Core Curriculum: Theory, Sustainable Development and Policy (SDGs)
This course aims to introduce students to the historical theories on economic development and underdevelopment and the imperative of sustainable development as the global economy contends with planetary limits and climate change. This fall semester class 2018 emphasizes the United Nations Sustainable Development Goals. As in all other fields of economics, there are various competing theories in the economic development field. This course aims to give you a broad overview of these different theories and concepts in sustainable development, while at the same time equipping you with the necessary tools and concepts. The main objective of the course is to help you develop a critical understanding of theories that attempt to explain why most countries in the world are economically ‘underdeveloped’ and various policy suggestions and practices to overcome this situation.

Individualized Curriculum: Topics & Applied
This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with attention to the role of crime. Students investigate developmental issues in a country of their choosing. Students have the option to develop their own curriculum on economic development topics and Sustainable Development Goals. Topics include sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, international trade and finance. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering.

Course ePortfolio Guided Inquiry Research Project Approach
This course will be conducted with the use of digication ePortfolio tools. An introduction and training of the use of ePortfolio will be provided by the instructor and college ePortfolio support team. Students will form academic research teams and write pages, modules and subheadings in online ePortfolio class wikis. Students will present the work they have contributed in their own showcase ePortfolio.

Learning Objectives
By the conclusion of this course, students are expected to:
• Identify terminology critical to understand global economic development
• Describe, compare and contrast different theoretical approaches to development
• Understand the imperative of Sustainable Development in the context of planetary limits and climate change
• Understand the relationship of crime and economic development
• Understand the relationship of the MDGs and SDGs to Economic Development.
• Find, interpret and analyze measures of sustainable economic development
• Understand the relationship between development economics and other fields and practices.

Sustainability Competencies for Learning.

[Explanations on Bb > Information]

• **Systems Thinking** and understanding of interconnectedness and complexity.
• **Temporal Thinking**: Long-term, foresighted reasoning and strategizing.
• **Interpersonal Literacy / Group Collaboration / Communities of Practice** (interpersonal literacy; understand diverse perspectives; emotional intelligence, nonviolent communication).
• **Ethical Literacy** (awareness of values of self, others, and society; moral reasoning).
• **Creativity / Imagination**.
• **Systemic change agent skills / Strategic Thinking**.

Sustainability Professional Competency Areas (for Certification)

1. **Core Sustainability Concepts.** Demonstrated familiarity with the core issues, trends, concepts and frameworks of sustainability.
2. **Stakeholder Engagement.** Skills and knowledge related to collaboratively working with stakeholders to forward a mutually satisfactory beneficial agenda
3. **Plan Sustainability Strategies.** Create a comprehensive, long-term and inclusive approach to the systematic implementation of sustainability vision and initiatives
4. **Implement Sustainability Strategies.** Managing the ongoing activities related to successful integration and fulfillment of sustainability goals.
5. **Evaluate and Report Sustainability Efforts.** Collect, analyze and report the results of sustainability metrics.
6. **Adjust plans.** Continuously review efforts and adjust to meet emerging needs and opportunities.


**Course prerequisites;** ECO 101.
Course Textbook
John Jay Bookstore:

Video lectures for each chapter, for this class only, do not share links outside of this class.

- Video Playlist for each chapter by author Jeffrey Sachs https://tinyurl.com/Sachs-Sustainable-Dev
  https://www.youtube.com/playlist?list=PLSuwqsAnJMtzb-2KICvyzu2kAdVntPldn

- Optional take the MOOC course alongside the JJay course, get extra credit for completing. Optional EdX Certificate (for fee $49)
  UN SDN SDG Academy MOOC Course (free) on-demand self-paced: https://sdgacademy.org/course/the-age-of-sustainable-development/

Supplemental Textbooks. Excerpts on Bb and/or on Reserve. [Students do not need to purchase, but inexpensive old editions maybe useful references]

The textbooks are supplemented by other readings posted on Blackboard. The readings may be revised as the course proceeds, according to the student interests, current events and at the discretion of the instructor.

Assignments
Assignments posted on Blackboard and ePortfolio. Assignment guides and rubrics provided on Bb and ePortfolio.

Course website
Use of the course web sites and e-mail is required for all students. The course web site is located on Blackboard: http://www.jjay.cuny.edu/blackboard and Digication ePortfolio Class Wiki (forthcoming).

Accommodations & Accessibility
JJay Website https://www.jjay.cuny.edu/accessibility
- Office of Accessibility Services (OAS)
Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in the New Building, room L.66 (212 237 8031), or accessibilityservices@jjay.cuny.edu. Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

- **Blackboard Accessibility.** CUNY has a Blackboard "Accessibility Course" online, located at [https://www.cuny.edu/accessibility/applications/blackboard/](https://www.cuny.edu/accessibility/applications/blackboard/), that is self-paced in 8 short modules. This course also links to CUNY's accessibility website, which is full of training resources and tools.

**Blackboard support**

*Classroom Lab Support Services* (CLSS) forms the Blackboard Student Support Group to provide John Jay College students with a dedicated team of staff to smooth students' academic experiences of integrated Blackboard education. Students with any Blackboard issues or questions may visit and consult with the team located in CLSS office L2.73.10 NB during normal business hours or send their questions to blackboardstudent@jjay.cuny.edu or call 212-237-8200. For student Blackboard online tutorials and FAQ, please see the link below: [http://www.jjay.cuny.edu/blackboard-student-support](http://www.jjay.cuny.edu/blackboard-student-support)

**ePortfolio**

This course makes use of ePortfolio, a web page based form of expressing our work and collaboration, in addition to Blackboard. All assignment work are posted to the Class Wiki Website and your personal website. You will get trained on accessing the site and creating their ePortfolios during training sessions in a computer lab during class. You will be informed via Bb announcements when training sessions are available outside of class.

**Student Support & Tutorials.** If you would like to learn more about ePortfolio before your training or after, visit [http://www.jjay.cuny.edu/eportfolio](http://www.jjay.cuny.edu/eportfolio) and select the option For Students where you can access online tutorials for using Digication.

**ePortfolio Lab,** Room 008W, Westport, 11am - 5pm, Monday - Friday. Learning Tech & Support strongly encourages students to e-mail in advance [ePortfolio@jjay.cuny.edu](mailto:ePortfolio@jjay.cuny.edu) indicating when they wish to drop by.

**Office Hours**

*New Building, 9.63.25 SE corner adjunct area.*

By appointment Zoom

**Grading**

Your overall performance will be evaluated using the standard John Jay College grading scale (0 - 100) and the standard GPA scale (0 - 4.0). Rubrics guides have four
levels. Level 1 (0-69.9): F, D-, D, D+; Level 2 (70-79.9): C-, C, C+; Level 3 (80-89.9): B-, B, B+ Level 4 (90-100): A- to A.

(Rubrics and assignment guides are provided on Bb and ePortfolio.)

Grade - Numerical Value Percentage Equivalent - GPA scale
A  93.0-100.0  4.0
A-  90.0- 92.9  3.7
B+  87.1- 89.9  3.3
B  83.0- 87.0  3.0
B-  80.0- 82.9  2.7
C+  77.1- 79.9  2.3
C  73.0- 77.0  2.0
C-  70.0- 72.9  1.7
D+  67.1- 69.9  1.3
D  63.0- 67.0  1.0
D-  60.0- 62.9  0.7
F  Below 60.0  0.0

Evaluation
Course grade components Hybrid Eco 231.
- Participation: Weekly Discussion Board and in-class Discussion (35%)
- Team Wiki Country Projects and ePortfolio (35%);
- Reflection Essay Exams: Midterm & Final (30%).
Assignment evaluation Guides and Rubrics on Blackboard.

Academic Honesty and Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary and direct quotations are acceptable forms of restatement, as long as the source are cited. Students, who are unsure how and when to provide documentation, are advised to consult with me. The Library has free guides designed to help students with problems of documentation.

Plagiarism and other forms of academic dishonesty will result in a grade of ‘F’ for the course, and a formal report of the incident to your department chair and the dean.

The Writing Center
The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a
staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it as well as applying APA. The Writing Center is a valuable resource, and I encourage you to use it.

Disability Policy
Students with disabilities will be provided reasonable accommodations if they are determined eligible by the Office of Accessibility Service (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS (phone #212-237-8031). It is the students’ responsibility to initiate contact with that office and follow the established procedures for having the accommodations notice sent to the instructor.

Reading Content (To Be Confirmed)

Readings Set 1 Jeff Sachs, Age of Sustainable Development.

Sachs, Jeffrey, Age of Sustainable Development. (Assigned Textbook)
Ch 1 Introduction: What is Sustainable Development
Ch 2 Inequality
Ch 3 History
Ch 4 Why some countries develop, and others do not.
Ch 5 Extreme Poverty
Ch 6 Planetary Boundaries (& Sweden Resilience Center Supplemental Content)

Readings Set 2 Institutional Political Economy Approach to Development
(including the context of "history of thought" and practice).

Ha-Joon Chang, Ed., Rethinking Development [BB > Content > Readings]
Introduction, Pages 1-9.
Chapter 1, Changing Perspectives in Development Economics, John Toye
(Read to understand context of why economic development theory and practice legitimacy was questioned, and have an idea why the profession turned to a more practical empirical institutional approach with the MDGs)
Chapter 2. The Market, the State, and Institutions in Economic Development
(Important to read carefully, this is a very good articulation of the "Institutional Political Economy Approach")

Regional Development Choose one of three Chang chapters on Regional Development: Latin America, SE Asia, Africa.

Readings Set 3 Theory  [BB > Content > Readings]
Cypher, Endogenous Growth Theory (optional)
Cypher, Heterodox Theories of Development

Postcolonial Theory of Development
1. Peet, Poststructuralism, Postcolonialism, and Postdevelopmentalism
2. Sidi, Omar Rethinking Development from a Postcolonial Perspective

Readings Set 4 Topics & SDGs

Chapters 7-14 Sachs, Jeffrey, Age of Sustainable Development. (Assigned Textbook) Supplemental Content on Bb

Curriculum detail: assignments, guides, rubrics and schedule to be posted on ePortfolio and Blackboard.