

## Sustainable Development in Action

### Section 1

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### 【Course Outline / Description】

In recent years, sustainable development has gained currency as the core concept of development in the worlds of scholars, practitioners, political leaders, the media, and the general public alike. Gone are the days of states pursuing their socioeconomic developments at the expense of the environment, the climate, the energy, and the people. Also gone are the days of the international community acquiescing to such modes of socioeconomic growth. In the era filled with grave concerns such as global pandemics, climate change, financial crisis, and persistent obstacles to realize full human development, “sustainable” is the new buzzword here to establish resilient and responsive environment, infrastructure, and mechanism at local, national, regional, and international levels so as to address such global challenges holistically and systematically.

The international community has repeatedly stressed the urgent need to act now. Notably, the United Nations reiterated the need for a sense of urgency to tackle global issues in its 75<sup>th</sup> anniversary in 2020: “we are not here to celebrate. We are here to take action. Guided by the purposes and principles of the Charter, we are here to ensure the future we want and the United Nations we need.” In 2021, Secretary-General António Guterres echoed this sentiment: “the choices we make, or fail to make, today could result in further breakdown, or a breakthrough to a greener, better, safer future. The choice is ours to make; but we will not have this chance again.”

Against this background, this course takes a policy- and action-oriented approach in its curriculum and challenges students to (1) critically think how the world can ensure “the future we want” and (2) think outside the box to attain that ultimate goal. Accordingly, after familiarizing ourselves with the concept of sustainable development and the essence of Sustainable Development Goals (SDGs) in the first few weeks, we will delve into how countries have dealt with select SDGs, identify related challenges and issues, and propose the way forward for cementing sustainable development in those countries. Incorporating experiential learning into the curriculum, we will also develop and actually implement activities that will contribute to sustainable development (albeit on a rather small scale).

Key research questions anchoring this course include (but are certainly not limited to): What is sustainable development? How can the world (including us) ensure “the future we want”? What types of strategies, policies, and actions do countries have to introduce and implement on the ground? What can we do to provide necessary support for countries taking steps closer towards sustainable development? What can we do to contribute to achieving SDGs in 2030?

## 【Course Objectives/Goals/Learning Outcomes】

This course is designed to help students attain the following learning outcomes:

1. Understand the essence of sustainable development and SDGs
2. Understand and formulate SMART strategies and policies to attain SDGs
3. Understand and identify SDGs-related challenges and issues in general and in developing countries
4. Critically think and analyze how to address global concerns and challenges at different levels
5. Understand challenges and issues with policy implementation through experiential learning
6. Link theoretical and empirical studies on sustainable development so as to apply analytical tools to countries of students' interests
7. Sharpen analytical, presentation, and writing skills on sustainable development

## Section 3

## 【Textbooks/Reading Materials】

Readings will be assigned for each week. Students are required to keep up with a full schedule of readings. Reading assignments will be the basis for informed classroom discussions. Students are thus expected to answer questions about the readings when called upon to do so in class. Failure to demonstrate the understanding of readings could affect students' participation grade.

## 【Class Schedule/Class Environment, Literature and Materials】

**NOTE 1: A more detailed syllabus will be shared with students later.**

NOTE 2: In each session, we will start with small presentations on sustainable development-related news by students.

Lesson	Topics	Readings
1	Course Introduction	<ul style="list-style-type: none"> <li>- Please make sure to read the detailed syllabus carefully before the class!</li> <li>- Slobodan Perdan (2004), Introduction to Sustainable Development</li> <li>- Philip Vaughter (2016). Climate Change Education: From Critical Thinking to Critical Action.</li> </ul>
2	What Is Sustainable Development?	<p>Vision (<b>OPTIONAL READING</b>)</p> <ul style="list-style-type: none"> <li>- Gro Harlem Brundtland. <a href="#">Report of the World Commission on Environment and Development: Our Common Future</a> (1987).</li> </ul> <p>Overview</p> <ul style="list-style-type: none"> <li>- Kates, Parris, and Leiserowitz (2005), What Is Sustainable Development? Goals, Indicators, Values, and Practice.</li> </ul> <p>Concept and Definition</p> <ul style="list-style-type: none"> <li>- Susan Baker (2006), Sustainable Development (Ch. 2: The Concept of Sustainable Development)</li> <li>- Additional Readings</li> </ul> <p>Theory</p> <ul style="list-style-type: none"> <li>- Armin Grunwald (2014), What Kind of Theory Do We Need for Sustainable Development – and</li> </ul>

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		How Much of It?
3	What Are Sustainable Development Goals?	<p>Vision</p> <ul style="list-style-type: none"> <li>- United Nations (2021), <a href="#">The Future We Want</a></li> </ul> <p>History and Overview</p> <ul style="list-style-type: none"> <li>- Eric A. Friedman and Lawrence O. Gostin (2016), The United Nations Sustainable Development Goals: Achieving the Vision of Global Health with Justice</li> <li>- Additional Readings</li> </ul> <p>State of Affairs</p> <ul style="list-style-type: none"> <li>- Browse through <a href="#">SDG Tracker</a> to see where we stand with each goal</li> <li>- United Nations (2022), <a href="#">The Sustainable Development Goals Report 2022</a></li> <li>- Additional Readings</li> </ul>
4	Challenges and State of Affairs	<p>How Big Is Your Environmental/Ecological Footprint?</p> <ul style="list-style-type: none"> <li>- Using <a href="#">this website</a>, find out how many planets we would need if everybody lives like you!</li> </ul> <p>Overview</p> <ul style="list-style-type: none"> <li>- Jennifer A. Elliott (2012), An Introduction to Sustainable Development (Ch. 2: The Global Challenges of Sustainable Development)</li> </ul> <p>Politics, Law, and Measurement</p> <ul style="list-style-type: none"> <li>- Leslie Paul Thiele (2016), Sustainability (Ch. 5: The Political and Legal Challenge)</li> </ul> <p>Measuring SDGs</p> <ul style="list-style-type: none"> <li>- Browse through <a href="#">SDG indicators</a> to see how we measure SDGs</li> </ul>
5	Action Plan	<p>Action Plan</p> <ul style="list-style-type: none"> <li>- Margaret Robertson (2017). Sustainability Principles and Practice (Ch. 5: Climate).</li> <li>- PennState Extension (2023). The Sevens Steps of Action Planning.</li> </ul> <p>SMART Goals</p> <ul style="list-style-type: none"> <li>- University of California (2016-2017). SMART Goals: A How to Guide.</li> </ul>
6	Results-Based Management	<p>Results-Based Management</p> <ul style="list-style-type: none"> <li>- United Nations Development Group (2011). Results-Based Management Handbook.</li> <li>- United Nations Development Programme (2009). Handbook on Planning, Monitoring, and Evaluating for Development Results.</li> <li>- Additional Readings</li> </ul>
7	SDG 9 – Industry, Innovation, and Infrastructure (Focusing on Innovation)	<ul style="list-style-type: none"> <li>- Laura Diaz Anadon et al (2015), Making Technological Innovation Work for Sustainable Development</li> <li>- Additional Readings</li> </ul>
8	SDG 9 – Innovation in Group Project and Introduction of Designated Countries	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> <li>- Assignment: Develop Innovative Activities for Designated Countries</li> </ul>
9	SDG 1 – No Poverty  Poverty in General	<ul style="list-style-type: none"> <li>- <a href="#">SDG Tracker for Goal No. 1</a> (Browse through it to understand the big picture)</li> <li>- Paul Collier (2007), The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It</li> <li>- Barry B. Hughes et al (2021), Reducing Global Poverty: Patterns of Potential Human Progress Vol. 1 (Introduction)</li> </ul>
10	SDG 1 – Poverty Reduction in Action	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p>

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		<ul style="list-style-type: none"> <li>- Lao PDR <ul style="list-style-type: none"> <li>o UNDP (2020): Enhancing Social and Economic Opportunities for Youth.</li> </ul> </li> <li>- South Sudan <ul style="list-style-type: none"> <li>o WB (2007): South Sudan Privat Sector Development.</li> </ul> </li> <li>- Ghana <ul style="list-style-type: none"> <li>o Innovations for Poverty Action (2022): Cognitive Behavioral Therapy for the Poor</li> </ul> </li> <li>- Additional Readings</li> </ul>
11	SDG 1 – No Poverty  Presenting Select Projects by International Community	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> <li>- Assignment <ul style="list-style-type: none"> <li>o Pick 2 Past and/or Active Projects in Your Designated Country</li> <li>o Present Your Findings and Reflection (i.e., Identify Useful Lessons Learned from the Projects, Challenges and Issues Facing the Projects and/or the Country as a Whole, and Proposals for (Preferably Innovative) Activities That You Find Would Be Effective in That Country)</li> <li>o Include Discussion Questions That You Would Like to Ask the Class</li> </ul> </li> </ul>
12	SDG 1 – No Poverty  Developing Poverty Reduction Activities in Designated Countries	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> <li>- Assignment <ul style="list-style-type: none"> <li>o Review What We Discussed in Week 3 and the Projects That You Presented on Week 6 Day 1</li> <li>o Develop Proposals for Some Activities That You Find Would Be Effective in Your Designated Country</li> <li>o Some Activities Must Be Innovative (i.e., Shifting Away from Conventional Activities)</li> <li>o Present Your Proposals to the Class</li> <li>o Include Discussion Questions That You Would Like to Ask the Class</li> </ul> </li> </ul>
13	SDG 5 – Gender Equality  Gender Equality in General and in Asia	<ul style="list-style-type: none"> <li>- <a href="#">SDG Tacker for Goal No. 5</a> (Browse through it to understand the big picture as well as the status of gender in Asia)</li> <li>- Seema Jayachandran (2015), The Roots of Gender Inequality in Developing Countries.</li> <li>- Asian Development Bank (2015), Women in the Workforce: An Unmet Potential in Asia and the Pacific</li> <li>- Additional Readings</li> </ul>
14	SDG 5 – Gender Equality  Group Exercise – How Can We Reduce Gender Gaps in Japan?	Discouraging Statistics <ul style="list-style-type: none"> <li>- <a href="#">116<sup>th</sup> out of 146 Countries by WEF's 2022 Global Gender Gap Report</a> (See P. 10)</li> <li>- <a href="#">104<sup>th</sup> out of 190 Countries by World Bank's Report on Women, Business and the Law 2023</a> (See P. 4)</li> </ul> Overview <ul style="list-style-type: none"> <li>- Gill Steel (2019), Introduction: Changing Women's and Men's Lives in Japan</li> </ul> Politics <ul style="list-style-type: none"> <li>- Yuki Tsuji (2019), Women and the Liberal Democratic Party in Transition</li> </ul> Civil Services <ul style="list-style-type: none"> <li>- Kamata, An, and Gao, Japan: A Laggard in Gender Equality in Public Administration</li> </ul>

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		<p>among OECD Countries</p> <p>Society</p> <ul style="list-style-type: none"> <li>- Melanie Belarmino and Melinda R. Roberts (2019), Japanese Gender Role Expectations and Attitudes: A Qualitative Analysis of Gender Inequality</li> </ul> <p>Employment</p> <ul style="list-style-type: none"> <li>- Kumiko Nemoto (2016), Too Few Women at the Top: The Persistence of Inequality in Japan (Ch. 1: Sex Segregation in Japanese Business)</li> </ul> <p>Group Presentations</p> <p>The primary objective of this group exercise is to help students understand and critically analyze the persistent issue of gender inequality in Japan and brainstorm policy reforms to address related challenges and issues.</p> <ul style="list-style-type: none"> <li>- See the detailed syllabus for more details.</li> </ul>
15	Mid-Term Presentations for Group Projects	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> </ul> <p>Assignment</p> <ul style="list-style-type: none"> <li>- Present Your Findings and Reflection on Your Group Project Thus Far with the Following Questions in Mind: <ul style="list-style-type: none"> <li>o How Did Your Group Decide to Focus on Your SDG?</li> <li>o How Did Your Group Decide on the Scope of Your Intervention?</li> <li>o What Are Your Main Lessons Learned on Identifying Project Goals, Indicators, and Activities?</li> <li>o Any Lessons Learned Yet from Implementing Activities?</li> </ul> </li> </ul>
16	Mid-Term Adjustments (Peer Review)	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> </ul>
17	SDG 4 – Quality Education Quality Education in General	<ul style="list-style-type: none"> <li>- <a href="#">SDG Tacker for Goal No. 4</a> (Browse through it to understand the big picture)</li> <li>- Kremer, Branne, and Glennerster (2013), The Challenge of Education and Learning in the Developing World</li> <li>- Peter F. Orazem and Elizabeth M. King (2007), Schooling in Developing Countries: The Roles of Supply, Demand and Government Policy</li> <li>- <u>Additional Readings</u></li> </ul>
18	SDG 4 – Quality Education Quality Education in Action	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <ul style="list-style-type: none"> <li>- Access to Education <ul style="list-style-type: none"> <li>o Rwanda: Making Strides in Equity and Inclusion.</li> </ul> </li> <li>- Inclusive Education <ul style="list-style-type: none"> <li>o Mongolia: Making Education More Inclusive in Mongolia.</li> </ul> </li> <li>- Gender and Education <ul style="list-style-type: none"> <li>o Mauritania: Distance Shouldn't Stand Between Girls and Their Education.</li> </ul> </li> <li>- Non-Formal Education <ul style="list-style-type: none"> <li>o Chad: Boosting Literacy and Practical Skills Through Non-Formal Education.</li> </ul> </li> <li>- Quality Education through Competency-Based Education Curriculum <ul style="list-style-type: none"> <li>o Tajikistan: Better Teaching Methods Equip Children for the Future.</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>- Digital Innovation in Education <ul style="list-style-type: none"> <li>o India: DIKSHA – Learnings from India Experience. 2021.</li> </ul> </li> </ul>
19	SDG 4 – Quality Education  Developing Quality Education Activities in Designated Countries	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> </ul> Assignment <ul style="list-style-type: none"> <li>- Develop Proposals for Some SMART Activities That You Find Would Be Effective in Your Designated Country</li> <li>- Some Activities Must Be Innovative (i.e., Shifting Away from Conventional Activities)</li> <li>- Present Your Proposals to the Class</li> <li>- Include Discussion Questions That You Would Like to Ask the Class</li> </ul>
20	SDG 16 – Peace, Justice, and Strong Institutions  Peace, Justice and Strong Institutions in General	Overview <ul style="list-style-type: none"> <li>- <a href="#">SDG Tracker for Goal No. 16</a> (Browse through it to understand the big picture)</li> <li>- <a href="#">World Justice Project Rule of Law Index</a> (Browse through it to understand the big picture of the rule of law in the world today)</li> </ul> Equal Access to Justice <ul style="list-style-type: none"> <li>- Vapnek, Boaz, and Turku (2016), Improving Access to Justice in Developing and Post-Conflict Countries: Practical Examples from the Field</li> </ul> Independent Judiciary <ul style="list-style-type: none"> <li>- Tom Ginsburg (2003), Judicial Review in New Democracies: Constitutional Courts in Asian Cases</li> </ul> National Human Rights Institutions <ul style="list-style-type: none"> <li>- <a href="#">Paris Principles</a></li> <li>- <a href="#">Accreditation Status as of April 2023</a></li> <li>- Croina Lacatus and Valentina Carraro (2023), National Human Rights Institutions: Independent Actors in Global Human Rights Governance?</li> </ul> Legal Pluralism <ul style="list-style-type: none"> <li>- Tilmann J. Röder (2012), Informal Justice Systems: Challenges and Perspectives</li> </ul>
21	SDG 16 – Peace, Justice, and Strong Institutions in Action	Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward) <p>Equal Access to Justice</p> <ul style="list-style-type: none"> <li>- UNDP (2022): Access to Justice.</li> <li>- Additional Readings</li> </ul> Independent Judiciary <ul style="list-style-type: none"> <li>- UNDP (2019): Judicial Excellence to Ensure Justice for All – The Judicial Integrity Network in ASEAN.</li> </ul> National Human Rights Institutions <ul style="list-style-type: none"> <li>- Australian Human Rights Commission (2018): Effects of Family and Domestic Violence on Children and Young People.</li> </ul> Legal Pluralism <ul style="list-style-type: none"> <li>- Noah Coburn and John Dempsey (2010), Informal Dispute Resolution in Afghanistan.</li> </ul>
22	SDG 16 – Peace, Justice, and Strong Institutions  Developing Activities on Peace, Justice, and Strong Institutions in Designated Countries	<ul style="list-style-type: none"> <li>- No Assigned Readings</li> </ul> Assignment <ul style="list-style-type: none"> <li>- Review the Projects That We Covered on Lesson 21</li> <li>- Develop Proposals for Some SMART Activities That You Find Would Be Effective in Your Designated Country</li> <li>- Some Activities Must Be Innovative (i.e.,</li> </ul>

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		Shifting Away from Conventional Activities) - Present Your Proposals to the Class - Include Discussion Questions That You Would Like to Ask the Class
23	SDG 2 – No Hunger  Hunger in General	- <a href="#">SDG Tracker for Goal No. 2</a> (Browse through it to understand the big picture) - Jenny Eaton Dyer and Cathleen Falsani, eds (2019), <i>The End of Hunger: Renewed Hope for Feeding the World</i> (Read Chs. 2, 20-22, and 28) - Frances Moore Lappé and Joseph Collins (2015), <i>World Hunger: 10 Myths</i> (Skim through all 10 myths) - Additional Readings
24	SDG 2 – No Hunger  Hunger in Action in Designated Countries	Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)  Global Level - WFP: ShareTheMeal; SMP Plus (Read Also SMP Plus in the Dominican Republic); H2Grow (Watch Also about a Model Hydroponics School Garden in Zambia); The HungerMap LIVE (Also Browse through the Actual HungerMap)  National Level - WFP (2018): 10 Innovations Changing How the U.N. Delivers Food.
25	SDG 13 – Climate Action  Climate Action in General	- <a href="#">SDG Tracker for Goal No. 13</a> (Browse through it to understand the big picture) - Margaret Robertson (2017), <i>Sustainability Principles and Practice</i> (Ch. 5: Climate) - Additional Readings
26	SDG 13 – Climate Action  Climate Action in Action in Designated Countries	Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)  Global Environmental Facility (GEF) - Background Info on GEF - China: Energy Transition Towards Carbon Neutrality Project (Read the Concept Project Information Document) - Fiji: Community-Based Integrated Natural Resource Management Project (Read ONLY the “1.3 The GEF Alternative” Section in the Project Document)  2021 UN Global Climate Action Awards - France: Carbon Neutral by 2050 for a Fair, Inclusive and Resilient Transition - Microsoft: Carbon Negative Goal - Denmark: An Island Community Pointing to the Future
27	Group Project Presentations	No Assigned Readings
28	Group Project Presentations	No Assigned Readings
29	Where Do We Go from Here? (or Group Final Paper Presentations)	- Stephen A. Roosa (2007), <i>Sustainable Development Handbook</i> (Ch. 12: What the Future Holds: Creating a Sustainable World) - Dillard, Dujon, and King (2008), <i>Reflection and Directions for the Future</i> - Jan Servaes (2017), <i>Conclusion: Are the SDGs “Sustainable”?</i> - Additional Readings
30	Wrap-up and Final Exam Preparation	No Assigned Readings (But Please Make Sure to Review All Areas Covered in the Semester and Bring Any Questions That You May Have)

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### Section 4

#### 【Learning Assessments/Grading Rubric】

- Participation: 30%
  - o Posting Reflections and Discussion Questions – 15%
  - o Active Participation in the Classroom – 15%
- 2 Small Presentations on Sustainable Development-Related News: 5%
- 2 Group Projects: 50%
  - o (1) SDG Project (30%)
    - Activity Proposal – 5%
    - Results Framework – 10%
    - Mid-Term Presentation – 5%
    - Final Presentation – 10%
  - o (2) Group Paper Project (20%)
    - Draft – 2.5%
    - Complete Draft – 5%
    - Final Paper – 12.5%
- Final Exam: 15%

NOTE: The instructor reserves the right to modify/update the grading criteria and scale during the semester.

### Section 5

#### 【Additional Information】

#### Syllabus

To the extent possible, we will proceed with our class in accordance with the course schedule stated above. Should the needs occur, however, the instructor reserves the right to modify the course syllabus during the semester (including the grading criteria and scale). In such cases, the instructor will strive to inform students of any changes well in advance.

#### Academic Integrity

You are expected to adhere to the standards upheld by Kansai Gaidai University. Violations of academic integrity include cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you indicate that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from the instructor in advance.

#### Participation

Students are expected to come to class having completed all the required readings for that day and be ready to discuss and ask questions about them. As indicated in the grade percentage, this class takes students' active participation seriously. Keep in mind that quality (not necessarily quantity) and consistency of class participation is the key.

Given this context, students are expected to post (1) reflections and (2) questions for class discussion on Blackboard, based on the readings of each session. Please bear in mind that this is half of the participation grade (15%). The main objective of this activity is not only to make sure that students keep up with the assigned readings but also to create a forum where they

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can exchange comments, thoughts, and questions with each other AND ensure lively debates in the classroom. As such, please post them prior to each session (at least a day before each session). Both reflections and discussion questions do NOT need to be extensive; short responses will suffice for this purpose. If you so prefer, you can simply list down your thoughts and questions.

**Positive Learning Environment**

As your instructor, one of my primary responsibilities in our classroom is to create a positive learning environment for all. I take this responsibility very seriously and highly encourage all students to actively take part in class debates. In fact, I have prepared sample class debate questions in the detailed syllabus. As such, any act of discrimination or harassment based on race, ethnicity, gender, gender identity, religious affiliation, sexual orientation, or disability will not be tolerated in this course. Let's show utmost respect for each other and create a positive learning environment together.