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Chapter 7. The Interconnection Among Social, Environmental, and Economic Aspects of the 17 SDGs

7.1. COURSE SUMMARY

Table 7–1

Audience and level of studies	Students (Bachelor)	
Group size	26–50	
Course duration	14 weeks	
Credits	2 ECTS	
Workload	Presence: 24h Self-study: 50h	Total: 74h
Contents/primary topics	• Globalisation, population, migration • Sustainability, environment, ethics, governance, corruption • Equality, inequality, gender, poverty, labour market, social movements	
Main course objectives	• Analyse and present information on the business and managerial implications of sustainability • Discuss aspects of sustainability from different scientific perspectives in a particular country and worldwide • Use critical thinking and express opinions on current sustainability issues and propose solutions	
Main teaching approaches	• Active learning • Collaborative learning • Inter- and transdisciplinary learning	
Main teaching methods	• Interdisciplinary teaching • Group discussion • Self-reflection tasks/exercises	
Learning environment	Classroom (face-to-face learning) or Virtual classroom (synchronous and non-synchronous learning)	

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Link to Sustainable Development Goals	SDG 1 | No Poverty | End poverty in all its forms everywhere SDG 2 | Zero Hunger | End hunger, achieve food security and improved nutrition and promote sustainable agriculture SDG 3 | Good Health and Well-being | Ensure healthy lives and promote well-being for all at all ages SDG 4 | Quality Education | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG 5 | Gender Equality | Achieve gender equality and empower all women and girls SDG 6 | Clean Water and Sanitation | Ensure availability and sustainable management of water and sanitation for all SDG 7 | Affordable and Clean Energy | Ensure access to affordable, reliable, sustainable and clean energy for all SDG 8 | Decent Work and Economic Growth | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG 9 | Industry, Innovation and Infrastructure | Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation SDG 10 | Reduced Inequalities | Reduce inequality within and among countries SDG 11 | Sustainable Cities and Communities | Make cities and human settlements inclusive, safe, resilient and sustainable SDG 12 | Responsible Consumption and Production | Ensure sustainable consumption and production patterns SDG 13 | Climate Action | Take urgent action to combat climate change and its impacts SDG 14 | Life below Water | Conserve and sustainably use the oceans, seas and marine resources for sustainable development SDG 15 | Life on Land | Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss SDG 16 | Peace, Justice and Strong Institutions | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels SDG 17 | Partnerships for the Goals | Strengthen the means of implementation and revitalize the global partnership for sustainable development

Table 7–2

Impact assessment:	**(None) Low/Medium/High**	**Explanation**
1. Degree of student participation / activeness	Medium	40–50 minutes of each lecture are dedicated to group discussions on sustainability issues and presenting the results to the class.
2. Degree of student collaboration / group work	Medium	Students are working in class on group assignments.
3. Degree of student emotional involvement	Medium	Students have opportunity to articulate their own emotional stance on selected sustainability-related issues.

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Impact assessment:	(None) Low/Medium/High	Explanation
4. Degree of inter-/transdisciplinarity	Medium	Each lecture covers diverse issues from different scientific perspectives (sociology, politics, law, economics, business, management, finance, psychology, and education) in different cultural and national settings.
5. Degree of student (self-) reflection	Medium	Students have room for reflections on personal experiences related to sustainability issues.
6. Degree of experience of real-life situations	Low	Students work on case studies, which are based on real-life events.
7. Degree of nature-related experiences	(None)	
8. Degree of stakeholder integration	Low	Students identify stakeholders and their demands, and try to find solutions to their problems but do not have opportunities to interact with them.
9. Degree of integration between theory and practice	Medium	In class, the presentation of theory is followed by discussions based on examples from practice that require direct application of the theory presented.

7.2. COURSE INTRODUCTION

This social sciences course presents the interconnection among social, environmental, and economic aspects of the 17 Sustainable Development Goals (SDGs) and their implementation into the business and management field. Sustainability has been a main topic of discussion in the area of social sciences and business practice for a long time. Companies engage in "competitive environmentalism" to preserve their positive image and gain reputation by being included in the greenest companies' list (Griskevicius et al., 2012). Rapid industrialisation and population growth cause disruptions in the balance between human and natural (physical) systems, which leads to global environmental changes (O'Brien, 2010). Companies need to invest in renewable natural capital (Kumar Duraiappah et al., 2013), engage in the green economy (Turok & Borel-Saladin, 2013), and improve disaster risk and human development (Fra Paleo, 2013). Rising levels of inequalities (Mathie et al., 2016) and the growing power of social movements (Vergara-Camus, 2016) also affect business activities around the world, which catalyse changes in companies' policies on gender equality at all levels and human rights at subsidiaries' production sites.

The aim of the course is to develop skills and abilities for students to identify social issues, provide knowledge about sustainable business and management, and create value for future leaders. The course covers diverse topics

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in different cultural and national settings. Each of the topics corresponds to social issues and sustainability development goals (SDGs), which can help to resolve them.

The main course objectives are to teach students how to analyse and present information about social sciences and sustainability and find implications in connection to business and management. Students should be able to discuss aspects of social sciences and sustainability from different scientific perspectives and social issues in a particular country and all over the world. They need to use critical thinking and express opinions on current social and sustainability problems and propose ways of solving them.

The structure of the course is designed to cover all three dimensions of sustainability: environmental, economic, and social. The topics include globalisation, population, migration, sustainability, environment, ethics, governance, corruption, equality, inequality, gender, poverty, labour market, and social movements.

The teaching approach is a combination of active learning (Prince, 2004; MacVaugh and Norton, 2012) and collaborative learning (Strijbos, 2016). The sources included in the World Social Science Reports (WSSRs) represent different scientific perspectives: sociology, politics, law, economics, business, management, finance, psychology, and education. They facilitate using inter-/transdisciplinary learning (Greig and Priddle, 2019) by combining materials from several areas on the same topic in each lecture. The teacher uses a combination of interdisciplinary teaching (Lozano et al., 2017) and group discussion (Yang et al., 2011) as teaching methods. (for a definition of the approaches of active, collaborative and inter-/transdisciplinary learning as well as the method of group discussions see chapter 1 in the book).

The teacher uses cases about real problems from different societies to illustrate the connection of the course to practice. In this way, the topics can initiate discussions and compare global social issues with those in a particular country. The teacher also explains the connection to business and how all these phenomena influence business and management. In this way, students can see the connection between some real-life social and sustainability issues and topics discussed in class and the connection between international business and social sciences. The idea behind exposing students to a variety of cases is to demonstrate that different societies around the world encounter similar problems. Students learn about other ways of dealing with the same issues, which can provide them with ideas on how to solve problems in their own society. Observing the same problems from different scientific and cultural perspectives enriches students' life experience and understanding of the world.

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7.3. LEARNING OBJECTIVES

Table 7–3

Learning objective dimension (UNESCO, 2017)	Learning objective	Competency referred to framework of Rieckmann (2018)
Cognitive	Students analyse and present information on implications of sustainability for business and management.	Systems thinking competency
	Students discuss aspects of sustainability from different scientific perspectives and social issues in a particular country and worldwide.	Normative competency
	Students use critical thinking and express their opinions on current sustainability problems and propose solutions.	Critical thinking competency
Socio-emotional	Students collaborate and cooperate with their classmates/team members.	Collaboration competency
	Students identify their personal experiences and share them in persuasive manner.	Self-awareness competency
	Students show empathy and sensitivity to people experiencing social issues.	Anticipatory competency
Behavioural	Students propose solutions to address social issues and achieve SDGs.	Problem-solving competency
	Students implement actions personally.	Strategic competency

7.4. COURSE OUTLINE

Table 7–4

Structure		Session focus	Additional materials for self-study
Week 1	Session 1 (100 min)	Introduction to social sciences and the 17 SDGs	Short texts presenting social sciences from different scientific perspectives
Week 2	Session 2 (100 min)	Economics and sociology in the context of globalisation	Texts and videos about globalisation and urbanisation and how they affect the economic and societal development
Week 3	Session 3 (100 min)	Population challenges	Videos about population distribution, migration, ageing populations, and future opportunities
Week 4	Session 4 (100 min)	Inequality from the perspective of law, politics, economics, and sociology	Texts and videos on the Nordic and Japanese models. Film suggestions addressing inequalities

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Structure		Session focus	Additional materials for self-study
Week 5	Session 5 (100 min)	Economic growth and poverty reduction: the inequality connection	Texts and videos about the global poor, poverty trap, wealth, and inequality redistribution
Week 6	Session 6 (100 min)	Gender and political inclusion as an answer to gender and economic inequality	Text and videos about gender inequality, the reasons for its existence, and the ways to address it. A film suggestion about Margaret Thatcher's life and legacy
Week 7	Session 7 (100 min)	Inequality and global social policy: policies, actors and strategies	Text and videos about social inequality and education as a way to overcome it
Week 8	Session 8 (100 min)	Financial crisis, corruption, and global income inequality	Texts and videos about income inequality, basic income, and future redistribution of wealth
Week 9	Session 9 (100 min)	Responding to the global environmental change	Texts and videos about environmental problems and their solutions
Week 10	Session 10 (100 min)	Global governance, ethics, and sustainable development	Texts and videos about ethics and the practical implications of sustainability
Week 11	Session 11 (100 min)	Progressing from management to governance and sustainable development	Texts and videos about sustainable societies and natural disasters
Week 12	Session 12 (100 min)	Social sciences and sustainability in Japan	Texts and videos about environmental and societal changes in Japan and Asia Pacific region (this session can have a different country focus, depending on the location of the university)
Week 13	Session 13 (100 min)	Change towards responsible social sciences and achievement of SDGs	Texts about transformation and future perspectives
Week 14	Session 14 (100 min)	Why social movements matter for addressing inequalities and ensuring social justice	A text about social protests

7.5. TEACHING APPROACHES AND METHODS

The teaching approach is a combination of active, learning (Prince, 2004; MacVaugh and Norton, 2012), collaborative learning (Strijbos, 2016), and inter/transdisciplinary learning (Greig and Priddle, 2019) (for definitions see chapter 1 of the book). An interdisciplinary approach is needed for teaching sustainability because reality is very complex, and finding solutions to emerging problems should be done by collaboration among diverse disciplines (Junyent & de Ciurana, 2008). It is important to incorporate active sustainability learning in higher education (Chang et al., 2019) so that students will be trained in their own fields along with "environmental and sustainable criteria and

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values" (Junyent & de Ciurana, 2008). Teaching future business leaders about the theoretical foundations of sustainability and practice-oriented reconnection of people with nature and society (Islam, 2019) is currently one of the great challenges for higher education (Junyent & de Ciurana, 2008).

The course is organised as inter-/transdisciplinary learning by presenting different scientific perspectives: sociology, politics, law, economics, business, management, finance, psychology, and education. In addition, the teacher provides examples from practice. Each session is executed as half active learning and half collaborative learning. The patterns of different approaches can be 50 min./30 min./20 min: 50 minutes of interaction between the teacher and the class using materials shared beforehand about theory, followed by 30 minutes of group discussion and 20 minutes of student presentations (or 40 min./30 min./30 min., correspondingly).

The methods used in the course are also a combination of interdisciplinary teaching (Lozano et al., 2017), group discussion (Yang et al., 2011), short text or video case studies (Alt et al., 2020), and self-reflection tasks/exercises (Cotton and Winter, 2010) (for a definition of the methods see chapter 1 of the book). Factual knowledge (theory) is combined with practical and interaction-oriented exercises, which helps students recollect experiences from the past and create new experiences (Bevan & Kipka, 2012; Leal Filho, 2021). Student learning should be considered as a personal process in which students build their knowledge "while still considering the social construction of knowledge" (Junyent & de Ciurana, 2008). Group discussions facilitate interpersonal competence in sustainability along with other "four key competencies (systems thinking competence, anticipatory competence, normative competence, strategic competence)" (Crofton, 2000; de Haan, 2006; Kearins & Springett, 2003; Wiek et al., 2011).

The materials for each lecture are shared with the students beforehand, and they must come prepared for the class. In each class, the teacher can use a presentation as a guideline with all the important parts of the lesson that will be included in the final test. The text in the presentation follows the content of the WSSRs and is used as a basis for the active learning process. The teacher asks questions, and students answer based on what they have learned from the materials. The teacher can provide additional explanations by giving examples from their own professional experience or international travels and interactions. At the end of each lecture, the teacher provides some interesting case or video, which connects to the material from a different perspective, for students to discuss.

The teacher can use short texts (4–12 pages each) from the World Social Science Reports by UNESCO publishing (ISSC et al., 2016; ISSC & UNESCO, 2013; UNESCO & ISSC, 2010). The teacher can divide them into main and

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additional reading materials. The main materials are included in the teacher's presentation. They are organised around the main topic of the lecture and are used as a guideline for the students. The additional reading materials, which are usually cases for different countries, are non-compulsory and the students can read them in their spare time if they are interested in the topic. Other reading materials, such as articles by the World Economic Forum, can also be used. For each lecture, the teacher can use videos for additional illustration of the different points included in the slides. The teacher has complete freedom to choose and combine the different sources according to the needs and interests of the students.

The teacher groups the students or asks them to form teams of five to six students. Each team must read a different case or watch a video about a different company and discuss it for 30 minutes. It's better to monitor their activity but leave them to work without interference and be available in case they need some help or guidance. The teacher can encourage students to use photos, stickers, and emojis in their answers in the MS Teams Class Notebook (if used within the course), as arts-based teaching and learning methods. At the end of the lecture, each team must present to the class for two to three minutes. In this way, everybody comes to understand the different aspects of the problem while listening to the other teams' presentations. Students will demonstrate a high level of creativity in representing their point of view.

If quizzes are used for ongoing grading (during online teaching), then some self-reflection exercises can be used from time to time to break the repetitiveness. These assignments can be organised in a way that students can express their opinion, visions, or feelings about a particular SDG. In this way, students can see the connection between some real-life problems and topics discussed in class as well as see the connection between international business (their major) and sustainability.

The innovativeness of using these approaches and methods in this context is that there are many perspectives from all spheres of knowledge that intertwine with the different SDGs. Sustainability is usually presented with a focus on the environmental dimension only. This combination of different teaching approaches and methods provides an opportunity for students to develop diverse skills while they gain knowledge. It encourages students to be creative while gathering information, analysing the facts, and presenting them. Students see that people around the world face similar problems that can be addressed using different approaches. When students watch videos or read cases about real situations, they connect emotionally to the people they study about. This broadens their horizons and expands their network within the class.

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7.6. EXERCISES

The exercises help students understand and find solutions to real-life situations in connection to the lecture's topic. Students discuss different questions that do not have a right or wrong answer. The teacher briefly explains the exercise and distributes the supporting materials for face-to-face classes or shares them beforehand on a chosen collaboration platform (e.g., MS Teams) for online classes. These exercises work best for a group of five to six students.

Exercise 1

One of the options is to use a case about a particular country or region. If the text is two to three pages, then each team must read half a page and then present their solution in front of the class. It's better to use short texts, so that students will not spend too much time on reading and have plenty of time for discussion. For example, the text can be about household sustainability in Australia (see subchapter "Recommended Resources" below).

Another way to initiate a discussion is with three to four short videos on the same or very similar topic. Again, each team watches one of the videos and presents their solution to the problem from different perspectives. The videos can be about the benefits of planting trees or the problems that cutting trees can cause (see subchapter "Recommended Resources" below).

Exercise 2

The teacher can use a short text from an external source as a warm-up and an illustration of the problem to be discussed. For example, a text about Small Island Developing States by the United Nations Conference on Trade and Development details the problem of rising sea level at the Maldives, Kiribati, and Tuvalu (see subchapter "Recommended Resources" below). After this short introduction, the teacher can provide a longer video divided into smaller increments and distribute it to each team. The video can show, for example, the local population in Tuvalu and their lifestyle (see subchapter "Recommended Resources" below). This helps students connect emotionally with the characters and better understand the problem of rising sea levels. Students share their solution to the problem based on the part of the video they had watched. Thus, the whole class can understand the different elements of the story.

Exercise 3

Students must use pictures to illustrate sustainability at their university or in the surrounding area and explain the benefits of sustainability to the local popu-

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lation. Topics can be, for example, sustainable transportation, planted trees, or renovated buildings. The teacher shows pictures with examples, and students go out of the classroom and take pictures for 20 to 30 minutes. Another option is that students use photos from the university or a company website of their choice or stickers from the MS Teams' Class Notebook (if used within the course) to illustrate their argument.

For example, an old building was demolished, and a new building was built in its place. The new building will have better insulation, which saves electricity, helps the environment, and reduces risk of heat stroke during heat waves. Additionally, newer buildings are safer during earthquakes or typhoons. Another example could be about a train promoting SDGs or whole families using bicycles as the main means of transportation. The teacher can show a photo with a sign promoting walking around campus.

7.7. ASSESSMENT

For face-to-face teaching:

- Class participation – group discussions: 30 % of the grade
  - Short case studies or videos to work on during the class with other team members and present them in front of everybody at the end of the class
- Final exam – test on the material covered in the lectures: 70 % of the grade
  - Multiple-choice questions for students to select the right answer according to the text in the presentations shown during the classes

For online teaching – ongoing grading on a weekly basis:

- Synchronous teaching
  - Test for each lecture: 70 % of the grade Multiple-choice questions for students to select the right answer according to the text from the presentation
  - Class participation – group discussions conducted via online collaboration platform (e.g. MS Teams): 30 % of the grade Short case studies or videos to work on during class with other team members and present them in front of everybody at the end of the class
- Asynchronous teaching
  - Test for each lecture: 100 % of the grade Multiple-choice questions for students to select the right answer according to the text from the presentation

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Every second or third lecture, the teacher can give an open question with no right or wrong answer so that students can express their opinions.

7.8. PREREQUISITES

- Required prior knowledge from students
  - Introduction to Global Business
  - Basics of sustainable development
- Required instructors and their core competencies
  - Lecturer (competences: sustainability, social sciences, international business and management, real-life business expertise/experience)
- Required tools
  - Online collaboration platforms (e.g., MS Teams)
- Required sources
  - World Social Science Reports are open access sources, and students can download them from the links provided in the syllabus for free.
  - There is also an option to download every short article as a separate PDF file and distribute it to the students beforehand or during the class.

7.9. RECOMMENDED RESOURCES

Topic 1. Introduction to Social Sciences and the 17 SDGs

- Main Resources:

Calliods, F., & Jeanpierre L. (2010). General introduction. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 1–5). UNESCO Publishing.

- Additional reading:

UNESCO & ISSC (2010). Environmental and ecological economics. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (p. 209). UNESCO Publishing.

UNESCO & ISSC (2010). Law and social science. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (p. 195). UNESCO Publishing.

UNESCO & ISSC (2010). Applications of psychology to human health and well-being. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (p. 217). UNESCO Publishing.

UNESCO & ISSC (2010). Psychology applications to human challenges. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 217 – 218). UNESCO Publishing.

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Corral-Verdugo, V. (2010). Flash. The psychology of sustainability. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (p. 218). UNESCO Publishing.

- Videos:

City of Melbourne (Facebook Official page) (2020, March). *Affordable housing* [Video]. Facebook. https://www.facebook.com/cityofmelbourne/videos/525435561448933/

Brut.Nature (Facebook Official page) (2018, January). *Portrait of Wangari Maathai*, [Video]. Facebook. https://www.facebook.com/brutnature/videos/202306896992982/UzpfSTEwMDAwMTU5OTY0ODM3NjoxNzU5NDUwNzE0MTE4MjMz/?q=Wangari%20Maathai&epa=SEARCH_BOX

World economic forum (Facebook Official page) (2020, January). *3 innovative ways people are farming the ocean without destroying it* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/608624649956252/?v=608624649956252

World economic forum (Facebook Official page) (2019, December). *This is why kids in Estonia are performing among the best in the world* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/566774994109763/

Topic 2. Economics and Sociology in the Context of Globalisation

- Main Resources:

Lebaron, F. (2010). Economics and sociology in the context of globalization. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 197–198). UNESCO Publishing.

Sassen, S. (2010). Cities in today's global age. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 27–31). UNESCO Publishing.

- Additional reading:

Sánchez-Rodríguez, R., & Seto, K. C. (2013). Urbanization and global environmental change. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 527–528). UNESCO Publishing.

- Videos:

Edeos — digital education GmbH (2011, October). Globalization [Video]. YouTube. https://youtu.be/3oTLyPPrZE4

World Economic Forum (Facebook official page) (2020, February). *Pittsburgh was one of America's most famous industrial towns* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/208689650257537/

Topic 3. Population Challenges

- Main Resources:

Chamie, J. (2010). Foreseeing future population challenges. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 24–26). UNESCO Publishing.

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LinkedIn. (2020). *LinkedIn Opportunity Index 2020: How people around the world feel about opportunity, Growth from Knowledge.* https://economicgraph.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/pdf/LinkedIn-Opportunity-Index-2020-Global-White-paper.pdf

- Videos:

GOOD magazine (2016, March). If The World Were 100 People | GOOD Data [Video]. YouTube. https://youtu.be/QFrqTFRy-LU

TED-ed (2013, April). How to live to be 100+ – Dan Buettner [Video]. YouTube. https://youtu.be/ff40YiMmVkU

Edeos — digital education GmbH (2011, December). International Migration [Video]. YouTube. https://youtu.be/lOZmqIwqur4

LinkedIn (2020, April). LinkedIn Opportunity Index Japan [Video]. YouTube. https://youtu.be/yURJwot3nEc

LinkedIn (2020, April). LinkedIn Opportunity Index Singapore [Video]. YouTube. https://youtu.be/ORhD4FbY_DA

LinkedIn (2020, April). LinkedIn Opportunity Index Australia [Video]. YouTube. https://youtu.be/Jjo0L1ELzHE

Topic 4. Inequality from Law, Politics, Economics and Sociology Perspective

- Main resources:

Stewart, F. (2016). Horizontal inequalities. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 51–54). UNESCO Publishing, Paris.

Leach, M. (2016). Towards equality: transformative pathways. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 184–190). UNESCO Publishing, Paris.

- Additional reading:

World Economic Forum. (2020). *The Nordics are a model for all the world*. https://www.weforum.org/agenda/2020/01/the-new-nordic-model/

Koike, Y. (2015). *Why inequality is different in Japan*. World Economic Forum. https://www.weforum.org/agenda/2015/03/why-inequality-is-different-in-japan

- Videos:

World Economic Forum (Facebook Official page) (2020, January). *This is why Nordic countries work so well for everyone* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/457972668412110/?v=457972668412110

World Economic Forum (Facebook Official page) (2020, February). *The PM of Finland Sanna Marin says you can achieve the American dream more easily in the Nordic countries* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/177833740149605/?v=177833740149605

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- Film suggestions (illustrating different aspects of inequality and how to overcome them):

Boyle, D., & Tandan, L. (2008). *Slumdog Millionaire* [Film]. Celador Films, Film4, Fox Searchlight Pictures, Warner Bros., Pathé.

Muccino, G. (2006). *The Pursuit of Happiness* [Film]. Columbia Pictures, Relativity Media, Overbrook Entertainment, Escape Artists.

Fontaine, A. (2009). *Coco Before Chanel* [Film]. Haut et Court, Ciné@, Warner Bros., France 2 Cinéma, Canal+, CinéCinéma, France 2 (FR2), Playtime, Cofinova 5, Banque Populaire Images 9, Scope Pictures, Tax Shelter du Gouvernement Fédéral Belge, Soficapital, SCOPE Invest.

Topic 5. Economic Growth and Poverty Reduction: the Inequality Connection

- Main resources:

Kanbur, R. (2016). Economic growth and poverty reduction: the inequality connection. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 122–125). UNESCO Publishing, Paris.

Kabeer, N. (2016). Leaving no one behind': the challenge of intersecting inequalities. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp.55 – 58). UNESCO Publishing, Paris.

- Additional reading:

Gupta, A. (2010). The construction of the global poor: an anthropological critique. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 13–16). UNESCO Publishing.

Rogers, D. S. (2013). Bringing poor people's voices into policy discussions. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 362 – 364). UNESCO Publishing.

- Videos:

EconClips (2016, November). *How is Wealth Created | Savings and Investments* [Video]. YouTube. https://youtu.be/Oi9cq7tXkmg

International Hub (2019, January). *The poverty trap* [Video]. YouTube. https://youtu.be/KxjWHU1BCM

Lindau Nobel Laureate Meetings (2017, November). *Inequality: Redistribution* [Video]. YouTube. https://youtu.be/IuGX8BsXo1Q

Lindau Nobel Laureate Meetings (2017, November). *Inequality: Lending* [Video]. YouTube. https://youtu.be/YF3GT8heEtY

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Topic 6. Gender and Political Inclusion as an Answer to Gender and Economic Inequality

- Main resources:

Razavi, S. (2016). Rising economic inequality and gender inequality: intersecting spheres of injustice. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 78–81). UNESCO Publishing, Paris.

Nazneen, S. (2016). A seat at the table is not enough: gender and political inclusion. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 219–222). UNESCO Publishing, Paris.

- Additional reading:

Agarwal, B. (2013). Gender and environmental change. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 93–99). UNESCO Publishing.

- Videos:

CNBC International (2018, March). *What does equal pay mean for the economy?* | *CNBC Explains* [Video]. YouTube. https://youtu.be/E4Ey_57IYwc

Netflix (2020, April). *Explained* | *Why Women Are Paid Less* | *FULL EPISODE* | *Netflix* [Video]. YouTube. https://youtu.be/hP8dLUxBfsU

BBC (Facebook Official page) (2020, March). *Why this tech millionaire had to change her name to 'Steve'* | *BBC Ideas* [Video]. Facebook. https://www.facebook.com/bbc/videos/1326355430880914/

World Economic Forum (Facebook Official page) (2020, January). *This tennis star had just won Wimbledon, but this is what a journalist asked her* [Video]. Facebook. https://www.facebook.com/worldeconomicforum/videos/1033122307037564/?v=1033122307037564

National Geographic Magazine (Facebook Official page) (2019, October). *Women of Impact: Changing the World* her [Video]. Facebook. https://www.facebook.com/NGM/videos/544325902997340/?v=544325902997340

National Geographic Magazine (Facebook Official page) (2019, November). *JANE – Streaming on Disney+ Nov. 12* [Video]. Facebook. https://www.facebook.com/NGM/videos/2193076620995769/?v=2193076620995769

Nobel Prize (Facebook Official page) (2020, February). *Shirin Ebadi: advice to young women* [Video]. Facebook. https://www.facebook.com/nobelprize/videos/857653691341703/

TED-Ed (Facebook Official page) (2020, March). *The historic women's suffrage march on Washington* [Video]. Facebook. https://www.facebook.com/TEDEducation/videos/531920060775343/

TED – Ed (2018). *The breathtaking courage of Harriet Tubman – Janell Hobson* [Video]. TEDEd. https://ed.ted.com/lessons/the-courage-of-harriet-tubman-janell-hobson

TED – Ed (2018). *The most successful pirate of all time – Dian Murray* [Video]. TEDEd. https://ed.ted.com/lessons/the-most-successful-pirate-of-all-time-dian-murray

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- Film suggestions:

Lloyd, Ph. (2011). *The Iron Lady* [Film]. DJ Films, Pathé, Film4, Canal+, Goldcrest Pictures, UK Film Council, CinéCinéma. https://www.imdb.com/title/tt1007029/?ref_=nm_flmg_act_22

Topic 7. Inequality and Global Social Policy: Policies, Actors and Strategies

- Main resources:

Deacon, B. (2016). Inequality and global social policy: policies, actors and strategies. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 197–200). UNESCO Publishing, Paris.

Woolcock, M. (2016). Critical elements for ensuring the success of more inclusive social policies. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 241–244). UNESCO Publishing, Paris.

- Additional resources:

Tedesco, J. C. (2010). The politician and the researchers. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 323–324). UNESCO Publishing.

- Videos:

The Economist (2019, November). *How modern families increase social inequality | The Economist* [Video]. YouTube. https://youtu.be/hSmAYUnZyxE

The Economist (2020, January). *Charity: how effective is giving? | The Economist* [Video]. YouTube. https://youtu.be/QaN6ibm5r-I

The Economist (2018, May). *Was Karl Marx right? | The Economist* [Video]. YouTube. https://youtu.be/TMmDebW_OBI

The Economist (2018, June). *Should we tax the rich more? | The Economist* [Video]. YouTube. https://youtu.be/Y0xwmGM0DOY

ABC News Australia (2020, January). *Why Finland's schools outperform most others across the developed world | 7.30* [Video]. YouTube. https://youtu.be/7xCe2m0kiSg

Edutopia (2012, January). *Finland's Formula for School Success (Education Everywhere Series)* [Video]. YouTube. https://youtu.be/HsdFi8zMrYI

The Economist (2019, April). *Is private education good for society? | The Economist* [Video]. YouTube. https://youtu.be/aV6w-zoacYk

Topic 8. Financial Crisis, Corruption and Global Income Inequality

- Main resources:

Rothstein, B. (2016). Inequality and corruption. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 245–247). UNESCO Publishing, Paris.

Belser, P. (2016). Wage and income inequality. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 49–50). UNESCO Publishing, Paris.

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Wright, E.O. (2016). Unconditional basic income. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 237–238). UNESCO Publishing, Paris.

- Additional reading:

Harvey, D. (2010). A financial Katrina? Geographical aspects of the financial crisis. In UNESCO, & ISSC, World Social Science Report: Knowledge divides (pp. 21–23). UNESCO Publishing.

Moore, M. (2016). Could changes in the international tax system be a strategy for dealing with inequality?. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 217–218). UNESCO Publishing, Paris.

- Videos:

TED-Ed (2013). *Meet global corruption's hidden players – Charmian Gooch* [Video]. YouTube. https://youtu.be/gE9KAJ8ui3A

CNBC International (2018). *Why is inequality rising?* | *CNBC Explains* [Video]. YouTube. https://youtu.be/FXmsj4dh-RI

CNBC International (2019). *Why is inequality worse for young people?* | *CNBC Explains* [Video]. YouTube. https://youtu.be/7WegzglZlwA

The Guardian (2020). *Why aren't millennials buying homes?* [Video]. YouTube. https://youtu.be/SnIEx4ym-vI

CNBC (2019). *Why The Inequality Gap Is Growing Between Rich And Poor* [Video]. YouTube. https://youtu.be/41y4c1Oi5Uo

CNBC International (2017). *Who owns the world's wealth?* | *CNBC Explains* [Video]. YouTube. https://youtu.be/KVWd5udOTXg

DW Documentary (2019). *Germany: The discreet lives of the superrich* | *DW Documentary* [Video]. YouTube. https://youtu.be/NXaVLXSZdEw

CNBC International (2017). *What is universal basic income?* | *CNBC Explains* [Video]. YouTube. https://youtu.be/W2Xv_9vSDE8

CNBC International (2018). *Is universal basic income working? We went to Finland to find out* | *CNBC Reports* [Video]. YouTube. https://youtu.be/mkF-Lsy-SlM

DW Documentary (2019). *How poor people survive in the USA* | *DW Documentary* [Video]. YouTube. https://youtu.be/JHDkALRz5Rk

CNBC Make It (2020). *Why It's Cheaper To Have A Baby In Finland Than The U.S.* [Video]. YouTube. https://youtu.be/_FvUmHdjccc

The Economist (2020). *How Africa could one day rival China* | *The Economist* [Video]. YouTube. https://youtu.be/p8fl-u1UMVA

Topic 9. Responding to the Global Environmental Change

- Main resources:

O'Brien, K. (2010). Responding to the global environmental change: social sciences of the world unite!. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 11–12). UNESCO Publishing.

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Turok, I., & Borel-Saladin, J. (2013). Promises and pitfalls of the green economy. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 289–294). UNESCO Publishing.

Head, L., Farbotko, C., Gibson, Ch., Gill, N., & Waitt, G. (2013). Environmental issues and household sustainability in Australia. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 316–320). UNESCO Publishing.

- Additional reading:

Arnould, G. (2013). Education, science and climate change in French schools. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 338–339). UNESCO Publishing.

Small island developing states face uphill battle in COVID-19 recovery. (2021, June 10). UNCTAD. https://unctad.org/news/small-island-developing-states-face-uphill-battle-covid-19-recovery

- Videos:

National Geographic (2017, August). *Causes and Effects of Climate Change | National Geographic* [Video]. YouTube. https://youtu.be/G4H1N_yXBiA

The Economist (2019, September). *Climate Change: can nature repair the planet? | The Economist* [Video]. YouTube. https://www.youtube.com/watch?v=WRgv4V1ZxN4

Yes Theory (2019, November). *Traveling to the Least Visited Country in the World* [Video]. YouTube. https://youtu.be/ODuEl4oNae0

CNBC International (2019, November). *Who is leading in renewable energy? | CNBC Explains* [Video]. YouTube. https://youtu.be/fyqDC_AKVgE

Edeos- digital education GmbH (2012, September). *Renewable Energy and the Energy Transition* [Video]. YouTube. https://youtu.be/25bmXpEPosc

CNBC (2019, September). *The Rise Of Solar Power* [Video]. YouTube. https://youtu.be/od5yWB5aE0c

Bryce, E., (2015, April). *What really happens to the plastic you throw away – Emma Bryce* [Video]. TED-Ed YouTube Channel. https://youtu.be/_6xlNyWPpB8

Al, S. (2020, April). *What happens if you cut down all of a city's trees? – Stefan Al* [Video]. TED-Ed YouTube Channel. https://youtu.be/zarll9bx6FI

CNBC (2019, November). *Can Planting Billions Of Trees Halt Climate Change?*" [Video]. YouTube. https://youtu.be/yvDRQe2oCt4

The Economist (2019, September). *Climate change: the trouble with trees | The Economist* [Video]. YouTube. https://youtu.be/EXkbdELr4EQ

Topic 10. Global Governance, Ethics and Sustainable Development

- Main resources:

Martinelli, A. (2013). Global governance and sustainable development. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 467- 471). UNESCO Publishing.

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van Vugt, M., & Griskevicius, V. (2013). Going green? Using evolutionary psychology to foster sustainable lifestyles. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 312–315). UNESCO Publishing.

- Additional reading:

Monreal Gonzalez, P. (2013). Ethics as a core driver of sustainability in the Caribbean. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 388–390). UNESCO Publishing.

Song, L. (2013). Incentives for low-carbon communities in Shanghai, China. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 333–334). UNESCO Publishing.

- Videos:

The United Nations (2018, April). *Do you know all 17 SDGs?* [Video]. YouTube. https://youtu.be/0XTBYMfZyrM

United Nations Development Programme (UNDP) (2018, December). *This is how the UN moves the SDGs from paper to practice.* [Video]. YouTube. https://youtu.be/TH8IsHLQ2mQ

GIZ (2014, June). *The Corporate Sustainability Handprint® I GIZ* [Video]. YouTube. https://youtu.be/5A_p2KMBRfo

Edeos- digital education GmbH (2013, December). *Smartphones and Sustainability* [Video]. YouTube. https://youtu.be/8EqXQ42QAaY

Edeos- digital education GmbH (2016, March). *Meat and Sustainability* [Video]. YouTube. https://youtu.be/iBpXJcWmTBY

Topic 11. Progressing from Management to Governance and Sustainable Development

- Main resources:

Fra Paleo, U. (2013). A functional risk society? Progressing from management to governance while learning from disasters. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 434–438). UNESCO Publishing.

Kumar Duraiappah, A., Muñoz, P., & Darkey, E. (2013). Inclusive wealth and the transition to sustainability. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 90–92). UNESCO Publishing.

- Additional reading:

Sanchez Betancourt, D., & Reusser, D. (2013). Transition to sustainable societies – was Rio+20 a missed opportunity?. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 439–440). UNESCO Publishing.

Sachs, J. D. (2013). The challenge of sustainable development and the social sciences. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 79–83). UNESCO Publishing.

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- Videos:

National Geographic (2015, December). *Earthquakes 101 | National Geographic* [Video]. YouTube. https://youtu.be/e7ho6z32yyo

National Geographic (2018, September). *Hurricanes 101 | National Geographic* [Video]. YouTube. https://youtu.be/LlXVikDkyTg

National Geographic (2019, August). *Tornadoes 101 | National Geographic* [Video]. YouTube. https://youtu.be/aacHWoB7cmY

Science Insider (2018, October). *Why Hurricanes Hardly Ever Hit Europe* [Video]. YouTube. https://youtu.be/Q1JeRQnpkM0

Topic 12. Social Sciences and Sustainability in Japan

- Main resources:

Brisson, Th., & Tachikawa, K. (2010). Current topics of social science research in Japan. In UNESCO, & ISSC, *World Social Science Report: Knowledge divides* (pp. 180–181). UNESCO Publishing.

Uyar, A. (2010). Social sciences in Japan after Fukushima. In UNESCO, & ISSC, *World Social Science Report: Changing Global Environments* (pp. 215–219). UNESCO Publishing.

- Additional reading:

Beaton, J. (2013). Social science research on global environmental change in the Asia-Pacific region. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 220–221). UNESCO Publishing.

- Videos:

CNBC International (2018). *Why does Japan work so hard? | CNBC Explains* [Video]. YouTube. https://youtu.be/9Y-YJEtxHeo

Wall Street Journal (2015). *Japan Is Changing How We'll Grow Old (360 Video)* [Video]. YouTube. https://youtu.be/zahhBhg2z-Q

BBC News (2019). *Rent-a-sister: Coaxing Japan's hikikomori men out of their bedrooms – BBC News* [Video]. YouTube. https://youtu.be/q9IRmUEsz6g

The Feed SBS (2015). *Japan's independent kids* [Video]. YouTube. https://youtu.be/P7YrN8Q2PDU

Life in Japan (2020). *Why We Go to Japanese School | Life in Japan Episode 58* [Video]. YouTube. https://youtu.be/U7jMlgPK27Q

Drew Binsky (2017). *10 Ways JAPAN is 10 Years Ahead of the World* [Video]. YouTube. https://youtu.be/kzIBbF-8lAU

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Topic 13. Change towards Responsible Social Sciences and Achievement of SDGs

- Main resources:

St. Clair, A. L. (2013). Towards responsible social sciences. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 408–411). UNESCO Publishing.

Weber, E. U. (2013). Individual and collective behavior change. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 306–311). UNESCO Publishing.

- Additional reading:

Brown, K., O'Neill, S., & Fabricius, Ch. (2013). Social science understandings of transformation. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 100–106). UNESCO Publishing.

Miller, M. (2013). Changing the conditions of change by learning to use the future differently. In ISSC, & UNESCO, *World Social Science Report: Changing Global Environments* (pp. 107–111). UNESCO Publishing.

Topic 14. Why Social Movements Matter for Addressing Inequalities and Ensuring Social Justice

- Main resources:

Vergara-Camus, L. (2016). Why social movements matter for addressing inequalities and ensuring social justice. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 250–253). UNESCO Publishing, Paris.

Mathie, A., Alma, E., Ansorena, A., Basnet, J., Ghore, Y., Jarrín, S., Landry, J., Lee, N., von Lieres, B., Miller, V., de Montis, M., Nakazwe, S., Pal, S., Peters, B., Riyawala, R., Schreiber, V., Shariff, M. A., Tefera, A., & Zulminarni, N. (2016). Grass-roots pathways for challenging social and political inequality. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 259–262). UNESCO Publishing, Paris.

- Additional reading:

Ortiz, I., & Burke, S. (2016). Inequalities and protests. In ISSC, IDS, & UNESCO, *World Social Science Report 2016, Challenging Inequalities: Pathways to a Just World* (pp. 254–255). UNESCO Publishing, Paris.

7.10. GENERAL TIPS FOR TEACHERS

The descriptions given are examples of different combinations of materials that can be used for this course. There are plenty of sources and topics included in WSSRs, which provide freedom of choice and flexibility to teachers. Teachers can adapt the course to the needs and expectations of their own students. The materials can also be adjusted to non-native students' English language level.

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de Haan, G. (2006). The BLK '21' programme in Germany: a 'Gestaltungskompetenz'-based model for education for sustainable development. *Environmental Education Research, 1*, 19–32.

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Greig, A., & Priddle, J. (2019): Mapping Students' Development in Response to Sustainability Education: A Conceptual Model, Sustainability, 11:16, 4324.

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Strijbos, J. W. (2016). Assessment of Collaborative Learning. In G. T. L. Brown & L. Harris (Ed.). book of Social and Human Conditions in Assessment (pp. 302–318). Routledge.

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