

## Sustainable Development: Framework, Goals, and Implementation

IDH3035 • Spring 2023 (Online)

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### Course Description

On January 1<sup>st</sup>, 2016, the United Nations officially released the 2030 Agenda for Sustainable Development, which launched the 17 Sustainable Development Goals (SDGs) that will drive global activities to end all forms of poverty, fight inequalities and reduce climate change. This course will examine the relationship between SDGs, community problems, and current sustainable and social solutions. The course will explore how various societal actors are responding to and implementing the SDGs.

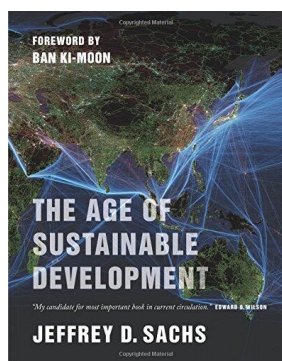
### Course Objectives

Upon the successful completion of this course, students will be able to:

- Explain how the SDGs relate to addressing global challenges such as inequality, climate change, poverty, unsustainable consumption and production, and peace and security
- Summarize scientifically informed and evidence-based information about the background and reality of each SDG
- Assess the complexities of the 169 individual targets that are part of the 17 SDGs
- Reflect on the challenges that confront the SDGs
- Recognize the mutual interdependence between social, ecological, and economic objectives of the SDG agenda
- Evaluate the institutional infrastructure in place that aims to realize SDG goals
- Understand how the SDGs are implemented

**Prerequisites:** There are no prerequisites for this course.

### Textbook and Course Materials:



#### The Age of Sustainable Development

Jeffrey Sachs

Columbia University Press (March 3, 2015) ISBN-10 : 0231173156 · ISBN-13 : 978-0231173155

You may purchase your textbook online at the [FIU Bookstore](#).

You can also rent it as an eBook from online retailers like <https://www.vitalsource.com> or <https://www.redshelf.com>

Additional reading materials will be provided each week.

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You are required to read the assigned course materials each week. Reading the assigned chapters and articles, and viewing the online study materials will allow you to

1) keep up with the reading materials and participate in the discussions in a meaningful way, and 2) maintain good standing throughout the semester.

Additional readings, or viewing and listening materials may be assigned for each week. All of them will be available online and are either publicly accessible or can be retrieved using your FIU Library access for specialized journal articles.

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## Expectations:

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are similar to expectations in a traditional course, in relation to reading, assignments and timelines. However, online courses require a higher degree of self-motivation, self-discipline, and technology skills, which can make these courses more demanding for some students. Keep in mind the following items as you master this class:

- **Readings and Module Viewing:** Completing the readings and viewing the module videos are both essential for passing this course. Relying only on the module videos will **not** be sufficient to get a passing grade. Completing the readings will help you understand the modules better, so it is advisable you complete them first, before viewing the videos. The readings will also help you engage in the weekly discussions in a meaningful way, receive good scores on the exams, and ultimately will help you think through the different issues you need to examine to write a well-reasoned, analytical research paper.
  - **Course Communication:** Communication in this course will take place via Canvas and direct email.
  - Assignment Feedback response time varies between 3-5 days.
  - **Late Submission:** Assignments submitted after the due date will receive a 10% deduction for each day the assignment is late. Assignments that are submitted more than three days after the due date will not be accepted.
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## Assignments:

**Exams:** The exams are cumulative and will include multiple-choice and essay questions. Each exam is 20% of your grade. You will have three days to complete the exam (Thursday-Saturday). Each exam is time-limited to 90 minutes. Plan accordingly, as make-ups will not be allowed.

**Research Paper:** Using the concepts learned in class, you are required to write a research paper (5-7-pages) on the local (state, regional, or county) implementation of one of the SDGs. This assignment meets the Honors College *Research Skill* and *Interdisciplinarity and Connectivity* learning outcomes.

**Presentation:** All students are required to prepare and record a presentation based on their research paper. The presentation must be no more than 5 minutes long and include both audio and visuals. This assignment meets the Honors College *Research Skill* and *Interdisciplinarity and Connectivity* learning outcomes.

**Discussion Participation:** Students are required to read and reflect on the course materials for the respective discussion week using the provided discussion questions. Keeping up with both the assigned readings but also current events will help students receive the highest grade for the discussions.

Discussion posts should be well-researched and well-written analytical responses to the posed question, with proper citations and structure. Keep in mind that other course participants see discussion forum postings, and you are required to engage with your peers as you read their posts and provide feedback. Take care when determining what to post, and use proper etiquette to address your classmates. This assignment meets the Honors College *Research Skill* and *Interdisciplinarity and Connectivity* learning outcomes.

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## Grading

Course Requirements	Number of Items	Points for Each	Total Points
Exams	2	200	400
Discussions	2	100	200
Presentation	1	200	200
Research	1	200	200
Total	6		1000

## Grading Schema

Letter	Range%	Letter	Range%	Letter	Range%
A	95+	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## Live Meetings:

We will utilize Zoom for two live sessions and individual communications, as needed. These live sessions are not for teaching of new material. Participation in the live sessions is *NOT* mandatory. These sessions are offered as an add-on, in case you need to get clarification on the course material or to ask any course-related questions. The length of the live sessions will vary, depending on number of student participants and questions. Sessions will end when all questions have been addressed.

Alternatively, you can request a one-on-one online meeting to discuss your class performance, ask questions about the assignments and the study material or communicate any other matters that may be of concern. You may also communicate via email.

**Please note the dates and times of the two live sessions below:**

- **Zoom Live Session 1: February 15, 6 pm**
- **Zoom Live Session 2: April 12, 6 pm**

Please refer to the [Zoom Live Training Webinars](#) to learn about the tool, how to access your meeting rooms and recordings.

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## Course Calendar

**Note: Activities and assignments are due by Saturday, 11:59 pm.**

Date	Textbook Chapters	Assignments/Activities
Week 1 (January 9)	Chapters 1; <a href="#">SDG Report 2022</a>	Class Introductions
Week 2 (January 16)	Chapter 2	
Week 3 (January 23)	Chapter 3 and 4	
Week 4 (January 30)	Chapter 5	Discussion 1
Week 5 (February 6)	Chapter 6	
Week 6 (February 13)	Chapter 7	Zoom Live Session 1: February 15, 6 pm
Week 7 (February 20)	Midterm Exam	Complete exam
Week 8 (February 27)	Spring Break	No Assignments
Week 9 (March 6)	Chapter 8	
Week 10 (March 13)	Chapter 9	

Date	Textbook Chapters	Assignments/Activities
Week 11 (March 20)	Chapter 10	
Week 12 (March 27)	Chapter 11, <a href="#">Resilient305 Strategy</a>	Discussion 2
Week 13 (April 3)	Chapter 12	
Week 14 (April 10)	Chapter 13	Research Paper Zoom Live Session 2: April 12
Week 15 (April 17)	Chapter 14	Presentation Video Due
Week 16 (April 24)	Final Exam	Complete Exam Grades Available on May 4

### And some more housekeeping information....

1. Requests for make-up exams WILL NOT be honored unless there is a **certifiable** medical emergency involving yourself or your immediate family.
2. Plagiarism is a serious offense that may lead to suspension. Please refer to the discussion on academic integrity here: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>
3. Please make an appointment to discuss any challenges you may have related to meeting the requirements of this class. If you are not satisfied with your grade, I will gladly discuss it with you. If you are still unsatisfied, use the appropriate university complaint procedures set out in the [Student Handbook](#), particularly the sections on *Student Conduct*.

### Resources

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website: <http://PanthersCare.fiu.edu/>.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online [self-help portal](#).

### Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing coursework.

### Physical, Mental, and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

## **Honors College Policies and Requirements**

### **Academic Misconduct Procedures and Policies**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

### **Honors Engagement**

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

### **Community Service**

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

### **Honors Education in the Arts (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>