



University of Oregon
School of Planning, Public Policy and Management
PPPM 370: Global Sustainable Development & Policy
Fall 2021 (CRN 17369)

Professor Nicole Ngo

Office: 158 Hendricks Hall

Phone: 541-346-0687

Email: nngo@uoregon.edu

Office hours: M/W 11:30am-12:30pm and by appointment (in-person and virtual)

OH Zoom link:

<https://uoregon.zoom.us/j/99018468653?pwd=ZmNPbmMwdm1jTlpidFJFVEMyeTlvQT09>

GE: Angela Arrington

Email: angela@uoregon.edu

Office: 26D Hendricks Hall (basement of Hendricks)

Office Hours: Tuesday 10-11am and by appointment

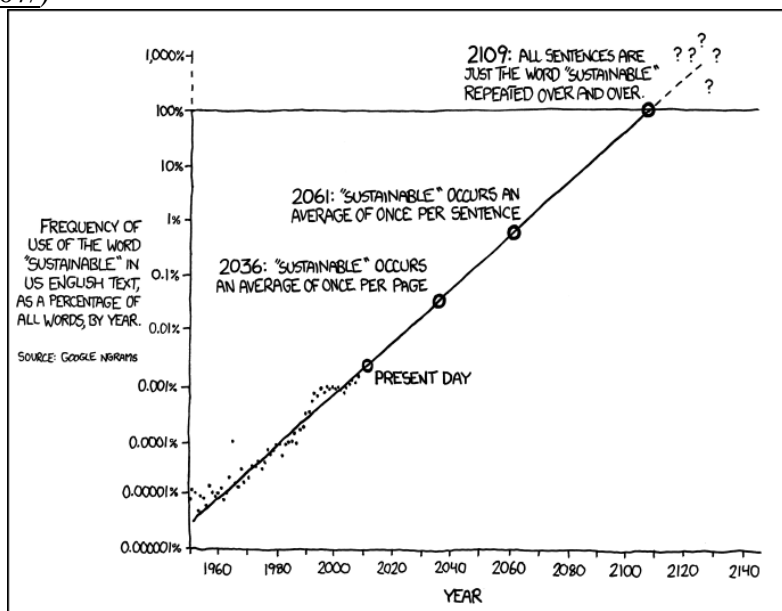
Virtual office hours

only: <https://uoregon.zoom.us/j/91361604633?pwd=N21OeXBYVTRISXBjNVd1Q3NQOnlRZz09>

Course Description

Sustainability is complex in its definition and application (as shown below). (Reference:

[HTTP://XKCD.COM/1007/](http://xkcd.com/1007/))



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Sustainable development seeks to reconcile the economic, social, and environmental problems we face in a world with constrained resources. Adding to its complexity is the global dimension of sustainability where problems in one part of the world can trigger or amplify issues elsewhere. In this class we discuss the meaning and issues associated with sustainable development and possible policy solutions on an international scale. To have a broader perspective of what sustainability means, we examine problems through an interdisciplinary lens and investigate how these issues form, why they persist, and possible policy solutions. Though many issues fall under global sustainable development, we only focus on some of the most urgent problems using various empirical techniques from economics, environmental science, and public health. This class also satisfies the *Global Perspectives* requirement.

Learning outcomes

At the end of the course, students should be able to:

- Have a broad understanding of the most relevant and pertinent topics of sustainability
- Discuss and write critically on readings in class and relate them to current events
- Ability to work in groups on both written and oral projects
- Construct a proper evidence-based argument using appropriate sources from varied disciplines
- Think about sustainability from an interdisciplinary perspective, with particular emphasis on the intersection of economic and social development and environment

Active Class Participation

In this course, students are expected to actively participate in every class session, which entails:

- Coming to class prepared with questions and comments on each assigned reading
- Offering relevant, insightful and thoughtful comments during class discussion
- Contributing a steady flow of comments or questions that advance the class or group discussion during most class meetings, but **not** dominating discussion
- Listening attentively, responding respectfully, and not talking while others are talking
- Ensuring understanding by asking questions (as needed) in class or outside class

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you. *You can see weekly reminders on the syllabus but also on Canvas > Modules.*

Technical Requirements

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

Required Reading

There is one required reading for this course:

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Sachs, Jeffrey, “The Age of Sustainable Development” Columbia University Press, New York, 2015. (Currently free through the University of Oregon libraries, though only one person can view it at a time. You can download chapters up to 100 pages at a time.)¹

Additional readings are articles are posted on Canvas as pdfs. Some of the content in this class derives from a reader by R.W. Kates “Readings in Sustainability Science and Technology”:

Kates, Robert W., ed. 2010. Readings in Sustainability Science and Technology. CID Working Paper No. 213. Center for International Development, Harvard University. Cambridge, MA: Harvard University, December 2010.

Communicating with me

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications. I will host in-person office hours for now, but may switch to both Zoom and in-person if there is enough demand. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me or call me at 541-346-0687 to set a time. If you experience Internet access challenges, my office phone is a good way to reach me. If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within two weeks.

Assignments and Course Grades

As the university community adjusts to teaching and learning in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you.

The course grade will be based on the following components:

Attendance	5%
Pre-class Canvas quizzes	15%
Weekly wraps	7%
Photo/Current event assignment	
Canvas Discussion Board Post	3%
Reaction paper	20%
Midterm essay	25%
Final Exam	25%

Course Grade

The course grade will be based on the following components:

- 1. Attendance:** Class attendance will be taken each lecture starting week 2 at the beginning of class. You are allowed 2 unexcused absences (no questions asked) without a penalty. If your

¹ Physical Materials from UO Libraries

The UO Libraries are providing both physical pickup locations (Knight Library Pickup Window, Law Library for law materials) and home delivery services of general collection materials for faculty and students. Materials can be returned either via the Knight Library book drops or via mail. Faculty and students can also request scans of portions (no more than 20%) of printed material. For more information email ecirc@uoregon.edu, or contact the library’s [chat reference service](#).

DuckStore Materials

Textbooks and digital course materials may be purchased or rented in-store or online through UODuckStore.com; print materials will be shipped free within the United States to UO students.

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absence is excused (e.g., sick, quarantining, doctor's appointment, COVID-19 testing, etc.), please email me or the GE to clear it first. An excused absence doesn't count toward your 2 unexcused absences. *If you have more than two unexcused absences*, students can make it up by making a 3 to 4 minute video on either the readings or lecture (see Canvas > Assignments > "Video discussion for missed attendance" for more information). Please email me after it's been submitted onto Canvas since I don't receive notifications for when students submit assignments.

Lectures will also be streamed through Zoom, but this is NOT a substitution for in-person attendance (i.e., it is *not a hybrid class*) because the class is designed for in-person learning and leans heavily on group discussions. However, given the circumstances around COVID-19, I will make exceptions for individuals with *excused absences* (e.g., have symptoms, etc.). If you livestream it and it is not an excused absence, it'll count as an unexcused absence. Recordings of the lecture will also be available through Canvas.

- 2. Pre-class Canvas quizzes:** There are 12 Pre-class Canvas quizzes that will be posted throughout the term. The purpose of the quizzes is to ensure everyone has done the readings *prior* to class and is prepared to discuss them during class. Students will have a week to complete the quizzes. For example, if Quiz #1 is posted on Canvas October 1, then it will be due by 11:59pm on October 6 and will be on the readings for October 7. After the due date, you will *be docked points* for the quiz and will have 7 days to complete the quiz unless excused. After 7 days, students will be able to see the correct answers (if you want the answer sooner, you can email me). Each quiz is weighed equally, even though some quizzes are longer and may have more "points." At the end of the term, *your lowest Canvas quiz score will be dropped*. You will have two attempts to take the first two quizzes *only* and the highest score will be taken. *If the reason you are unable to take the quiz is excused (e.g., sick, etc.), please email me so we can make other arrangements.*

Please note: I understand that you may have technical difficulties with web-based quizzes. If you experience a technical issue, please email me and I will determine whether or not your quiz is eligible to be reset. In addition, I will do my best to respond to your requests promptly; however, if you experience technical difficulties the day before it is due, I cannot guarantee that your quiz will be reset prior to the deadline – please plan ahead!

- 3. Weekly wraps:** Starting week 2, *each week* students must post on the Canvas Discussion Board an interesting takeaway or comment from the lectures and/or readings for that week under the appropriate heading (due by Friday 11:59pm of that week). Students can either make a comment or reply to a comment. The comments should be constructive and contribute toward a productive conversation on the topic. Your lowest grade will be dropped (i.e., you can miss one weekly wrap). *See more information in the assignment prompt.*
- 4. Photo/Current event assignment:** The purpose of this assignment is to help students relate to the material in the class. Students will sign up for a lecture topic by Tuesday of week 2 and is based on first-come, first serve basis. The link to sign up is on Canvas Modules. There are two components to this assignment:
 - **Part 1. Posting on Canvas Discussion Board:** *See assignment prompt for more information.*
 - **Part 2. Reaction paper:** *See assignment prompt for more information.*

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- 5. Midterm Essay:** Students will write an essay, which requires you to apply concepts we learned during class to the given topic. The prompt will be posted Monday of week 3 and due Monday of week 6 on Canvas. *See the assignment prompt on Canvas for more information.*
- 6. Final Exam:** You will have an open-book, open-note Final Exam on Canvas that reviews the topics we discussed in class. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam.

Academic misconduct

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. *Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or call me.*

General Guidelines for Class Participation

- 1. Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
- 3. Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).
- 4. Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
- 5. Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Specific guidelines for best practices using Canvas Discussion:

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.

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3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

Course Workload

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week.

Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab, which offers remote tutoring support and learning resources. More information can be found at their website: <https://engage.uoregon.edu/>

Accessible Education

"The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu."

Email

I will try to respond to all email within 48 hours of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics. Please do not send me emails if you need to miss a class for a routine matter, like a doctor appointment or job interview.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Missed Class Policy

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available, but slides will be posted after class on Canvas. See more information under "Attendance".

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

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Academic Misconduct

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or call me.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students. I will use Safe Assign for all assignments.

Make up Exams: Final Exam

Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make-up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

School of PPPM Diversity Statement

(<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

Campus Resources

The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict Resolution Services, Counseling and Testing Center, Crisis Center, Accessible Education Center (formerly Disability Services), Diversity Education and Support, Health Center, LGBT Education and Support Services, Men's Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women's Center. Please take advantage of these services if they might be useful to you.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

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Diversity Statement

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Classroom Behavior

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Prohibited Discrimination and Harassment Reporting

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

UO COVID-19 Regulations &

Prevention - (see <https://coronavirus.uoregon.edu/regulations> and <https://coronavirus.uoregon.edu/prevention#if-sick-stay-home> for more information)

The University of Oregon (UO), in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks (note: masks with exhaust valves are discouraged), cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. This includes classrooms. Please correctly wear a suitable face covering during class. Students unable to wear face coverings can work with the Accessible Education Center to find a reasonable accommodation. Students refusing to wear a face covering will be asked to leave the class.

Please conduct regular symptom self-checks (<https://coronavirus.uoregon.edu/regulations#self-check-procedures>) and do not come to class if you are experiencing symptoms. I will work with you to make sure you can stay caught up with the class.

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Use this self-check log: <https://coronavirus.uoregon.edu/sites/coronavirus1.uoregon.edu/files/2020-08/self-monitoring.pdf> to track your symptoms. In addition, familiarize yourself with these exposure scenarios and guidelines to determine if you should come to class after suspected exposure to someone with the virus. <https://coronavirus.uoregon.edu/covid-exposure>

Eating and drinking in classrooms is not currently allowed at UO. We ask that class members step outside when they need to eat or drink, take medication, or anything else that necessitates taking off masks. Please feel free to do this whenever you need to—there is no need to ask permission around this. Students who may have mobility issues that make this guidance challenging should contact me. In addition, being back in person may feel more challenging for some of us, for a variety of reasons. If you need to step outside of the room momentarily to take care of your own physical or mental needs, please feel warmly welcome to do so.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Mental Health and Wellness Statement

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own—there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

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University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

COVID Containment Plan for Classes

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
 - Must to comply with [vaccination policy](#)
 - Must [wear face coverings](#) in all indoor spaces on UO campus
 - Complete weekly [testing](#) if not fully vaccinated or exempted
 - [Wash hands](#) frequently and practice social distancing when possible
 - Complete daily [self-checks](#)
 - Stay home/do not come to campus if feeling [symptomatic](#)
 - Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.
 - **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
 - *Vaccinated/Asymptomatic students:* Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)
 - *Unvaccinated or partially vaccinated students:* 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
 - *Symptomatic students:* stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.
- Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).
- **Support:** The following resources are available to you as a student.
 - [University Health Services](#) or call (541) 346-2770
 - [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
 - [MAP Covid-19 Testing](#)
 - [Corona Corps](#) or call (541) 346-2292
 - [Academic Advising](#) or call (541) 346-3211
 - [Dean of Students](#) or call (541)-346-3216

Good Classroom Citizenship

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer

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- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. *In the event that the instructor of this course has to quarantine, this course may be taught online during that time.*

Tentative Course Schedule

Below is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for knowing what reading should be done for what class. It will be up to date. **All the readings will be available for download on Canvas unless otherwise noted.**

Wk	Date	Topic	Readings	Assignments
1	9/27	Intro to sustainable development	<ul style="list-style-type: none"> • Sachs: Chapter 1 (p. 1-14) 	<ul style="list-style-type: none"> • <i>Quiz #1 posted (about readings on 10/6 and due by 11:59pm on 10/5)—have 2 chances to take quiz (take highest score)</i> • (Optional) The “Introduce Yourself to Prof. Ngo” survey is posted on Canvas—due October 1 at 11:59pm (ungraded)
	9/29	NO CLASS	<ul style="list-style-type: none"> • NO CLASS 	
2	10/4	Economic Development	<ul style="list-style-type: none"> • Sachs: Chapter 1 (p. 14-44) and Chapter 3 <i>Optional</i> • Sachs: Chapter 2 	<ul style="list-style-type: none"> • <i>Quiz #2 posted (due 10/10 at 11:59pm)—have 2 chances to take quiz (take highest score)</i> • Sign-up for a topic on Canvas Discussion Board by Tuesday 11:59 pm (first come, first serve) or you will be assigned a topic (link posted on Canvas announcements)
	10/6	Inequality and poverty	<ul style="list-style-type: none"> • Sachs: Chapters 4 (p. 101-134) 	<i>Quiz #3 posted (due 10/12)</i>
3	10/11	Social inclusion	<ul style="list-style-type: none"> • Sachs: Chapter 7 • Ellen Barry: “In India, a small band of women risk it all for a chance to work” (NY Times) 	<ul style="list-style-type: none"> • <i>Quiz #4 posted (due 10/17)</i> • Midterm essay prompt posted on Canvas and due 11:59pm on Monday of week 6 (11/2)

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			<ul style="list-style-type: none"> • Helen Lewis: The coronavirus is a disaster in feminism (The Atlantic) 	
	10/13	Planetary boundaries	<ul style="list-style-type: none"> • Sachs: Chapter 6 (p.181-207, p.214 (starting at section VI)-217) 	<i>Quiz #5 posted (due 10/19)</i>
4	10/18	Education	<ul style="list-style-type: none"> • Sachs: Chapter 8 	<i>Quiz #6 posted (due 10/24)</i>
	10/20	Population	<ul style="list-style-type: none"> • Sachs: Chapter 6 (p.208-214) • Nosheen & Schellmann: Abandoned, aborted or left for dead: These are the vanishing girls of Pakistan (The Atlantic) • Washington Post: Too many men (must view at website) <p>Optional</p> <ul style="list-style-type: none"> • UN Population Division: World Population Prospects, the 2019 Revision: Highlights 	
5	10/25	Food security	<ul style="list-style-type: none"> • Sachs: Chapter 10 • Keys, E. (2004). Commercial Agriculture as Creative Destruction or Destructive Creation: A Case Study of Chili Cultivation and Plant-Pest Disease in the Southern Yucatán Region. <i>Land Degradation and Development</i>, 15: 397-409 	
	10/27	Guest lecture	Guest lecture: Eric Benjaminson (former U.S. ambassador to Gabon and Sao Tome & Principe)	<ul style="list-style-type: none"> • <i>Quiz #7 posted (due 11/2)</i>
6	11/1	Midterm Essay	<ul style="list-style-type: none"> • No class 	<ul style="list-style-type: none"> • <i>Quiz #8 posted (due 11/7)</i> • Midterm essay due TODAY by 11:59pm on Canvas
	11/3	Water and conservation	<ul style="list-style-type: none"> • Jim Yardley: “Rivers run black, and Chinese die of cancer” by (NY Times) • Lejano, R.P. and Ingrahm, H. (2007) Place-based conservation: Lessons from the Turtle Islands. <i>Environment: Science and Policy for Sustainable Development</i>. <p>Optional</p>	<i>Quiz #9 posted (due 11/9)</i>

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			<ul style="list-style-type: none"> • Funk, N. et al. (2007) Redressing inequality: South Africa’s new water policy. Environment. • Bai, X. and Shi, P. (2006) Pollution control in China’s Huai River Basin: What lessons for sustainability? Environment 	
7	11/8	Resilient cities	<ul style="list-style-type: none"> • Sachs: Chapter 11 	<i>Quiz #10 posted (due 11/14)</i>
	11/10	Climate change	<ul style="list-style-type: none"> • Sachs: Chapter 12 (p. 393-425) • Michael Stein: How to save a town from rising waters (Bloomberg CityLab) 	<i>Quiz #11 posted (due 11/16)</i>
8	11/15	Biodiversity and ecosystem services	<ul style="list-style-type: none"> • Sachs: Chapter 13 (p. 448-p. 474 before section V) • DT Max (New Yorker): “Green is good” 	<i>Quiz #12 posted (due 11/21)</i>
	11/17	Health	<ul style="list-style-type: none"> • Sachs: Chapter 9 (p. 275 to 294) • Joe Pinsker (The Atlantic): The Pandemic Will Cleave America in Two <p>Optional</p> <ul style="list-style-type: none"> • NYTimes: It’s not obesity. It’s slavery. 	
9	11/22	Africa, geography, and colonialism	<ul style="list-style-type: none"> • Sachs: Chapter 4 (p. 135-138) and Chapter 5 (p. 150-159) • Ben Taub (The New Yorker): Lake Chad: The World’s Most Complex Humanitarian Disaster <p>Optional</p> <ul style="list-style-type: none"> • Howard French (The Atlantic): “How Africa’s new urban centers are shifting its old colonial boundaries” 	
	11/24	Virunga	<ul style="list-style-type: none"> • Movie: Virunga (streaming on Netflix) 	Attendance is OPTIONAL this day (can watch film on your own—can’t record lecture)!
10	11/29	Sustainable Development Goals	<ul style="list-style-type: none"> • Sachs: Chapter 5 (p. 139-149, p. 159-180) and Chapter 14 • Teju Cole: “The White-Savior Industrial Complex” (The Atlantic) 	
	12/1	Final exam review		

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	12/8	Final exam on Wednesday, 12/8 at 10:15 am	Open-book, open-note Final exam taken on Canvas from 10:15am to 12:15pm (exam will be taken REMOTELY) I'll be available for questions via a Zoom link during this period	
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Explanation of Grading System

- C+ and Lower (below 80)
 - **Unacceptable work for professionals or undergraduate/graduate courses**
 - Factual errors or calculation errors
 - Poorly written (misspellings, typos, poor grammar, poor sentence structure)
 - Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
 - **Below acceptable standards for professionals**
 - Minor errors of fact or calculation
 - Poorly constructed text, unclear graphics
 - Rushed or lack of attention to overall product
- B (84-87)
 - **Meets minimal professional standards**
 - Factually and technically correct
 - Clear message to readers
 - May lack precision in language and presentation of data
- B+ (88-90)
 - **Solid professional work**
 - Factually and technically correct
 - Excellent tables and graphics
 - Falls short in some areas
- A- (91-93)
 - **High quality professional work**
 - Technically, methodologically, and factually 100% accurate
 - Fall short of highest quality work in organization, flow of text or presentation
 - Clearly conveys conclusions to audience
- A (94-99)
 - **Highest quality work**
 - Technically, methodologically, and factually 100% accurate
 - Efficient language and graphics presented with emphasis
 - Easy to navigate and follow
 - Clear about main points and evidence provided to support these points
 - All graphics are clear and titled, sources, labeled

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Grading Rubric Example (will vary by specific assignment)

<i>Criteria</i>	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
EVALUATION					
Addressing each portion of assignment <ul style="list-style-type: none"> • Will vary 					
Providing adequate justification <ul style="list-style-type: none"> • Use of literature to present issues and arguments • Development of a coherent argument or reasoned position • Exhibition of higher-level thinking, synthesis and argumentation 					
Writing (see below) <ul style="list-style-type: none"> • Clearly structured and organized • Professional tone • Grammar, referencing & presentation 					

WRITING: Detailed Feedback	Weaknesses or Deficiencies
Logical structure: <i>Can your reader follow presentation of information?</i> <ul style="list-style-type: none"> • Introductory section to orient the reader to the purpose of the document • Clear sequence of sections: logical order for writing task • Clear structure to sections • Uses subheadings effectively—reader can easily find key information • Uses paragraphs to support structure • Clear topic sentences • Links between paragraphs • Links within sections 	
Professional approach: <i>May not apply for each assignment.</i> <ul style="list-style-type: none"> • Objective paper avoids bias and prejudice • Assertions supported by evidence (references, clear information, citations) and not just opinion 	

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<ul style="list-style-type: none"> • Uses a range of high quality sources • Appropriate use of active and passive voice • Awareness of audience: avoids slang, jargon and informal language • Coherence 	
<p>Grammar: <i>Errors can raise questions about sloppiness</i></p> <ul style="list-style-type: none"> • Noun verb agreement • Correct use of tense • Complete sentences • Appropriate punctuation • No run on sentences • No spelling errors or typos • Other grammar issues 	
<p>Referencing: <i>Provide support for assertions in accepted referencing style.</i></p> <ul style="list-style-type: none"> • In text references (author date, page) or footnotes • Reference list (or footnotes) using proper citation format 	
<p>Professional Presentation</p> <ul style="list-style-type: none"> • Don't overuse bullets • Professional format (page #s, clear print + graphics) • Free of handwritten edits • Use graphics to support text, but not replace it • Proofreading 	