

## ENVR E-112: Foundations of Sustainable Development

Required live **or** asynchronous viewing of Global Classroom: **Tuesdays, 8 - 9:15 a.m. Eastern Time**

Access: <https://lehigh.zoom.us/j/723934279> (Recordings posted within 24 hours)

Required live Attendance Class Discussions: **Mondays, 5:50 p.m. – 7 p.m. Eastern Time**

Access via course Canvas website under Lecture Video: <https://canvas.harvard.edu/>

**NOTE: Daylight Savings Time ends on Nov. 3<sup>rd</sup>, 2019.**

### Instructor

Dr. Thomas P. Gloria

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### Teaching Assistant & Office Hours (Eastern Time)

Day/Time	TA	Zoom Link
TBD	Emily Holleran	<a href="https://zoom.us/j/656868283">https://zoom.us/j/656868283</a>

### Course Description

The broad goal of this course is to introduce students to the foundations of key sectoral and thematic knowledge for important challenges to sustainable development including food and nutritional security, social service delivery, energy policy, water resource management, urbanization, infrastructure, human rights, biodiversity, adaption to climate change, mitigating greenhouse gas emissions (GHGs), sustainable business, ethics, governance, and education. Through a global classroom, lectures are attended virtually with academic partners of the [Global Association](#) from around the world.

The course consists of weekly live “Global Classroom” broadcasts on Tuesdays from 8 a.m. to 9:15 a.m. featuring international experts. The Global Classroom broadcasts are facilitated and recorded by Lehigh University and available for asynchronous viewing within 24 hours, however, live participation is encouraged. Topics presented in the Global Classroom broadcasts will be discussed during mandatory weekly online live web conference sessions on the following Mondays from 5:50 p.m. to 7 p.m. Discussions will be facilitated by your instructor through the Harvard Extension School.

### Learning objectives

Upon successful completion of the course, students will:

- become familiar with current and emerging global issues related to the 17 Sustainable Development Goals,
- be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries and
- be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development.

## Expected Outcomes

- Overview knowledge of background, the policies, the politics, and practical challenges of sustainable development.
- Understanding of how sustainable developments issues are quantified and improvements are carried out from a human health and well-being perspective.

## Readings

All readings will be posted on the course website weekly modules and on the Global Classroom website ([www.globalclassroom2019.com](http://www.globalclassroom2019.com)). Readings will be posted a minimum of one week in advance, with some indicated as required and others as recommended. For some topics, students may be requested to view a video or become familiar with relevant websites. While the Tuesday Global Classroom speakers will address some of the issues covered in the readings, the readings are designed to provide a background to the topic of discussion to the lectures. Students may be invited at random to provide an overview of issues for debate during Thursday discussion sessions.

## Discussion format for the Global Classroom:

As shown in the class schedule below, the course will be sub-divided by four general topics and three perspectives. The four topics represent each pillar of Sustainable Development: Economic Well-Being, Environmental Protection, Social Inclusion, and Governance for Sustainable Development. Three perspectives include those of:

- Global Thought Leader* -- to provide a current overview of the module,
- World Expert* -- to lead a deeper dive into the module, and
- A Practitioner* -- to provide perspectives of implementation.

Global Thought Leaders will speak for 45 minutes and the remaining time will be devoted to Q&A between classrooms and the speaker. Experts and Practitioners will speak for a shorter period than the Global Thought Leaders, at which time live Q&A and interactive discussion among participating classrooms will occur. In either format, students will be selected based on questions posted to the zoom session chat box.

## Class Schedule (Subject to Change)

Module	Week	Dates	Session	Speaker
Economic Well-being	1	Sept. 3/9	Expert	Prof. Paul Walsh
Introduction	2	Sept. 10/16	Global Thought Leader	Prof. Jeff Sachs
Economic Well-being	3	Sept. 17/23	Practitioner	Prof. Glenn Yago
	4	Sept. 24/30	Global Thought Leader	Prof. Esther Duflo
Special Session GSDR 2019	5	Oct. 1/7	Special Session: Global Sustainable Development Report (GSDR) 2019	Prof. David Smith
Env. Protection	6	Oct. 8	Global Thought Leader	Mr. Martin Visbeck
	6	Oct. 21	Discussion	Class Discussion
	7	Oct. 22/28	Expert	Mr. Satya Tripathi

Social Inclusion	8	Oct. 29/Nov. 4	Practitioner	Ms. Hunter Lovins
	9	Nov. 5/11	Global Thought Leader	Prof. James Le Duc
	10	Nov. 12/18	Practitioner	Dr. Andre Correa d’Almeida
Governance for Sustainable Development	11	Nov. 19/25	Special Session: Green New Deal	Prof. Jeff Sachs
	12	Nov. 26/ Dec. 2	Expert	Ms. Audrey Tang
	13	Dec. 3/9	Practitioner	TBD
Reflection	14	Dec. 16	Discussion	Class Discussion

## Global Classroom ZOOM Connection Do’s and Don’ts

The Global Classroom will be attended by [MDP Partner Institutions](#) from around the world.

PLEASE abide by the following:

### Please do:

- Test computer audio and video each time before you join a session
- Mute microphones during presentations
- Use the ZOOM chat to post questions to be addressed by the speaker
- Rename your presence to your first & last name and university affiliation. For Example: “John Doe, Harvard”
- Abide by the [Harvard Extension School Student expectations](#) when attending a web-conference course.

### Please don’t:

- Claim host when you join the classroom
- Annotate or write on the Zoom presentation screen
- Attend class while driving or riding in a moving vehicle
- Use profanity or offensive language
- Post to “everyone” on the chat board other than for posting questions

## Assignments and Evaluation

There are two written assignments and evaluations related to class and online participation.

### Class participation and Attendance

For the Online Monday Classroom sessions, you are expected to be prepared to discuss presentations and readings assigned associated with the previous Tuesday’s Global Classroom lecture. Students will discuss main issues in small breakout rooms (~5 students) and then join back together in one room to report out main findings. There will be a survey quiz to select your preference of predetermined discussion questions. Each survey question is worth 1% of your grade and must be take 1 hour before the start of class (5 pm Eastern Time).

Graduate students will be required to be a “report out presenter” at least 2 times over the semester and post their report out findings to Yellowdig with one week of the class lecture. Each report out is worth

5% of your grade. You will be penalized 1% of your grade for each day late. In total, active class participation throughout the semester will account for *25% of the final grade (10% for reporting out 2 times for small groups and 15% for class attendance)*.

Undergraduate students will be required to participate in small group discussions, but not be required to be a “report out presenter”. Class attendance will account for *25% of the final grade*.

### On line postings on Yellowdig

In addition to leading selected Online Monday Classroom report out sessions, each student is expected to view the Global Classroom discussions and post discussion points to the course Canvas Yellowdig website. *5% of final grade*.

### Written Assignment #1:

One Policy Brief, **Due October 15<sup>th</sup>, 3 AM EDT:**

#### *Application of SDGs:*

*Write a Policy Brief to the Prime Minister (or President) of a country of your choice on the critical importance of adopting SDGs to achieve sustainable development by 2030. If you wish, instead of a country you may focus on a sub-national administrative unit such as a state (or province) and direct the Policy Brief to its Governor/Chief Minister.*

As a Special Advisor on Sustainable Development to the government, you have extensive knowledge of the Sustainable Development Goals (SDGs). You are directed to write a Policy Brief applying the SDGs to tackle the challenge of achieving Agenda 2030 for the country of your choice.

The Policy Brief should elucidate the following questions:

- In what specific ways is sustainable development an urgent concern for the country (or province)?
- What are the likely direct (and indirect) economic, social and environmental outcomes if development continues in its current trajectory?
- What are the key policy recommendations for the government to consider?
- What are the risks of adopting your recommendations?

Your Policy Brief will be graded on the following basis:

1. Quality of the analysis (40%)
2. Grounding of analysis in the country context drawing on data (20%)
3. Appropriate use of references as end notes to the policy brief (10%)
4. Professional presentation (expected of a Policy Brief): Absence of typos and grammatical errors; use of graphics and consistent formatting; adherence to the word limit guidelines; and correct referencing (20%)
5. Adherence to the instructions, especially adoption of the Policy Brief format (10%)

We encourage you to run your country or region of choice by us before beginning work on your policy brief.

The policy brief, written individually by students, should be approximately 3-4 pages (excluding titles, references, charts, and end notes). The brief will require the student to display deep substantive knowledge of the sustainable development policy field, and grasp of relevant methods and data challenges. The paper is to be submitted on Canvas by the submission deadline.

**Please see the following resource materials:**

**["How to write a Policy Brief"](#)**

**["Policy Brief Template"](#)**

*Example Policy Briefs:*

[IDL-56369.pdf](#)

[IDL-56947.pdf](#)

[IDL-56948.pdf](#)

*The policy brief accounts for 25% of the final grade.*

**Late submissions of assignment will not be accepted without prior approval by Professor Gloria. Please be aware that such approvals will not be forthcoming on a routine basis. Late submissions will be penalized by 1/2 letter grade for each day or any part thereof overdue.**

## **Written Assignment #2:**

One individual final paper, **Due by Dec. 16<sup>th</sup>, 3AM EST:** The paper, written individually by students and not submitted previously to any other course or work product will be approximately 2000 words in length (8 pages 12-point type, minimum of five (5) citations from varying sources (APA Style)). The paper will analyze key challenges in the implementation of sustainable development at one of three levels: specific country, subnational level, or regional urban setting. A clear exposition of the practical challenges in addition to fluency on substantive issues relevant to the geographical area selected is expected. The paper is to be submitted on Canvas by the submission deadline. *The final paper accounts for 35% of the final grade.*

Suggested outline:

Title Page

Executive Summary

- Table of Contents
- List of Tables/Figures
- Background of area of interest
- Major sustainable development issues to address
- Challenges of implementation
- Conclusions
- List of References

Title page, Table of Contents, List of Table/Figures, and List of References are not included in the page count. The writing rubric below will be used to grade your paper.

### **Penalties for Late Submissions & Plagiarism**

**Late submissions of assignments will not be accepted without prior approval by Professor Gloria. Please be aware that such approvals will not be forthcoming on a routine basis. Late submissions will be penalized by ½ letter grade for each day or any part thereof overdue.**

Plagiarism is a serious offence. Any plagiarism found will be brought to the attention of the [Administrative Board](#).

### **Academic Integrity**

You are responsible for understanding Harvard Extension School policies on academic integrity and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. To support your learning about academic citation rules, please visit the Resources to Support Academic Integrity (<https://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity>) where you will find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

### **Accessibility and Student Services**

The Harvard Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit <https://www.extension.harvard.edu/resources-policies/accessibility-student-services> for more information.

## Writing Assignment Rubric

Qualities and Criteria	Satisfactory (C+, C, C-)	Good to Very Good (B+, B, B-)	Outstanding (A to A-)
<b>Organization</b> (Weight 15%)	The paper has a basic thesis, but frequently drifts from it. The Introduction or Conclusion are not related to the body of the paper, whose structure is frequently unclear. Referencing APA guidelines are followed, but with many errors.	The paper has a central thesis, but sometimes drifts from it. The Introduction or Conclusion may not be clearly related to the body of the paper, whose structure may be at times unclear. Referencing APA guidelines are followed with few errors.	The whole paper coherently develops a central thesis. The Introduction and Conclusion logically lead into and flow out of the body of the paper, whose structure is clear and appropriate to the thesis and topic. Referencing APA guidelines are followed consistently.
<b>Key Points</b> (Weight 30%)	Minimal aspects of the chosen subject are covered, with several omissions. Several important concepts are not defined or explained. In general, the points provide some evidence and occasionally refer to appropriate authorities. There may be a few significant misstatements of fact.	Relevant aspects of the chosen subject are covered, with a few omissions. Some important concepts are not defined or explained. Some points are not substantiated with strong evidence and/or may not refer to appropriate authorities. There may be minor misstatements of fact.	Key aspects of the chosen subject are covered, with no significant omissions. Important concepts are defined or explained, as needed. Every point is substantiated with strong evidence and/or appropriate authorities. There are no misstatements of fact.
<b>Analysis and Insights</b> (Weight 35%)	The analysis and synthesis demonstrate a nominal comprehension of the subject. Inferences drawn from the facts or data are frequently not valid or are only nominally supported with evidence.	The analysis and synthesis demonstrate an adequate comprehension of the subject. Inferences and insights drawn from facts or data are usually valid and logical, being adequately supported with significant evidence.	The analysis and synthesis demonstrate mastery of the subject. Inferences, insights, and conclusions drawn from the data are valid and logical, being fully supported with strong evidence and/or appropriate authorities.
<b>Grammar/ Language Use</b> (Weight 10%)	The writing is nominally clear and in keeping with educated usage. The tone is nominally irenic. There may be several grammatical or syntactical mistakes which change the meaning of sentences or make the paper difficult to understand.	The writing is usually clear and in keeping with educated usage. The tone is generally objective and usually irenic. There may be a few grammatical or syntactical mistakes which change the meaning of sentences or make the paper harder to understand.	The writing is clear and precise, not vague or ambiguous, in keeping with educated usage. The tone is irenic, neither sarcastic nor angry. Any grammatical or syntactical mistakes neither change the meaning of a sentence nor hinder significantly its understandability.
<b>Assignment Compliance</b> (Weight 10%)	Assignment does not follow 3 or more direct requirements (C-).	Assignment does not follow 2 requirements (B).	Assignment follows all requirements (A) or missing one of the requirements (A-)