Course title: Global Classroom: Integrated Approaches to Sustainable Development			
Course code: MPD 107	No. of credits: 2	L-T-P: 30-0-0	Learning hours: 30
Pre-requisite course code and title (if any):			
Department: Department of Policy and Management Studies			
Course coordinator(s): Dr Swarup Dutta		Course instructor(s): Dr Swarup Dutta	
Contact details: swarup.dutta@terisas.ac.in			
Course type: Core		Course offered in: Semester 1	

Course description

The course largely comes under the global MDP Programme, coordinated by the Global Secretariat of MDP located within the UN Sustainable Development Solutions Network (SDSN) office, New York, USA. Through this global MDP association, the students get an opportunity to take the lectures in global classroom which is essentially in online mode. The broad goal of this course is to introduce the foundations of key sectoral and thematic knowledge for challenges to sustainable development and for this, the course has been divided into four modules, one for each pillar of sustainable development: governance, economic well-being, environmental protection, and social inclusion. All the modules are interrelated and integrated with each other and that is why the course is named as integrated approach to sustainable development.

The course is unique in nature as it allows the students from different parts of the world to participate in collective learning experiences. The global classroom is currently conducted by Lehigh University USA and is attended for 14 weeks, beginning each September. The course materials, including the syllabus, readings, lecture videos, etc. are available to the students. Besides global classroom, local lectures are also being conducted by the local experts. This helps the students to sync both global and local perspectives while identifying the challenges and way forward to implement the SDGs. Each module is divided into four sections, starting with (i) a global thought leader to provide a current overview of the module, (ii) a global expert to lead a deeper dive into the module, and (iii) a practitioner who is currently applying the SDGs in action to offer a perspective from the front lines and finally (iv) a regional or local expert, who will share the regional and local perspectives.

Course objectives

Main objectives of the course are to make the students to –

- familiar with current and emerging global issues related to sustainable development
- be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries
- be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development.

Course content

Module	Topic	L	T	P
1	**Economic well-being** Main aim of this module is to make the students understand the basic aspects wellbeing in relation to sustainable development and related SDGs. a) Both global and local experts will specifically highlight the economic wellbeing including the ability of individuals, families, and communities to consistently meet their basic needs (including food, housing, utilities), health care, transportation, education, childcare, clothing, and paid taxes), and have control over their day-to-day finances and financial security.	7	0	0

2	**Environmental Dimension of Sustainable Development**
	Main aim of this module is to provide a systematic approach for conserving natural resources and the existing natural environment, managing hazardous materials, and raising awareness of environmental impacts. The experts will be focusing on
	    a) various SDGs, providing country-wise case studies on national policy for the environment and for water resources.
	    b) orient the students reading various policies for the preservation, conservation and sustainable use of ecosystems, biodiversity, and forests.
		7	0	0

3	**Governance for sustainable development** The basic objective of this module is to understand the role of SDGs in good governance. The global experts will explain how various agencies assist developing countries to develop on effective government within a democratic system, and to	7	0	0

	implement sustainable development principles through global partnership. Three major highlights are – a) mechanisms of empowering the public to enable them to effectively participate in decision making for public interest and to undertake local initiatives. b) how to develop and strengthen good governance at the local level? c) how the capacity of public and the government at the local level help to cooperate in increasing welfare of the people?			
4	**Social Inclusion** The objective of this module is to orient the students regarding the concept of social inclusion. The students will be able to understand – a) different forms of inequalities, employment related concerns, informal sector b) how poverty, social stratification like caste, class, gender, ethnicity etc. play a divisive role in the society, which in fact major hindrance for achieving SDGs. **c)** how SDGs could play a major role for eradicating the exclusion to direct it more inclusive society.	9	0	0
	Total	**30**	**0**	**0**

Evaluation criteria
- **Assignment 1 (90%):** A policy brief, written in a group of two individuals, would be approximately 1500-2000 words in length. The policy brief would require the students to display deep substantive knowledge of sustainable development policy field and grasp of relevant methods / data challenges. The policy brief accounts for 90% of the final grade
- **Active class participation (10%):** throughout the semester, accounting for 10% of the final grade: Students are expected to actively participate in Global Classroom discussions and Local Classroom discussions, drawing deeply on class readings and on their experience. Students are expected to attend every session and actively participate in the discussions.

Learning outcomes
- The students will be able to identify and analyze key challenges in the implementation of Sustainable Development Goals (SDGs)
- The students will be able to synthesize and review the policy relevant to their area of intervention
- It will relate the findings to current policy debates, with an emphasis on applying the research outcomes rather than assessing the research procedures.

Pedagogical approach
- The course will achieve its learning objectives by deploying a combination of lectures from internationally recognized experts, local experts, classroom and online discussion, extensive readings, and class writing projects like Policy Brief etc.
- The global classroom will be conducted online through the Zoom Video Conferencing web-based platform, and the local lecturer will be conducted in the campus and the local lectures will be conducted in offline mode.
- Global Thought Leaders will speak for at least 45 minutes, and any remaining time will be devoted to Q&A session between classrooms and the speaker, whereas the experts and practitioners will speak for a shorter period than the Global Thought Leaders, the class will be opened to live Q&A session and interactive discussion among participating classrooms
- As far as local expert lecture is concerned there will be one lecture in modules 1, 2 and 3, and two local lectures in module 4.

Course Reading Materials:
All readings will be posted on the course website a minimum of one week in advance, with some indicated as required and others as recommended. These may change as new ones are considered. For some topics, students may be requested to view a video or become familiar with relevant websites. While the Tuesday Global Classroom speakers will address some of the issues covered in the readings, the readings are designed to provide a background to the topic of discussion and are complementary to the lectures. Students may be invited at random to provide an overview of issues for debate.

Module--1

- Gérard Roland, (2020) 'Transition and Politics: Politics, Markets and Firms', The MIT Press, Cambridge, Massachusetts

- Peter Hall and David Soskice, (2001) 'Varieties of Capitalism: The Institutional Foundations of Comparative Advantage', First edition, New York: Oxford University Press

- Walsh PP, Murphy E, Horan D. (2020) "The Role of Science, Technology and Innovation in the UN 2030 Agenda", Technological Forecasting and Social Change.

- Rene Karsenti, Social Bonds in Response to Covid-19 Crisis: When Financial Markets Save Lives, European Capital Markets Institute, May 20, 2020

- Patel, S., Maley, S., & Mehta, K. (2014). Appropriate Technologies in the Globalized World: FAQs [Commentary]. IEEE Technology and Society Magazine, 33(1), 19-26.

- Gilliam, J., & Mehta, K. (2018). A taxonomy of failure modes of agricultural technology ventures in developing countries: part 1. Journal of Humanitarian Engineering, 6(1). [click "download manuscript" button on right]

- Gilliam, J., & Mehta, K. (2018). A taxonomy of failure modes of agricultural technology ventures in developing countries: part 2. Journal of Humanitarian Engineering, 6(1).

- Sundin, P., Callan, J., & Mehta, K. (2016). Why do entrepreneurial mHealth ventures in the developing world fail to scale? Journal of medical engineering & technology, 40(7-8), 444-457.

Module-2

- Pendleton, L., Evans, K. and Visbeck, M. (2020) Opinion: We need a global movement to transform ocean science for a better world. PNAS Proceedings of the National Academy of Sciences of the United States of America, 117 (18). pp. 9652-9655. DOI 10.1073/pnas.2005485117.

- Visbeck, M. (2018). Ocean science research is key for a sustainable future. Nature communications, 9(1), 690.

- Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., … & Noble, I. (2013). Policy: Sustainable development goals for people and planet. Nature, 495(7441), 305-307. Chicago

- Nilsson, M., Griggs, D., McCollum, D., & Stevance, A. (2017). A guide to SDG interactions: From science to implementation. [Read at least the Executive Summary/Introduction (pages 7-30) and SDG 14/Looking Ahead (pages 174-225)]

- Visbeck, M., Kronfeld-Goharani, U., Neumann, B., Rickels, W., Schmidt, J., Van Doorn, E., … & Quaas, M. F. (2014). Securing blue wealth: The need for a special sustainable development goal for the ocean and coasts. Marine Policy, 48, 184-191.

- Vitousek, P. M., Mooney, H. A., Lubchenco, J., & Melillo, J. M. (1997). Human domination of Earth's ecosystems. Science, 277(5325), 494-499.

- Jayachandran, S. (2015). The roots of gender inequality in developing countries. Economics, 7(1), 63-88.

- Beaman, L., Duflo, E., Pande, R., & Topalova, P. (2012). Female leadership raises aspirations and educational attainment for girls: A policy experiment in India. Science, 335(6068), 582-586.

- Dhar, D., Jain, T., & Jayachandran, S. (2018). Reshaping adolescents' gender attitudes: Evidence from a school-based experiment in India (No. w25331). National Bureau of Economic Research.

Module:3

- Sachs, J. D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N., & Rockström, J. (2019). Six transformations to achieve the sustainable development goals. Nature Sustainability, 2(9), 805-814.

- United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development.

- Bertelsmann Stiftung and Sustainable Development Solutions Network (2020). The Sustainable Development Goals and Covid-19. (The 2020 SDG Index and Dashboards Report).

- Sachs, J. D. (2015). The Age of Sustainable Development. Columbia University Press.

- Sachs, Jeffrey D. (2005). The End of Poverty. New York: Penguin Press [Chapters 2 and 3]

- Acemoglu D. and Robinson J.A. (2013). "Economics versus politics: pitfalls of policy advice." Journal of Economic Perspectives. 27, 2:173–92.

- Chambers, Robert (1995). "Poverty and Livelihood: Whose reality counts?" Environment and Urbanization, 7: 173.

- Strandenaes, J. G. (2011). Sustainable development governance towards Rio+ 20: framing the debate. SDG 2012.

- Strandenaes, J. G. (2014). Participatory Democracy—HLPF Laying the Basis for Sustainable Development Governance in the 21st Century. Report for UN-DESA. Available at: http://sustainabledevelopment. un. org/index. php. [Read Executive Summary only]

- Caballero, P. (2019). The SDGs: changing how development is understood. Global Policy, 10, 138-140.

Module 4

- Gates Foundation (2021). 2021 Goalkeeper Report: Innovation & Equity.

- Vallely, P. (8 September 2020). How Philanthropy benefits the super-rich. The Guardian, 8.

- Ducharme, J. (9 September 2021). Time Magazine. "COVAX Was a Great Idea But Is Now 500 Million Doses Short of Its Vaccine Distribution Goals. What Exactly Went Wrong?"

- Pattberg, P., & Widerberg, O. (2016). Transnational multistakeholder partnerships for sustainable development: Conditions for success. Ambio, 45(1), 42-51.

- Conway, R., Masters, J., & Thorold, J. (2017). From design thinking to systems change. How to invest in innovation for social impact. RSA Action and Research Centre.

- Horan, D. (2019). A new approach to partnerships for SDG transformations Sustainability, 11(18), 4947.

- Wear, S. L. (2019). Battling a common enemy: joining forces in the fight against sewage pollution. BioScience, 69(5), 360-367.

- Wear, S. L. (2016). Missing the boat: Critical threats to coral reefs are neglected at global scale. Marine Policy, 74, 153-157.

- Wear, S. L., & Thurber, R. V. (2015). Sewage pollution: mitigation is key for coral reef stewardship. Annals of the New York Academy of Sciences, 1355.

- Wear, S. L., Acuña, V., McDonald, R., & Font, C. (2021). Sewage pollution, declining ecosystem health, and cross-sector collaboration. Biological Conservation, 255, 109010.

- United Nations (2018). Youth 2030: Working with and for Young People, the first-ever UN system-wide strategy on youth.

- ActionAid International (2020). Believe in Better: A Working Paper on Young People's Inclusion in National Follow Up, Review and Accountability Processes of the 2030 Agenda for Sustainable Development.

Student responsibilities
- Attendance: At-least 75% attendance will be necessary to be able to appear for the final exam.

Course Reviewer:
- **Dr C. Mahajan, Associate Professor, University of Delhi**

- **Dr Emily Van Houweling, Associate Professor, Regis University, USA**

This Course outline was prepared by Dr Swarup Dutta and approved by the 53rd Academic Council Meeting on 26th August 2022 at TERI School of Advanced Studies, New Delhi.