

## INDEV 601

### Foundations of Sustainable Development Practice

Master of Development Practice (MDP) Program  
School of Environment, Enterprise and Development (SEED)  
University of Waterloo  
Fall 2018

**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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#### 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, adaption 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

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

## Weekly Readings

### 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: <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>

Seers, D. 1969. "The Meaning of Development." Communication No. 44. Sussex: IDS.

Online: <https://www.ids.ac.uk/files/dmfile/themeaningofdevelopment.pdf>

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

Online: <http://sustainabledevelopment.un.org>.

#### **Recommended:**

Sachs, J., (2015). The Age of Sustainable Development. New York: Columbia University Press. [Chapters 3 and 4].

Cordonier Segger, MC. (2004). Sustainable Development Law: Principles, Practices and Prospects, Oxford University Press: Oxford. [Read Chapters 1-3]

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

Online: <http://cisdl.org/whats-new/2016.html>

Cordonier Segger, MC. (2010) Role of International Forums in the Advancement of Sustainable Development 10 *Sustainable Dev. L. & Pol'y* 4 (2009-2010)

Sachs, J. 2012. Millennium Development Goals to Sustainable Development Goals. *Lancet* 2012; 379: 2206 - 2211.

World Commission on Environment and Development (1987). Our Common Future. Oxford: Oxford University Press. Read "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.

Online:

[http://www.ucl.ac.uk/dpuprojects/drivers\\_urb\\_change/urb\\_society/pdf\\_liveli\\_vulnera/IIED\\_Chambers\\_poverty.pdf](http://www.ucl.ac.uk/dpuprojects/drivers_urb_change/urb_society/pdf_liveli_vulnera/IIED_Chambers_poverty.pdf)

Sachs, J. 2008. *Common Wealth: Economics for a Crowded Planet*. Penguin Press: New York. [Chapter 1 "Common Challenges, Common Wealth"]

#### **Recommended**

Interview with Noam Chomsky (on Adam Smith). Online: <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/>

### Week 4: Cities, Infrastructure, Innovation

#### **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.](#)

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>

#### **Recommended:**

Caldeira, T. 2008. Worlds set Apart. London School of Economics (LSE) Cities.

Online: <https://lsecities.net/media/objects/articles/worlds-set-apart/en-gb/>

[Bulkeley, H., & Betsill, M. \(2012\). Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change. \*Environmental Politics\*, 42-63.](#)

[United Nations Human Settlements Programme \(Ed.\). \(2009\). \*Planning sustainable cities: global report on human settlements 2009\*. London ; Sterling, VA: Earthscan.](#)

### **Start / Stop / Continue Class Feedback Exercise**

#### **Week 5: Food and Water, Healthy and Equal Lives**

##### **Required:**

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

[Swaminathan, M. \(2014\). \*Zero Hunger\*. \*Science\*, 491-491.](#)

Marmot, M. 2005. Social Determinants of Health Inequalities. *Lancet* 2005; 365: 1099 -1104.

Sachs, J. 2015. [The Age of Sustainable Development](#). Columbia University Press: New York. [Chapter 9 “Health for All.”]

##### **Recommended:**

Holtzmann, J. 2006. The World is Dead and Cooking's Killed It: Food and the Gender of Memory in Samburu, Northern Kenya. *Food and Foodways* 14(3/4): 175 – 200.

Pfeiffer, J. 2004. Condom social marketing, Pentecostalism, and structural adjustment in Mozambique: a clash of AIDS prevention messages. *Medical Anthropology* 18(1):77 - 103.

[Black, R.E. et al. \(2003\). \*Where and why are 10 million children dying every year?\*. \*The Lancet\*, 361: 2226–34.](#)

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.

Lansing, JS. 2007. *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*. Princeton University Press. Read Chapter 1 “Introduction: The Gods of the Countryside”.

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/>

#### **Week 6: Peace, Justice and Governance**

##### **Required:**

Sennett, R. 2012. *Together: The Rituals, Pleasures and Politics of Cooperation*. Yale University Press. [Chapter 2 “The Social Question: Reformers in Paris Explore a Puzzle”.]

[Hafner-Burton, E.M. & Tsutsui, K. \(2005\). \*Human Rights in a Globalized World: The Paradox of Empty Promises\*. \*American Journal of Sociology\*. 110, 1373.](#)

IDLO, 2015. *Doing Justice to Sustainable Development*. Online:

<http://www.idlo.int/sites/default/files/pdfs/publications/Doing%20Justice%20to%20Sustainable%20Development.pdf>

##### **Recommended:**

Matson, P., Clark, WC., and Andersson, K. 2016. *Pursuing Sustainability: A Guide to the Science and Practice*. Princeton University Press, Princeton. [Chapter 2 “A Framework for Sustainability Analysis, pp. 14 - 51.”]

Graeber, D. 2013. A Practical Utopian’s Guide to the Coming Collapse. *The Baffler* 22.

Online: <http://thebaffler.com/salvos/a-practical-utopians-guide-to-the-coming-collapse>

[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.](#)

Graeber, D. 2014. Debt, The Whole History. *Green European Journal*. 7: 23 - 29.

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

#### **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>  
Claire Fenton-Glynn 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](http://cisdl.org/public/SDG%20Icons/SDG_4_Education_-_Issue_Brief_-_06.09.2016_-_Final_-_UNEP.pdf)

**Recommended:**

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>  
Lomofsky, L. and Lazarus, S. 2010. South Africa: First Steps in the Development of an Inclusive Education System. *Cambridge Journal of Education* 31(3): 303-317.  
Chant, S. 2016. Women, Girls and World Poverty: Empowerment, Equality or Essentialism? *International Development Planning Review* Vol 38: 1

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

**Required:**

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](https://cdkn.org/resource/working-paper-the-sustainable-development-goals-will-they-deliver-climate-compatible-development-for-vulnerable-countries/?loclang=en_gb)  
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/>

[IEA. \(2015\). Energy and Climate Change. World Energy Outlook Special Report. Retrieved from https://www.iea.org/publications/freepublications/publication/WEO2015SpecialReportonEnergyandClimateChange.pdf](https://www.iea.org/publications/freepublications/publication/WEO2015SpecialReportonEnergyandClimateChange.pdf) [Executive Summary]

**Recommended:**

Cordonier Segger, MC. 2016 Advancing the Paris Agreement on Climate Change for Sustainable Development *Cambridge Journal of Intl & Comp Law* 5:2:2016  
[Robinson, Mary \(2014\). "Human Rights in the Age of Climate Change". Interview published in the Great Transition Initiative.](#)  
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 Millenium*, London and New York: Routledge, pp. 221-242  
Escobar, A. 1999. After Nature: Steps to an Anti-essentialist Political Ecology. *Current Anthropology* 40(1): 1 - 30.  
Barry Smith, Donald Brown and David Dodman. 2014. Reconfiguring Urban Adaptation Finance. IIED Working Paper. IIED, London. <http://pubs.iied.org/10651IIED>  
[The Global Commission on the Economy and Climate. \(2015\). The New Climate Economy.](#)  
Latour, B. 2014. Agency at the Time of the Anthropocene. *New Literary History*. 45: 1 - 18.  
IPCC Fifth Assessment Reports (AR5): Climate Change 2013: The Physical Science Basis;

**Week 9: United Nations and SD**

**Required:**

Weiss, T.G, Forsythe, D.P., Coate, R.A & Pease, K.K. 2016. Westview Press. The United Nations and Changing World Politics. Westview Press. Chapters 1, 10, 11 & 12.

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

**Required:**

Cabrera, J., Perron-Welch, F & Pisupati, B. SDG 15 on Terrestrial Ecosystems and Biodiversity: Contributions of International Law, Policy and Governance (2016). Montreal/Nairobi: CISDL/UNEP. Online: [http://cisdl.org/public/SDG%20Icons/SDG\\_15\\_Biodiversity\\_-\\_Issue\\_Brief\\_-\\_06.09.2016\\_-\\_Final\\_-\\_UNEP.pdf](http://cisdl.org/public/SDG%20Icons/SDG_15_Biodiversity_-_Issue_Brief_-_06.09.2016_-_Final_-_UNEP.pdf)

Carson, R., Darling, L., & Darling, L. 1962. *Silent Spring*. Boston: Houghton Mifflin. [Chapters 1-3]. Online: [https://archive.org/stream/fp\\_Silent\\_Spring-Rachel\\_Carson-1962/Silent\\_Spring-Rachel\\_Carson-1962\\_djvu.txt](https://archive.org/stream/fp_Silent_Spring-Rachel_Carson-1962/Silent_Spring-Rachel_Carson-1962_djvu.txt)

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

**Recommended:**

Shiva, V. 1993. *Monoculture of the Mind: Perspectives on Biodiversity and Biotechnology*. Zed Books Limited: London and New York. [Chapters 1-2].

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](https://doi.org/10.3390/su4112970)

William M. Adams and Jon Hutton. 2007. People, Parks and Poverty: Political Ecology and Biodiversity Conservation. *Conservation and Society* 5(2): 147–183

[Primack, R.B. & Miller-Rushing, A. J. \(2012\). \*Uncovering, Collecting, and Analyzing Records to Investigate the Ecological Impacts of Climate Change: A Template from Thoreau's Concord\*. \*BioScience\*, Vol. 62, No. 2, pp. 170-181.](#)

[Millennium Ecosystem Assessment. \(2005\). \*Ecosystems and Human Well-being: Synthesis\*. Washington, DC: Island Press.](#)

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

**Week 11: Financing SD**

**Required:**

Sachs, J. 2015. [The Age of Sustainable Development](#). Columbia University Press: New York. Read Chapter 14 titled Sustainable Development Goals (Section on Financing for Sustainable Development).

Kharas, H., Prizzon, A., and Rogerson, A. 2015. Financing the post-2015 Sustainable Development Goals: A rough roadmap. Overseas Development Institute, UK. Read selectively.

**Recommended:**

Martin, M and Walker, J. 2015. Financing the Sustainable Development Goals: Lessons from Government Spending on the MDGs. Development Finance International (DFI) and Oxfam International. Read selectively. Financing Sustainable Development and Developing Sustainable Finance: A DESA Briefing Note on The Addis Ababa Action Agenda. Third International Conference on Financing for Development, Addis Ababa, Ethiopia, 2015.

Schmidheiny, S. and Zorraquin, FJ. 1998. Financing Change: The Financial Community, Eco-Efficiency, and Sustainable Development. MIT Press: Cambridge. (Chapters 1-2)

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

**Required:**

Thomas, A., 2000. 'Development as Practice in a Liberal Capitalist World. *Journal of International Development* 12:6: 773-787.

**Recommended:**

Cruikshank, J. 2012. Are Glaciers 'Good to Think With'? Recognizing Indigenous Environmental Knowledge. *Anthropological Forum: A journal of social anthropology and comparative sociology* 22(3):239 - 250.

Stoker, G. 1998. Governance as Theory: Five Propositions. *International Social Science Journal* 50 (155): 17-28.

Sachs, J. 2015. [The Age of Sustainable Development](#). Columbia University Press: New York. [Chapter 14 Sustainable Development Goals (Sections on Principles of Good Governance and Is Sustainable Development Feasible)].

Folke, C., T. Hahn, P. Olsson and J. Norberg. 2005. Adaptive governance of social-ecological systems. *Annual Review of Environment and Resources* 30: 441-473.

Berkes, F. 2010. Devolution of Environment and Resources Governance: Trends and future. *Environmental Conservation* 37 (4): 489-500.

**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.*

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>