POL310H1F: TOPICS IN COMPARATIVE POLITICS: CRITICAL ISSUES IN SUSTAINABLE DEVELOPMENT

Instructor:
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Mondays & Wednesdays: 12-2pm

Location: online

Course Description

This course aims to introduce, engage with, and critically assess the concept of sustainable development through the study of the United Nations' Sustainable Development Goals (SDGs). The SDGs were introduced by the UN in 2015 as an extension of the Millennium Development Goals. United Nations member states signed on the new SDGs agenda, responding to the call for a global vision that will lead humanity towards sustainable development. The vision of SDGs is to create a world in which people are productively employed, free of poverty and hunger, with access to universal health coverage and education, an end to environmental degradation and empowerment of all women and girls by 2030. After more than 178 countries adopted SDGs in 2015, they have now become extensively used by policymakers and academics to evaluate and measure development progress.

Focusing on three specific SDGs: "No Poverty" (SDG 1), "Gender Equality" (SDG 5) and "Peace, Justice and Strong Institutions" (SDG 16), the

course introduces students to the nature and relevance of SDGs. They will examine how various societal actors are responding to and implementing SDGs, how SDGs are understood at different levels of global governance, how progress can be measured and the practical challenges of implementing SDGs.

The course is divided into two parts: the first part provides a general introduction to critical theories and practical issues in sustainable development. The focus is on understanding the strategies, instruments and multidimensionality of sustainable development. Taking readings from the fields of political science, development studies and political economy, the course is multidisciplinary in nature and experientially-focused. The teaching consists of online lectures and seminars. The second half of the course explores particular challenges to achieving sustainable development. Students will examine the different dilemmas posed in these contexts, including with regard to civil conflicts, building state institutions, gender equality and creating a world free of extreme poverty. The course is a kickstarter to a similar version of the course that will be offered in the summer of 2021 by the University of Toronto and the University of Sydney, and involves joint field sessions hosted by the Tata Institute of Social Sciences in Mumbai, India.

Course Requirements

The course relies on textbooks and academic journal articles related to the weekly topics. The journal articles are available online using your UTORid, and students are expected to search for these articles using the library system. Students are also required to stay on top of major world events by reading the news and following other significant world events, including those that are not directly covered in class or assigned readings.

This is an online synchronous course. Students must commit to scheduled class times and sign onto Zoom on schedule. Students will watch video lessons and slideshow presentations live during class and even have virtual class discussions. They will need a webcam, fast internet, and earphones with a functioning microphone.

Course Evaluation

Course Requirement	Percentage of Total Grade	Due Date
Participation/Attendance	20%	TBA
Paper Proposal	20%	May 20
Instance Exercise	20%	May 27
Term paper	40%	June 15

Assignment Policies

Assignments are to be submitted on Quercus at the beginning of class on the date specified above. Late assignments will receive a per day penalty, including weekends. Please keep a copy of work handed in until the marked copy is returned to you.

Extensions on term work will only be granted in exceptional circumstances beyond your control (i.e. documented illness, injury, death of a family member). Requests for extension should be made as soon as possible. This is a short course, which necessitates remaining on top of assignment deadlines. More information on extensions/missed exams due to circumstances beyond your control can be found here: artsci.utoronto.ca/current/petitions/common.

Participation (20%): Regular attendance, preparation and participating in the discussions is essential to success. Review of all the required readings is expected. To keep the reading load manageable, for the required readings be sure at least to get the author(s) central point and be aware of his or her supporting evidence.

Paper Proposal (20%): This is intended as a scaffolded assignment to prepare students for the writing of their final essay; it is intended to allow students to familiarise themselves with key academic literature and to show off their own research and writing skills. I will provide a list of topics, mostly related topics and case studies relevant to the course but which we will not be formally covering. Students may also select their

own topics with the instructor's approval. Once chosen you will be asked to draft a short 3 to 4 page proposal outlining your topic, your research questions, the structure of your essay and a list of 5 to 7 sources (secondary and primary) that you will be using to support your research, choices, including some discussion as to how these sources will inform your discussion. Your proposal should also include a thesis statement and supporting arguments.

Instance Exercises (20%): Thinking critically and analytically takes practice. The instance exercise will help you to do that. An instance exercise simply asks you to read a media story about something happening in the area of international development ask "of what is this an instance?" In other words, the instance exercise forces you to move beyond the details of what is described in the media story to think about what kind of dynamics and forces are at play. We will practice in class in the weeks leading up to your instance exercise.

Final Paper Assignment (40%): Students are expected to write one original 14-17page research paper. Essays should be written in 12-point Times New Roman font, double-spaced, and with normal margins. An outstanding paper utilizes theory to construct an analytical argument, and then presents empirical evidence to test the thesis against competing arguments. Your paper MUST have a thesis that presents a causal explanation, in which your independent variable explains your dependent variable.

Students must upload their papers to Quercus in order to be considered submitted on time. All papers will be graded online, in strict compliance with the exact same grading criteria provided in the assignment instructions. It will be due on June 15th.

POLICY REGARDING LATE SUBMISSIONS, PENALTIES AND ACCOMODATIONS

Part of professionalism is effective time management and respect for deadlines. **Except for reasons that the University recognizes as warranting consideration, extensions will not otherwise be granted.** Late papers will be docked on a *sliding scale per day* (weekends are included as submission is electronic via Quercus and can be done 24/7). The deductions will be as follows:

- The first two days late the penalty is 2% per day
- 3rd and 4th day late the penalty is 3% per day
- The 5th to 7th day late inclusive the penalty is 5% per day
- After one week the assignment receives a zero unless supported by accommodation documentation as listed below

For ANY special considerations/deadline extensions either for illness or on compassionate grounds, what is required is an email to either of the course instructors from your College Registrar or your Accessibility Services Counsellor (if you are registered there). Due to privacy and recordkeeping requirements please do NOT sent me directly confidential medical notes. Where accommodation is granted this

includes setting a new deadline. Please keep in mind your instructor also has obligations to grade and return assignments in a timely fashion, and we need the appropriate time to give each its proper assessment.

Assignment submission

Quercus: We are using Quercus in this course. You should access the course regularly to check for announcements, broadcasts, etc. You will need your UTORid and password. Login at http://portal.utoronto.ca. For technical help and information, please contact: quercus@utoronto.ca.

Turnitin: Normally, students will be required to submit their final research paper to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com services are described on the Turnitin.com website.

Writing Resources: The University of Toronto provides a number of valuable resources to students to assist with writing. Undergraduate students taking summer courses are able to book appointments with the five writing centers, which remain open during the summer, including: Innis College, University College, New College, Woodsworth College and Victoria College writing centers. Appointment information is available at: http://writing.utoronto.ca/

Accessibility: The University of Toronto is committed to accessibility and will make every attempt to provide reasonable and appropriate accommodations to persons who have disabilities. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or class materials, please contact Accessibility Services (http://discover.utoronto.ca/students-with-a- disability) and/or the instructors as soon as possible.

<u>Classroom etiquette:</u>

At the core of this course is meaningful and constructive dialogue, which requires mutual respect, willingness to listen and tolerance of different views. Class discussions are expected to be civilized and respectful to different viewpoints. To maintain a healthy learning environment, this classroom has a **<u>zero-tolerance policy</u>** on racism, sexism, homophobia, transphobia, anti-Semitism, Islamophobia, discrimination and harassment. Each student will be addressed by their preferred pronouns. Violating this policy will result in expulsion from the classroom. Please familiarize yourself with the University of Toronto of Toronto principles of Equity and Diversity: https://www.utsc.utoronto.ca/edo/welcome-equity-and-diversity-office-utsc . Students are also expected to refrain from use of cellphones and laptops during class time, with exception of the use of laptops to take notes. Use of laptops or electronic devices for other purposes will be deemed disruptive to students' learning.

Academic Integrity: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
    - working in groups on assignments that are supposed to be individual work;
    - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact us. If you have questions about appropriate research and citation methods, seek out additional information from us, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to us or seek the advice of your college registrar.

Class and Reading Schedule

DATE	TOPIC	READINGS
May 4	**Debating Development**	▪ Escobar, James. (1995). Encountering Development: The Making and Unmaking of the Third World (chapter 1). Pr ▪ William Easterly (2006). The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Il ▪ Jeffrey Sachs (2005). The end of poverty: economic possibilities for our time. New York: Penguin Press ▪ Acemoglu, D., Johnson, S., & Robinson, J. A (2001). "The Colonial Origins of Comparative Development: An Emp
May 6	**UN System and Sustainable Development**	• UN Report "The role of the UN and its entities in global governance for sustainable development" https://sustainabledevelopment.un.org/content/documents/2429TST%20Issues%20Brief_Global%20Governance_F • Berman F. et al (2017) "Global governance by goal-setting: the novel approach of the UN Sustainable Developmen https://query.library.utoronto.ca/index.php/search/q?kw=The%20UN%20and%20%20sustainable%20development' Article) • UN SDGs indicators: https://sustainabledevelopment.un.org/content/documents/11803Official-List-of-Proposed-SI • Sachs, Jeffrey D. "High Stakes at the UN on the Sustainable Development Goals." *The Lancet*, vol. 382, no. 9897, 9
May 11	**SDGs and Global Prosperity**	• Nelson Man et al (205) "A framework for Understanding SDG" https://council.science/wp-content/uploads/2017/03 • EU Briefing on "Understanding sustainable development goals" Available https://www.europarl.europa.eu/RegData • Sachs, Jeffrey D. "From Millennium Development Goals to Sustainable Development Goals." The Lancet 379.9832

		• Henrietta L. Moore (2015) "Global Prosperity and Sustainable Development Goals" Journal of International Develo
May 13	**Poverty, Inequality and Development**	• Paul Collier, Bottom Billion (2019). Why the Poorest Countries are Failing and What Can Be Done About It, Oxfo • Bhalla, Surjit. 2002. Imagine There's No Country. Poverty, Inequality, and Growth in the Era of Globalization. Was • Dollar, David. 2004. "Globalization, Poverty, and Inequality Since 1980." World Bank Policy Research Working Pa • Sachs, Jeffrey D., et al. 2004. "Ending Africa's Poverty Trap." Brookings Institute. https://www.brookings.edu/wp-
May 18	**NO CLASS**	▪ **VICTORIA DAY**
May 20 *Guest-Lecture:* *Dr.Suneha Seetahul,* *University of Sydney,* *Australia.*	**Gender (In)equality**	• Dugarova, E. (2018). Gender Equality as an Accelerator for Achieving the SDGs. *UNDP Discussion Paper*. ht equality-as-an-accelerator-for-achieving-the-sdgs.html. • Jayachandran, S. (2015). The Roots of Gender Inequality in Developing Countries. Annual Review of Economics, 7 • Hausmann, R., Tyson, L.D., Bekhouche, Y. and Zahidi S. (2015), "The Global Gender Gap Index 2015," in *Global* • **Watch:** Video: Ted Conversations Chimamanda Ngozi Aichie: The danger of a single story.
May 25	**Peace, Justice and Strong Institutions**	• Human Security Centre (2005). *Human Security Report: War and Peace in the 21st Century.* Vancouver: Human S • Paul Collier et al, Breaking the Conflict Trap: Civil War and Development Policy (World Bank/OUP, 2003). • Walter, Barbara F. 2010. *Conflict relapse and the sustainability of post-conflict peace (English)*. World Developme

		• Langer, Arnim, and Graham K. Brown (eds.), Building Sustainable Peace: Timing and Sequencing of Post-Conflict • Barnett, Michael. *"Building a Republican Peace: Stabilizing States after War." Quarterly Journal: International S* • Paris, Roland, "At War's End: Building Peace After Civil Conflict" (CUP, 2004).
May 27	**Aiding Poor Nations**	• Kraay, Aart and Claudio E. Raddatz. 2005. "Poverty Traps, Aid, and Growth." World Bank Policy Working Paper • Clemens, Michael, Steven Radelet and Rikhil Bhavnani. 2004. "Counting Chickens When They Hatch: The Shor http://www.cgdev.org/content/publications/detail/2744 • Vasile Dedu et al. (2011) "A Critical Examination of Foreign Aid Policy. Why it Fails to Eradicate Poverty?" http:/ • Rachel Hayman (2009) "From Rome to Accra via Kigali: 'Aid Effectiveness' in Rwanda" *Development Policy Rev*
June 1	**Implementing SDGs: Key Challenges**	• Fox, O., & Stoett, P. (2016). Citizen participation in the UN sustainable development goals consultation process: To • Lim, M. M. L., P. Søgaard Jørgensen, and C. A. Wyborn. 2018. Reframing the sustainable development goals to ac Society 23(3):22. • Kumi E et al. (2013) Can post-2015 sustainable development goals survive neoliberalism? A critical examination of Development and Sustainability, Volume 16, Issue 3, pp. 539 – 554. • Three key challenges for achieving SDGs https://www.weforum.org/agenda/2015/08/3-challenges-facing-the-uns-s
June 3	**India as a Case Study (Poverty, Gender Inequality, Justice).** *Guest-Lecture:* *Dr.Suneha Seetahul,*	▪ Ramanujam, N., Caivano, N. & Agnello, A. (2019). Distributive Justice and the Sustainable Development Goals: 12(2), pp. 495-536. ▪ Ghosh, J. (2016). Inequality in India: drivers and consequences. World social science report, 2016: Challenging ine ▪ Kabeer, N. (2012). Women's economic empowerment and inclusive growth: labour markets and enterprise develop

	University of Sydney, Australia.	
June 8	**Rwanda as a case study (post-conflict resolution, peacebuilding and development**	• Brookings: "Lessons from Rwanda" https://www.brookings.edu/blog/africa-in-focus/2020/01/20/strategies-for-de UN: "Lessons from Rwanda" https://www.rw.undp.org/content/rwanda/en/home/presscenter/articles/2015/10/02/th • Issifu, Abdul : The Role of African Women in Post-Conflict Peacebuilding: The Case of Rwanda: *The Journal of P* • Colin O'Reilly and Yi Zhang (2017) "Post-genocide justice: The Gacaca courts" Development Policy Review onlin
June 10	**On-going Policy Discussions on SDGs**	• UN: Achievement of SDG 7 is within reach. First SDG Review https://sustainabledevelopment.un.org/content/docu • UNDP: SDGs coming to life. UNDP Country implementation reports • World Bank (SDGs) and the 2030 Agenda. https://www.worldbank.org/en/programs/sdgs-2030-agenda • Mandelli, S., Barbieri, J., Mattarolo, L., & Colombo, E. (2014). Sustainable energy in Africa: A comprehensive dat
June 15	**Action Plan on SDGs**	• Reforms needed to deliver SDGs: http://sdg.iisd.org/commentary/policy-briefs/un-considering-reforms-to-deliver-th • OECD action plan: https://www.oecd.org/dac/Better%20Policies%20for%202030.pdf • UNDP action plan : https://www.undp.org/content/dam/undp/library/capacity-development/English/Singapore%20C • Africa report: https://sdgcafrica.org/wp-content/uploads/2019/06/AFRICA-2030-SDGs-THREE-YEAR-REALITY-

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