
SUSTAIN 2SD3– EXPLORING THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDG)

INTERSESSION 2022

Class: Intercession, May 2nd – 27th, 2022, Lectures: Tuesdays 12:00 - 3:00 pm and Thursdays 12:00 – 2:00pm
Tutorials: Thursdays 2:00 – 3:00pm

Location: Microsoft Teams

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COURSE OVERVIEW

Calendar Description

Students will learn the breadth of sustainability by engaging with each of the 17 United Nations Sustainable Development Goals. Through interdisciplinary teamwork, students will tackle complex sustainability issues through simulations and games, discussions, and the importance of partnerships to achieve the SDGs.

Course Overview and description

In September 2015, all 193 members of the United Nations adopted the Sustainable Development Goals, ‘SDGs’ or ‘Global Goals’ as they are commonly known, that we need to achieve by 2030. This “Agenda for 2030” comprises 17 Goals to drive development over the next 15 years by collectively addressing a wide range of sustainability issues such as extreme poverty, climate change, and inequalities at the local, national, and international levels. This was a momentous agreement, paving the way to reimagine new norms for development and take action for a better and more sustainable future for all. In addition, each of the 17 Goals offers clear and measurable targets for countries and citizens to respond to the call to action to meet the Goals by the year 2030.

This course aims to expose students to the evolution and necessity of the Global Goals, encourage dialogue and action on the Goals, and create opportunities for students to connect to each of the Goals.

Because of the vast diversity and complexity of the Global Goals, individuals who are skilled in critical and creative thinking, embrace multiple ways of knowing and have multicultural and inter-sectoral collaboration will be needed to address these challenges. It is these capacities that students and the instructor will develop in this course. The class is modelled after an inquiry approach. Hence, as learners, you will be stimulated with questions and

information about several sustainability issues, and you will be expected to construct new knowledge and understanding. As an instructor, I will approach you as a facilitator to guide you as you explore each of the Global Goals. As a facilitator, I do not have all the answers; I aim to guide and give you the resources and opportunities to unleash your creative thinking.

I am looking forward to learning from your insights, experiences, and creative thinking. I encourage you to be active participants; be willing to share, learn from and work with others.

Participation, collaboration, and leadership skills are essential components of this course. Learning strategies to strengthen your skills include class exercises, role-playing through simulation and debates, critical reflections, discussions, and quizzes. To be successful, you will need to listen, form collaborations, work effectively within and across diverse groups, and resolve conflicts.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Map the history and the framework of the Sustainable Development Goals through research, class discussions, and quizzes
- Understand and evaluate each of the 17 SDGs and their related problems through class discussions, reflective exercises, and written reports
- Demonstrate an understanding of the connections between the 17 Goals and the challenges to achieving them through social simulation activities, discussions, and reflections
- Collaborate with others to gain a deeper understanding of and propose solutions to the SDGs through group projects and simulated exercises

COURSE STRUCTURE

SUSTAIN 2SD3 is focused on exposing students to the daunting social and ecological challenges facing humanity and presenting opportunities for dialogue and action to address these challenges. To enable students to achieve the course learning outcomes, students will be supported with reading and learning resources, role-playing exercises, facilitated class and group discussions, short quizzes and debates, and opportunities to interact with sustainability champions or practitioners. Students should expect to spend approximately 3-5 hours/week either independently or collaborate with group members outside of class time.

A unique aspect of this course is that students will participate in various social simulation exercises and games to help them develop practical understanding of the Global Goals and experience how to support and take action to help achieve the Goals.

ONLINE COMMUNICATION PLATFORMS

This course uses Avenue to Learn to post assignments, rubrics, readings, and other notices. Therefore, it is important to visit Avenue to Learn regularly to be kept informed of any new information. Most course assignments will be submitted via Avenue to Learn (<http://avenue.mcmaster.ca/>).

Classes will take place using Microsoft Teams.

Additional non-course-specific information, including events and opportunities, will be shared using MacSustain social media platforms, specifically [Facebook](#), [Instagram](#), and sometimes [Twitter](#).

REQUIRED READINGS, INSTRUCTIONAL VIDEOS, AND LEARNING RESOURCES

Consistent with the Sustainable Future Program goals, all readings and learning resources are available via open access and can be found on Avenue to Learn.

Required Reading: None. However, weekly readings will be provided.

THE 17 ROOMS MEETING

At the beginning of the course, each student will be expected to select one of the SDGs. Two-three pairs of students who choose the same SDG will constitute a group. As a group, you will become 'experts' on the specific SDG assigned to you. Thus, you will guide the rest of the class to learn about the specific goal. Also, your knowledge of the SDG assigned to your group will form the basis for the final report and presentation.

SIMULATION ACTIVITIES

SIMULATION PREP

Students will take part in two social simulations. Prior to each simulation, students will be put in groups randomly assigned by the instructor. In addition to other assigned roles for each simulation, each group would be expected to nominate a note-taker, a timekeeper, facilitator, and presenter to enhance practical group activities and enable effective reporting to the whole class. Also, for each simulation, a limited set of instructions will be provided to students before the simulation. This is because most of the learning will take place through discovery and learning by doing.

SIMULATION 1

- **World's Future:** This simulation is focused on three countries at different stages of development that are working to achieve the SDGs. Students will act as players who adopt high-level leadership roles within the countries to address the SDGs in the simulation. The simulation is played online, and students work in 10-15 to make crucial decisions for their virtual country. More information will be provided.

SIMULATION 2

- **Climate Action:** This is a simulated emergency climate summit organized by the United Nations that convenes global stakeholders to establish a concrete plan to limit warming and address climate change. The simulation is played online and in groups of 10-15 players. More information will be provided.

SIMULATION DEBRIEF AND REFLECTION

- After each simulation, your instructor will evaluate how each group managed to achieve the goals set for their country. Outside of class hours, each group would also be expected to reflect on their experience working together and with other countries to achieve the Goals.

EVALUATION

1. Mid-term quiz (Individual): 1 @ 10%

DUE: May 17 (pre-class)

There will be 1 Mid-term quiz in the course aimed to test students' comprehension and reinforce their recall of key concepts. The quiz will be held in class in Week 3 and would cover the reading list from Weeks 1 and 2. The quiz will be held in the first 20mins of the class.

2. Reflections on Simulations (Individual): 2 @ 15% each

DUE: 5pm May 13 & 23

There are two simulations to be played in this course. Following each simulation, students are to debrief with their group and reflect on their experiences in the simulation. Reflections will focus on your experience and on what you feel are the most critical parts, as they relate to your learning. Respond to each of the following within your reflection:

1. What was the biggest challenge your group experienced, what caused it and what was the effect, and how did you respond to it? (Temporal Progression, Important Aspects of the Experience, Cause & Effect Relationships) (/2 marks)
2. What could you have done to avoid the challenge or respond to it differently? What outcome might you expect with this alternative response? (Other Possible Responses) (/2 marks)
3. What was your groups most significant success, what did you learn from it, and how will you use your learning in the future? (Cause and Effect Relationship, Planning & Future Practices) (/2 marks)
4. What did this simulation teach you about the SDGs/Climate Solutions, and how? (Cause & Effect Relationships) (/4 marks)
5. If the simulations included decision-makers, what do you think they might learn from this experience? (Personal Thoughts & Feelings, Planning & Future Practices) (/2 marks)
6. How has your understanding of sustainability changed because of this experience, and what are you curious to know more about? (Personal Thoughts & Feelings, Planning & Future Practices) (/3 marks).

Evaluation will be based on the Reflective Learning Framework. A Guide, Online Workshop, and Rubric Handout can be found online here: <https://asp.mcmaster.ca/experiential-learning-project-opportunities-2/experiential-learning-project-resources/>

Note: While you will not be assessed on spelling and grammar errors, up to a maximum of 5% of marks will be deducted for consistent spelling mistakes and grammatical errors.

3. SDG Action Report Presentation (Group): 10% - oral presentation

DUE: May 27th

Each group from the 17 Rooms will provide a short presentation summarizing their written report (see below) relating to the assessment of McMaster's stated commitments towards the SDGs. All presentations

should be pre-recorded and submitted by Tuesday, May 25th at 5 pm via Avenue to Learn. The purpose of this presentation is to share your findings and to polish your presentation skills. The rubric for the presentation is shown in the table below.

Rubric for group oral presentation

Criteria/objective	Marks (out of 10)		
	0 (not at all or missing)	1 (lacked information & /or clarity)	2 (comprehensive/ clearly articulated)
1. Was the SDG, including targets and indicators, clearly articulated and contextualized?			
2. Did the group explain McMaster's commitment, efforts, activities, actions, and ambitions towards the SDG?			
3. Did the group identify the specific solution(s) to achieve or advance the SDG at McMaster?			
4. Did the group identify a challenge and an opportunity to implement their proposed solution?			
5. Was the presentation ordered logically, clear, eligible and concise?			

4. SDG Action Report (Group): 30% - written report

Due: June 2nd @ 6:00pm

At the end of the course, each group from the 17 Rooms will prepare a written report on how to localize their specific SDGs, focusing on how McMaster can promote or 'action' or 'advance' the SDG. The report should provide:

- Demonstrates knowledge of the SDG, including relevant targets and indicators and an understanding of other SDGs commonly linked presented during presentation introduction.
- Demonstrates understanding of McMaster's efforts, activities, actions, and ambitions by briefly describing research methodology and key findings.
- Assess McMaster's stated commitments, justifying your assessment with your knowledge of SDGs and the University's work to date.
- Propose two solutions to achieve or advance the SDG at McMaster. Describe who needs to be involved within or external to the University.
- Describe one key challenge and one key opportunity to implementing your proposed action and how you might overcome or take advantage of it.
- Describe how achieving the specific SDG might affect (positively or negatively) one other SDG.

The report should not exceed 2000 words. A first draft highlighting the group's initial thoughts and ideas should be submitted to the Instructor one week before the final class. The complete rubric is shown below.

Criteria/objective	Marks (out of 30)		
	1 (not at all or missing key parts)	2 (lacked information & /or clarity)	3 (comprehensive/ clearly articulated)
1. Demonstrates knowledge of the SDG, including relevant targets and indicators.			
2. Demonstrates understanding of McMaster's efforts, activities, actions, and ambitions to the SDG			

3. Assess McMaster's stated commitments and justify the assessment with their knowledge of SDGs and the University's work to date			
4. Clearly proposes and articulates two solutions to achieve or advance the SDG at McMaster			
5. Describes who needs to be involved within or external to the University to advance the solution			
6. Describes one key challenge and one key opportunity to implementing their proposed action and how to overcome or take advantage of it			
7. Explains how achieving the specific SDG might affect (positively or negatively) two other SDGs			
8. List and report on all sources consulted for information in the appropriate format (Use APA)			
9. Professionally produced report - does not exceed the word limit, uses appropriate font size (12pt) and font style (New Times Roman) and is logically presented			
10. Grammar and spell-check			

6. Discussion Board: 2 @ 5% each

The Instructor will pose one open-ended question, one in the first week and another in the second week. The question will be posted each week on Monday (6:00 am). Students must respond twice, once by Wednesday (9:00 pm) and again by Sunday (9:00 pm), to demonstrate dialogue and social learning. In addition, marks will be given meaningful contributions by answering a question or posing a thoughtful question related to the discussion theme.

7. Class Participation: 10%

Your final grade includes 10% allocated to your attendance in class and participation in group activities. This google link: [Sustain 2SD3 Group Participation Tracking - Google Sheets](#) will be used to track participation in group project activities. Class participation will be monitored by TA and is based off class attendance and participation to discussions. Please inform the TA asap if you are unable to attend class.

Note: Participation may be verbal, via discussion in chat, sending relevant links, etc.

TENTATIVE SCHEDULE

Spring – Summer 2021

Week	Topic and tasks
Week 1: May 3 rd , 2022	<p>Introductions and the SDGs</p> <p>Pre-class activities:</p> <ol style="list-style-type: none"> a. Review the course syllabus b. Watch this video: How We Can Make the World a Better Place by 2030 Michael Green TED Talks: https://youtu.be/o08ykAqLOxk c. Read the papers below: <ul style="list-style-type: none"> o Sachs, J. D. (2012). From millennium development goals to sustainable development goals. <i>The Lancet</i>, 379(9832), 2206-2211. o Sachs, J. D. (2015). The age of sustainable development. Columbia University Press. (Chapter 1) <p>Optional Reading:</p> <ul style="list-style-type: none"> • Wolfgang Sachs (2020). The age of development: an obituary: The age of development: an obituary New Internationalist <p>In-class activities:</p> <p>Part 1: Introductions and Review of Course Syllabus</p> <ol style="list-style-type: none"> a. Ice-breaker – poll and discussion of results b. Discussion of course vision, outline, and expectations c. The 17 Rooms Group formation and activity <p>Post-class activities</p> <ol style="list-style-type: none"> a. Contribute to the first discussion board May 11th 5pm and May 15th 5pm
Week 1: May 5 th , 2020	<ol style="list-style-type: none"> 1. SDG Group Update/Check up 2. Mini-lecture 1: Introduction to Sustainability and the SDGs 3. Mini-Lecture 2: A Tour of the 17 Global Goals 4. Class Activity: Group Debate
Week 2: May 10 th , 2022	<p>The SDGs in Action 1: First Social Simulation "The World's Future"</p> <p>Pre-class activities</p> <ol style="list-style-type: none"> a. Review game rules (will be provided to you via Avenue to Learn) b. Watch these videos on Social Simulations and the World's Future Simulation: <ul style="list-style-type: none"> o What are social simulations? https://youtu.be/O3rJwrcgB_0 o What is The World's Future Online social simulation? https://www.youtube.com/watch?v=u80n3WkxCNs o The World's Future Online teaser 2021: https://www.youtube.com/watch?v=5uLUPsx34Nk <p>Pre-class activity: Weekly Readings will be provided</p> <p>In-class activity</p> <ol style="list-style-type: none"> a. Mini-lecture: game introduction b. Play simulation rounds

	<p>Post-class activity</p> <p>a. Complete first reflective assignment by 5 pm May 16th</p>
Week 2: May 12, 2022	<p>1. Simulation Debriefing</p> <p>2. Reflections and discussions on governance and institutional challenges for achieving the SDGs. Readings will be provided.</p> <p>3. Group Project Updates: SDG Interactions Activity</p>
Week 3: May 17 th , 2022	<p>The SDGs in Action 2: Second Simulation “Climate Action”</p> <p>Pre-class activities</p> <p>a. Weekly Readings will be provided</p> <p>b. Review game rules (will be provided to you via Avenue to Learn)</p> <p>c. Watch the promotional videos on Climate Action Simulation: https://youtu.be/j3PNuKq14Co</p> <p>In-class activity</p> <p>a. Mini-lecture: game introduction</p> <p>b. Play simulation rounds</p> <p>c. Facilitator Debriefing</p> <p>d. Question and expectations on the oral presentations on final report submission</p> <p>Post-class activities</p> <p>a. Complete second reflective assignment by May 20th at 5:00 pm</p> <p>b. Contribute to the second discussion board on May 18th 5pm and May 22nd 5pm</p>
Week 3: May 19 th 2022	<p>1. Simulation Debriefing</p> <p>2. Reflections and discussions on climate change and climate action. Readings will be provided.</p> <p>3. Group Project Updates/Activity</p>
Week 4: May 24 th , 2022	<p>1. Class Wrap-up</p> <p>2. Recap: Looking back and looking forward</p>
Week 4: May 27 th , 2022	<p>The 17 Rooms Group Presentations</p> <p>Pre-class activities</p> <p>a. Submit your pre-recorded presentation by Tuesday, May 23rd at 5 pm via Avenue to Learn.</p> <p>b. Watch: How to Create an Awesome Slide Presentation: https://youtu.be/6bSOA1i8bw</p> <p>In-class activities</p> <p>a. Introduction and recap of presentation guidelines</p> <p>b. Presentations</p> <p>Note: During the presentations, each group is expected to provide three (3) comments/questions through the chat focusing on:</p> <ul style="list-style-type: none"> • (1) Which aspect of the presentation worked very well. • (2) Which aspect of the presentation needs to be improved, and (3) What would you have liked to see that the group didn't talk about?

COURSE-SPECIFIC POLICIES

Class Attendance & Participation

Students are expected to attend each class and group meeting, be on time and stay for the full duration. Additionally, students are expected to be fully present, which includes removing all potential distractions, demonstrating respect for their learning and the experience of those around them, and participating in activities and discussions.

Students will contribute to a specific topic on the discussion board in Avenue to Learn for the first two weeks. After that, your TAs would be available to moderate discussions and keep records of who is participating or not participating.

Assignment Submission Guidelines

Format: To ensure the Instructor can include detailed feedback and comments, assignments should be submitted in Word format via Avenue to Learn, unless otherwise stated.

Style: Using APA, MLA or Chicago style is preferred, but consistency is of utmost importance. See [OWL](#) for support.

Course Modifications

The Instructor and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be explained, and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster e-mail and course websites weekly during the term and to note any changes.

Communications

It is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their "@mcmaster.ca" alias.

POLICIES

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or

suspension or expulsion from the University. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g., submitting work that is not one's own or for which another credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an Online Element

Some courses may use online elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a

positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodations of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Protection of Privacy Act (FIPPA)

The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality - see <http://www.mcmaster.ca/univsec/fippa/fippa.cfm>

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodations for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the Instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the Instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster e-mail.

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