PPPM 370 Syllabus (Fall 2023)

PPPM 370: Global Sustainable Development & Policy

Fall 2023 (CRN 14345)

Updates are in red (10/4): Updated office hours times for GE Shahinur Bashar

Class information

Location: 140 TYKE

Time: M/W 10-11:20am

Professor Nicole Ngo

Office: 158 Hendricks Hall

Phone: 541-346-0687

Email: **nngo@uoregon.edu (mailto:nngo@uoregon.edu)**

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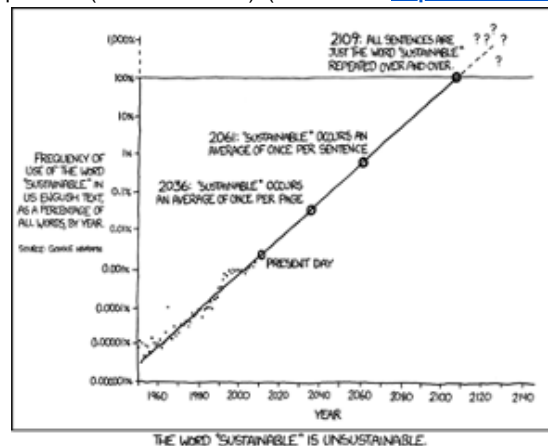
GE: Shahinur Bashar

Email: shahinur@uoregon.edu

Office hours: Wednesday **1:30-3pm** (or by appt.) (in-person only-- email in advance if want to meet virtually)

Office: 1B Hendrick Hall (in the basement)

Course Description

Sustainability is complex in its definition and application (as shown below). (Reference: **http://xkcd.com/1007/** (http://xkcd.com/1007/))

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 course fulfills the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit.

Global Perspectives courses, students will do one or more of the following:

1. Engage texts, literature, art, testimonies, practices or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context.
2. Analyze power relations involving different nations, peoples and identity groups or world regions.
3. Examine hierarchy, marginality or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality or ability (or some combination of these).

and undertake one or more of the following:

4. Discuss possibly unfamiliar topics using critical vocabulary and concepts.
5. Practice respectful listening and civil dialogue around controversial issues.

Learning outcomes

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

1. Understand the purpose of the United Nation's Sustainable Development goals
2. Discuss and write critically on readings in class and relate them to current events
3. Practice engaging in constructive small group and large discussions about challenging topics on sustainable development and related policy
4. Construct a proper evidence-based argument using appropriate sources from varied disciplines
5. 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** (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** (http://canvas.uoregon.edu/) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the **Canvas support page** (https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635) . Canvas and Technology Support also is available by phone or live chat:
541-346-4357 (tel:+15413464357) | **livehelp.uoregon.edu** (https://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.** (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263)

Required Reading

There is one required textbook for this course:

Sachs, Jeffrey, "The Age of Sustainable Development" Columbia University Press, New York, 2015.

(*Currently free through the University of Oregon libraries.*)

Other articles will be posted on the course Canvas website as pdfs.

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 welcome meetings outside my regular office hours, too. 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

The course grade will be based on the following components:

Assignment	% of grade
Attendance	5%
Show & Tell	1%
Pre-class Canvas quizzes	13%
Weekly wraps	8%
Written assignments	
Assignment 1	18%
Assignment 2 (reaction paper)	18%
Midterm	17%
Final exam	20%

Course Grade

The course grade will be based on the following components:

1. **Attendance**

   This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. Students may miss two classes this term, regardless of the reason, not including exam days. This means we do not have "excused" or "unexcused" absences except—as is the case for all UO classes—in the cases of religious observances, AEC accommodations, and University-sponsored events with signed documentation presented as early in the term as possible but at least a week ahead of the planned absence or need for accommodation.

   Difficult or complex situations that may impact attendance occur for many of us during a term. This policy means that absences are available both for students who do want to reach out about their experiences and students who do not.

   Additionally, I will follow the new course attendance and engagement policy, here:

https://provost.uoregon.edu/course-attendance-and-engagement-policy (https://provost.uoregon.edu/course-attendance-and-engagement-policy)

Whether an absence is "excused" or "unexcused" is not up to me based on the above policy. You are allowed up to two absences without deductions from your attendance grade.

- If you have a letter from the **Accessible Education Center** (https://aec.uoregon.edu/request-accommodations) (AEC) stating that you may need to miss class, I will exempt you from attendance requirement. If you anticipate needing this accommodation (or other accommodations), please start with AEC right away and inform me as soon as practical.
- **Absence required for religious observance** (https://provost.uoregon.edu/religious-observance-accommodations-policy) will be excused, but you need to **submit a form** (https://registrar.uoregon.edu/sites/registrar1.uoregon.edu/files/pdf/form-religious-accommodation-request.pdf) before, not after, your absence (and preferably by the second week in the term).
- If you encounter an emergency that will cause you to miss more than the allowances, your options are (a) withdrawing from class, (b) an incomplete, but only if it would satisfy **UO policy on the "I" grade** (https://provost.uoregon.edu/grades-incompletes-policy), or (c) contact the Dean of Students to request an **emergency academic notification.** (https://dos.uoregon.edu/dos-faq)

2. **Show & Tell**: This assignment is a way for us to get to know each other better. Every lecture, ~5 students will post a photo on the **[discussion board](https://canvas.uoregon.edu/courses/228971/discussion_topics/1243256)** and briefly talk about it (<1 minute) at the beginning of class. It could be a photo of a pet, hobby, book, etc. that tells us something about yourself. We will start Monday of week 2 and go in alphabetical order of last name.

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, e*ach 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 assignment prompt for more information.*

4. **Written assignments.** There are 2 written assignments for class. The first assignment is posted week 2 and is due week 4. The second assignment is a reaction paper that has different deadlines. *See assignment prompt for more information.*

Note about using artificial intelligence (AI) systems (e.g., ChatGPT): All work you submit for this course toward completion of course requirements must be **your own original work** done specifically for this course and without substantive assistance from others, including artificial intelligence systems (e.g., ChatGPT). Work you've completed for previous courses or are developing for other courses this term should not be submitted for this course. Please note that your work will be submitted to AI or plagiarism detection tools to ensure all work is human-created and original. Please also carefully read the academic integrity policy concerning plagiarism.

5. **Midterm and Final Exam:** You will have an open-book, open-note Midterm and Final Exam on Canvas. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam.

Explanation of grading system

A	94-99%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	< 60%

Academic misconduct

The **University Student Conduct Code (https://dos.uoregon.edu/conduct)** 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.

2. **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?).

3. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and 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.
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 tthat corrects your error).
6. Contribute and interact often!

Course Workload

A general rule of thumb for the expected workload for an undergraduate 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/ (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 (mailto: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

A grade of **"I" (Incomplete)** represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete.

Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the "I" mark.

Instructors shall provide to the student access to course materials necessary to complete the missing work. Access to the Canvas site for the course can be requested **here (https://service.uoregon.edu/TDClient/2030/Portal/Requests/TicketRequests/NewForm?ID=2v9Sm7EwKfQ_&RequestorType=Service)** (click option to "Grant student access for Incomplete") if needed.

Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met.

An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

General Process for Incompletes (See bottom of this page for example of what instructor receives when a student requests an Incomplete)

- Incompletes are initiated by the student
- Student contacts instructor and requests Incomplete by 5pm on the last day of finals week.
- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.
- This form is filed.
- The missing work indicated on the form must be completed by the earlier of:
  - Grading deadline of the term the student applied to graduate, or
  - Deadline stated on the Incomplete Request Form *can be extended at the discretion of the instructor, or*
  - The day grades are due one academic year later

For students with Incomplete contracts, the instructor will record the "grade" in Duckweb that indicates an Incomplete has been agreed to. Currently, that is an "I". The instructor will also record, in Duckweb and/or the contract form, the grade the student would have received in the course if they received no credit for the missing work. This becomes the default grade that replaces the incomplete mark should the student not complete the work outlined in the contract by the appropriate deadline (either the grading deadline of the term the student applied to graduate or the day grades are due one academic year later).

If the student completes the work defined in the contract by the agreed upon date, the instructor calculates and updates the grade via the grade change process.

This policy applies to all undergraduate and graduate courses.

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** **(http://www.libweb.uoregon.edu/guides/plagiarism/students)** . I will use TurnItIn for all assignments.

Make up Exams: Final Exam

Students <u>must</u> 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** (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).

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 (http://safe.uoregon.edu)** , **respect.uoregon.edu (https://respect.uoregon.edu)** , or **investigations.uoregon.edu (https://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 (https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect)** .

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/ (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 (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 (https://health.uoregon.edu/ducknest)** .

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 (https://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).

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.*

Artificial intelligence

Use of artificial intelligence systems such as ChatGPT is allowed in this course only with explicit instructor permission. Either I will indicate if you are allowed to use such systems for particular tasks or you will need to ask for permission. If permission is given, I will also require you to document your use and provide clear guidelines for how to do so.

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
1	9/27	Intro to sustainable development	· Sachs: Chapter 1 (p. 1-14)
2	10/2	Economic Development	· Sachs: Chapter 1 (p. 14-44) and Chapter 3 *Optional* · Sachs: Chapter 2
	10/4	Inequality and poverty	· Sachs: Chapters 4 (p. 101-134) • **Rethinking Poverty: Ch. 8, Poverty Reduction Programs (United Nations report) (https://canvas.uoregon.edu/courses/228971/files/16891829?wrap=1)** ↓ **(https://canvas.uoregon.edu/courses/228971/files/16891829/download?download_frd=1)**

3	10/9	Social inclusion	· Sachs: Chapter 7 · **Ellen Barry: "In India, a small band of women risk it all for a chance to work" (NY Times)** **(https://canvas.uoregon.edu/courses/228971/files/16794368?wrap=1)** ↓ **(https://canvas.uoregon.edu/c download_frd=1)** · **Helen Lewis: The coronavirus is a disaster in feminism** **(https://canvas.uoregon.edu/courses** **(https://canvas.uoregon.edu/courses/228971/files/16794364/download?download_frd=1)** (The Atlantic)
	10/11	Planetary boundaries	· Sachs: Chapter 6 (p.181-207, p.214 (starting at section VI)-217)
4	10/16	Education	· Sachs: Chapter 8
	10/18	Population	· Sachs: Chapter 6 (p.208-214) · **Nosheen & Schellmann: Abandoned, aborted or left for dead: These are the vanishing g** **(http://www.theatlantic.com/international/archive/2012/06/abandoned-aborted-or-left-for-dead-these-are** (The Atlantic) · **Washington Post: Too many men** ⤷ **(https://www.washingtonpost.com/graphics/2018/world/to** Optional · UN Population Division: World Population Prospects, the 2022 Revision: Highlights
5	10/23	Food security	· Sachs: Chapter 10 · Keys, E. (2004). Commercial Agriculture as Creative Destruction or Destructive Creation: A Cas Disease in the Southern Yucatán Region. Land Degradation and Development,15: 397-409
	10/25	Guest lecture	Guest lecture: **Eric Benjaminson** ⤷ **(https://study-abroad.uchicago.edu/people/eric-benjaminson)** (fr Tome & Principe)
6	10/30	Midterm	· Remote exam on Canvas · Open book, open note

			· Must be taken *individually*! · I'll be available on Zoom link for questions
	11/1	Water and conservation	· **Jim Yardley: "Rivers run black, and Chinese die of cancer" by (NY Times)** ↪ **(https://www** **run-black-and-chinese-die-of-** **cancer.html#:~:text=HUANGMENGYING%2C%20China%20%2D%20Wang%20Lincheng%20began,gland** · Lejano, R.P. and Ingrahm, H. (2007) Place-based conservation: Lessons from the Turtle Island Sustainable Development. Optional · 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 susta
7	11/6	Resilient cities	· Sachs: Chapter 11
	11/8	Climate change	· Sachs: Chapter 12 (p. 393-425) · Michael Stein: **How to save a town from rising waters** ↪ **(https://www.bloomberg.com/news/a** **out-of-the-path-of-climate-change)** (Bloomberg CityLab) • John Podesta: **The climate crisis, migration, and refugees (https://canvas.uoregon.edu/course** **(https://canvas.uoregon.edu/courses/228971/files/16895711/download?download_frd=1)** *Optional* • Charles Bethea: **The precarious future of Sanibel Island (https://canvas.uoregon.edu/courses/** **(https://canvas.uoregon.edu/courses/228971/files/16895783/download?download_frd=1)** • Emily Witt: **An Alaskan town is losing ground- and a way of life (https://canvas.uoregon.edu/c** **(https://canvas.uoregon.edu/courses/228971/files/16895781/download?download_frd=1)**
8	11/13	Biodiversity and ecosystem services	· Sachs: Chapter 13 (p. 448-p. 474 before section V) · DT Max (New Yorker): **"Green is good"** ↪ **(https://www.newyorker.com/magazine/2014/05/12/gr**
	11/15	Health	· Sachs: Chapter 9 (p. 275 to 294) · **Joe Pinsker (The Atlantic): The Pandemic Will Cleave America in Two** ↪ **(https://www.thea** **pandemics-us-coronavirus-inequality/609622/)** Optional · **NYTimes: It's not obesity. It's slavery.** ↪ **(https://www.nytimes.com/2020/05/25/opinion/corona**
9	11/20	Africa, geography, and colonialism	· 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 Disast** **(https://www.newyorker.com/magazine/2017/12/04/lake-chad-the-worlds-most-complex-humanitarian-d** Optional · Howard French (The Atlantic): **"How Africa's new urban centers are shifting its old colonia** **(http://www.theatlantic.com/international/archive/2013/07/how-africas-new-urban-centers-are-shifting-it**
	11/22	Virunga	· Movie: Virunga (streaming on Netflix) · Attendance is OPTIONAL this day (can watch film on your own—can't record lecture)!

10	11/27	Guest lecture: **Anisa Khadem Nwachuku** ⬀ **(https://www.linkedin.com/in/aknwachuku/?originalSubdomain=tr)** , Senior COVID-19 Strategy Advisor at UNDP | Sustainable Development and Global Health Consultant	· Sachs: Chapter 5 (p. 139-149, p. 159-180) and Chapter 14 · Teju Cole: **"The White-Savior Industrial Complex"** ⬀ **(http://www.theatlantic.com/international industrial-complex/254843/)** (The Atlantic)
	11/29	Final exam review	
Finals	12/8	Final exam on Friday, 12/8 at 10:15 am	· Open-book, open-note Final exam taken on Canvas from 10:15am to 12:15pm (exam will be t · Must be done *individually*! · I'll be available for questions via a Zoom link during this period