

International Perspectives on SDG 1: No Poverty

SUNY Cortland

3 Credits

Course Description:

The UN Sustainable Development Goals (SDGs) have been called the roadmap to a sustainable future by addressing complex challenges facing countries and people around the world. This course will introduce students to the history and development of the SDGs while exploring important themes and issues of a particular goal. Students will apply the insights gained to a collaborative project focused on their selected SDG an international community-based, non-profit organization (NGO).

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

- Create a personal definition of sustainability and cite examples that support it
- Analyze the usefulness of the SDGs as a framework for action towards a more sustainable and equitable world from both a local and global perspective
- Explore and critically examine the issues and themes of SDG #1: End poverty in all its forms everywhere.
- Develop, implement and contextualize a storytelling-based project in collaboration with an international community-based or nonprofit organization whose work addresses SDG #1

Assignments and Grading

There are four main components to this course:

1. Module activities that facilitate learning of content;
2. Participation in class discussions with students in your section and with your international community-based partner;
3. SDG summary paper assignment;
4. Your final project with your NGO partner.

<u>Assignment</u>	<u>Percentage of Final Grade</u>	<u>Notes</u>
Module Activities/Quizzes	25%	5 activities at 5% each
Participation	20%	2 discussion forums @ 5% each; 10% for participation with international partner
SDG paper assignment	20%	
Final Project	35%	5% for project proposal; 30% for final deliverable

Course Organization

Course content is organized in folders. One folder gives an overview of the SDGs, and others correspond to a particular lens on the SDG. In each of these folders, you will find modules that frame issues related to SDG #1 as seen through that lens. The purpose of studying issues through a particular lens is to give you an idea of the variety and complexity of the SDG, while highlighting strategies and approaches to

addressing these issues. In our class, we will have discussions that will allow you to interact with your peers who may be looking at the SDG through other lenses. This multiplicity of views provides you an overview of the breadth of issues in our SDG and how they can be addressed.

You will need to select one lens and work through the content in that folder. You will have access to all of the folders, and you are welcome to study multiple lenses, however, you are responsible for selecting one lens and completing the content in that folder. You will need to sign up for that medium by completing the final project sign-up sheet by the end of Thursday, July 16. If you do not sign up by 11:59pm on Thursday, you will be assigned a lens to study.

Discussion Forums

Participation in graded discussion forums is a key part of this course. You will be asked to create a discussion post and comment on postings from your peers. Remember that a discussion in an academic forum is different from a comment section on a website. You may wish to draft your reply, and review it for content, critical thinking, tone, spelling, and so on. Please be sure to review the netiquette guidelines posted below.

Review the discussion 1 and 2 content and timelines in Blackboard.

Module Activity Assignments:

Each lens has six module files. For the first five modules, there are activity assignments (quizzes or essays) at the end of each of the modules. The submission dates for each module activity assignment are in Blackboard. Complete each module's assignment in sequence on each day per Blackboard. Review the material in the module closely prior to beginning the quiz/essay.

Lenses and Topics:

Lens: Poverty, Philanthropy and Assessment

1. Diverse Funding and Actors
 - a. Recognize the varied actors in funding and achieving SDG 1
 - b. To scrutinize the leadership of the U.S. government(s) in the SDGs
 - c. Learn about the new "social compact" of the SDGs
2. The Basics of Philanthropy
 - a. To define philanthropy and understand philanthropic giving in the United States and beyond
3. Philanthropy and the SDGs
 - a. Identify the role (actual and potential) of philanthropy in the SDGs and specific in SDG 1: No Poverty
 - b. Compare approaches of philanthropy engaging in SDG 1: No Poverty
4. Funding and Assessment
 - a. To analyze the potential of basic universal income (BUI) programs in the achievement of SDG 1
 - b. To interpret how philanthropy sector is involved

- c. To assess how effective philanthropy is in alleviating poverty
- 5. Crowdfunding and SDG1
 - a. To understand the pros and potential cons of crowdfunding
 - b. To assess how crowdfunding might be used to fund, implement and achieve the SDGs
 - c. To analyze how effective communications are key to any private funding, particular in crowdfunding content should primarily be designed for self paced, asynchronous completion by student

Lens: Poverty and Global Justice

1. The SDGs: Interrelated and in Tension
 - a. Contesting development
 - b. Unpaid work and human rights
 - c. Poverty eradication in a Carbon Constrained World
2. Poverty and Individual Moral Obligation
 - a. Different concepts of Poverty
 - b. Entitlement concept in poverty
 - c. Political action
3. Global Distributive Justice
 - a. The idea of distributive justice
 - b. Theories of justice
 - c. Social and economic order as related to poverty
4. Human Rights
 - a. Collective vs. individual rights
 - b. The rise of rights in development
5. Ending Global Poverty
 - a. The poverty trap
 - b. Mechanisms to simulate change
 - c. Litigation and human rights

Lens: Bioregional Approaches to Poverty Alleviation

1. Poverty Trends and Trajectory
 - a. Trajectory of poverty over time
 - b. Implications of COVID 19 on global poverty
 - c. UN assessment of global poverty
2. Theories and Perspectives on Global Poverty
 - a. Key constructs that “explain” poverty
 - i. Geographical deficits
 - ii. Poverty traps
 - iii. Cultural capital
3. Foreign Aid
 - a. Geopolitical, cultural and economic implications of foreign aid
 - b. Mitigating known weaknesses of foreign aid
 - c. Perception of poverty and how it empowers or diminishes those experiencing poverty

4. Culture, Connectivity and Adaptive Resources
 - a. Role of culture in developing poverty reduction programs
 - b. Adaptive management and outcomes
 - c. Evidence-based practices that work
5. Bioregional Approaches to Poverty Reduction
 - a. Principles and practices of a bioregional approach
 - b. Resilience and poverty alleviation

SDG Summary Papers: You are at the dinner table ... and...

In each lens, you will have a prompt for your summary paper in located in Module six. The summary paper will ask you to present course information and demonstrate command of key ideas in the lens, personally reflect on the material and look ahead to your involvement with SDGs moving forward. The summary paper should be approximately three to five pages, single spaced. Due Monday, July 27 by 11:59pm (ET). (See below for details).

Final Project

You will plan, develop, and carry out a project with other students in collaboration with our international NGO partner. Your final project will be conducted in small groups and will include the story of that NGO along with the product they request. Students will work together, along with the NGO partner and facilitator to define the scope of the project, assign roles to students, and check progress on the project. More details on project development will be available in Blackboard.

NGO “live” interactive session dates:

July 20th: Introductions, background and project identification

August 3rd: Team Q&A with Lotan project lead

August 6th: Draft project review and refinement

August 11th: Final presentation to Kibbutz Lotan

All sessions will take place at 11:00 a.m. EST. All students are encouraged to participate in these live sessions, however if you are unable to do so the sessions will be recorded to be watched and discussed with your group based on your availability.

Project proposal due Wednesday, July 29 by 11:59pm (ET).

Final project due Monday, August 10 by 11:59pm (ET).

Schedule of Course Activities

July 16-17

Participate in the icebreaker introduction in Blackboard and select your lens by the end of the day, Thursday, July 16. Complete Module 1 in your selected lens: Introduction to SDG1: No Poverty

- Familiarize ourselves with the Sustainable Development Goals (SDGs) and specifically Goal 1: No Poverty
- Explore what poverty is, including its global scope, and the targets of SDG 1
- Complete Activity A (session 1): News Brief on SDG 1

July 20-24

Work through the materials in your chosen lens.

Readings and Material: As listed for your selected lens.

Discussion 1: Initial post due Tuesday, July 21 by 11:59pm (ET). At least two responses to your peers due Wednesday, July 23 by 11:59pm (ET). Discussion 2: Initial post by July 24 and responses to your peers by July 26th.

July 27-31

Project planning and information gathering with our NGO partner.

Note: Your group will be planning and developing this project together. Your particular role will be decided as the project is planned. You are expected to participate in meetings with your partner NGO, with other students in your group, and with your facilitator, and to be an active participant in discussions in the project folder. Summary notes from conversations with your partner should be posted in the project folder and will be counted towards your participation grade.

August 3-7

Project work. You will be working on your project with other students and with your NGO partner. Your draft for the final project will need to be submitted and uploaded by Monday, August 5th by 11:59pm (ET).

August 10-14

Final project submitted and uploaded by Monday, August 10 by 11:59pm (ET).