

Syllabus - Fall 2017

POLITICAL ECONOMY: UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS

Course Overview

Course # 01:790:609:90

Instructor: GULBAHOR SARAIEVA

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Office hours: Wednesdays and by appointments

Course Delivery

This course is fully online. To access the course, please visit sakai.rutgers.edu . For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Course Description

This course reflects upon a central challenge of our times - the sustainable development. It will seek to arrive at an assessment of how Sustainable Development Goals departs from Millennium Development Goals focusing on job growth, education, health care reform, climate change, food security, renewable energy, peacemaking, gender equality that contribute to the poverty eliminating. It discusses politics of development and implementation of the SDGs with the contribution of the developed and developing countries. It analyzes the high level meetings and sessions of the United Nations Economic and Social Division on addressing the issues of data, programs and tasks related to inequality and poverty elimination. The course on Political Economy of the United Nations Sustainable Development Goals (UN SDG) introduces students to 17 UN Sustainable Development Goals on poverty and hunger alleviation, ensuring healthy lives, quality education, gender equality, water and sanitation, productive and decent employment, infrastructure, reduction of inequality within and among countries, resilient cities, sustainable consumption, climate change, sustainable use of marine resources and terrestrial ecosystem, access to justice, and global partnerships.

The main focus of the course is on the structure and functions of the United Nations Economic and Social Division and other international organizations on design and implementation of the Poverty Reduction Strategies across the world. It looks at the international institutions where the issues of inequality and poverty are embedded.

Throughout the course, the special attention will be directed to evaluating the evidence that supports or refutes the logic of various theories on causes and consequences of the inequality and poverty and how the UN sustainable development goals contribute to eliminating them. The course will strengthen students' understanding of the international, regional and national strategies for poverty and inequality elimination. Students will also examine the role of the other UN programs and mechanisms in provision of services to poverty elimination. It offers both theoretical approaches and practical actual case analyses on the involvement of the UN ECOSOC, IMF and the World Bank and other related international institutions in addressing current and future global issues of inequality, poverty, gender, climate change, education, health, urbanization and others.

Important Dates

The course begins on 09/5/2017 and ends on 12/14/2017, and the last day to drop the course without a "W" grade is 09/12/2017.

Course Learning Objectives

By the end of this course, students should successfully be able to:

- Critically examine literature and data on sustainable development, economic growth
- Categorize the concept of sustainable development and its historical context and changing patterns
- Examine political, social, economic, cultural approaches to sustainable in the national, regional and global contexts
- Analyze various real world responses to promote better practice in managing the UN sustainable development goals
- Construct own arguments in relation to a range of issues of sustainable development: poverty, hunger, disease, inequality, etc.
- To work in teams, practice communication/debate skills to resolve issues and responses to challenges posed for sustainable development

Course Materials

Required Text(s)

Jeffrey Sachs, *The Age of Sustainable Development*. Columbia University Press 2015. ISBN: 978-0-231-17314-8, 978-0-231-17315-5, electronic: 978-0-231-53900-5

Theodore H. Cohn, *Global Political Economy: Theory and Practice*. Longman, 2010 (fifth or sixth edition)

Tatyana Soubotina, *Beyond economic growth: An introduction to sustainable development*. Second Edition. World Bank 2004 (second edition) <https://openknowledge.worldbank.org/handle/10986/14865>

Additional reading materials are available on Sakai

Technology Requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Sakai

Technology skills necessary for this specific course

- Live web conferencing using Adobe Connect
- Collaborating on VoiceThread
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Required Software

- Microsoft Word
- Microsoft PowerPoint

Assignment Summary

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.

Assignment	Points
Midterm Exam (Analytic paper)	20
Final Exam (Essay)	30
Forum Discussions	30
Team Project - Simulation	20
Total	100

See course schedule, below, for due dates

Assignment Overview

Midterm Exam

- This is an essay format test that consist of 2500 words minimum on the key concepts of sustainable development. You will be given 10 days to complete the essay which will be due on November 5, 11:55 PM.

Final Essay

- The Final Essay will be case analytic essays and requires the students to analyze the challenges and opportunities of one of the UN sustainable development goals. Students should also provide their recommendations on the successful implementation of the goal. You will be given 10-12 days to complete this assignment consisting of 3000 words minimum and submit it on sakai no later than December 15, 11:59 PM.

Forum Discussions

- Students are expected to answer three questions, not less than 300-400 words, on the forum platform each week (Initial Forum Response). Students are also expected to read all other students' responses and respond to three of them (comment, question, elaborate etc) by the end of the week beginning Saturday mornings (Forum Peer Response). Instructor has an access to both students' 'read' and 'responded' activities. Hence, please, make sure you read all your peers' Forum initial responses as that will be counted towards your Forum Discussions grade.

Simulation of the UN Negotiations

- We will carry out an online simulation of the negotiations and meetings of the UN member-states on SDGs. The roles will be distributed to students few weeks before to the actual simulation day.

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Grade	Range
A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	Below 60

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Time Commitment**
To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4 OR MORE TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

Course Schedule and Deadlines

Week	Dates	Module 1 Conceptualization of the PE and SDGs. Structure of the UN
1	September 5-10	Introduction Syllabus
2	September 11- 17	<i>What is political economy?</i> <i>What is sustainable development?</i> <u>Readings:</u> Caporasso and Levin: Theories of Political Economy. Chapter 1

		<p>Theodore Cohn: Global Political Economy. Introduction. Ch 1</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 1</p> <p>Soubbotina, Tatyana P.. 2004. Beyond Economic Growth : An Introduction to Sustainable Development, Second Edition. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/14865 License: CC BY 3.0 IGO.</p>
3	September 18 - 24	<p><i>Structure of the United Nations</i></p> <p><i>Why is equity important for development?</i></p> <p><u>Readings:</u></p> <p>Lvonne Downey, Monique Herard, Mary Lorraine Andoh. The United Nations Millennium and Sustainable Development Goals, Lashondra Graves Marketing Enterprise 2015</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 2 Soubbotina: Beyond economic growth. Chapter 2 http://www.un.org/sustainabledevelopment/inequality/</p> <p>Acemoglu and Robinson, Why nations fail: The origins of power, prosperity,, and poverty. Crown Publishing group 2012 Alfio Cerami, Permanent Emergency Welfare Regimes in SubSaharan Africa. Palgrave Macmillan 2013 Flora . L. Kessy and Arne Tostensen. Out of Poverty: Comparative Poverty Reduction Strategies in Eastern and Southern Africa. Mkuki and Nyota Publishers 2008</p>

Week	Dates	Module 2 Measurement and Objectives
4	Sep25 - Oct 1	<p><i>What are social, economic and environmental objectives for sustainable development?</i></p> <p><u>Readings:</u></p>

		<p>World Bank. 2016. <i>World Development Indicators 2016</i>. Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/23969 License: CC BY 3.0 IGO</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 3 Soubbotina: Beyond economic growth. Chapter 3</p> <p>Atsuchi Maki. Poverty, Inequality and growth in developing countries: Theoretical and Empirical Approach. Routledge 2015</p> <p>David de Ferranti, Guillermo E. Perry, Francisco H.G. Ferreira, Michael Walton. Inequality in Latin America: Breaking with History? The World Bank 2004</p>
5	October 2 - 8	<p><i>Why do some countries develop and others stay poor? Comparing levels of development</i></p> <p><u>Readings:</u></p> <p>OECD, How's life? 2015, Measuring Wellbeing, OECD 2015</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 4</p> <p>Soubbotina: Beyond economic growth. Chapter 4 and 5</p> <p>Justin, P., 2010, War and Poverty. MICROCON Research Working Paper 32, Brighton: MICROCON http://www.microconflict.eu/publications/RWP32_PJ.pdf</p> <p>Brigitte Rohwerder, The Impact of conflict on poverty, 2014 http://www.gsdrc.org/docs/open/hdq1118.pdf</p> <p>Sarah Chayes, Thieves of State: Why corruption threatens global security. Norton 2015</p>
		<p>Module 3 SUSTAINABLE DEVELOPMENT GOALS</p>
6	October 9-15	<i>The United Nations 17 Sustainable Development Goals</i>

		<p>Goal: - Eradicate Extreme Poverty -</p> <p><u>Readings:</u></p> <p>UN Sustainable Development Knowledge Platform: https://sustainabledevelopment.un.org/index.php?menu=122</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 5</p> <p>Soubbotina: Beyond economic growth. Chapter 6</p> <p>UNSDG website https://sustainabledevelopment.un.org/?menu=1300</p> <p>Lvonne Downey, Monique Herard, Mary Lorraine Andoh. The United Nations Millennium and Sustainable Development Goals, Lashondra Graves Marketing Enterprise 2015</p> <p>Jeremy Gould ed. The New Conditionality: The Politics of Poverty Reduction Strategies. Zed Books 2005</p> <p>Remi Genevey, Rajendra Pachauri, Laurence Tubiana, Reducing Inequalities: A Sustainable Development Challenge. The Energy and Resources Institute 2013</p> <p>Katherine McFate, Roger Lawson and William Julius Wilson ed. Poverty, Inequality and the Future of the Social Policy: Western States in the new world order. Russel Sage Foundation 1995</p>
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7	October 16 - 22	<p>Goal: Energy and planetary boundaries</p> <p><u>Readings:</u></p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 6</p> <p>Soubbotina: Beyond economic growth. Chapter 14</p>
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8	October 23 - 29	<p>Goal: Social Inclusion</p> <p><u>Readings</u></p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 7</p> <p>Soubbotina: Beyond economic growth. Chapter 15</p> <p>Ronald Inglehart, Pippa Norris, Rising Tide: Gender Equality and cultural change around the world, Cambridge University Press 2003</p> <p>Philipp Albert and Theodor Kircher, Poverty reduction strategies: a comparative study applied to empirical research. Peter Lang Publication 2002</p>
9	Oct 30 - Nov 5	<p>MIDTERM PAPER DUE NOVEMBER 5, 11:55 PM</p> <p>NO FORUM THIS WEEK</p>
10	November 6-12	<p>Goal: Universal Education</p> <p><u>Readings:</u></p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 8</p> <p>Soubbotina: Beyond economic growth. Chapter 7</p> <p>UN SDG: https://sustainabledevelopment.un.org/sdg4</p>

11	Novem 13 - 19	<p>Goal: Universal Healthcare</p> <p><u>Readings:</u></p> <p>Pierre, A. Morgon., ed., Sustainable Development for the Healthcare Industry, Springer 2015</p>
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		<p>Jeffrey Sachs: The age of sustainable development. Chapter 9</p> <p>Soubbotina: Beyond economic growth. Chapter 8</p>
12	<p>November 20 - 26</p> <p>Thanksgiving</p>	<p>Goal: Food Security (Work on this independently, no forum)</p> <p><u>Readings:</u></p> <p>UN Secretary Report: Agriculture Development, Food security, Nutrition https://sustainabledevelopment.un.org/content/documents/11042A%2071%20012.pdf</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 10</p> <p>Soubbotina: Beyond economic growth. Chapter 9</p>
13	<p>Nov 27-Dec 3</p>	<p>Goal: Urbanization/Industrialization - Climate Change</p> <p><u>Readings:</u></p> <p>“World Bank; Development Research Center of the State Council, the People’s Republic of China. 2014. <i>Urban China : Toward Efficient, Inclusive, and Sustainable Urbanization</i>. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/18865 License: CC BY 3.0 IGO.”</p> <p>Jeffrey Sachs: The age of sustainable development. Chapter 11-12</p> <p>Soubbotina: Beyond economic growth. Chapter 9-10-11-14</p> <p>Kevin Cleaver, Rural Development Strategies for Poverty Reduction, The World Bank. Washington DC. 1997</p>

14	December 4 - 10	<i>SIMULATION OF THE UN SDG NEGOTIATIONS</i> <i>Addis Ababa Convention</i>
	December 11-15	<i>End of Semester</i> FINAL PAPER DUE DECEMBER 15 , 11:55 PM

Support and Policies

Late Work and Make-up Exams

There is not extension or make-up exam. All the examinations are online and should be completed on time.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion Board

I will check and reply to messages in the discussions every 24 hours on weeknights.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity policy](#)



Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.

- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#) 
- [Code of Student Conduct](#) 
- [Eight Cardinal Rules of Academic Integrity](#) 

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#) 
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#) 
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#) 
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#) 

Accommodations for Accessibility

Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#)  section of the [Office for Disability Services](#)  website. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#)  on the [Office for Disability Services](#)  website. Go to the [Student section of the Office of Disability Services](#)  website for more information.

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