**OUTLINE**

**GINS 4090 “Beyond 2030: Sustainable Development Goals and International Assistance Relations”**

Fall term (September 6th – December 8th, 2023)

Honours Seminar (0.5 credit)

Bachelor of Global and International Studies, Arthur Kroeger College of Public Affairs

Class time: Mondays, 14:35-17:25

**Instructor**: Ioanna Sahas Martin, Fellow in Residence 2023-24

**Office Hours**: Mondays 13:00-14:00 (in person - office #2127 Dunton Tower) or by appointment (virtual)

**Email**: IoannaSahasMartin@cunet.carleton.ca

**Phone**: TBC

**[Link to course Brightspace page]**

**Course description**: Despite significant progress towards achievement of many of the Sustainable Development Goals, Agenda 2030 is in jeopardy. Even before COVID19 struck, the world was facing the reality of widening inequality. This honours seminar will examine the Agenda 2030 Sustainable Development Goals as a framework to promote development progress, explore how international assistance is contributing to meeting the objectives of Agenda 2030, and compare alternative approaches to international cooperation including by governments, private sector and civil society actors. Students will gain an understanding of multilateral engagement and negotiation processes, and develop practical policy analysis and communication skills through a variety of activities and assignments.

**Learning Outcomes:** By the end of the course, students should be able to:

* Provide informed analysis of the Agenda 2030 global development framework
* Compare and articulate positions on international assistance cooperation from diverse perspectives (e.g., government, private sector, civil society)
* Prepare and deliver a variety of written and oral communications and briefing products

**Evaluation:**

* **Participation (20%):** Students are expected to participate actively in all classes. This is a seminar, not a lecture format, and we will use the time to promote and practice active listening, substantive and respectful exchange of opinions and knowledge, and real-world application of theoretical concepts. Students will complete several exercises in class towards the participation grade (grade will be issued as complete / incomplete) and elements of these exercises may also be used to prepare the other assignments. **Complete 5 out of the following 8 activities of your choice** (templates or examples to be provided in class):
	+ Bio (2%)
	+ Issue brief outline (2%)
	+ Key messages / talking points (2%)
	+ Official correspondence (2%)
	+ News Release (2%)
	+ Social media (2%)
	+ Summary paragraph (2%)
	+ Acronym BINGO (2%)
	+ Ongoing and active contribution to discussions and sessions (10%)
* **Briefing (20%)**: Students will prepare a briefing (1-2 pages/300-500 words written notes and a 10-minute oral/recorded briefing) on one SDG of their choice OR on one country position/progress achieved related to the SDGs
* **Oral presentation (20%):** Students will organize and deliver an oral presentation in class in a panel format (e.g., 3-4 students per panel) and prepare a discussant question - topics to be assigned in class and noted on Brightspace
* **Written paper/memo (20%):** Students will prepare a 4-5-pages/1200-1500-words paper/decision memo - topics to be assigned in class and noted on Brightspace
* **Simulation exercise (20%)**: Students will organize and participate in a simulated multilateral negotiation exercise, in small groups representing various perspectives

**Checklist for submission of assignments:**

* Name, student number and course number on title page
* Title on title page and at the top of page 1
* Page numbers starting after title page
* 1 inch margin on the sides and 12 point font (Times New Roman, Arial or Calibri)
* Spell check and grammar check completed
* Electronic submissions in word or PDF format
* Word count is within requested limit
* Appropriate citations and bibliography included
* Submission is on time (no later than 11:59 PM EST on due date\*)

***\*Please contact me in writing as soon as possible (and preferably at least 24 hours in advance) if you require an extension.***

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Copyright:** Please note that my lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not reproduce or distribute lecture notes and course materials publicly or for commercial purposes without my express written consent.

## **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
* using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings without appropriate acknowledgement;
* submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

**MENTAL HEALTH**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. A variety of resources are available: <https://carleton.ca/wellness/>.

**Emergency Resources** **(on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton Resources:**• Mental Health and Wellbeing: <https://carleton.ca/wellness/>• Health & Counselling Services: <https://carleton.ca/health/>• Paul Menton Centre: <https://carleton.ca/pmc/>• Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>• Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>• Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off Campus Resources:**• Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>• Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>• Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>• Good2Talk: 1-866-925-5454, <https://good2talk.ca/>• The Walk-In Counselling Clinic: [https://walkincounselling.com](https://walkincounselling.com/)

**ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Informal accommodation due to short-term incapacitation**: please contact me by email as soon as possible for any short-term incapacitation. (Note: you may be asked to provide a Self-Declaration for Academic Considerations form <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

**Pregnancy obligation**: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](https://carleton.ca/equity/accommodation/religious-observances/).

**Academic Accommodations for Students with Disabilities**: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](https://ventus.carleton.ca/student/) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

**Survivors of Sexual Violence**As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities**Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Course calendar (**Class topics, readings/viewings and assignment schedule):

| **Date** | **Topic**  | **Readings / Viewings to be completed prior to class**  | **Activities / Assignments** |
| --- | --- | --- | --- |
| **Week 1 -** Sept 11 | Introductions* Instructor
* Participants

Course overview* Objectives
* Syllabus
* Assignments
* Expectations

Background / Context* Multilateral negotiations and frameworks
* Millennium Development Goals (2000-2015)
* Multidimensional poverty
* Economic Impact of COVID-19
 | Read: [Instructor bio](https://carleton.ca/bgins/people/ioanna-sahas-martin/) (0.5 page)Read: Preamble and Introduction of [Transforming our World: the 2030 Agenda for Sustainable Development](https://sdgs.un.org/2030agenda#:~:text=We%20resolve%2C%20between%20now%20and,protection%20of%20the%20planet%20and), United Nations, 2015 (**paras 1-13**, 5 pages)Watch Video (05.15 minutes): [The Sustainable Development Goals Report 2022](https://www.youtube.com/watch?v=j2kB6831gVs), United Nations Department of Economic and Social Affairs, 2022 | In-class activity: Bio (2%) |
| **Week 2 -** Sept 18 | Agenda 2030: * Sustainable Development Goals
* UN SDG Summit 2023
* Inclusion / “Leave no one behind”
 | Read: [Transforming our World: the 2030 Agenda for Sustainable Development](https://sdgs.un.org/2030agenda#:~:text=We%20resolve%2C%20between%20now%20and,protection%20of%20the%20planet%20and), United Nations, 2015 (paras 14-91, 30 pages)Read: [SDG Summit Political Declaration](https://www.un.org/en/conferences/SDGSummit2023/political-declaration) (Revised Zero Draft, June 2023 - 9 pages)Watch Video (04:28 minutes): [How to ensure that no one is left behind in the 2030 agenda](https://youtu.be/ceCkpwGvPAY), Southern Voice Listen (GAC podcast episode 56 - 24:31 minutes): [Ambassador Bob Rae talks about the Sustainable Development Goals](https://www.international.gc.ca/gac-amc/podcasts-balados.aspx?lang=eng&utm_campaign=gac-amc-podcastsbalados-23-24&utm_source=lnkn&utm_medium=smo&utm_content=gac-amc-ep56-2023-08-03-en#56) | In-class activity: Issue brief outline - (2%) In-class activity: key messages (2%) |
| **Week 3 -** Sept 25 | Agenda 2030: progress and gaps | Read: Chapter 2 (pp. 30-55) “Initial challenges of SDG implementation: Regional trends and country experiences” in [State of the SDGs Global Report](https://southernvoice.org/wp-content/uploads/2020/08/State-of-the-SDGs-Global-Report-2019-Southern-Voice.pdf), Southern Voice, 2019 (25 pages)Read: [Global State of the SDGs](https://southernvoice.org/state-of-the-sdgs-homepage/) - **one** of 3 country case studies: Nigeria, Pakistan **or** Peru, Southern Voice, 2023 (50-65 pages)Watch Video (01:51 minutes): [Halfway there: 5 ways the UN is turbocharging the race to the SDGs](https://news.un.org/en/story/2023/07/1138507)Video (05:11 minutes): [The Fearless Chef - Ethiopia](https://www.youtube.com/watch?v=FCFmpkAGUtg) | Assignment: Briefing (1-2 page/s notes, plus oral briefing) (20%)*-Submit written notes by* ***Sept 24*** *(15%)**-Oral briefing in class* ***Sept 25*** *(5%)* |
| **Week 4 -** Oct 2 | Agenda 2030: Implications for Canada | Read: [Moving Forward Together - Canada’s 2030 Agenda National Strategy](https://www.canada.ca/content/dam/esdc-edsc/documents/programs/agenda-2030/ESDC-PUB-050-2030Agenda-EN-v9.pdf) (39 pages)Watch: [Canada’s 2022 National statement to the United Nations](https://www.youtube.com/watch?v=LbZLP2F4-tc) (04:21 minutes) | In-class activity: Summary paragraph (2%) |
| Oct 9 | THANKSGIVING / NO CLASS |  |  |
| **Week 5 -** Oct 16 | International Assistance Policy FrameworksGovernment of Canada architecture / departments OGD panel - NRCan, WAGE, CBSA, ECCC | Read: [ODA Accountability Act](https://laws-lois.justice.gc.ca/PDF/O-2.8.pdf) (7 pages)Read: [Canada’s Feminist International Assistance Policy](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng) (92 pages - with photos!)Read: Au Courant - GAC, disability and international assistance (12 pages) | Assignment: Final paper first draft / peer review (10%) |
| Oct 23  | READING WEEK / NO CLASS |  |  |
| **Week 6 -** Oct 30 | International Assistance Cooperation: multilateral system(eg., UN, IFIs, OECD, G7, G20, GPEDC) | Read: [How the Structure of Global Aid and Development Finance is Changing](https://www.brookings.edu/articles/how-the-structure-of-global-aid-and-development-finance-is-changing/) (5 pages)Read: [G7 Hiroshima Leaders’ Communique](http://www.g7.utoronto.ca/summit/2023hiroshima/230520-communique.html) (40 pages)Read: [Canada announces funding for women and girls health and rights, and gender equality at 2023 Women Deliver conference](https://www.canada.ca/en/global-affairs/news/2023/07/canada-announces-funding-for-women-and-girls-health-and-rights-and-gender-equality-at-2023-women-deliver-conference.html) - News release, July 20, 2023 (3 pages)Watch video (01:56 minutes): [What is the one change that would make development more effective](https://youtu.be/s7PXK4sFz-s) | In-class activity: News release (2%) / Social media (2%) |
| **Week 7 -** Nov 6 | International assistance Cooperation: regions and thematic fora(AU, ASEAN, CARICOM, BRICS, OAS, OSCE, SCO) | Read: [Agenda 2063 - The Africa We Want](https://au.int/sites/default/files/documents/36204-doc-agenda2063_popular_version_en.pdf) (24 pages)Read: [Results of the 2023 ASEAN Summit](https://asean2023.id/en/news/results-of-the-2023-asean-summit) (2 pages)Read: [China, Kenya Agree to Deepen Belt and Road Cooperation](https://eng.yidaiyilu.gov.cn/p/0PNEF4SB.html) - News release, July 24, 2023 (2 pages)Watch video (11:37 minutes) [Talk with Ambassadors on Belt and Road](https://eng.yidaiyilu.gov.cn/p/0835ALGI.html) | Assignment: Panel presentations + discussant question(20%) |
| **Week 8 -** Nov 13 | International assistance cooperation: private sector and civil society | Read: [Canada Must Act on the Global Hunger Crisis at the G7 Summit](https://cooperation.ca/wp-content/uploads/2023/04/Canada-Must-Act-on-the-Global-Hunger-Crisis-at-the-G7-Summit.pdf)  (3 pages)Read: [The Ten Principles of the UN Global Compact](https://unglobalcompact.org/what-is-gc/mission/principles) (1 page)  | Assignment: Panel presentations + discussant question(20%) |
| **Week 9 -** Nov 20 | International assistance cooperation: humanitarian and triple nexus approaches | Read: [Invest in Development as an Effective Antidote for Future Crises](https://effectivecooperation.org/DevEffectivenessToPreventCrises) (3 pages)Read: [Strengthening of the Coordination of humanitarian emergency assistance of the United Nations - resolution 46/182](https://undocs.org/A/RES/46/182) (3.5 pages)Read: [Humanitarian Access, OCHA](https://www.unocha.org/humanitarian-access#:~:text=Resolution%2046%2F182%20and%20subsequent,%2C%20neutrality%2C%20impartiality%20and%20independence.), PLUS one of the linked articles ( 2 pages total) | In-class activity: Official correspondence (2%) |
| **Week 10** - Nov 27 | SIMULATION EXERCISE |  | -Notes / Graphic organizer (10%) |
| **Week 11** - Dec 4 | SIMULATION EXERCISE |  | -Negotiations -Communique(10%) |
| **Week 12 -** Dec 8 (Friday) | Wrap-up“Ask me anything” |  | Acronym BINGO (2%)Assignment: Final paper due **Dec 9** (10%) |