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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2023

DIPL 3201 AA/AB Sustainable Development

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Sustainable Development

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SYLLABUS

Coronavirus Safety: We are still living through a pandemic. For vulnerable groups, vaccines have not substantially decreased the risk of severe outcomes. You, your peers, professors, administrators, staff, and their family members may be among the vulnerable groups. With in-person classes, mitigation measures for containing the spread of Covid-19 are extremely important, especially because the current Omicron variants are able to penetrate human cells more easily and show greater immune evasion, causing breakthrough cases for even vaccinated and previously infected individuals. Even if an otherwise healthy vaccinated person with no comorbidities is less at risk of serious illness, hospitalization, or death, they may spread the virus to unvaccinated, immunocompromised, or comorbid individuals on and off campus. This includes spreading to young children, the majority of whom are not vaccinated. As covid-19 is airborne, you must be especially cognizant of closed spaces with little social distancing, even if the ventilation rate is adequately high and upgraded filters are in place. As such students must:

- Mask properly in class. As per Seton Hall policy, students must comply with this faculty requirement.
- Maintain social distancing to the extent possible, and
- Not come to class if you are experiencing Covid-19 symptoms or have tested positive.

Updates can be found here: <https://www.shu.edu/health-services/covid-19-information.cfm>

Instructor:	Dr. Nabeela N. Alam
Class times:	AA MW 9:30 am - 10:45 am AB MW 11:00 am - 12:15 pm
Student (office) hours via Zoom:	M 4:15-4:45pm, WR 2-3:15pm, or by appointment Sign up on-line through Blackboard
Email: nabeela.alam@shu.edu	Note: Please put DIPL 3201 AA or DIPL 3201 AB in the subject line

COURSE DESCRIPTION

The Covid-19 pandemic and climate change are the defining crises of our times. The pandemic has laid bare the fault lines in unequal access to healthcare, vaccines, resources, safe workplaces, and ability to work from home. Those who are socially and economically disadvantaged are the ones who are most at risk of contracting the virus as a result. Unmanaged growth and a singular focus on the economy aggravates climate change and the pandemic, which in turn hurt growth and development. What sound, evidence-based policies can we use to address this dilemma?

This undergraduate course in sustainable development analyses the interplay of economic, social, and environmental goals. Economic development is important for raising living standards, but development policies don't automatically ensure that all groups in a 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 frameworks 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 as well as video briefs and podcasts through the semester. The course is both lecture-based and discussion-driven, giving students the opportunity to demonstrate their grasp of concepts and to engage with issues further through questions and dialog. Coursework includes both individual assignments, and a solution-oriented group project.

Please read the syllabus carefully as it contains important instructions, key dates, grading criteria, and other information that will help you navigate DIPL 3201 successfully through the semester. Make sure you are familiar with the requirements, course architecture, and the course page on Blackboard to aid in your semester of learning.

COURSE OBJECTIVES

The learning objective for the student are to:

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

REQUIRED COURSE MATERIAL

There is one required book for the course, which you can buy on Amazon.

1. Abhijit Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs.

In addition, you are encouraged to read these recommended books:

1. Jeffrey Sachs. 2015. *Age of Sustainable Development*. Columbia University Press.
2. Geoffrey Heal. 2016. *Endangered Economies: How the Neglect of Nature Threatens Our Prosperity*. Columbia University Press.
3. William Nordhaus. 2013. *The Climate Casino: Risk, Uncertainty, and Economics for a Warming World*. Yale University Press.

Additional required material will be handed out in class or posted on Blackboard under the Course Schedule.

COURSE COMMUNICATION AND INFORMATION DISSEMINATION

All course material will be 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](mailto:servicedesk@shu.edu) (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 area 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 will be based on work completed in the following components:

Individual component (40%)

Class participation and preparation	10%
Midterm exam	30%

Group component (60%)

SDG Diagnostic and Project proposal	20%
Project presentation	20%
Project design paper	20%

The grade distribution is as follows:

A	94-100	B+	87-90	C+	77-80	D	60-70
A-	90-94	B	83-87	C	73-77	F	<60
		B-	80-83	C-	70-73		

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Class participation and preparation (10%)

Class participation includes but is not limited to asking relevant questions, commenting on class content or assigned material, 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 material provides 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. If not, what other evidence would you 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 can demonstrate preparation by using the reading and audio material in your class contributions.

Midterm Exam (30%)

There is just one exam for this course, and it is during the class period on **Monday, March 20**. 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.

Project: Project design (60%)

Project-based learning is a widely recognized and increasingly used tool in higher education to promote collaborative and active learning. Students learn concepts and skills by applying them to solve a real-world problem, and they do so by working as a team. Important skills here are working collaboratively, taking responsibility and following through, resolving issues, and project management, i.e., breaking a long term project over time into short term deliverables and between team members, so delegating and taking ownership. This will also prepare you for capstone or practicum courses in graduate school and for project management in your career. As such you are required to work in self-formed groups of 3 and jointly choose a country of interest. You will conduct an SDG diagnostic for your country and design an intervention to tackle a sustainable development issue.

Each group will provide the sustainable development context for their country using collected data and other policy or academic evidence. This will help identify several priority areas in sustainable development which the country should focus on. Next, students will use this assessment to identify a concrete issue, articulate the problem in the local context, and then propose an intervention at an individual, household, or village level to tackle that 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.

You will need to schedule a meeting with me both before and after the proposal to discuss your ideas and then get feedback for next steps. It is better to hash out ideas and check to see you're on track before you commit to them. Using the feedback on your proposal, you will work out the details of your intervention and present your work in class. You will get feedback from me again, and your classmates, during and after your presentation. Finally, you will submit a 12-15 page final write-up (not including references and graphs) of your project design using all the feedback to date.

The project will be completed in three stages:

SDG Assessment and Project Outline Presentations	due Feb 24 (F) by 8pm during week of Apr 24 at Petersheim Academic Expo on Apr 26 (W), May 1 (M), May 8 (M) Slides due by 8pm the night before
Project design paper OR White paper	due May 14 (D) by 8pm

I will provide detailed written instructions for the project and discuss further details in class. The project briefs we will analyze throughout February and March are models to follow when thinking about your own interventions.

Petersheim Academic Expo

The Petersheim Expo is an annual week-long Seton Hall tradition for showcasing undergraduate and graduate student research. Students can give presentations or display posters of their research projects. Since 2017, students from DIPL 3201 have been presenting at Petersheim and to date have won several awards, and last year one team was invited to present their project before a Big East men's basketball game at the Madison Square Garden. This is an excellent opportunity to showcase your work to an audience outside DIPL 3201, and it will be an excellent addition to your resume.

Citation Style

Papers should utilize one of the Chicago Manual of Style citation formats: [Author-Date](#) or [Notes and Bibliography](#). The [Quick Guide](#) for these formats are on the course Blackboard page. The citation format is different from the MLA or APA format you may have learnt in other courses outside of the School of Diplomacy.

RESEARCH RESOURCES

Throughout the course you will be analysing project interventions to address a context-specific issue in deforestation, alleviating poverty among the most vulnerable, education, health, etc. Besides the assigned material, I will have links to studies that I refer to in class. In addition, you will find more impact assessments of projects undertaken by the organizations below. Note that these are mostly research briefs, and you can access the actual paper the briefs are based on for more details about the project, its design, implementation, and results. These will help in your project design.

Reading Sources for International Economics (Lists NOT exhaustive!)

<i>Implementation organisations</i>	<i>Think Tanks</i>	<i>Research-based policy analysis</i>
<ul style="list-style-type: none"> • MIT J-PAI. • Yale IPA • Berkeley CEGA • LSE IGC 	<ul style="list-style-type: none"> • CGD • Brookings • RAND 	<ul style="list-style-type: none"> • Vox Dev • CEPR • VoxEU

SHU LIBRARY RESOURCES

The term paper for the course requires you to use economic and social indicators from relevant databases for analysing an issue with the appropriate evidence. You should make an appointment with our Diplomacy liaison at the library, **Lisa DeLuca** (Lisa.DeLuca@shu.edu), to help you with accessing data. *Note that Lisa will be transitioning from her post at the library and there may be someone else taking her place during the semester.*

DATA SOURCES

Here is a non-exhaustive list of data sources to get you started on your paper:

- World Bank's World Development Indicators ([User Guide](#)) ([Choose country, series, year](#)) ([Map tools](#))
- World Bank's Database of Political Institutions ([2020 Report](#)) ([Access data](#))
- Our World in Data ([data visualization](#))
- Demographic and Health Surveys ([Sign up to access data](#))
- OECD Statistics Portal ([Access data](#))
- IMF [Direction of Trade Statistics](#) and [World Economic Outlook](#) ([Databases](#))
- Freedom House ([Access Data](#))

SHU ACADEMIC AND WRITING RESOURCES

I strongly advise you to make use of campus writing resources (see below) to strengthen your writing skills.

Academic Resource Center: (973) 761-9108 | arc@shu.edu | Arts & Sciences Hall Room. 242

Online Writing Lab: owl@shu.edu

Writing Center: (973) 761-9000 (x7501) | Walsh Library, 3rd floor

Sign up for an appointment by logging into your PirateNet account and clicking on the "Compass" icon. Then,

1. On the right-hand side of the screen, click on the blue "Writing Center Tutoring" button.
2. Under "Choose a Student Service", select "Writing Tutoring" from the drop-down menu.
3. Under "Location", select "Writing Center" from the drop-down menu.
4. A list of tutors will appear on the left-hand side. Use the arrows or calendar icon to find an available date and time.
5. When you create an appointment, click "Send me an email" to have a reminder sent to your Seton Hall email.
6. Click "Submit."

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 beyond your control may arise, but you should communicate this with me. Note that absences can negatively impact your overall grade. Repeated instances of lateness can be treated as absences at the discretion of the instructor. Repeated instances of absences may result in a failing grade.

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 "FI" (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.

Covid-19 ground rules. As I mentioned in my welcome email to the class, we are going through a pandemic and I understand there are many sources of worry and uncertainty. So, if you tell me **in advance** you need more time for an assignment, need extra help, or you have to miss class, I will work with you. You don't have to tell me why you need an extension, and I am not going to ask for personal information. I can also point you to different campus resources (in person and virtual), including for writing or for mental health. Please use any and all resources available to you, including my student hours. I intend to work with you and cut you some slack provided you communicate your constraints in advance.

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.

Counseling. As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

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:

- <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>
- <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

COURSE SCHEDULE (subject to change)

DIPL 3201 AA/AB Syllabus – Alam (Spring 2023)

Session/Date	Topic & Tools	Readings / Assignments
1 Jan 18 (W)	Introduction: What is sustainable development?	Recommended: Sachs Ch 1, Heal Ch 1 Sun (1988), Ch 1; REC Heal Ch 9, Sachs Ch 2, HDR report
2 Jan 23 (M)	Inclusive growth: Economic growth vs economic development	PM Plecto JIN (21mins); Balboni et al – Indonesia's Forest Fires (11mins); REC: Heal Ch2-4, Sachs Ch1 p.34-42, Ch6; Reducing CO ₂ Emissions in Brazil
3 Jan 25 (M)	Sustainable growth: Externalities and planetary boundaries	REC: Sachs Ch 3
4 Jan 30 (M)	Growth I: Why some countries grow faster – proximate causes	Sachs Ch 4; AJR (2006); Sokoloff-Fagenbaum(2006); Bau & Fernández (2010)
5 Feb 1 (W)	Growth II: Fundamental causes of development	Planet Money (2020) Patent Racism (25); Black Mobility Brief, Deanequart (2021); Economist (2012); Race in Brazil; REC: Banerjee & Duflo (BD) Ch10
6 Feb 6 (M)	Institutions, Inequality, and Development	Dolenc (2016) Hamilton Project Policy Brief; Ban the Box
7 Feb 8 (W)	Social Inclusion II: Reducing racial disparities/Project (1) BAM	Sachs Ch 5 pp.139-170; BD Ch 1; REC: Sachs Ch 1 p.27-34, Ch 2 p.45-55
8 Feb 13 (M)	Poverty I: Measuring poverty, and inequality	Patel (2020) Poverty and Depression (19mins)
9 Feb 15 (W)	Poverty II: Ending extreme poverty/Project (2) BRAC TLP Bangladesh	BD Ch 2; Rec: Sachs Ch 10 p.317-327
10 Feb 20 (M)	Poverty III: Hunger	BD Ch 3; Rec: Sachs Ch 10 p.317-327; Sachs Ch 9.
11 Feb 22 (W)	Poverty IV: Health/ Randomized Control Trials / Project (3): Cookstoves Bangladesh & Project (4) Immunizations India	Country Brief & Proposal Outline due Feb 24 (F)
12 Feb 27 (M)	Poverty V: Education / Project (5): Vocational Training Kenya	BD Ch 4; Librasgas VoxDev 2021; REC: HD brief 2016.02; Sachs Ch 8
13 Mar 1 (W)	Social Inclusion III: Gender & youth/Project(6): BRAC-ELA Uganda	Dhar et al (2021) Gender at Risk IN 14.15 mins; REC: Sachs Ch 7 p.244-9
Mar 6-12	Spring Break – NO CLASSES	
14 Mar 13 (M)	Poverty VI: Family and fertility / Project (7): Family Planning Zambia	BD Ch5; Ashraf et al (2016); Poyker (2019) Regime stability and FGM;
15 Mar 15 (W)	*** MIDTERM REVIEW ***	REC : Sachs Ch 7 p.244-249; Sachs Ch 6:V pp.208-214
16 Mar 20 (M)	*** MIDTERM EXAM ***	
17 Mar 22 (W)	Climate Change I: Food security, climate, and conflict	CSIS (24 mins) ; Eberle et al (2021) Boiling point in Africa (12 mins); Sauterthwaite (2010); REC: Sachs Ch 11
18 Mar 27 (M)	Climate Change II: Urbanisation and resilient cities	Stern Report (selected readings); REC: Sachs Ch 12; Nordhaus Ch 3-5
19 Mar 29 (W)	Climate Change III: Climate science, emissions, and projections	Stern Report (selected readings); REC Nordhaus Ch 13-14;
20 Apr 3 (M)	Climate Change IV: Adaptation and mitigation strategies	Field & Field Ch6 – NOx; REC: Heal Ch 7-8; REC: Nordhaus Ch 15, 18
21 Apr 5 (W)	Public Policy I: Cost-benefit analysis	
Apr 10 (M)	Easter Monday – NO CLASSES	
22 Apr 12 (W)	Public Policy II: Decision-making with uncertain outcomes	Besley & Desil (2017); REC: Nordhaus Ch 16, 18
23 Apr 17 (M)	Public Policy III: Decision-making over time (present vs future generations)	Alder (2015) Loss and Damage; Iskol (2022) Loss and Damage CoC24;
24 Apr 19 (W)	Global Governance I: Global public goods & intl conflict – Loss & damage	IPS Carbon Tax; Nordhaus Climate Club; REC: Nordhaus Ch 19-21, Heal Ch 5-6
25 Apr 24 (M)	Global Governance II: Global public goods & intl cooperation – Emissions	Meetings to discuss presentation
26 Apr 26 (W)	Group presentations (3 teams)	Meetings to discuss presentation
27 May 1 (M)	Group presentations (3 teams)	Meetings to discuss presentation
28 May 3 (W)	Group presentations (4 teams)	REC: Heal Ch 10
29 May 8 (M)	Concluding thoughts	FINAL PROJECT DUE @ 2pm on Sat, May 14
May 14 (D)	Final exam period – No class	