

International Perspectives on SDG 10 - Reduced Inequalities
With a Lens on the Law & Social Justice
State University of New York, 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 with an international community-based, non-profit organization (NGO) from South Africa named **Inkululeko**.

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 #10, Reduced Inequalities
- Develop, implement and contextualize a storytelling based project in collaboration with an international community-based or nonprofit organization whose work addresses SDG #10

Assignments and Grading

There are three main components to this course:

1. An assignment about the important issues in SDG 10 and strategies to address these;
2. Participation in discussions with students in your section and with your international community-based partner;
3. Your final project with your NGO partner, Inkululeko.

Assignment Percentage of Final Grade

Participation 30%

Assignment 1 Written Essay on SDG lens 30%

Final Project 40%

	Assignment	%of Final Grade	Description	Due Date
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A.	Participation in Discussion Boards	30%	<p>5 Discussion Activities:</p> <ul style="list-style-type: none"> • SDG Discussion 1 – Three SDG Issues • NGO Discussion 2 – NGO Research • Lens Discussion 1 – Social Identity • Lens Discussion 2 – Lessons 4-7 Reflection (4, 3, 2, 1, Exercise) • Lens Daily Reflection Journal – One paragraph for each lesson (total 7) 	<ul style="list-style-type: none"> • 7/21/20 • 7/24/20 • After Lesson 3 – Finish by 7/22/20 • After Lesson 7 – Finish by 7/25/20 • After every Lesson
B	Written Assignment 1 - Essay	30%	<ul style="list-style-type: none"> • SDG Through The Lens – Essay: Critical Analysis of 7 Lessons: • Essay must include a reflection of 7 lessons and each lesson must analyze/link to one of the 4 SDG10 Targets (10.1, 10.2, 10.3, 10.4) and at least one of the five faces of oppression (P, M, E, V or CI) 	<ul style="list-style-type: none"> • Due 7/27/20
C	Final Project – Deliverable for NGO Inkululeko	40%	<ul style="list-style-type: none"> • You will plan, develop a proposal to 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. 	<ul style="list-style-type: none"> • Project proposal due 7/29/20 • Final project due 8/10/20

Participation

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. Please see the course information page in Blackboard for discussion topics and due dates, and be sure to follow the directions in the discussion prompts.

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.

A. Graded discussions (30% of grade, check due dates)

• Course-wide Discussion 1: Due 7/21/20 and 7/23/20

Based on the work you've done in your lens, discuss three of the most pressing issues for SDG 10. Explain why these are critical issues, how these issues could be addressed, and how geography and/or culture influences the approach to addressing these issues.

Your initial post of at least 3 paragraphs is due July 21. Respond to at least 2 other student posts in this section by July 23.

Make sure at least one of the posts you respond to is written by a student going through another lens. Ask questions and respond to questions asked of you. We want you to engage with each other to explore how the lenses define and shape the way important issues are framed. Feel free to include images and relevant links.

• Inkululeko Discussion 2: Due 7/24/20

Researching the NGO organization you'll be working with. Our partner NGO will be posted in our section in Blackboard. Review the introductory information provided in our folder. Find resources (on the internet or through your personal connections) that inform you about the context of this organization, for example, dominant language(s), cultural characteristics of the area, economy, transportation and other logistics, etc.

Post 3-5 paragraphs summarizing what you find, emphasizing what you think will be most important for other students to understand when developing the project. Ask questions of your peers and respond to questions asked of you throughout the project development phase.

Initial post is due July 24.

• Law Lens Discussion 1 – Social Identity: Due after Lesson 3

Topics: Intro to SDG 10, Law, Social Justice, Frameworks of Oppression, Systemic Racism: This is a Social Identity Activity. You must complete the worksheet privately and then post your reflections to all four questions below. **Read Appendix 2 - Social Identity Worksheet and follow the instructions.**

• Law Lens Discussion 2 – Reflection on Lessons 4-7: Due after Lesson 7 Topics: Racism and Law, Social Justice, Sexism, Gender Inequality and Global Perspectives on Reduced Inequalities, Reckoning, Hope and Antiracism:

Please post the following:

1. Four things you learned from lecture 4-7
2. Three things that you still have questions about
3. Two things you wished had been covered

4. One thing that was the biggest "aha" moment
 5. Respond to at two classmates posts with respectful and insightful responses.
- **Law Lens Daily Reflection Journal after each Lesson: Due after every Lesson** After every lesson, use the journal space to write a reflection after each lesson. Minimum is one reflection paragraph. This daily exercise will help you complete your Written Assignment due 7/27/20.

The prompt for every journal reflection is: I used to think _____, but now I realize _____. What helped me realize this was _____.

You may also include the following, but not required: Aha, Question, Linkage

Prompt B. Written Assignment 1 - Essay: 30% of Grade, Due July 27, 2020

SDG Through The Lens

The essay is a critical reflection and analysis of the 7 lessons. You must select one item from each lesson (either a video or article) and connect that item to one of the 4 targets of the UN SDG #10, either Target 10.1, 10.2, 10.3 or 10.4. and one of the five faces of oppression. The written essay assignment must be at minimum of 10 paragraphs, an opening, 7 lessons (with a target and a face of oppression), a conclusion and a final reflection paragraph. It may be longer.

Your assignment should address the points above clearly and succinctly. You may submit graphics, drafts, and worksheets to support your arguments. You may choose to submit your assignment in an alternate format, such as a podcast or video as long as all the points are addressed clearly and completely.

Due July 27, 2020

C. Final Project – Deliverable for NGO Inkululeko – (40% of grade) Project Proposal due July 29, Final Project due August 10

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.

Project proposal due July 29.
Final project due August 10.

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 units that

frame issues related to SDG10 as seen through the lens of Law & Social Justice. 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 your section, you 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 11:59 pm on Thursday, you will be assigned a lens to study.

Sign up is available in Blackboard in the course welcome message.

Each folder focused on a particular lens on Blackboard provides lectures, readings, resources, and discussions. You will work through that content on your own. The folders can be accessed at the bottom of the course or in the left course navigation menu. Please note: there may be assignments and discussions in these folders. They are there to support your understanding and help you apply the knowledge you gain. We encourage you to participate in the discussions and engage with your peers as you work through the materials. We also encourage you to read and work through the assignments carefully to support your learning. However, neither the discussions nor the assignments in the Lens Folders will be graded. The only graded assignments are listed on this syllabus and on the main course page in Blackboard.

Schedule of Course Activities

July 16-17

Participate in the Icebreaker introduction and select your lens by the end of the day, Thursday July 16.

Readings: As listed for your selected lens

July 20-24

Readings: As listed for your selected Lens

Discussion 1: Initial post due July 21. At least two responses to your peers due July 23.

Discussion 2: Initial post due July 24. Questions and Discussion with your peers to prepare your project proposal ongoing through July 31.

Assignment 1 due July 27.

July 27-31

Project planning and information gathering with your 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.

Assignment: Project proposal. Details will be available on Blackboard You will submit a copy to your Intercultural Storytelling facilitator for feedback.

August 3-7

Project work. You will be working on your project with other students and with your NGO partner. Your final project will need to be submitted and uploaded by August 10.

August 10-14

Discussion Activity: Reflection on SDG10

Final project submitted and uploaded by August 10.

**SPECIFIC INFORMATION FOR SDG 10 – REDUCED INEQUALITIES
WITH THE LENS ON LAW AND SOCIAL JUSTICE**

Preface - UN Sustainable Development Goals:

According to the Stakeholder Forum (2015), the United Nations Sustainable Development Goals (SDGs) are:

Intended to be universal in the sense of embodying a universally shared common global vision of progress towards a safe, just and sustainable space for all human beings to thrive on the planet. They reflect the moral principles that no-one and no country should be left behind, and that everyone and every country should be regarded as having a common responsibility for playing their part in delivering the global vision. In general terms, all of the goals have therefore been conceived as applying both as ambitions and as challenges to all countries. (2015)

I. Course Goals:

The United Nations Sustainable Goal #10 “Reduced Inequalities” seeks to reduce inequality within and among countries. The goals of this module are to:

- Provide an overview of the UN SDG #10
- Understand the impact of law and social justice relative to reducing inequalities
- Examine frameworks of oppression within a scholarly and practical context and understand how systemic oppression reinforces reduced inequalities
- Analyze domestic and international examples of reduced inequalities and how the rule of law impacts inequities and promotes social justice

II. Why is Reduced Inequality a UN Sustainable Development Goal?

According to the Education for Sustainable Development (ESD):

- Inequality is a threat to the world.
- Inequalities may be related to income, age, gender, disability, race, ethnicity, origin, religion or economic status.
- Inequality and associated poverty locks out a large share of the world’s population from education, health, security, income streams, markets and a whole lot of other opportunities and choices.
- Similarly, inequalities between countries hinder participation and the ability to benefit from the global economy.
- Such inequalities limit negotiating powers in global policies, may become the cause for migration and wars, and can compromise the ability to deal with environmental and other problems.

III. SDG #10 Target Focus for this Class:

(These Targets are required for your Written Assignment that is 30% of your grade)

The UN believes that everyone can help to ensure that the world meets the global SDG goals. In support of that goal, the UN has created 10 targets of action to reduce inequalities. This course will focus on the following four targets:

TARGET 10.1



REDUCE INCOME INEQUALITIES

By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.

TARGET 10.2



PROMOTE UNIVERSAL SOCIAL, ECONOMIC AND POLITICAL INCLUSION

By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

TARGET 10.3



ENSURE EQUAL OPPORTUNITIES AND END DISCRIMINATION

Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.

TARGET 10.4



ADOPT FISCAL AND SOCIAL POLICIES THAT PROMOTE EQUALITY

Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.

IV. Student Learning Objectives for SDG #10 Reduced Inequalities: Students will:

- Learn about the different dimensions of inequality and their interrelationships. • Learn that inequality is a major driver for societal problems and individual dissatisfaction and will be able to raise awareness about inequalities.
- Be able to feel empathy for, and to show solidarity with, people who are discriminated against.
- Be able to identify and analyze different types of causes and reasons for inequalities.

V. Course Framework - 3 C's: Context, Content and Conduct:

- **Context:** Every lesson will open with a quote and close with some type of poetry, music or art.
- **Content:** Academically, students will learn about reduced inequalities primarily through the use of video, film and documentary, supplemented by a variety of readings. In light of recent events, the course will have a particular focus on systemic

racism and the related impacts of law and social justice.

- **Conduct:** Students are required to complete (read/view) all the elements of each lesson and participate in a discussion board that provides a specific activity or discussion prompt as a guide. In addition to the prompt, students are always welcome and encouraged to provide a “personal reflection” on the entire lesson content. Students should note that comment as “Personal Reflection” or “PR” so that others know that it is a personal reflection.

VI. Lesson Overview:

Lesson #1 - Introduction and Overview of SDG 10, the Law & Social

Justice Lesson #2 - Frameworks of Oppression

Lesson #3 - Systemic Racism

Lesson #4 - Racism, the Law & Social Justice

Lesson #5 - Global Perspectives on Reduced Inequalities

Lesson #6 - Reduced Inequalities - Focus on Sexism & Gender

Inequality Lesson #7 - Reckoning, Hope & Antiracist

VII. Summary of Lesson Topics:

Lesson #1: Introduction & Overview of SDG 10, the Law & Social Justice

1. The UN Sustainable Development Goals
2. The Elements of SDG #10 - Reduced Inequalities - what are they - the “-isms”
3. The Rule of Law
4. Social Justice & Reduced Inequalities

Lesson #2: Frameworks of Oppression

1. Oppression
2. Domination & Subordination
3. White Privilege
4. Documentary: Blue Eyes vs. Brown Eyes
5. The Law & Social Justice - Landmark Supreme Court Case(s) - *Separate but Equal*

Lesson #3: Systemic Racism

1. Socializing Oppression
2. Race: Power of Illusion
3. White Supremacy Today - 2012 - 2020
4. White Fragility
5. The Law & Social Justice - Landmark Supreme Court Case(s) - *Redlining - Economic Injustice*

Lesson #4: Racism, the Law & Social Justice - Personal Experiences of Structural Racism

1. Civil Disobedience - Dr. Martin Luther King, Jr
2. Racism in the Criminal Justice System - Bryan Stevenson
3. Racism in the Workplace - Mellody Hobson
4. Op-ed on Protests Kareem Abdul-Jabba
5. The Law & Social Justice - Landmark Supreme Court Case(s) - *Interracial Marriage*

Lesson #5: Global Perspectives on Reduced Inequalities

1. Apartheid
2. Holocaust (optional)
3. Global Perspectives on: Minorities, Violence,
4. Universal Declaration of Human Rights

Lesson #6: Reduced Inequalities - Focus on Sexism & Gender Inequality

1. The Need for Intersectionality
2. Sexism: Gender Equality
3. Advancement of Women's Rights
4. The Need for Women Leaders
5. The Gender Agenda in the UN
6. The Law & Social Justice - Landmark Supreme Court Case(s) - *Income Equality*

Lesson #7: Reckoning, Hope & Antiracist

1. Cycle of Liberation
2. Reckoning
3. Anti-Racist
4. Tools for Real Change
5. Legal and Justice Resources

Cortland Policies (Poverty and Inequalities)

Academic Integrity Statement: Faculty must include in all syllabi a reference to upholding academic integrity and intolerance of academic dishonesty. Suggested wording: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Disability Statement: Required wording: "As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745)

Diversity Statement: Required wording: "SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus

through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society.” (College Handbook, Chapter 130)

Inclusive Learning Environment Statement: Required wording: "SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the [Institutional Equity and Inclusion Office](#) at 607-753-2263."

Title IX Statement: Required wording: "Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018)."