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Spring 2008

## DIPL 3201 AA/AB Sustainable Development

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*Seton Hall University*

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# **DIPL 3201AA and AB: Sustainable Development Spring 2008**

John C. Whitehead School of Diplomacy and International Relations, Seton Hall University

Rev. Brian K. Muzas

Email: [muzasbri@shu.edu](mailto:muzasbri@shu.edu) (recommended)

Phone: call Susan Malcolm at (973) 275-2969 to leave a message (not for a fast response)

## **Class Hours:**

AA: M/W 2:30-3:45 PM in Corrigan Hall 81

AB: M/W 4:00-5:15 PM in Corrigan Hall 66

## **Office Hours:**

Both: T 3:00-5:00 PM in McQuaid Hall 135 or by appointment

## **Course Description, Content, and Objectives**

This course introduces the global environmental *problematique* and the ways in which it plays out in a variety of political and policy arenas. The course provides an introduction to the concepts and the literature of the sustainability debate. Moreover, through case studies, the course examines responses to global environmental problems and challenges to prevailing structures and practices in the context of the international system.

First, the course explores in depth the powerful interaction between environmental protection and economic development. Second, the course distinguishes between sustainability and the widely-varying definitions of the term “development” and examines the approaches that promise to reconcile these divergent views. Third, the class deconstructs the conceptual frameworks for analyzing north-south relations on issues such as ozone layer depletion and climate change, toxic dumping, deforestation, transboundary pollution, the implications of energy technology choices, the impact of air pollution on human health and welfare, loss of biological diversity and ecosystem services, and energy conservation. The class approach to these matters will focus on the following four general aspects of the problem: environmental governance; civil society and transnational actors; critical debates on justice, development, and economic issues; and environmental security.

The student ought to focus on the following goals of the learning process:

- To demonstrate mastery of the basic factual content and definitions relevant to sustainable development
- To characterize the political structure and context of transnational environmental issues
- To enumerate ways in which individuals are implicated in issues raised in this course
- To become familiar with intergovernmental mechanisms established to address environmental problems
- To gain insight into the treatment of environmental problems that occur in many different places but which are not necessarily linked
- To characterize transnational environmental activities in view of social movements, non-governmental organizations, and corporate actors

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- To analyze motion pictures which explore topics germane to sustainable development
- To convey understanding, to display critical thinking, and to synthesize knowledge gained in this course, and described above, through a series of collaborative and individual learning exercises including
  - Group class presentations
  - Individual class participation
  - Brief written summaries and reaction questions in response to readings
  - An analytical reading report
  - An oral final examination

This course emphasizes both written and oral communication as important and effective means to hone the skills required for the analysis of topics related to sustainable development. Speaking and writing help to improve a student's ability to relate evidence both to argumentation and to particular cases in light of general frameworks. Students who believe they may need guidance in the composition and structure of critical essays ought to see the course instructor early in the semester.

## **Course Materials and Resources**

The following required textbooks have been ordered by the Seton Hall bookstore and are on reserve at the circulation desk of the Walsh Library.

**Conca, Ken and Geoffrey D. Dabelko. *Green Planet Blues: Environmental Politics from Stockholm to Johannesburg*, Third Edition. Oxford: Westview Press, 2004.**

**Weaver, James H., Michael T. Rock, and Kenneth Kusterer. *Achieving Broad-Based Sustainable Development: Governance, Environment, and Growth with Equity*. West Hartford, Connecticut: Kumarian Press, 1997.**

Students will also view the following documentaries:

***An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore. Lawrence Bender Productions, 2006.**

***The Great Global Warming Swindle*. Dir. Martin Durkin. WAGtv, 2007.**

***Who Killed the Electric Car?* Narr. Martin Sheen. Dir. Chris Paine. Plinyminor, 2006.**

*An Inconvenient Truth* is distributed by Paramount; *Who Killed the Electric Car?* is distributed by Sony Picture Classics.

Students would do well to keep abreast of current global environmental issues by reading daily a reputable newspaper, such as the *New York Times*, and by reading regularly

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magazines with a strong international focus, such as *Newsweek*, *Time* or the *Economist*. Current events may be used profitably in class to illustrate concepts under discussion, so student are expected to be familiar with contemporary events. Other useful resources include the *Global Environmental Politics Journal* and “An Agenda for Development 1995” by Boutros Boutros-Ghali (New York: UN, 1995).

## Course Requirements and Evaluation

### Grading Rules and Performance Standards

- 35% Class Participation
- 25% Group Presentations
- 20% Analytical Reading Report
- 20% Final Exam

### Final Grading Scheme

<u>Final Grades</u>	<u>Weight</u>	<u>Percentage</u>
A Superior	(4.00)	90% or greater
A-	(3.67)	85% or greater
B+	(3.33)	80% or greater
B Good	(3.00)	75% or greater
B-	(2.67)	70% or greater
C+	(2.33)	65% or greater
C Satisfactory	(2.00)	60% or greater
C-	(1.67)	55% or greater
D+	(1.33)	50% or greater
D Poor, passing	(1.00)	45% or greater
F Failed	(0.00)	Less than 45%

A grade of incomplete will only be granted in the case of extenuating circumstances.

### Attendance and Lateness

All students must attend class. Class attendance is vital to your success in this course.

Presence in class enables the student

- To participate in discussions
- To have the student’s own ideas considered and evaluated by others
- To develop critical and analytical skills that are difficult to acquire in isolation
- To learn from the comments of your classmates and instructor
- To develop note-taking skills
- To participate in group work and other activities that enrich the learning experience
- To learn about adjustments to the syllabus and other class business
- To ask questions that may clarify subject matter and assignment instructions

The attendance rule for this class is that each student is permitted two (2) excused absences during the semester *provided that the student can present the instructor with a*

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*legitimate excuse*; otherwise, the absence will be considered *unexcused*. Each unexcused absence will cost the student 2% of the total grade. Each unexcused absence on a day preceding or following a holiday or break will be considered missing two classes.

Lateness is disruptive and disrespectful both to a student's classmates and to the instructor. Lateness results in failure to participate in part of the class. Each instance of tardiness will cost the student 1% of the total grade.

Attendance will be taken at the beginning of each class. Should a student wish to be marked late instead of absent, it is the student's responsibility immediately after class to advise the professor that he or she was not, in fact, absent but late.

## **Class Participation [35% of final grade]**

Class participation is a significant part of your learning experience, so classroom discussions will be emphasized strongly. Students are expected to be well-prepared, to answer questions posed by the instructor, and to contribute astute observations and/or incisive questions during class discussions. Students who do not volunteer may be called upon by the instructor. Those who are unprepared for class, especially those who are regularly unprepared, can expect steadily-worsening academic health.

At the beginning of each class, the student should submit a brief, one-paragraph summary of the principal points of the reading assignment followed by at least one question which the reading provokes and which the student would like to discuss. Please limit these summaries and questions to one page. The pages will be collected at the beginning of class so that the instructor and/or the presenting groups will be able to address the issues raised. Students will be penalized 1% of their final grades each time they fail to come to class with this assignment prepared.

## **Group Presentations [25% of final grade; 5% each for the five presentations]**

The students are responsible to present the readings and to lead the discussion. Groups will be assigned by alphabetical order. Groups of student presenters will come to class prepared to distribute two or more written questions for discussion. Student presenters must submit their questions one day before class; email is the best means to do so. Do not wait until the day of class to submit questions: the instructor needs time to reply, and revisions to the questions may be necessary.

The students will introduce the assigned readings under the assumption that everyone has completed the entire reading assignment. The student presenters will guide the class in an analysis of the issues raised. It is unnecessary to summarize the reading assignment either orally or in writing; a brief statement of salient points, issues, or ideas will suffice. It is important that the students present this brief analysis of the reading before the floor is opened to discussion and to questions. Please stick to the assigned readings so that all are "on the same page" throughout the discussion. The presentations should be concise to allow ample time for discussion.

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Student presenters may wish to vary the class format by making use of short films, guest speakers, or other means. Activities might include group work or debates. Imagination is valued highly in this course, for we want our classes to be as interesting as possible!

Each group presentations will be graded out of 5%. Half of the grade [2.5%] will be based on the exposition of the factual background; the other half [2.5%] will be based on the analysis and the class discussion.

## Grading Scheme

Outstanding:	2.5%
Very Good:	2.0%
Good:	1.5%
Satisfactory:	1.0%
Unsatisfactory:	0.5%
Worthless:	0.0%

## **Analytical Reading Report [20% of final grade]**

This assignment gives students the freedom to explore readings “off the beaten path” (and outside the required reading list) yet still germane to the course topic. The student will become familiar with a writer in the field, will analyze one work by this writer, and will apply lessons learned to an issue of relevance to the content of this course.

The student must first propose a book to be read. The proposal is due no later than the beginning of class on Wednesday, 23 January 2008. The proposal should list, in bibliographical form, the book itself and at least five reviews of the book. In about five sentences, the student should explain why the book is relevant to the course. Students who wish to compare and contrast two books, either by the same author or by different authors, must make a compelling case in these sentences.

The format of the analytical reading report is straightforward. The first section of the paper should introduce the book and give a brief biographical sketch of the author (including professional qualifications, relevant expertise, awards, and so forth) [2%]. The next section of the paper should summarize the book [5%], survey the book’s reception by citing the five reviews [3%], and analyze the book (perhaps drawing on the book reviews in addition to the student’s own analysis) [5%]. The final section of the report should *utilize knowledge and apply insight acquired from the book to analyze a contemporary or historical issue relevant to this course* [5%]. (The issue in question may or may not be covered *per se* in this course.)

Sources must be cited using footnotes or endnotes, and every paper must include a bibliography in which the complete citations of every source are listed; a standard citation format must be used consistently. Be particularly careful when web resources are used and cited. Complete citations of Internet sources (including date of access) are necessary. Moreover, thoughtful judgment is required to assess the quality of the information provided by web sites.

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Most students will find that, when using one-inch vertical and horizontal margins, a body length of about 10 double-spaced pages of 12-point Times New Roman or 10-point Courier New is necessary for the satisfactory completion of this assignment. In principle there is no minimum or maximum length for the analytical reading report; quality of writing matters more than quantity of writing, and conciseness is a highly-valued quality. Substantive content is expected.

The analytical reading report may be handed in early but is due Monday, 10 March 2008. Late book reports will be penalized one final-grade percentage point [1%] per calendar day.

## **Final Examination [20% of final grade]**

The final examination will be oral. The format is simple. The student will bring a sheet of paper with three questions. The instructor will look at the questions, and, if they are judged to be questions which will illustrate the breadth and depth of the student's knowledge and comprehension, the instructor will choose from among the three questions the one which the student will answer. If, however, the questions are found to be unsatisfactory, the instructor will examine the student on whatever topic the instructor wishes.

There will be a sign-up sheet for the final exam. Although the reservation of time slots will be, in general, on a first-come-first-served basis, it would be most considerate for the resident students to allow commuters their preferred times. Time slots will be available during the last class, during the scheduled final examination period, during office hours, or by special arrangement with the instructor. The exam will last 10 minutes and be graded out of 20 final-grade percentage points [20%].

In the past, some students have chosen to take the final exam jointly in a debate format. In this case, partnering students sign up for two consecutive time slots. The format remains similar: students bring three questions, the instructor chooses a satisfactory question or poses his own, and the students debate the issue for 20 minutes.

Prepare to deliver your points completely and concisely. 10 minutes on your own or 20 minutes of debate pass much more rapidly than you might think!

## **Extra Credit**

From time to time, it may happen that students ask questions of the instructor which either the instructor has never before considered or which would entail too great a digression from the topic at hand. (Stumping the instructor, by the way, will have a positive effect on your grade, so do not be shy or hesitant with any questions you may have!) In such cases, the instructor may invite the student (or any willing student, for that matter) to prepare a brief presentation on the topic for the next class. In addition to helping the student's class participation, the student's name will receive a check in the instructor's grade book. The presence of such a check may be valuable at the end of the marking period: if a student's final numerical average is close to the border between two grades, the student may earn the higher grade if a check is present.

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## **Seton Hall University Academic Integrity Policy**

Students shall not give or receive aid in preparing their assignments. All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism, and knowingly providing false information to Seton Hall University, are expressly forbidden. Intentional disruption or obstruction of teaching, research, or administrative proceedings is prohibited. Cases of cheating, plagiarism, or academic dishonesty will be handled through the Whitehead School Academic Integrity Policy which specifies the penalties for all offenses.

Work submitted as part of academic courses must be the product of the efforts of the student who presents the work; contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process and will be penalized accordingly.

Please see [http://diplomacy.shu.edu/academics/ugrad/academic\\_integrity.html](http://diplomacy.shu.edu/academics/ugrad/academic_integrity.html).



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## Course Schedule, Class Topics, and Readings

### **Class 000: 1/9 Syllabus and Introduction**

No reading.

*Father Brian will lecture.*

### **Class 00: 1/14 Environmental History I**

Conca and Dabelko, Introduction (pp. 1-13); The Sustainability Debate (pp. 229-233)

*Father Brian will lecture.*

### **Class 0: 1/16 Environmental History II**

Nathan S. Lewis, "Powering the Planet," *Engineering and Science*, Vol. LXX, No. 2, pp.12-23 (available on Blackboard *Course Documents*)

*Father Brian will lecture.*

### **Class 1: 1/21 Introduction to the Concept of Sustainable Development**

Conca and Dabelko, Chapters 22-24

*Group I will lead the discussion.*

### **Class 2: 1/23 The Debate at Stockholm I – Analytical reading proposals due!**

Conca and Dabelko, Chapters 1-2

*Group II will lead the discussion.*

### **Class 3: 1/28 The Debate at Stockholm II**

Conca and Dabelko, Chapters 3-5

*Group III will lead the discussion.*

### **Class 4: 1/30 Ecology and the Structure of the International System I**

Conca and Dabelko, Chapters 6-8

*Group IV will lead the discussion.*

### **Class 5: 2/4 Ecology and the Structure of the International System I**

Conca and Dabelko, Chapters 9-11

*Group V will lead the discussion.*

### **Class 6: 2/6 Prospects for International Environmental Cooperation I**

Conca and Dabelko, Chapters 12-13

*Group I will lead the discussion.*

### **Class 7: 2/11 Prospects for International Environmental Cooperation II**

Conca and Dabelko, Chapters 14-15

*Group II will lead the discussion.*

### **Class 8: 2/13 Institutions as Though the Earth Mattered I**

Conca and Dabelko, Chapters 17-19

*Group III will lead the discussion.*

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## **Class 9: 2/18 Institutions as Though the Earth Mattered II**

Conca and Dabelko, Chapters 20-21

*Group IV will lead the discussion.*

## **Class 10: 2/20 The Sustainability Debate**

Conca and Dabelko, Chapters 25-26

*Group V will lead the discussion.*

## **Class 11: 2/25 From Ecological Conflict to Environmental Security I**

Conca and Dabelko, Chapters 27-28

*Group I will lead the discussion.*

## **Class 12: 2/27 From Ecological Conflict to Environmental Security II**

Conca and Dabelko, Chapters 29-31

*Group II will lead the discussion.*

## **Class 13: 3/3 Ecological Justice I**

Conca and Dabelko, Chapters 32-33

*Group III will lead the discussion.*

## **Class 14: 3/5 Ecological Justice II**

Conca and Dabelko, Chapters 34-35

*Group IV will lead the discussion.*

## **Class 15: 3/10 Movie Comparison – Analytical reading papers due!**

Conca and Dabelko, Chapter 16

Watch the movies *An Inconvenient Truth* and *The Great Global Warming Swindle*

*Group V will lead the discussion.*

## **Class 16: 3/12 Approaching Broad-Based Sustainable Development**

Weaver et al., Chapter 1

*Group I will lead the discussion.*

## **Class 17: 3/17 Macro Policies for Broad-Based Sustainable Development**

Weaver et al., Chapters 3-4

*Group II will lead the discussion.*

## **Class 18: 3/19 Sectoral Policies for Broad-Based Sustainable Development I**

Weaver et al., Chapters 5, 7

*Group III will lead the discussion.*

**3/24 Spring Break**

**3/26 Spring Break**

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## **Class 19: 3/31 Sectoral Policies for Broad-Based Sustainable Development II**

Weaver et al., Chapters 8-9

*Group IV will lead the discussion.*

## **Class 20: 4/2 Sectoral Policies for Broad-Based Sustainable Development III**

Weaver et al., Chapters 10-11

*Group V will lead the discussion.*

## **Class 21: 4/7 Human Freedom and Broad-Based Sustainable Development I**

Weaver et al., Chapters 12-13

*Group I will lead the discussion.*

## **Class 22: 4/9 Human Freedom and Broad-Based Sustainable Development II**

Weaver et al., Chapters 6, 14

*Group II will lead the discussion.*

## **Class 23: 4/14 Environmental Sustainability**

Weaver et al., Chapters 15-16

*Group III will lead the discussion.*

## **Class 24: 4/16 Reforming the International Order**

Weaver et al., Chapter 17

*Group IV will lead the discussion.*

## **Class 25: 4/21 Class Summary/Review for Final Examination**

Watch the movie *Who Killed the Electric Car?*

*Group V will lead the discussion.*

## **Class 26: 4/23 Reserved for a Guest Speaker**

This class has been set aside to accommodate a possible guest speaker.

*The speaker, the topic, and the date will be announced when known.*

## **Class 27: 4/28 Reserved for Oral Final Examinations**

Class will not meet today in order to permit oral final examinations to be administered.

*Students may sign up to take final examinations during the class period.*

## **Oral Final Examination by Sign-Up**

Sign-up sheets will be posted on the instructor's office door.

*Students may sign up to take final examinations during any of the posted time slots.*

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## Group Rosters: Section AA

### **Group 1a**

Stephanie Aigner  
Matthew Alvey  
Bilal Askaryar  
Joy Baseluos  
Melissa Batha  
Kate Bogan  
Timothy Buchal

### **Group 2a**

Nalune Francois  
Cole Gumm  
Abby Hancock  
Jacob Holl  
David Koller  
Linda Manus  
Craig Marcklinger

### **Group 3a**

Heather Martino  
Laura Maxwell  
Kyle McLaughlin  
Michael McLaughlin  
George Mihalik  
David Millar  
Morella Mirabal

### **Group 4a**

Charles Moore  
Misty Morris  
Marc Nation  
Megan Renner  
Steven Riedel  
Brendan Roache  
Simone Sawh

### **Group 5a**

Kyle Schiller  
Kathryn Sheldon  
Luke Sikorski  
Sini Stephan  
Yuriy Symczyk  
Briar Tirpak  
Yousef Zeidan

## Group Rosters: Section AB

### **Group 1b**

Jessica Barmon  
Lauren Beauvais  
Timothy Bolton  
Rachel Chilkotowsky  
Shannon Esler  
Alia Felton

### **Group 2b**

Jennifer Hartel  
Justin Helmley  
Rebecca Hornbuckle  
Dominic Iannarella  
Ashley Johnson  
Jennifer Johnston

### **Group 3b**

Jacie Jones  
Ross Joy  
Dawn Kling  
Sara Kronon  
Magdalena Noga  
Thomas Olsen

### **Group 4b**

Peter Owczarek  
John Papaspanos  
Juliana Pinto  
Michele Robinson  
Michael Schoenleber  
Alexandra Stockton

### **Group 5b**

Kaitlin Sweeney  
Meleleng Tchalim  
Matthew Vanwagenen  
Nastassia Weber  
Carl Wilhjelm