

PPPM Syllabus (International Sustainability)

PPPM

Department of Planning, Public Policy and Management



UNIVERSITY
OF OREGON



University of Oregon Department of Planning, Public Policy and Management

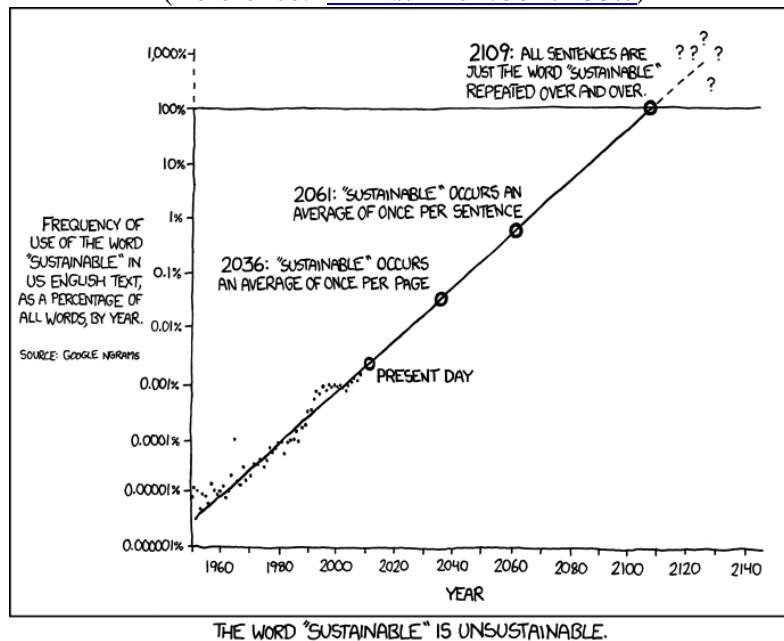
PPPM 407/507: International Sustainability Spring 2019 (CRN 34868/34890)

Professor Nicole Ngo
Office: 158 Hendricks Hall
Phone: 541-346-0687
Email: nngo@uoregon.edu
Office hours: M/W 1:30-2:30 and by appointment

Course Description

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

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



Sustainability 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 international sustainability, we only focus on some of the most urgent problems using various empirical techniques from economics, environmental science, and public health.

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 seminar 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.

Required Reading

There is one required reading for this course:

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. It is also available through the Knight Library Course Reserves.)

Additional readings are articles I will post on Canvas. Much 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.

PPPM Syllabus (International Sustainability)

Assignments and Course Grades

The course grade will be based on the following components:

<u>Component</u>	<u>Undergraduate Students</u>	<u>Graduate Students</u>
Class attendance	5%	
Current event discussion		
Part 1	4%	3%
Part 2	4%	3%
Part 3	12%	18%
1 assignment	20%	15%
Midterm	20%	20%
Final Exam	35%	35%
2 mini-lectures		6%

Course Grade

The course grade will be based on the following components:

- 1. Class attendance:** Class attendance will be taken each lecture and is worth 3% of your grade. You are allowed to miss 2 classes without a penalty.
- 2. Current event discussion:** Students will work in groups and find a current newspaper article and discuss the article in class and how it relates to today's lecture (Current includes the past year). Newspaper articles must come from reputable news outlets (*not* blogs), such as New York Times, Wall Street Journal, Washington Post, USA Today, The Atlantic, The Register Guard, etc. You will also make 4 discussion questions about the readings/topic/newspaper article for 1 class and lead the discussion during lecture (last 30 minutes of class). I will send a sign-up sheet around the second week. It is the group's responsibility to post onto Canvas under the appropriate week under "Discussions" a link to the *news article 3 days before the presentation date* (e.g., if you presentation date is April 6, post a link to the newspaper article onto Canvas April 3). Grades will be based on the content and depth of the questions, as well as student participation. Feel free to incorporate links to media (e.g., youtube, ted talks) into your discussion questions. When posting onto Canvas, please include the lecture topic and name(s) of people in your group in the title. A rubric for assessment of each part is posted on Canvas.

Part 1 (10 minutes): Presentation and analysis of article

- Summary and analysis/evaluation of the newspaper article – this includes summarizing the main points of the article, and explicitly stating how it relates to the readings from that day's lecture. The analysis/evaluation could include what you liked/disliked about the newspaper article, if anything stood out, what you agreed or disagreed with, if the article was biased, etc. The critiques don't have to all be negative.

Part 2 (10-15 minutes): Leading class discussion

- After completing Part 1, the group will lead the rest of the class in a constructive discussion about the readings and newspaper article based on 4 discussion questions

Part 3: Reaction paper (undergraduates)

- Students will write a 3-page double spaced (maximum) paper on their reactions to the readings for that class and newspaper article due two days after the presentation by

PPPM Syllabus (International Sustainability)

11:59pm (e.g., if your present on Wednesday, your paper is due Friday of the same week). For further instructions, refer to the prompt posted on Canvas.

Part 3: Literature review (graduate students only)

- Write a literature review related to the topic and current event chosen. A literature review is a critical synthesis of the published body of knowledge in a specific area. This is an opportunity to build your knowledge base in one specific area of international sustainability and to learn what questions have yet to be answered. You should use material from at least **4** peer-reviewed scientific articles, reports, etc (i.e., doesn't include the current event being discussed). (Be careful about online resources and do not use newspaper articles. If you have any questions about an appropriate source, please contact me or consult with the PPPM writing coach). It should summarize why it's a problem, where it's a problem, issues in evaluating the problem, current policies that address this problem, and suggestions on future policy. 4 pages double spaced maximum with 12 pt font and 1" margins (not including references or figures/tables). Due one week after the presentation at 11:59 pm onto Canvas. If you have questions about this, please talk with me.
- 3. 1 assignment:** Students will write 1 essay, which requires you to apply concepts we learned during class to the given topic. Graduate students will be held to a higher standard than undergraduates in both writing and content. Please refer to the *rubric* and *explanation of grading system* (at the end of the syllabus) *before* you begin your assignment. See the assignment prompt on Canvas for more information.
 - 4. 2 Mini-lectures** (graduate students only—each lecture is worth 3%). Graduate students will give two 10 min. lectures on a topic of the professor's choosing and noted on the syllabus.
 - 5. Midterm and Final Exam**
You will have an in-class Midterm and Final Exam that reviews the topics we discussed in class. Please note that although I will post slides after class on Canvas, anything said in lecture (and not in the handouts) could be on the exam.

Class participation

Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain

PPPM Syllabus (International Sustainability)

from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

- I expect all course assignments to be completed using a word processor.
- Some assignments will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.
- You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

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: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

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.

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

PPPM Syllabus (International Sustainability)

work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

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 both the assignment and literature review.

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.

Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are a committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

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

PPPM Syllabus (International Sustainability)

partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

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 or 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.

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.

Week #1:

April 1: Introduction to International Sustainability

- Sachs: Chapter 1 (p. 1-14)

April 3: Economic development

- Sachs: Chapter 1 (p. 14-44) and Chapter 3

Optional

- Sachs: Chapter 2
- Kates, Robert, Thomas M. Parris, and Anthony A. Leiserowitz. 2005. What is sustainable development? *Environment* 47 (3): 9-21.

In-class: Example current event presentation

Week #2:

April 8: Inequality and Poverty

PPPM Syllabus (International Sustainability)

- Sachs: Chapters 4 (p. 101-134)

April 10: Social inclusion

- Sachs: Chapter 7
- [NYTimes: “In India, a small band of women risk it all for a chance to work” by Ellen Barry](#)

Assignments and reminders

- Assignment 1 will be posted and is due next Friday April 19, 2019 on Canvas by 11:59pm.

Week #3

April 15: Planetary boundaries (*Current event discussion*)

- Sachs: Chapter 6

April 17: Education (*Current event discussion*)

- Sachs: Chapter 8

Week #4:

April 22: Population (*Current event discussion*)

- [The Atlantic: Abandoned, aborted or left for dead: These are the vanishing girls of Pakistan](#)
- UN Population Division: “World Population Prospects, the 2017 Revision: Key Findings” (p. 1-11)

Optional

- [Amartya Sen: Women’s progress outdid China’s One-Child Policy](#)

April 24: Food security (*Current event discussion*)

- 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. *Land Degradation and Development*,15: 397-409

Week #5

April 29: Water (*Current event discussion*)

- Bai, X. and Shi, P. (2006) Pollution control in China’s Huai River Basin: What lessons for sustainability? *Environment*.
- Lejano, R.P. and Ingrahm, H. (2007) Place-based conservation: Lessons from the Turtle Islands. *Environment: Science and Policy for Sustainable Development*.

Optional

- Funk, N. et al. (2007) Redressing inequality: South Africa’s new water policy. *Environment*.

Midterm review

May 1: Midterm (weeks 1 to 4)

Week #6

May 6: Resilient cities (*Current event discussion*)

- Sachs: Chapter 11

Optional

PPPM Syllabus (International Sustainability)

- DeFries, Ruth, Gregory P. Asner and Jonathan Foley. 2006. A glimpse out the window: What landscapes reveal about livelihoods, land use, and environmental consequences. *Environment* 48 (8): 22-36.

May 8: Guest lecture by Joyce Leader, former U.S. Ambassador to Guinea and deputy to the Ambassador in Rwanda

Week #7

May 13: Climate change (Current event discussion)

- Sachs: Chapter 12
- Wilbanks, T. J. et al. (2007) Climate change vulnerabilities and responses in a developing country city: Lessons from Cochin, India

Optional

- Intergovernmental Panel on Climate Change. 2013. Summary for policymakers. In *Climate Change 2013: Synthesis Report*
- NYTimes: [“Resettling the first American Climate Refugees”](#)

May 15: Biodiversity and ecosystem services (Current event discussion)

- Sachs: Chapter 13
- Trimmer, V. and Juma, C. (2005) Taking Root: Biodiversity conservation and poverty reduction come together in the tropics. *Environment*.

Optional

- Millennium Ecosystem Assessment. 2005. Summary for decision makers. In *Ecosystems and Human Well-being: Synthesis*, 1-24. Washington, D.C.: Island Press

Week #8

May 20: Africa, geography and colonialism (Current event discussion)

- Sachs: Chapter 4 (p. 135-138) and Chapter 5 (p. 150-159)
- Howard French (The Atlantic): [“How Africa’s new urban centers are shifting its old colonial boundaries”](#)

May 22: Health (Current event discussion)

- Sachs: Chapter 9

Optional

- World Health Organization. 2009. *Global Health Risks: Mortality and Burden of Disease Attributable to Selected Major Risks*, 1-31. Geneva: WHO.

Week #9

May 27: Memorial day—no class!

May 29: Sustainable Development Goals

- Sachs: Chapter 5 (p. 139-149, p. 159-180) and Chapter 14
- The Atlantic: [“The White-Savior Industrial Complex”](#) by [Teju Cole](#)

Optional

- United Nations. Global Sustainable Development Report (Summary)

Week #10

PPPM Syllabus (International Sustainability)

June 3: Guest lecture by Meaghan Bogart of [Stove Team](#)

June 5: Final exam review

❖ **Monday, June 10, 2019 at 10:15am—FINAL EXAM**

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 	

PPPM Syllabus (International Sustainability)

<p>Professional approach: <i>May not apply for each assignment.</i></p> <ul style="list-style-type: none"> • Objective paper avoids bias and prejudice • Assertions supported by evidence (references, clear information, citations) and not just opinion • 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 	

PPPM Syllabus (International Sustainability)

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