Cronin, A, Badloe, C., Torlesse, H. & Nandy, R. 2015. Water, Sanitation and Hygiene: Moving the Policy Agenda Forward in the Post-2015 Asia, *Asia & the Pacific Policy Studies* 2:2. Online:
https://doi.org/10.1002/app5.90
- Marmot, M. 2005. Social Determinants of Health Inequalities. Lancet 2005; 365: 1099 -1104.
https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(05)71146-6.pdf

Required Videos:
SDG 3: https://www.youtube.com/watch?v=BRqD6bUOsqk
SDG 6: https://www.facebook.com/watch/live/?v=10154990392787109&ref=watch_permalink

Recommended:

- Pfeiifer, J. 2004. Condom Social Marketing, Pentecostalism, and Structural Adjustment in Mozambique: A Clash of AIDS Prevention Messages. *Medical Anthropology* 18(1):77 - 85.
- RePfeiffer, J. 2003. International NGOs and Primary Health Care in Mozambique: The Need for a New Model of Collaboration. *Soc Sci Med.* 56(4):725 - 38.
- Mikkonen, J. and Raphael, D. 2010. Social Determinants of Health: The Canadian Facts. Toronto: York University School of Health Policy and Management. Online: http://www.thecanadianfacts.org/
- Lansing, JS. 2007. *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*.

Week 6: Climate Action and Clean Energy

Required:
- Intergovernmental Panel on Climate Change – Special Report on 1.5 Degrees Warming. 2019. Online: https://www.ipcc.ch/sr15/ [Policy-Makers Summary] [Chapter 1]
- CDKN. 2014. The Sustainable Development Goals – Will they Deliver Climate Compatible Development for Vulnerable Countries? Working Paper Online: https://cdkn.org/resource/working-paper-the-sustainable-development-goals-will-they-deliver-climate-compatible-development-for-vulnerable-countries/?loclang=en_gb
- IEA. 2015. *Energy and Climate Change. World Energy Outlook Special Report*. Online: https://webstore.iea.org/download/summary/538?fileName=French-WEO-Climate-2015-ES.pdf [Executive Summary]

Required Videos:
SDG 13: https://www.youtube.com/watch?v=2e-fTjwxVn8
SDG 7: https://www.youtube.com/watch?v=x_J-HXW_fDU

Recommended:
- IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S. L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M. I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T. K. Maycock, T. Waterfield, O. Yelekçi, R. Yu and B. Zhou (eds.)]. Cambridge University Press: https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf
- Climate Change 2014: Impacts, Adaptation, and Vulnerability; Mitigation of Climate Change; Synthesis Report [Decision-Maker's Summary], Online: http://www.ipcc.ch/report/ar5/
- Cordonier Segger, MC. 2016 Advancing the Paris Agreement on Climate Change for Sustainable Development *Cambridge Journal of Intl & Comp Law* 5:2:2016, Online: https://www.elgaronline.com/view/journals/cilj/5-2/cilj.2016.02.03.xml
- Gielen, D et al (2019). The Role of Renewable Energy in the Global Energy Transformation. Energy Strategy Reviews, Volume 24, pp.38-50.
- Latour, B. 1998. To Modernize or to Ecologize? That's the Question, in N Castree and B Willems-Braun (editors) Remaking Reality: Nature at the Millennium, Routledge, pp. 221-242

Week 7: Quality Education and Gender Equality

Required:
- Sachs, J. 2015. The Age of Sustainable Development. Columbia University Press: New York. [Chapter 8 "Education for All."]
- UNDP, 2016. Global Good Practices in Advancing Gender Equality and Women's Empowerment in Constitutions – Summary. Online:
http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Constitutions-FOLDOUT.pdf

Required Videos:
SDG 4: https://www.youtube.com/watch?v=uPYu2Aftgqo
SDG 5: https://www.youtube.com/watch?v=69mS_EM9Gc8

Recommended:
- Fenton-Glynn, C. et al, Contributions of International Law and Policy to Achieving the Education SDG (2016). Montreal/Nairobi: CISDL/UNEP. Online: http://cisdl.org/public/SDG%20Icons/SDG_4_Education_-_Issue_Brief_-_06.09.2016_-_Final_-_UNEP.pdf
- Listen to NPR Interview. 2013. Malala Yousafzai: A 'Normal' Yet Powerful Girl, Online: http://www.npr.org/2013/10/15/234730460/malala-yousafzai-a-normal-yet-powerful-girl
- Sennet, R. (2012). The Social Question
- Matson, P., Clark, WC., and Andersson, K. 2016. A Framework for Sustainability Analysis
- Lomofsky, L & Lazarus, S. 2001. South Africa: First Steps in the Development of an Inclusive Education System, Cambridge Journal of Education
- Chant, S. 2016. Women, Girls and World Poverty: Empowerment, Equality or Essentialism?

Week 8: Decent Work & Reduced Inequality

Required:
- Frey, D. (2017) Economic Growth, Full Employment and Decent Work: The Means and Ends in SDG 8, *International Journal of Human Rights*, [Pages 2-10]
- Saiz, I & Donald, K. (2018) Tackling Inequality through the Sustainable Development Goals: Human Rights in Practice *International Journal of Human Rights*, 1029 – 1049.

Required Videos:
SDG 8: https://www.youtube.com/watch?v=CiO6-gv0dBg
SDG 10: https://www.youtube.com/watch?v=WLgGLINPUM8&t=15s

Recommended:
- Oestreich, JE. (2018) SDG 10: Reduce Inequality in and among Countries, *Social Alternatives* 34 – 41, https://search.informit.com.au/documentSummary;dn=573701943075440;res=IELLCC.
- Walker, G & Pekmezovic, A. (2018) Achieving Sustainable Development Goal 8 in Small Island Developing States by Capital Raising Law Reform: Case Study of Fiji, *Integration and International Dispute Resolution in Small States*, 89 – 113.
- Natarajan, N, Parsons, L, & Brickell, K. (2019) Debt-Bonded Brick Kiln Workers and their Intent to Return: Towards a Labour Geography of Smallholder Farming Persistence in Cambodia. Antipode, 51(5), 1581-1599. doi: 10.1111/anti.12564
- de Vries, BJ. (2019) Inequality, SDG10 and the Financial System. Global Sustainability, 2. Cambridge University Press.
- Kuhn, H. (2019) Reducing Inequality Within and Among Countries: Realizing SDG 10—A Developmental Perspective. Sustainable Development Goals and Human Rights, 5, 137.
- Tracking the SDGs in Canadian Cities: SDG 8 (Decent Work & Employment) https://iisd.org/sites/default/files/publications/tracking-sdgs-canadian-cities-sdg-8.pdf
- Goal 10. Reduce Inequality Within and Among Countries https://ec.europa.eu/sustainable-development/goal10_en

Week 9: Ocean and Land Ecosystems, Biodiversity and Forests

Required:
- Anderson, L. (2016) Biodiversity and Land in the SDGs: A Forward-looking Review *IISD/SDG Knowledge Hub*.
- IPBES, Global Assessment Report on Biodiversity and Ecosystem Services (2019) [Summary for Policymakers] online: [Chapter 1] https://www.ipbes.net/global-assessment-report-biodiversity-ecosystem-services
- Koutouki, K & Phillips, F. (2016) SDG 14 on Ensuring Conservation and Sustainable Use of Oceans and Marine Resources: Contributions of International Law, Policy and Governance. Montreal/Nairobi: CISDL/UNEP online : http://cisdl.org/public/SDG%20Icons/SDG_14_Marine_Resources_-_Issue_Brief_-_07.09.2016_-_Final_UNEP.pdf

- Meriwether, A, Wilson, W & Forsyth, C. (2018) "Restoring Near-Shore Marine Ecosystems to Enhance Climate Security for Island Ocean States: Aligning International Processes and Local Practices" Marine Policy (93) 284 – 294.

Required Videos:
SDG 14: https://www.youtube.com/watch?v=9sKG0EZSCvw
SDG 15: https://vimeo.com/240223087

Recommended:
- Jacques, PJ, and Jacques JR. (2012) Monocropping Cultures into Ruin: The Loss of Food Varieties and Cultural Diversity. *Sustainability 4*(11): 2970 - 2997, doi:10.3390/su4112970
- Cruikshank, J. (2012) Are Glaciers Good to Think With? Recognizing Indigenous Environmental Knowledge. *Anthropological Forum* 22(3):239 - 250.
- Millennium Ecosystem Assessment, 2005. Ecosystems and Human Well-being
- Escobar, A. 1999. After Nature: Steps to an Anti-Essentialist Political Ecology

Week 10: Peace, Justice and Governance

Required:
- Sennett, R. 2012. Together: The Rituals, Pleasures and Politics of Cooperation. Yale University Press. [Ch 2 The Social Question: Reformers in Paris Explore a Puzzle]
- IDLO, 2015. Doing Justice to Sustainable Development. Online: http://www.idlo.int/sites/default/files/pdfs/publications/Doing%20Justice%20to%20Sustainable%20Development.pdf
- Hope Sr, K. R. (2020). Peace, Justice and Inclusive Institutions: Overcoming Challenges to the Implementation of Sustainable Development Goal 16. Global Change, Peace & Security, 32(1), 57-77

Required Videos:
SDG 16: https://www.youtube.com/watch?v=b8dlSq5r22g

Recommended:
- MacNaughton, G. (2017) Vertical Inequalities: Are the SDGs and Human Rights up to the Challenges? The International Journal of Human Rights 21(8), 1050-1072.
- Hafner-Burton, EM & Tsutsui, K. (2005) Human Rights in a Globalized World: The Paradox of Empty Promises. American Journal of Sociology. 110, 1373.
- Castellino, J & Bradshaw, S. (2015) Sustainable Development and Social Inclusion: Why a Changed Approach is Central to Combating Vulnerability. Washington International Law Journal, 24 (3 June), 459-494.
- Adams, W & Hutton, J. (2007) People, Parks and Poverty: Political Ecology and Biodiversity Conservation
- Robinson, M. (2014) Human Rights in the Age of Climate Change

Week 11: United Nations and SD, Financing SD

Required:
- Weiss, TG, Forsythe, DP, Coate, RA & Pease, KK. (2016) Westview Press. The United Nations and Changing World Politics. Westview Press. [Chapters 1, 10]
- Kharas, H, Prizzon, A & Rogerson, A. (2015) Financing the Post-2015 Sustainable Development Goals: A Rough Roadmap. Overseas Development Institute, UK. Read selectively.

Required Videos:
SDG 17: https://www.youtube.com/watch?v=yoeHwxwwOiQ

Recommended:

- Convergence (2018) [The State of Blended Finance.](https://downloads.ctfassets.net/4cgqlwde6qy0/6KN2rOUXAsceawYYywic86/154577e7f96ed6511ef1048bc79ee978/State_of_Blended_Finance_2018_FINAL.pdf) Executive Summary Pg. 1-3. Online: https://downloads.ctfassets.net/4cgqlwde6qy0/6KN2rOUXAsceawYYywic86/154577e7f96ed6511ef1048bc79ee978/State_of_Blended_Finance_2018_FINAL.pdf
- Minu Hemmati, M & Felix Dodds, F. (2016) High-Quality Multi-Stakeholder Partnerships for Implementing the SDGs Online: http://blog.felixdodds.net/2016/08/high-quality-multi-stakeholder.html
- Moses, R. (1942) What Happened to Haussmann, The Architectural.
Online: https://courseworks2.columbia.edu/files/669542/download?download_frd=1
- Sachs, J. (2015) Chapter 14 or Martin, M & Walker J. (2015) Financing the Sustainable Development Goals
- https://www.bennettinstitute.cam.ac.uk/publications/

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

Required:
How to Create a GANTT Chart, online: https://plan.io/blog/gantt-chart-excel-template/

Recommended:
- Gold Standard, "Guidance for the Identification of Impacts and Indicators for Activity-level SDG Impact Reporting," August 2019, available at:
<https://www.goldstandard.org/sites/default/files/2019_sdg_tool_guidance_briefing.pdf>.
- Stoker, G. (1998) Governance as Theory: Five Propositions. *International Social Science Journal* 50 (155): 17-28.
- Business and Sustainable Development Commission, "Better Business, Better World," (January 2017), available at: <https://www.business-humanrights.org/sites/default/files/documents/Report_Better%20Business-BetterWorld.pdf>.
- Thomas, A. (2000) Development as Practice in a Liberal Capitalist World
- Berkes, F. (2010) Devolution of Environment and Resources Governance: Trends and Failures

Recommended Readings (optional unless selected for presentation) are a sample of literature in the foundations and history of sustainable development, providing an initial background into the ideas behind the focus SDGs.

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. Participation 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. 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 lectures from guest speakers or other sources. Students will make online oral presentations of two chosen readings (see 2 below). A panel consisting of two or three students will be formed for each weekly class panel exercise, chosen on the day from among the students. They will be charged with the responsibility to ask some leading questions of the students who presented oral presentations, following which there will be an open discussion moderated by the instructor to help the students engage in further analysis of the law, governance and practice related to the particular SDG, linking it to materials provided.
All of this will take place in an online video chat meeting (Zoom, Microsoft Teams etc.) After the open discussion, the presenters and 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).

2. Oral Presentations:
Starting in Week 3, individual students will make 10 minutes conference style presentations during the online 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 online 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. *An online sign-up sheet will be available on Learn where students can choose the topic/week they wish to make their oral presentations.*

3. Group Task: UW Sustainable Development Goals (SDGs) Task Forces
Students will be placed into SDG Task Forces of 2-4 each, and each SDG Task Force will select two of the Sustainable Development Goals (SDGs) to work on together through the entire fall term. The SDG Task Forces will conduct initial research and group deliberations throughout the term on 2 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 any invited guests within the online lecture. 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 created on Learn for the Task Forces to indicate their SDGs by the second week of class.*

See SDG Engagement Tools: http://www.sustainabledevelopment2015.org/index.php/engagement-tools

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

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