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Spring 2019

## **DIPL 3201 AA/AB Sustainable Development**

Nabeela N. Alam PhD  
*Seton Hall University*

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School of Diplomacy and International Relations  
Seton Hall University

**DIPL 3201 AA & AB**  
**SUSTAINABLE DEVELOPMENT**  
**Spring 2019**

**SYLLABUS**

**Instructor:** Professor Nabeela N. Alam

**Office:** McQuaid Hall 107, x2265

**Office hours:** W 2:00pm-4:40pm, or by appointment

**Email:** nabeela.alam@shu.edu

**Note:** Please put DIPL 3201 AA or DIPL 3201 AB in the subject line of ALL class-related emails

**Class times and location:**

AA: MW 9:30am – 10:45am

AB: MW 11:00am – 12:15pm

Stafford 09

**COURSE DESCRIPTION**

This undergraduate course in sustainable development analyses the interplay of economic, social, and environmental goals. With the current U.S. Administration withdrawing from the Paris Agreement that went into effect in November 2016 following ratification of the Sustainable Development Goals in September 2015, this is an important time to study sustainable development. Economic development is important for raising living standards, but development policies don't automatically ensure that all sections of society gain. Nor do they necessarily preserve opportunities for current or future generations. Sustainable development policies are meant to minimize environmental damage, foster environmental protection, and ensure that growth aimed to raise living standards is socially inclusive.

The course also recognizes that countries are at different stages of development. Therefore, developed and developing countries' preferences for and their ability to undertake sustainable development will vary. Keeping these constraints in mind, we will learn and apply economic thinking to address the problems of reducing poverty, allocating resources over time, accommodating trade-offs between development and the environment, and solving collective action problems in undertaking sustainable practices.

Textbook readings will be supplemented with relevant policy briefs and academic or magazine articles through the semester. The course is both lecture-based and discussion-driven, giving students the opportunity to demonstrate their grasp of concepts. Coursework includes both individual assignments, and a problem-based group project.

**COURSE OBJECTIVES**

The learning objective for the student are to:

1. Discuss and critically evaluate policies and current challenges in terms sustainability, addressing the economic, social and environmental dimensions, and at individual, local and global levels.
2. Apply economic thinking and economic tools to assess issues of sustainable development.
3. Understand the importance of measurement and evaluation in tracking progress in sustainable development.
4. Demonstrate proficiency in numerical problem-solving and evaluating empirical evidence.
5. Communicate standpoints effectively using relevant arguments as well as empirical evidence, both in writing and in public discourse and presentations.
6. Collaborate with other students to critically analyze a current challenge in sustainable development for a particular country or community, and design a well-researched targeted intervention to address that problem.

Please read the syllabus carefully as it contain important instructions, key dates, grading criteria, and other information that will help you navigate DIPL 3201 successfully through the semester. Disregarding these instructions and guidelines will result in the penalties described, which in most cases translate to a lower grade.

## REQUIRED COURSE MATERIAL

There are two required textbooks for the course, which you can buy on Amazon.

1. Jeffrey Sachs. 2015. *Age of Sustainable Development*. Columbia University Press. ([Amazon](#))
2. Abhijit Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. ([Amazon](#))

In addition, you are encouraged to read this recommended book by the 2018 Nobel laureate in economic sciences.

3. William Nordhaus. 2013. *The Climate Casino: Risk, Uncertainty, and Economics for a Warming World*. Yale University Press. ([Amazon](#))

Other required reading and audio material are listed in the Course Schedule section, along with links to access the material. Additional material will be handed out in class, posted on Blackboard, or emailed.

## COURSE COMMUNICATION AND INFORMATION DISSEMINATION

All course material will be handed out in class, emailed or posted on the course site on Blackboard, located at <http://myweb.shu.edu/> or accessible through PirateNet. I will send emails and course announcement from the course website on Blackboard, so you should regularly (once every 36 hours) check the email address you listed in the SHU directory.

To confirm that you are receiving emails through Blackboard, log into the course site and send an email to yourself. The [Technology Service Desk](#) ([servicedesk@shu.edu](mailto:servicedesk@shu.edu), (973) 275-2222 or x2222) can assist you with any questions.

When emailing me, type **DIPL 3201 AA** or **DIPL 3201 AB** in the subject, and follow this with a subject relevant to your email. For instance, you may write “**DIPL 3201 AB – Midterm**” as the subject of your email. An email with the appropriate subject automatically gets forwarded to my **DIPL 3201** folder, and minimizes the probability of getting overlooked in a busy inbox. I will do my best to respond to your email within 24 hours during weekdays and within 48 hours during weekends.

## GRADING DISTRIBUTION

The grade for this course has three main components:

|                                      |     |
|--------------------------------------|-----|
| Individual component (55%)           |     |
| Class participation and preparation  | 10% |
| Synthetic written analysis           | 15% |
| Midterm exam                         | 30% |
| Group component (45%)                |     |
| a. Data-based country SDG assessment | 15% |
| c. Project proposal                  | 5%  |
| d. Project presentation              | 10% |
| e. Project design                    | 15% |

## COURSE REQUIREMENTS AND EVALUATION CRITERIA

### Class participation and preparation

*Class participation* includes but is not limited to asking relevant questions, commenting on class content or assigned readings, or building on the comments of others to further discussion, answering questions *meaningfully*, demonstrating thoughtful responses to assigned readings, and referring *meaningfully* to real world examples relevant to discussions. If you participate regularly in class, I will learn your names and count your participation towards your course grade.

Your contributions should be **articulate** (concise, clear, civil), **logically consistent**, use **relevant evidence**, **connect to the course material**, and **stay on point**. I will particularly reward original and creative comments or arguments.

*Preparation* involves **completing and processing the assigned readings** *before* coming to class or office hours. Note that the reading is designed to provide you with multiple perspectives and an array of evidence. To do well in this course, you must engage in *active* and *critical* reading during which you take good notes, draw out the key arguments made by the authors, reflect on the evidence presented, evaluate whether the evidence presented is objective, and critically assess whether the information presented is convincing or what other evidence you would require to make an informed decision. I will treat assigned readings as background, and build on them in class to give a more in-depth treatment of the topics. You will demonstrate preparation for class by using the reading and audio material in your classroom contributions.

### **Synthetic written analysis\***

Students are required to write a 3-page synthetic analysis on a given prompt. The piece requires you to draw on multiple sources and pieces of evidence on a topic we will cover in class and give the reader a critical overview of the academic and policy debates in your chosen issue area. You must provide evidence to support your arguments, and will conclude with evidence-based policy implications.

Written Analysis

due Saturday, February 9 at 5pm

### **Group project: Country SDG assessment and Project design\***

Students will form groups of 3 (or 4 if necessary) to collaborate on their group projects. Each group will choose one country to study. The project has two main components. First, each group will research their country of choice and use collected data, and other policy or academic evidence to identify several priority areas in sustainable development which the country should focus on. The group will submit their findings in the Country SDG Assessment brief.

Next, the group will narrow in to identify a very specific issue within one of the SDG areas identified, articulate the problem in the local context, and then devise an intervention to tackle the problem. For instance, you may find that methane production in rural agricultural communities is very high in Chile, and particularly in one region of the country. Having identified this problem, you will find out what activities contribute to rural methane production, and devise a solution that will lower emissions in a way that the local communities will adhere to.

Note that all together the project counts for 45% of your final course grade. Project-based learning is a widely recognized and increasingly used tool in higher education to promote collaborative and active learning where students learn to identify a real-world problem and design one or more solutions, and often take the solution product or service to completion.

The group project has five components as indicated below:

Data-driven country SDG assessment

due February 23 (S)

Project proposal

due March 2 (S)

Presentation

due April 24 (W) / April 29 (M) / May 1 (W)

Project design (10-12 pages)

due May 7 (T) at 1:00pm

Research Resource: The brief requires your using economic and social indicators from relevant databases. You should make an appointment with Lisa DeLuca ([Lisa.DeLuca@shu.edu](mailto:Lisa.DeLuca@shu.edu)) at the library to help you with accessing data.

\*Detailed instructions for these assignments will be provided in class. Written assignments are due via Blackboard.

### **Exam**

There is just one exam for this course, carrying a weight of 30%:

Midterm exam (in-class)

Monday, March 25

The exam will be a combination of true/false, short answers, and short analytical questions requiring use of graphs or numerical problem-solving. You are responsible in the exams for all material covered in class, in assignments, and in assigned readings – i.e., **everything** unless explicitly told otherwise in class.

A student unable to take the exam is required to provide proper documentation to the instructor **prior** to the exam. This is the only scenario where a missed exam will be excused, and I will review further steps to be taken. If your absence is excused, I may choose to give you a written make-up exam on the blackboard or an oral exam. While oral exams are particularly painful, I will not write a new exam for one or two students.

## ACADEMIC RESOURCES

### Academic Resource Center

<https://www13.shu.edu/offices/arc/index.cfm>  
Phone: (973) 761-9108; Email: [arc@shu.edu](mailto:arc@shu.edu)  
Location: Arts & Sciences Hall Rm. 242

### Online Writing Lab

<http://academic.shu.edu/owl/front.htm>  
Email: [owl@shu.edu](mailto:owl@shu.edu)

### Writing Center

<http://blogs.shu.edu/studenttoolkit/the-writing-lab/>  
Phone: (973) 761-7501  
Location: Walsh Library, 3<sup>rd</sup> Floor  
Sign up for appointment using Compass\*

## COURSE POLICIES

**Attendance** in all class sessions is required and I will take attendance. Attendance is expected, and will not be rewarded with a score towards your final grade. Do not confuse the attendance requirement with class participation requirements. I understand, however, that unforeseen circumstances that are beyond your control may arise, and so you are allowed two absences without need of explanation. Any absence beyond this point can negatively impact your overall grade. In other words you have two free class passes, so use them wisely by saving them for emergencies and unavoidable circumstances. Students missing class due to an illness are required to provide a doctor's note. Lateness will not be tolerated. Repeated instances of lateness can be treated as absences at the discretion of the instructor.

**Grade appeals** will be considered only in the event you discover a mistake in grading. Nonetheless, you must wait 48 hours before appealing. Note that re-grades will not be limited to the disputed part of the exam or assignment.

**Incomplete grade** designation for the course will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "F" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

**Technology** can be both beneficial and harmful in learning. Based on my teaching experience and recent evidence, laptops will not be allowed in class, even for accessing the required reading material. Mobile phones and other hand held devices must be set to silent and put away during class. If you require accommodations for using technology in the classroom, please contact me directly to resolve the matter.

## SETON HALL POLICIES AND RESOURCES

**Accommodations.** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

**Counselling.** The Office of Counselling and Psychological Services (CAPS) provides free year-round counselling to students in need of support. CAPS is located in Mooney Hall and can be reached at (973) 761-9500.

**Academic Honesty.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct at the following links:

- <http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

# COURSE SCHEDULE (SUBJECT TO CHANGE)

## DIPL 3201 AA/AB (SPRING 2019) SYLLABUS

| Session #/Date       | Topic & Tools  | Readings   | Assignments                  |
|----------------------|--|--|------------------------------|
| 1 Jan 14 (M)         | Introduction: What is sustainable development?               | Sachs Ch1 pp.1-27, 34-44   |                              |
| 2 Jan 16 (W)         | Measuring poverty and inequality                             | Sachs Ch1.III pp.27-34, Ch2 pp.45-55   |                              |
| <b>Jan 21 (M)</b>    | <b>Martin Luther King – NO CLASS</b>                         |  |                              |
| 3 Jan 23 (W)         | Measuring what matters: WDI, HDI, SDG's                      | Sachs Ch1.II pp.14-27, Ch2.I, III-V pp.45-50, 55-69; HDR rep                     |                              |
| 4 Jan 28 (M)         | Economic growth I – GDP and living standards                 | Sachs Ch3  |                              |
| 5 Jan 30 (W)         | Economic growth II – Why some countries grow faster          | Sachs Ch4; <u>AlR</u> (2006); Recommended BD Ch10                                |                              |
| 6 Feb 4 (M)          | Economic growth III – Inequality, institutions, and growth   | <u>Sokoloff &amp; Engerman</u> (2000); Sachs Ch7-III-IV pp.232-243               | <b>Analysis due Feb9(S)</b>  |
| 7 Feb 6 (W)          | Poverty I: Ending extreme pov. w/Targeted interventions      | Sachs Ch5; BD Ch1; <u>BRAC</u> brief #1(2013)-TUP                                |                              |
| 8 Feb 11 (M)         | Growth subject to planetary boundaries                       | Sachs Ch6; Recommended Ch13 pp.447-480   |                              |
| 9 Feb 13 (W)         | Growth subject to externalities / Social inclusion I         | Sachs Ch7:I-IV pp.219-243  |                              |
| 10 Feb 18 (M)        | Social inclusion I: Race and ethnicity                       | TBD  |                              |
| 11 Feb 20 (W)        | Social inclusion II: Gender                                  | Sachs Ch7-V pp.244-249; <u>Bandiera et al</u> (2013); <u>Ashraf et al</u> (2016) | <b>Cty asst due Feb23(S)</b> |
| 12 Feb 25 (M)        | Ending poverty II: Hunger                                    | Sachs Ch10:I pp.317-327; BD Ch2  |                              |
| 13 Feb 27 (W)        | Ending poverty III: Health                                   | Sachs Ch9; BD Ch3; <u>Dufo</u> TedTalk; <u>Mobarak-Miller</u> IGC brief          | <b>Proposal due Mar2(S)</b>  |
| 14 Mar 4 (M)         | Ending poverty IV: Education                                 | Sachs Ch8; BD Ch4; <u>Hicks et al</u> (2011); Rec: HP brief 2016-02              |                              |
| 15 Mar 6 (W)         | Ending poverty V: Family & fertility                         | Sachs Ch6:V pp.208-214; BD Ch5; <u>JPAL</u> brief 2016                           |                              |
| <b>Mar 11-16</b>     | <b>SPRING BREAK – NO CLASSES</b>                             |  |                              |
| 16 Mar 18 (M)        | Food security  | Sachs Ch10   |                              |
| 17 Mar 20 (W)        | Midterm Review   |  |                              |
| <b>18 Mar 25 (M)</b> | <b>*** MIDTERM EXAM ***</b>                                  |  |                              |
| 19 Mar 27 (W)        | Resilient cities   | Sachs Ch11   |                              |
| 20 Apr 1 (M)         | Climate change I: Science & projections                      | Sachs Ch12:I-II pp.393-414; Rec Nordhaus Ch3-5                                   |                              |
| 21 Apr 3 (W)         | Climate change II: Mitigation vs adaptation strategies       | Sachs Ch12:III-V pp.414-445; Rec: Nordhaus Ch13-14                               |                              |
| 22 Apr 8 (M)         | Valuation of costs and benefits I: Measurement               | <u>Besley &amp; Dixit</u> (2017); Rec: Nordhaus Ch15                             |                              |
| 23 Apr 10 (W)        | Valuation of costs and benefits II: Uncertainty about future | Rec: Nordhaus Ch18   |                              |
| 24 Apr 15 (M)        | Valuation of costs and benefits III: Time horizons           | Rec: Nordhaus Ch16   |                              |
| 25 Apr 17 (W)        | Climate change III: Cooperate or not? Public goods           | Rec: Nordhaus Ch21   |                              |
| <b>Apr 22 (M)</b>    | <b>Easter Monday – NO CLASS</b>                              |  |                              |
| 26 Apr 24 (W)        | SDG's: Taking stock / <b>Group presentations (2 teams)</b>   | Sachs Ch14   |                              |
| 27 Apr 29 (M)        | <b>Group presentations (4 teams)</b>                         |  |                              |
| 28 May 1 (W)         | <b>Group presentations (4 teams)</b>                         |  |                              |
| 29 May 6 (M)         | Wrap-up: Putting in perspective what we've learnt            |  |                              |
| May 7 (T)            | <b>FINAL PROJECT DUE @1pm on Tue, May 7</b>                  |  |                              |