PPPM 407/507: International Sustainability
Spring 2014 (CRN 35023/35042)

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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/)
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 sustainability problems using various empirical techniques and studies 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](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:


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.”
PPP Syllabus (International Sustainability)


Assignments and Course Grades
The course grade will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Class attendance, participation</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>Current event discussion</td>
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<tr>
<td>Part 1</td>
<td>5%</td>
<td>3%</td>
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<td>Part 2</td>
<td>2%</td>
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<tr>
<td>Part 3</td>
<td>13%</td>
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<tr>
<td>1 assignment</td>
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<td>Midterm</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
<td>35%</td>
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<tr>
<td>Literature Review</td>
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<td>14%</td>
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<tr>
<td>2 mini-lectures</td>
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<td>6%</td>
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Course Grade
The course grade will be based on the following components:

1. **Class attendance, participation, and discussion questions:** Class attendance/participation (5%): Class attendance will be taken each lecture. 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). You will also make 4 discussion questions about the readings/topic/newspaper article for 1 class and lead the discussion during lecture (last 30-40 minutes of class) (4 questions per lecture, so if you have a partner you still need to only write 4 questions total). I will send a sign-up sheet around the first week. It is the group’s responsibility to post onto Canvas under the appropriate week in the “Discussion” link a link to the *news article*. Grades will be based on the content and depth of the questions, as well as student participation. Please 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. *Post the link to the newspaper article 1 week before the presentation date* (e.g., if your presentation date is April 6, post a link to the newspaper article onto Canvas March 31). A rubric for assessment of each part is posted on Canvas. Also, please post onto Canvas your group presentation (1 per group) after your presentation.

Part 1 (10-15 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 be negative.

Part 2 (15-20 minutes): Leading class discussion
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- 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
- Students will write a 2-page double spaced (maximum) paper on their reactions to the readings for that class and newspaper article due the same day as the presentation by 11:59pm. For further instructions, refer to the prompt posted on Canvas.

3. 1 assignment: Students will write 1 short essay which requires to you 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. Grades will be determined by a rubric at the end of this syllabus. Please use 12 size Times New Roman (or similar) font and 1-inch margins and do not exceed 2 pages double-spaced (0.5% will be deducted for each page over the limit). Post assignments onto Canvas under the appropriate folder. You will be docked 0.5% for each day it is submitted late (e.g., if your assignment is 1 day late, then the highest score you could receive is 9.5% out of 10%).

4. Literature Review (graduate students only): Write a literature review on a topic of your choice related to international sustainability. 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. (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. 3 pages double spaced maximum with 12 pt font and 1” margins (not including references or figures/tables).
   a. Submit your topic on Canvas by Friday of week 4 (April 22).
   b. Final draft is due Wednesday of Week 8 (May 20)

5. 2 Mini-lectures (6% for graduate students only—each lecture is worth 3%). Graduate students will give 2 10-12 min. lectures on a topic of the professor’s choosing and noted on the syllabus.

6. 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
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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 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). Please feel free to contact PPPM writing tutor, Terri Monroe (tmonroe@uoregon.edu) who has office hours scheduled.

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 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 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
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Support Services, Men’s Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women’s Center. Please take advantage of these services if they might be useful to you.

Late Assignment Policy
If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

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:
March 28: Introduction to International Sustainability
  • Sachs: Chapter 1 (p. 1-14)

March 30: Economic development
  • Sachs: Chapter 1 (14-44) and Chapter 3
Optional
  • Sachs: Chapter 2

Week #2:
April 4: Inequality and Poverty
  • Sachs: Chapters 4 (p. 101-134)

April 6: 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 Friday April 15, 2016 on Canvas by 11:59pm.

Week #3
April 11: Education and health
  • Sachs: Chapter 8 and Chapter 9

April 18: Planetary boundaries
  • Sachs: Chapter 6
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Week #4:
April 18: Population
- UN Population Division: “World Population Prospects, the 2015 Revision: Key Findings” (p. 1-11)

April 20: Food security
- Sachs: Chapter 10

Optional

Assignments and reminders
- Graduate students: Literature review topic due on Canvas Friday, April 22 11:59 pm.

Week #5
April 25: Resilient cities
- Sachs: Chapter 11

Optional

April 27: Water

Optional
- Postel, Sandra. 2005. From the headwaters to the sea: The critical need to protect freshwater ecosystems. Environment 47 (10): 8-21

Midterm review

Week #6
May 2: Midterm
- Midterm (Weeks 1 to 5)

May 4: Guest lecture from CREATE! Senegal (Center for Renewable Energy and Appropriate Technology for the Environment)
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Week #7
May 9: Climate change
• Sachs: Chapter 12
• Wilbanks, T. J. et al. (2007) Climate change vulnerabilities and responses in a developing country city: Lessons from Cochin, India
Optional

May 11: Biodiversity and ecosystem services (**Graduate students present)
• Sachs: Chapter 13
Optional

Reminder: Literature Review is due next Wednesday May 22 (Week 8)

Week #8
May 16: Africa, geography and colonialism
• Sachs: Chapter 4 (p. 135-138) and Chapter 5 (p. 150-159)

May 18: Valuing nature
Optional
• Lenton, T.M., et al. (2008) Tipping elements in the Earth’s climate system, PNAS.

Literature Reviews are due!

Week #9
May 23 Guest lecture by Eric Benjaminson, Executive Director of the Gabon-Oregon Transnational Research Center on Environment and Development and former U.S. ambassador to Gabon

May 25 Sustainable Development Goals
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• 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
May 30:
Memorial day—no class!

June 1
Final exam review

❖ Friday, June 10, 2016 at 10:15am—FINAL EXAM
Grading Rubric Example (will vary by specific assignment)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptably professional quality</th>
<th>Minimally acceptable professional quality</th>
<th>Adequate professional quality</th>
<th>Very good professional quality</th>
<th>Highest professional quality</th>
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<tbody>
<tr>
<td><strong>EVALUATION</strong></td>
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<tr>
<td>Addressing each portion of assignment</td>
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<tr>
<td>• Will vary</td>
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<td>Providing adequate justification</td>
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<tr>
<td>• Use of literature to present issues and arguments</td>
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<tr>
<td>• Development of a coherent argument or reasoned position</td>
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<td>• Exhibition of higher-level thinking, synthesis and argumentation</td>
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<tr>
<td>Writing (see below)</td>
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<tr>
<td>• Clearly structured and organized</td>
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<td>• Professional tone</td>
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<tr>
<td>• Grammar, referencing &amp; presentation</td>
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**WRITING: Detailed Feedback**

**Logical structure:** *Can your reader follow presentation of information?*
- 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

**Professional approach:** *May not apply for each assignment.*
- 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

Weaknesses or Deficiencies
**PPPM Syllabus (International Sustainability)**

| • Appropriate use of active and passive voice |  |
| • Awareness of audience: avoids slang, jargon and informal language |  |
| • Coherence |  |

**Grammar:** *Errors can raise questions about sloppiness*

| • Noun verb agreement |  |
| • Correct use of tense |  |
| • Complete sentences |  |
| • Appropriate punctuation |  |
| • No run on sentences |  |
| • No spelling errors or typos |  |
| • Other grammar issues |  |

**Referencing:** *Provide support for assertions in accepted referencing style.*

| • In text references (author date, page) or footnotes |  |
| • Reference list (or footnotes) using proper citation format |  |

**Professional Presentation**

| • 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 |  |
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 (84-86)**
  - Meets minimal professional standards
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data

- **B+ (87-90)**
  - Solid professional work
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas

- **A- (91-94)**
  - 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 (95-99)**
  - 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