

Keio University Syllabus and Timetable

STRATEGIES FOR IMPLEMENTING SDGS 2 (GOAL 10-17)

Subtitle	Social Approaches.
Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2026 Spring (2nd Half)
Day/Period	Fri.1,2
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	24616
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to explore issues related to inequality, peace, justice, strong institutions, and global partnerships, and consider how these goals connect to environmental sustainability and social well-being with focus on the United Nations Sustainable Development Goals (SDGs) 10-17.
K-Number	CIN-CO-00223-212-86

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description (Part 2)

With the theme “How can we take collective action for a sustainable future?”, this course focuses on the United Nations Sustainable Development Goals (SDGs) 10 –17. Students will explore issues related to inequality, peace, justice, strong institutions, and global partnerships, and consider how these goals connect to environmental sustainability and social well-being.

Through case studies, group discussions, and collaborative projects, students will strengthen their critical thinking, problem-solving, and presentation skills. The course emphasizes designing concrete action plans that address real-world challenges, enabling students to transform their ideas into practical strategies for positive change.

【Course Objectives / Learning Outcomes】

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

- Examine and reflect on the key challenges of SDGs 10–17, with emphasis on inequality, peace, justice, institutions, and partnerships, and their links to sustainability.
- Design and communicate original educational materials and survey-based research (e.g., pamphlets, reports) to raise awareness and propose solutions for SDG-related challenges.
- Present and collaborate effectively, delivering persuasive presentations and working in multicultural groups to create actionable strategies for a sustainable future.

Course Taught by Faculty Member with Professional Experience

Applicable

With over 20 years of professional experience in public health, nutrition, and occupational health, I have worked on international cooperation projects in more than ten countries across Africa, the Middle East, and Asia. In collaboration with the ILO, UNIDO, JICA, and international NGOs, I have contributed to the full project cycle, including issue identification, gap analysis, needs assessment, solution design, training material development, and the delivery of proposals and training. This professional background informs SDGs Part 2, in which students develop evidence-based solutions through proposal writing, a mini survey using Google Forms, data analysis and reporting, and the creation of a behavior-change educational pamphlet using action-oriented verbs.

Active Learning Methods [Description](#)

- Lab / Skill-development / On-site training
- Fieldwork
- Presentations
- Discussions, Debates
- Group work
- Role-playing
- Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for class, and as homework, practice creating a short presentation based on data.

Course Plan

Lesson 1

Introduction of the course

Lesson 2

Goal 8. Decent work and Detailed Explanation of Assignments

Lesson 3

Goal 10. Reduced Inequality

Lesson 4

Goal 16. Peace, Justice, and Strong Institutions

Lesson 5

Goal 13. Climate Action

Lesson 6

Goal 14. Life Below Water and Goal 15. Life on Land

Lesson 7

Goal 11. Sustainable Cities and Communities

Lesson 8

Goal 12. Responsible Consumption and Production

Lesson 9

Guest Lecture/Field work

Lesson 10

Goal 17. Partnerships for the Goals and Action Plan/Field work

Lesson 11

Final Individual Presentation

Lesson 12

Final Individual Presentation

Lesson 13

Final Individual Presentation

Lesson 14

Final Individual Presentation, Review of the course,

Other

Review of the course,

Method of Evaluation

【Method of Evaluation (100%)】

- *Class Participation+ Individual Participation: 30%
- *Group Presentation: 10%
- * Assignment 1 – SDGs Educational Pamphlet Development: 20%
- * Assignment 2 – SDGs Awareness & Practice Survey: 5%
- * Assignment 3 – Final Report on the Survey: 15%
- * Assignment 4 – Individual Presentation: 20%
- *Final grades will be calculated based on the above distribution and converted into Keio University’s official grading scale (S: 100–90, A: 89–80, B: 79–70, C: 69–60, D: 59–0). Grades will not be based on native-level English proficiency, but on how effectively you communicate your ideas and reflections. Deadlines and attendance requirements will be applied consistently for all students, in fairness to everyone.

【Policy on Attendance and Participation】

- *Class Participation: 20% (Attendance 10 points, punctuality 5 points, absence 0 points.)
- *Individual Participation: 10% (10 points: active contribution in discussions and group work)
- *Group Presentation: 10% (10 points: active contribution in discussions and group work)
- In accordance with the academic regulations of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), and considering that this course is conducted in an active learning format, the following policy applies:

This course comprises 14 sessions in total, organized as two sessions per day across seven class days. To be eligible for credit, students are expected to attend at least 10 sessions.

Students who accumulate 5 or more absences, or who have 4 absences combined with additional late arrivals or early departures, will not be able to earn credit for the course.

Three late arrivals or early departures will be counted as one absence.

In accordance with MEXT regulations, even excused absences (such as illness or official university activities) are included in the total absence count.

Because this course emphasizes active learning—including group discussions, presentations, and collaborative projects—regular attendance and punctuality are essential not only for your own learning but also for maintaining fairness and supporting your peers.

Students are responsible for monitoring and managing their own attendance records.

【Policy on Assignments】

*Assignments: 10 points for on-time submission, 5 points if submitted within 5 days with prior email notice, 0 points after 5 days.

*All assignments in this course are to be completed individually.

*Detailed rubrics will be provided. Please review them carefully to understand the evaluation criteria.

Note from Instructor

In the previous semester, most students who attended regularly, submitted assignments on time, and contributed actively were able to succeed. This course is designed for students who want to learn, grow, collaborate, and challenge themselves. Success requires making your academic work the top priority: plan your schedule carefully, manage your responsibilities, and come prepared.

Generative AI Policy for Classes

AI Usage Policy (Conditional Permission)

Generative AI tools may be used only for:

*Brainstorming, outlining, or preliminary research (you must check accuracy).

Rules:

*Clearly state when and how AI was used. Example: “Drafted outline with ChatGPT (20%).”

*Do not copy AI text directly. Your work must show your own thinking.

*References must be verified by yourself.

*AI use must not exceed 50% of the work in total. More than 50% = “0 point”

Textbooks

The Sustainable Development Goals Report 2024, by United Nations, The Sustainable Development Goals Report 2025, by United Nations,

Lecturer's Comments to Students

The United Nations’ SDGs include 17 goals and 169 targets. What can we—and I—do to address these global challenges? What is happening in the world today, and how can we contribute to making it a better place? This program focuses on Goals 10–17, which address inequality, sustainable cities, climate action, peace and justice, and global partnerships, with particular attention to challenges faced in both developed and developing countries. Together with classmates from around the world, we will examine what cooperation, equity, and responsibility mean in today’s interconnected society. There is no single answer. We will learn from one another and from inspiring examples of practices currently being implemented worldwide. Active participation is highly encouraged, as diverse perspectives are essential to deepening our understanding.

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

I will do my best to reply as soon as possible; however, please understand that in some cases a response may take longer.