

Syllabus

Humanity's Greatest Challenges ***SDG 16 – Peace, Justice, and Strong Institutions***



UNIVERSIDADE
CATÓLICA
PORTUGUESA

Contents

Week 1 – November 6 and 7

Topic: Context

Professor: Filipa Pires de Almeida, Católica Lisbon School of Business & Economics

- Historical perspective: The SDG Agenda and where it comes from
- Why are the SDGs important? A Common Language for Prosperity
- 2030 Agenda: SDG per SDG
- Systemic perspective of the SDGs: multi-level, multi-sector, multidisciplinary
- Why SDG 16 and why is it important?
- Organization's role and citizens' role on the SDG Agenda

Week 2 – November 13 and 14

Topic: Political Studies

Professor: Mónica Dias, Instituto de Estudos Políticos

- Introduction: Changing Meanings of Conflict and Peace in the 21st Century
- Context & Concepts: From new wars to new strategies for Peace
- Peacemaking, Peacekeeping, and Peacebuilding in the tradition of the UN
- Peacebuilding and civil society (the perspective of NGOs and Think Tanks)
- Transitions to Democracy and the Democratic Peace Thesis in Debate
- Peace and justice through the lens of the Truth and Conciliation approach
- The transformational peace approach: broader possibilities for Peace and Justice

Week 3 – November 20 and 21

Topic: Philosophy and Social Science

Professor: Carla Pinto Rebelo, Faculdade de Filosofia e Ciências Sociais

- Special questions in social ethics.
- Effective governance for SDG Implementation (international to local strategies and innovative practices)
- Key actions needed to tackle global challenges
- Multi-stakeholder engagement
- Strengthening Institutional Effectiveness: action plan for accelerating change

Week 4 – November 27 and 28

Topic: Business and Economics

Professor: Raquel Campos Franco, Católica Porto Business School

- What can the meaning of just companies be?
- Corruption in the corporate world
- Whistleblowing channels and the protection of whistleblowers

→ Can corporations be instruments of Peace?

Week 5 – December 4 and 5

Topic: Law

Professor: Inês Espinhaço Gomes, Faculdade de Direito, Escola do Porto and Elisabete Ferreira, Faculdade de Direito, Escola do Porto

- The principle of equality and non-discrimination
- Affirmative action measures: a comparative constitutional law approach
- Child's rights and corporal punishment. The CRC and ECHR provisions.
- Corporal punishment around the world.
- Strategies for elimination of corporal punishment around the world.

Week 6 – December 11 and 12

Topic: Final Evaluation

Professor: All

- December 11 - Groups' presentation
- December 12 - Final Exam

Objectives

- Understand the importance of the SDG as a universal and strategic language for the future of humanity.
- Understand the challenge posed by SDS 16 with a multisectoral lens: public, private sector, and civil society.
- Open up for a broader and active concept of Peace.
- Understand the connection between Peace, Justice, and State / Institution Building.
- Learn the main concepts of effective institutions, understand why effective institutions are vital for SDG implementation, and identify approaches to effective institution building.
- Understand the importance of stakeholder engagement in SDG implementation.
- Explore and deepen knowledge on the role of companies and/or institutions in the context of SDG16, with a particular emphasis on targets 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children), 16.5 (Substantially reduce corruption and bribery in all their forms), 16.7 (Ensure responsive, inclusive, participatory and representative decision making at all levels) and 16. B (Promote and enforce non-discriminatory laws and policies for sustainable development)

Methodology

- Interactive lectures with student participation
- Group and individual research work
- Participation of external guests - inspiration
- Video watching
- Case discussions

Grading

The individual assessment will have three distinct components:

1. **Group work (30%):** The group work consists of developing a portfolio to assess research and critical analysis skills on a topic related to SDG 16. It also aims to develop teamwork skills. Students must choose their research topic/case and work in a team of five or six. They must submit their portfolio on the course platform (Moodle) by December 9 at 12h with a 30% mark. In order to ensure that all students contribute to the group work, three peer evaluations will be conducted – two during the project's development and one after its delivery. These evaluations will be considered for the student's final grade, adding or reducing one point in the final grade. The groups must schedule two meetings with their mentor while developing the group work. In the first class of the last week of the course (December 11), the groups must make a 5-minute presentation on the portfolio they have developed and respond orally to a question posed by a teacher (i.e., the mentor) based on their written submission. This part of the work counts for 30% of the final grade for the group work. The portfolio (written assessment) thus counts for 70% of the group assessment.
2. **Individual response to quizzes during class (20%):** At the end of the second class of the week, quizzes will be given on the subject taught. Answering these quizzes accounts for 20% of the final assessment. Failure to attend class will result in a score of zero on the quiz.
3. **Individual Exam (50%):** Students must complete a Final Exam (in person at their respective campus or online/with special support if abroad), equivalent to 50% of the final assessment. This Exam contains five questions, from which the students will choose three to answer (up to 500 words per question). The Exam will be carried out with the possibility of consulting a double-sided A4 sheet with notes.

Additional Information

- Elective/optional course
- The first semester of the academic year 2024/25
- 3 ECTS
- Taught by five different teachers (from different Schools)
- In English
- Online classes
- Twelve classes of 1h15 each (Wednesdays and Thursdays from 5:30 pm to 6:45 pm)

Academic Integrity

The expected academic conduct of students aligns with the University's values of integrity and ethics, which should be clear throughout the course. Students are expected to behave in a manner that shows respect for their peers and professors, integrity in the development of their work, and honesty in their execution.

Plagiarism is the improper use by any individual of work, intellectual property, etc., produced by someone else, claiming it as their own (<https://www.b-on.pt/boas-praticas/plagio/>). Plagiarism can be direct, involving an unmentioned citation or part of a work, or accidental, being a compilation of several authors not properly cited.

Non-compliance with the course rules regarding intellectual honesty and plagiarism will result in failure of the course.

Bibliography

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INÊS ESPINHAÇO GOMES, "Affirmative Action", Max Planck Encyclopedia of Comparative Constitutional Law, Oxford University Press, 2020

LENA HOLZER, "What does it Mean to be a Woman in Sports? An Analysis of the Jurisprudence of the Court of Arbitration for Sport", Human Rights Law Review, 20, 2020, pp. 387-411

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