

SGR010F Justice, Equality and the 2030 Agenda, 7.5 credits, third cycle

The course was established by the board of the Faculty of Social Sciences at Lund University on 13 June 2019 and the course syllabus was approved by the Research Studies Council on 22 May 2019.

The syllabus is valid from autumn semester 2019.

A. General information

The course is offered as a freestanding course for the social sciences. The course is theory-based but includes empirical examples. The language of instruction is English.

B. Learning outcomes

On completion of the course, the student shall be able to

- demonstrate knowledge about and understanding of the 2030 Agenda from a wide variety of theoretical and empirical perspectives centered on issues of justice and equality
- critically examine distributional and other societal consequences of processes and institutions central to the 2030 Agenda
- discuss concepts central to the 2030 Agenda from the perspectives of justice and equality
- identify and critically discuss potential conflicts between various Sustainable Development Goals from the perspectives of justice and equality
- critically examine strengths and shortcomings of the 2030 Agenda and of alternative sustainable development visions and frameworks

C. Course content

The course aims at providing a critical introduction to the 2030 Agenda from the perspectives of justice and equality. The course emphasizes the challenges involved in implementing the 2030 Agenda in both the Global North and the Global South, analysing processes of stratification, social exclusion, discrimination and unequal opportunities. The course takes a multi-scalar approach, linking global processes, politics, institutions and structures to their local practices, outcomes and

experiences. The course invites doctoral students to connect their own research to the themes of the course, regardless of their disciplinary background.

D. Course design

The course is divided into three modules: Just institution and Peacebuilding, Environmental and Climate justice, Gender and Social Justice.

Just institution and peacebuilding explore theoretical and empirical social science debates related to the study of institutions and peacebuilding. Questions and claims of injustices, legitimacy and power provide analytical tools for examining the role of institutions and building peace in the 2030 Agenda. They also engage in broader debates and dilemmas on what just institutions and just peace can and should strive for.

Environmental and climate justice examines the double injustice of climate change as well as the distributional consequences of climate policies, examining the dominant green growth approach underpinning Agenda 2030 as well as alternative approaches such as postgrowth/degrowth perspectives.

Social justice and gender explores how processes of social and economic stratification, social exclusion and unequal distribution of resources unfold under globalisation. Epistemologies and ontologies which tend to render men socio-economically and politically superior to women and various other groups are critically examined to unravel how social inequality and injustice are structurally produced and locally manifested, but also how such manifestations are dealt with and countered by particular groups.

E. Assessment

The teaching consists of lectures and seminars. Active participation is required. Continuous examination is applied: students make oral presentations and written contributions at seminars in conjunction with each theme. These together constitute the examination for the course.

F. Grades

The grades awarded are Pass or Fail. To receive a Pass the doctoral student must fulfil the learning outcomes of the course.

At the beginning of the course, students will be informed about the learning outcomes stated in the syllabus as well as the grading scale and how it is applied at the course.

G. Entry requirements and selection

Applicants must be admitted to a doctoral programme. If the number of applicants exceeds the number of available places in the course, students from the Agenda 2030 Research School, Lund University, will be given priority.