ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  12/20/11

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASB 371 Inequality and Sustainability  3
   (prefix ) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 480-965-4628
   Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry–L
- Mathematical Studies–MA CS
- Humanities, Fine Arts and Design–HU
- Social and Behavioral Sciences–SB
- Natural Sciences–SQ SG

Awareness Areas

- Global Awareness–G
- Historical Awareness–H
- Cultural Diversity in the United States–C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  No  Yes; Please identify courses: SOS 371

Is this a multisection course?: No  Yes; Is it governed by a common syllabus?  

Alexandra Brewis Slade  Alexandra Brewis Slade
Chair/Director (Print or Type)  Chair/Director (Signature)

Date: ______________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[G] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. Course must be one or more of following types (check all which may apply):</td>
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<tr>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
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</table>
Global Awareness [G]

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>A52</td>
<td>371</td>
<td>Inequality and Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>1 Subject matter focuses on contemporary world outside the US.</td>
<td>The entire focus of the course is on the challenges facing the world outside the US, with only some attention to the role and responsibilities of the US and other developed nations. For example, 3 weeks and and entire paper are devoted to sub-Saharan Africa, a week to the demographic transition, a week to rising Asian nations, a week to the distinctive role that the empowerment of women can play in solving problems of population and development. Considerable attention is devoted throughout to the distinctive cultural circumstances of particular places in Africa or Asia (e.g., the Bajau, in Indonesia), using such focused study to acquire a deep and grounded understanding that informs more general discussions.</td>
<td>Syllabus and appended writing assignments.</td>
</tr>
<tr>
<td>2C comparative cultural studies where the more than half of the material focuses outside the US.</td>
<td>The titles of books and articles in the syllabus show that the focus of the course is strongly outside the US, with concern for the US centered on our individual and national responsibilities to engage other nations in collaborative efforts to address problems with global importance.</td>
<td>syllabus</td>
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<tr>
<td>3 In-depth studies of cultural interrelationships of global scope....</td>
<td>The question that recurs throughout the course is concerned with redressing inequalities (through development and other means) while attaining sustainability. We pose the problem as a global challenge, and recognize that culture is both an impediment to and an instrument for achieving those coupled goals. Today's class, for example, concerned the world's &quot;new consumers,&quot; the properous fraction in developing nations (notable CHina and India) who have sufficient disposable income to pose a challenge to resource use and environmental waste. Culture emerged as the best hope for reshaping consumption patterns in sustainable directions.</td>
<td>Syllabus and assignments.</td>
</tr>
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</table>
ASB/SOS 371 Inequality and Sustainability
3 credits
Spring 2011

Ed Hackett
ehackett@asu.edu
Office: SHESC 274
Phone: 965-6561
Office Hours: W 1-3 and by appt.

Course Overview: Efforts to shift human activities onto a sustainable trajectory confront profound challenge from the degree, dynamics, and distribution of global inequalities of income, wealth, and life chances. This course examines aspects of the entanglement of global inequalities with efforts to achieve sustainability. A distinguishing feature of the course will be its shifting critical stances toward the material we will study: that is, while we will certainly learn the material as it arises, we will also compare and evaluate contrasting perspectives, independently evaluate claims with other evidence, and, at times, try to stand apart from the entire discussion and ask, for example, about the deeper purposes of writings about sustainability, the prospects of sustainable development, or the limitations of science and technology as pathways to a sustainable future.

Course materials balance analytic explanation with normative evaluation, historical trends with contemporary concerns, global forces with local circumstances, structural conditions with human experiences, quantitative measures with qualitative understandings, continuities with disruptions, scholarly literatures with writings intended for the educated general public. By reading and discussing such diverse literatures we will develop an integrative understanding of the nature and dimensions of the challenge of attaining sustainability in the climate of global inequality, built upon a foundation of empirical evidence and theoretical explanation, and directed toward forming strategies for accomplishing transitions toward sustainability.

Pre-requisites: ENG 101 with grade C or better and a minimum of 45 credits hours.

Sustainability Literacy: All courses in the School of Sustainability are designed to build and deepen your understanding of the following key ideas:

- **System dynamics**: Human and natural systems are linked. Changes in one part of a system may have consequences elsewhere, and it may be difficult to anticipate the character and magnitude of those effects.

- **Tradeoffs**: Proposed solutions to problems of sustainability typically entail tradeoffs that benefit some (people, places, things, values) at the expense of others.

- **Cascading effects and unintended consequences**: In complex systems, human actions and decisions may have a cascading sequence of effects that may yield unexpected and undesired effects.
Scale and perspective: Problems of sustainability exist at multiple scales, so solving a problem at a local scale, for example, may be a very different matter than solving the same problem at a national or global scale.

Integrative, interdisciplinary engagement: Any reasonable solution to problems of sustainability will likely require the concerted intellectual effort of a range of people with diverse talents and perspectives: scientists and politicians, business leaders and social scientists, artists and activists, philosophers and farmers are all essential to the effort.

Learning Outcomes for Inequality and Sustainability:

- Knowledge of the degree, extent, character, and causes of global inequalities;
- Critical understanding of the concepts of sustainability, sustainability science, and sustainable development;
- Insight into how inequality influences the transition to environmental sustainability and the reciprocal ways that the quest for sustainability influences the depth and persistence of inequalities;
- Appreciation of the diverse national, regional, and global perspectives on inequality and sustainability;
- Understanding the concept, applications, possibilities, and challenges of sustainable development;
- Ability to engage public discourse on inequality and sustainability in an informed, critical, constructive manner;
- Familiarity with the ethics and values-based aspects of discourse about inequality and sustainability;
- Understanding of the possibilities and limitations of technology and science for achieving sustainability;
- Facility with shifting perspectives when critically examining an argument;
- Improved skills in oral and written communication

Reading:


Friedman, Thomas *Hot, Flat, and Crowded*, Farrar, Straus, Giroux, 2008


There will be a course reader available for purchase at Alternative Copy Shop, and additional required readings will be posted on Blackboard.
Please carefully read all assignments before class on the day they are assigned. The course will move fairly quickly, so it will be hard to recover if you fall behind in reading or do not ask for explanations as we go along.

**Course Assignments and Grading:** In this course you will be expected to read a lot, write a lot, and participate actively in class. In addition, the course engages issues that are inherently political and often sensitive: we will discuss the global distribution of income, wealth, power, and environmental conditions, and will consider some challenging potential remedies. People may have divergent and strongly held views on such matters. We will be tolerant of such views but in every instance evidence and reason will trump rhetoric and emotion. If these characteristics of the course do not appeal to you, or if you think such discussions will make you uncomfortable, please consider another course.

Your grade in this course will be based on (1) knowledge of course material; (2) ability to use ideas and evidence from the course; (3) ability to think critically and synthetically; (4) ability to make clear and well-formed arguments. There will be three components to your grade:

One fifth (20%) of your grade will be based upon one-page papers that will express your informed, critical reactions to one or two key issues the current week’s readings. These papers will be due roughly every Friday and will be “check-graded”—that is, they will be graded OK or not—and your grade for this component will be the fraction that is OK.

Three-fifths (60%) of your grade will be based upon three papers, of about five pages each, written on themes or questions drawn from course materials (not library research). They must be typed neatly and double-spaced, and will be due on the dates indicated. They should be well-written and checked for grammar and spelling. For writing advice please see Will Strunk and E.B. White, *The Elements of Style* (available at any bookstore or through Amazon) or the campus Writing Center. The first paper will be worth 10% of your grade, the second will be worth 20%, and the third (and final) paper will be worth 30%. Papers will be graded on the usual A-E schedule.

The final fifth of your grade will be based upon class attendance and informed, thoughtful, constructive participation.

Grades will range from A+ to E, with +s and −s.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-/A/ A+</td>
<td>89.5-92.4/92.5-97.4/97.5-100</td>
<td>Excellent</td>
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<tr>
<td>B-/B/B+</td>
<td>79.5-82.4/82.5-87.4/87.5-89.4</td>
<td>Good</td>
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<tr>
<td>C/C+</td>
<td>69.5-77.4/77.5-79.4</td>
<td>Average</td>
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<td>D</td>
<td>59.5-69.4</td>
<td>Passing</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
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<td>XE</td>
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<td>Failure due to Academic Dishonesty</td>
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Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Late Assignments.
Any policy on late assignments, e.g., “Unexcused late assignments will not be accepted. Excuses for an assignment must be made an approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.”

Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Attendance
I expect you to come to every class prepared to discuss the readings. If other activities (sports, debate, job interviews, etc.) will interfere with your class attendance, we should talk about this during the first week of classes.

Course Schedule
Week by week (or day by day) outline of lectures/lab topics, readings and assignments or other landmark events.

Course Policies
List specific policies for the class (e.g., cell phone and laptop use in class), attendance, etc.

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with others
students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Overview and orientation</td>
<td>Friedman, <em>Hot, Flat &amp; Crowded</em>, 3-52</td>
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<tr>
<td>1/26</td>
<td>The Big Picture</td>
<td>Reitan (Bb)</td>
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<td></td>
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<td>Crabbe (Bb)</td>
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<td>Kates and Parris (Bb)</td>
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<td>Sachs, <em>Common Wealth</em>, 3-56</td>
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<tr>
<td>2/2</td>
<td>The Big Picture (continued), An example, and critical reading</td>
<td>Friedman, <em>Hot, Flat &amp; Crowded</em>, 53-199</td>
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<tr>
<td>2/9</td>
<td>Poverty: Character and Scope</td>
<td>Sachs, <em>To End Poverty</em>, Ch. 1 (Bb)</td>
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<td>Chen and Ravallion (Bb)</td>
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<td>Firebaugh (Bb)</td>
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<tr>
<td>2/16</td>
<td>Sustainability: Concept and Challenges</td>
<td>Sachs, <em>Common Wealth</em>, 57-155</td>
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<td>Dasgupta (Bb)</td>
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<td>Sen, <em>Development as Freedom</em> (Bb)</td>
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<td><strong>FIRST PAPER DUE FRIDAY 2/20</strong></td>
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<td>2/23</td>
<td>Into Africa: Analyses and Diagnoses</td>
<td>Collier, <em>Bottom Billion</em>, 3-98</td>
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<td>Kates and Dasgupta (Bb)</td>
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<td>Hyden (Bb)</td>
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<td>Collier (Bb)</td>
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<td></td>
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<td>Okwi et al. (Bb)</td>
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<td>3/2</td>
<td>Into Africa: Treatments and Remedies (II)</td>
<td>Sachs, <em>End of Poverty</em>, Chs. 11, 12, 16 (210-43; 309-28) (Bb)</td>
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<td>Collier, <em>Bottom Billion</em>, 99-192</td>
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<td></td>
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<td>Sanchez et al. (Bb)</td>
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<td>Mabogunje (Bb)</td>
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<tr>
<td>3/9</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>3/16</td>
<td>Into Africa: Treatments and Remedies (III)</td>
<td>Sachs, <em>Common Wealth</em>, 205-53</td>
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<td>Auer (Bb)</td>
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<td>References</td>
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<td><strong>SECOND PAPER DUE FRIDAY 3/25</strong></td>
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<tr>
<td>3/30</td>
<td>Systems, Visions, and Ethics</td>
<td>Forrester (Bb), Allenby (Bb), Fiksel (Bb), Brewer (Bb), Kemp and Martens (Bb)</td>
</tr>
<tr>
<td>4/6</td>
<td>Amazing Asia: Danger Ahead?</td>
<td>Myers and Kent (Bb), Marcotullio (Bb), Savage (Bb), Friedeman, <em>Hot, Flat &amp; Crowded</em>, 297-316</td>
</tr>
<tr>
<td>4/13</td>
<td>Science, Knowledge, and Technology:</td>
<td>Sumi (Bb), Mulder (Bb), Cash et al. (Bb), Martens (Bb), Ostrom (Bb), Mentzen-Dick (Bb)</td>
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<td>Possibilities and Limitations</td>
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<td>4/20</td>
<td>Women and Microcapital</td>
<td>Yunnus (Bb), Sen, Ch. 8 (Bb)</td>
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<tr>
<td></td>
<td>Developed Nations Should Do</td>
<td>Yes, we’re skipping 217-296—read it on your own for TF’s vision of our high-tech energy future.</td>
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<tr>
<td>5/1</td>
<td>Responsibility and Hope</td>
<td>Sachs, <em>Common Wealth</em>, 255-339</td>
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</tbody>
</table>

Final paper will be due on Monday, May 9.
Bibliography


Suppose you have agreed to take part in a teach-in on the general topic of global justice and have decided to present a 10-minute talk (roughly 5 typed, double-spaced pages) about the consequences of global poverty and inequality for sustainability. You surely cannot tell everything you know, but will choose the most important dimensions of poverty and inequality, the most powerful social dynamics, the most important consequences. Please write that talk.

The challenge is to be selective enough to fashion a coherent and engaging talk, yet broad enough to do justice to the topic. I suggest aiming to make 2 or 3 major points that draw together a range of ideas and evidence from the course in an original way that reflects your distinctive perspective and understanding, yet is accurate in facts and in its representation of authors’ views.

I do not expect you to do original research for your paper, but you are welcome to use a limited amount of material from outside the course, if you wish, on two conditions: (1) it does not supplant material from the course and (2) it is accurately documented with author, title, and such. For course material just the author’s name, year (to distinguish the Sachs readings, for example), and page number will do as documentation.

Do not use others’ words or ideas as your own without proper attribution! In the limit, this becomes plagiarism and plagiarism is a very serious academic offense. Natural language search engines have become very powerful, so it is really unwise to do anything other than hand in a paper that is all your own work, prepared for this course.

**Grading criteria**

As with Olympic figure skating, our assignment has both required elements and latitude for artistic expression (or, in our case, intellectual creativity). Both count in the grading, so understand that an adequate paper will only receive an adequate grade, and a paper that merely summarizes the argument of an author or two will disappoint both of us. Please use the essay instead to develop an integrative understanding of course material and to show the depth of your understanding, your facility with evidence, your ability to draw inferences, and your imagination. Writing quality matters a lot: I don’t expect flourishes but insist upon clarity and soundness. For writing advice I highly recommend Will Strunk and E.B. White, *The Elements of Style*.

This paper will be worth 10% of your final grade (and the next will be worth 20%, and the final paper will be worth 30%, so learning is available at a discount).
Inequality and Sustainability

Assignment #2
Due Wednesday, March 25

For the past several weeks our readings and discussions have focused on Sub-Saharan Africa, which is home to a large fraction of the poorest of the poor. The readings have been about evenly divided between analyses of the problems (traps, for example) and remedies for them (infrastructure, for example). We have read a lot, looked at some data, talked about possible solutions that derive from the analyses. One of the best ways to absorb and benefit from course material of this sort is to apply it yourself, making your own judgments about the nature of the problem and the best mix of remedies for it. I would like this to be the purpose of your paper.

Specifically, please pick a country in Sub-Saharan Africa (below the Sahara but not South Africa) that will be the focus of your paper. Please avoid, if you can, those that have been discussed a lot in the readings (Kenya, Nigeria, and Malawi come to mind). Look into the economic, social, cultural, and environmental circumstances of the country, thinking all the while about dimensions of inequality, challenges, to sustainability, and possible remedies. I do not expect much detail here—just use the web to find some reputable sources that will characterize the place for you. The UN, the World Bank, the Population Reference Bureau, and the Agency for International Development are all good places to look, and you don’t need to compare them and reconcile their differences. For the purposes of this paper, just spend an hour or two on the websites, getting a feel for the country you will discuss. The main work of your paper is to use ideas from the course to identify the needs of the nation and to propose appropriate strategies for nudging it along a path to sustainable development.

Please approach that challenge however you think best—for the nation as a whole, for regions, a city, a village—but please justify your choice in a sentence or two. Then present your analysis—what needs to be done—and outline some ideas of things to do. Give these about equal weight, about 1.5-2 pages each in your 5-page paper. (Yes, you’ll have to write efficiently, but that’s a good habit to acquire.)

Do not use others’ words or ideas in your paper without proper attribution! In the limit, this becomes plagiary and plagiary is a very serious academic offense.

Grading criteria

What matters most is demonstrating that you understand and can use the ideas presented in the course. Stronger papers will make informed choices about ideas and remedies, and will integrate ideas from different authors into a coherent whole. Recognize the limitations of ideas (that’s being critical), and try to propose something original. Writing quality still matters a lot: remember Will Strunk and E.B. White, The Elements of Style.

This paper will be worth 20% of your final grade (the final paper will be worth 30%).