

SYLLABUS

Program Dates

Three credits: June 1, 2022 – June 29, 2022

Six credits: June 1, 2022 – July 30, 2022

Classroom

Lisbon School of Economics and Management (ISEG)

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Course Description

This course focuses on theoretical approaches and applied strategies for sustainable development. It first anchors students in the academic literature and debates around the concept of sustainable development and the most effective ways to advance prosperity without compromising the needs of future generations. This includes reviewing both competing and complementary theories made by leading scholars focused on advancing human development. It then moves into modules involving efforts at the national, regional, municipal and community/grass roots levels as well as approaches taken in rural versus urban communities. These would also involve layering in topical areas such as governance, civil society, finance, health, education, agriculture, industrialization, trade, urban planning, infrastructure, renewable energy and the arts. Students enrolled in the three-credit version of the course will focus on course concepts in the context of Portugal and circumstances advanced countries face. Students enrolled in the six-credit version will also cover elements related to Lusophone (Portuguese speaking) countries in Africa (Angola, Cabo Verde, Guinea-Bissau, Equatorial Guinea, Mozambique and São Tomé e Príncipe) and circumstances unique to developing countries. The major course requirements include completing assigned reading and viewing, assessments covering the required reading and viewing, attendance, in-class exercises and participation, engagement with guest speakers and during site visits, examinations and a final project.

Location of Study

The course takes place in Lisbon, Portugal – in Portuguese properly called Lisboa [leezh-baw-uh]. Lisbon provides an ideal location for this area of study. First, Portugal was under autocratic rule through the mid-1970s and has a relatively recent experience with development approaches employed to transform the country, especially since 2000. Second, the University of Lisbon (ULisboa) and its School of Economics and Management (ISEG) are highly respected institutions in Europe with distinguished faculty, modern classrooms and strong local connections to the public, private and nonprofits sectors. Further, a close connection remains in Portugal to several Lusophone countries in Africa that gained independence in the 1970s. This connection is seen throughout society in academia, government, corporations, NGOs and the immigrant community. These elements are augmented by the Luso-American Foundation (FLAD), which serves as Indiana University's partner in organizing and administering this program.

Learning Objectives

Students who successfully complete the requirements of the course will be able to do the following:

1. Articulate the general characteristics and important historical events of the countries studied; be able to describe Portugal's ties to Lusophone Africa (for students in the six-credit course).
2. Make conclusions about the overall competitiveness, level of human development, institutional capacity, business environment and credit quality of the countries studied.
3. Express how sustainable development is different than earlier approaches to development.
4. Demonstrate general knowledge of the development approaches taught in the course.
5. Explain how development strategies can differ depending on the local context.
6. Be able to apply course concepts to case situations and examples in the countries studied.
7. Produce a comprehensive report detailing a plan for sustainable development.
8. Be able to independently draw conclusions from journal articles, reports, books and periodicals.
9. Demonstrate the capacity to research and analyze the national priorities of a country.
10. Be able to acclimate to a new culture and environment abroad.

Required Reading and Viewing

Required reading and viewing will be downloadable or accessed via weblink. The Canvas course website will make clear when readings and viewings need to be completed. The primary required readings are listed at the end of the syllabus.

Course Requirements

Quality of Engagement:

The quality of your engagement will count for **20 percent** of the final grade. The grade will be calculated at the instructor's discretion based on your attendance record, how often and effectively you participated and how well you met the expectations for the site visits and guest lectures. To earn a score of 100 for this requirement, a student must: 1. Attend all class meetings, participate in most class meetings and pay attention throughout all class meetings (i.e. avoid sleeping, working on material unrelated to class, etc.) and 2. Adhere to the expectations for guest lectures and site visits described below. Performance below the standard described above will lead to lower scores based on the degree by which the performance is below the benchmark. There is one automatic point deduction for this score. **Given the short duration and intensive format of the course, after the first (second for students enrolled in the 6-credit course) unexcused absence, each unexcused absence thereafter will result in losing 5% of this score.**

A student must provide adequate documentation of illness, family emergency or other permissible events/activities/circumstances (approved at the discretion of the instructor) to the instructor **and** complete a brief assignment covering the missed classwork for the absence to be excused. Second, leaving class early (this includes leaving and returning to class) without requesting permission from the instructor or **any use of a mobile device (laptop, tablet, mobile phone, watch with internet connectivity, etc.) without the express permission of the instructor as an unexcused absence.**

Expectations for Guest Lectures and Site Visits: The instructor will notify you in advance when there will be a guest lecture, travel is required on public transportation to an offsite location or travel is required outside Lisbon. It is expected that students arrive on-time and wear appropriate attire to be respectful to the individuals we will be meeting with and their respective work/cultural environments. At a minimum, students will not be allowed to visit work locations if they are wearing t-shirts, tank tops, crop-tops, shorts,

pants with holes and/or flip flops on days identified by the instructor. **Students who fail to adhere to this rule will be asked to miss the event, which will result in an unexcused absence.** At site visits, it is expected you remain engaged and ask questions when appropriate.

Prepared for Class:

Each student is required to respond to short answer, brief essay, multiple choice and/or true/false questions before class meetings covering the assigned reading and viewing and preparing for site visits and guest lectures. These assessments can be found on the Canvas class website. When necessary, a memo will be posted describing the assignment in greater detail. Each assessment will be evaluated out of 100 points based on how well the student fulfilled its expectations and requirements. The final score will be calculated by taking an average score for the course. This will be worth **20 percent** of your final grade.

Exams:

There will be two exams for each phase of the course. The exam scores will be averaged and be worth **30 percent** of your final grade. The day and time of each exam will be identified on the Canvas class website.

Final Project:

Each student must complete a final project. Students enrolled in the 6-credit course will submit their project in two phases – one at the conclusion of each phase of the course. A memo will be posted describing the assignment in greater detail and the requirements of students in the 3-credit course vs. the 6-credit course. The final project is worth **30 percent** of your final grade.

Additional Course Requirements for Graduate Students Enrolled in V582

Graduate level courses offer a more rigorous academic experience than undergraduate courses. As a result, graduate students who enroll in the V582 section of this course will be subjected to additional rigor as follows. 1. There will be an added element in the quality of engagement score evaluating how well the student participates and pays attention in class and engages with guest lecturers and site visits; 2. There will be a higher standard applied to the quality of responses in the prepared for class assessments and less leeway in earning partial credit on the exams; and 3. There will be added requirements to the final project and a higher degree of rigor applied to grading each requirement established in the grading rubric.

Grading Policy

First, each student receives a numeric score on each course requirement ranging from 0 – 100. Second, a weighted average is calculated of all scores for each student, where the weights are the proportions each requirement contributes to the final score (see above). Grades will be assigned based on the scale described below. This will be applied with one caveat. The instructor reserves the right to adjust the scale in the favor of students if upon review and reflection it is determined the instructor was overly difficult in scoring each requirement. This caveat is only available to students enrolled in V482 to ensure the level of rigor is maintained for graduate students.

A: 93 – 100	B+: 87 – 89.99	C+: 77 – 79.99	D+: 67 – 69.99	F: < 60
A-: 90 – 92.99	B: 83 – 86.99	C: 73 – 76.99	D: 63 – 66.99	
	B-: 80 – 82.99	C-: 70 – 72.99	D-: 60 – 62.99	

Exam Policy

All students are expected to take the exams at the day and time identified on Canvas. Make-up exams will only be given if (a) the student informs the instructor s/he will be absent prior to the exam time, and (b) the student provides adequate documentation of illness or family emergency. Missing an exam for reasons other than illness or family emergency must be discussed with and approved by the instructor in advance of the exam. If these conditions are not satisfied, no make-up exam will be given.

Prepared for Class Policy

Due dates for Prepared for Class assessments will be made clear on the Canvas class website. Late submissions will receive half credit unless the student is excused from the class meeting per the guidelines established under “Quality of Engagement.” Unless the instructions for the assignment explicitly state otherwise, assignments must be submitted on Canvas. Exceptions to these guidelines must be approved by the instructor ahead of time.

Late Project Policy

The final project must be submitted via Canvas. It is not permitted to submit via email. The due date and time will be made clear on Canvas. The final project can be submitted late. Submissions up to two hours late will receive a 5-point penalty. Thereafter, a 10-point penalty will be assessed for each day or part of a day the paper is late. Exceptions to these guidelines must be approved by the instructor ahead of time.

Religious Observances

Please contact the instructor if a religious observance requires you to miss a class meeting or an exam. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. More details can be found at <https://enrollmentbulletin.indiana.edu/pages/relo.php>.

Students with Disabilities and Accommodation Process

Students with a learning disability, hearing impairment, speech impairment or any other disability that may affect their ability to fulfill a course requirement should contact the Disability Services for Students (DSS) in the Wells Library (<https://studentaffairs.indiana.edu/disability-services-students/>). You must contact your instructor right away if you have documents from Disability Services that indicate a need for accommodation and make an appointment with your instructor to discuss and agree to an action plan.

Academic Integrity

It is your responsibility to maintain academic integrity detailed at <http://www.iu.edu/~code/> and adhere to the O’Neill Honor Code found at https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of

course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Academic Dishonesty and Plagiarism

It is rare for there to be a problem of academic dishonesty. On occasion, however, a student may be tempted to take a shortcut or to cheat in some way. The policies for this course are clear. Any student who cheats or plagiarizes on any course requirement will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.

A definition of plagiarism, along with definitions of other forms of academic misconduct, is found in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*. The policy on academic misconduct is also published each semester in the IUB *Schedule of Classes*. All instances of academic misconduct will be handled according to IUB policies.

Course Topics

The primary topics covered in each phase of the course are identified below. A separate spreadsheet can be found on Canvas detailing the daily schedule, locations and excursions. The order of the content and times of class meetings are subject to change based on how the instructor adapts to the learning needs of students and the availability of guest lecturers, venues, tours and site visits.

Phase 1 (June)

- I. Demystifying sustainable development
- II. Familiarization with Portugal
- III. General theories of development in the context of advanced economies
- IV. Development focused on improving national competitiveness
- V. Urban development of Lisbon
- VI. Rural development in the Portuguese hinterland and the role of decentralization
- VII. Development focused on Small and Medium Sized Enterprises (SMEs)
- VIII. Renewable energy and smart city innovations and their impact on development
- IX. Tourism as a vehicle for development

Phase 2 (July)

- I. Development challenges and approaches in the context of developing countries

- II. Familiarization with Lusophone countries in Africa
- III. Industrialization and infant industry protections
- IV. Institutional approach to development
- V. Export led growth
- VI. Basic needs and capabilities focused
- VII. Value chain approach to development
- VIII. Agriculture and development
- IX. Financing for development

Required Reading

The following is a list of the required readings. The Canvas course website will clearly indicate when each required reading needs to be completed; it will also indicate which pages need to be read for longer publications. Readings will often be tied to assignments to be completed before class meetings. This list is not entirely exhaustive; other readings supplementing core concepts, highlighting case examples and in reference to site visits and guest lectures will be added to Canvas as the calendar takes shape.

Phase 1 (June)

- Arnold, J. (2015). Boosting export performance in Portugal. OECD Economics Department Working Papers No. 1257.
- Basile, E., & Baud, I. (2019). Reflecting on Development Studies in the New Millennium. *Building Development Studies for the New Millennium*. Palgrave Macmillan, EADI Global Development Series.
- Chang, H-J. (2003). Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective. *Oxford Development Studies*, 31 (1), p. 21-32.
- Dalby, S. (2015). Framing the Anthropocene: The good, the bad and the ugly. *The Anthropocene Review*, 3, 1, p. 33-51.
- Easterly, W. (2015). The SDGs Should Stand for Senseless, Dreamy, Garbled. *Foreign Policy*, 28 September 2015.
- EC (2020). An SME Strategy for a sustainable and digital Europe. European Commission. 10 March 2020. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1593507563224&uri=CELEX:52020DC0103>
- EC (2019). Investment Plan for Europe. European Commission. November 2019. Retrieved from https://ec.europa.eu/info/sites/default/files/invest_eu-2019-11-brochure_en.pdf
- EC (2019). SBA Fact Sheet Portugal. European Commission. Retrieved from https://ec.europa.eu/growth/smes/sme-strategy/performance-review_en#sba-fact-sheets
- EIU (2019). Portugal: Country fact sheet. *Economist Intelligence Unit*, 7 May 2018.
- Hatton, B. (2016). *The Portuguese: A Portrait of a People*. United Kingdom: Signal Books.
- IMF (2019). Portugal: Staff Report for the Article IV Consultation. International Monetary Fund, IMF Country Report No. 19/221.
- MarketLine (2020). Portugal In-depth. MarketLine Country Profile Series. March 2020.
- Martins, N. O. (2019). Human Development: Which Way Now? *New Political Economy*.
- North, D. (1991). Institutions. *Journal of Economic Perspectives*, Volume 5, Number 1 – Winter 1991, p. 97-112.
- OECD (2020). Decentralisation and Regionalisation in Portugal: What Reform Scenarios? OECD Multi-level Governance Studies. OECD Publishing, Paris, <https://doi.org/10.1787/fea62108-en>.
- OECD (2020). Justice Transformation in Portugal: Building on Successes and Challenges. OECD Publishing, Paris, <https://doi.org/10.1787/184acf59-en>.
- OECD (2020). OECD Tourism Trends and Policies 2020. OECD Publishing, Paris. <https://doi.org/10.1787/555d8101-en>

- OECD (2019). OECD Economic Surveys: Portugal 2019. OECD Publishing, Paris.
https://doi.org/10.1787/eco_surveys-prt-2019-en
- Porter, M. (2000). Location, Competition, and Economic Development: Local Clusters in a Global Economy. *Economic Development Quarterly*, 2000 14: 15.
- Porter, M. (2008). The Five Competitive Forces that Shape Strategy, *Harvard Business Review*, January 2008.
- S&P (2021). Portugal. Standard & Poor's. 15 March 2021.
- Sen, A. (2005). Human Rights and Capabilities. *Journal of Human Development*, 6:2, p. 151-166.
- Sorel, E., & Padoan, P.C. (2008). *The Marshall Plan: Lessons Learned for the 21st Century*, OECD Publishing, Paris.
- UNGA (2015). Transforming our world: the 2030 Agenda for Sustainable Development. United Nations General Assembly, 25 September 2015, Geneva.
- WEF (2019). The Travel & Tourism Competitiveness Report 2019. World Economic Forum, Geneva. Retrieved from http://www3.weforum.org/docs/WEF_TTCR_2019.pdf

Phase 2 (July)

- Acemoglu, D., Johnson, S., & Robinson, J. (2004). Institutions as the Fundamental Cause of Long-Run Growth. *National Bureau of Economic Research*. Working Paper 10481.
- AfDB (2020). African Development Bank Group Approves EUR400 million Lusophone Compact Guarantee program to boost private sector development. African Development Bank. Retrieved from <https://www.afdb.org/en/news-and-events/press-releases/african-development-bank-group-approves-eur400-million-lusophone-compact-guarantee-program-boost-private-sector-development-39956>
- Bandeira Jerónimo, M. (2018). Portuguese Colonialism in Africa. *Oxford Research Encyclopedia of African History*.
- Collier, P. (2014). Attracting international private finance for African infrastructure. *Journal of African Trade*, 1 (2014), p. 37-44.
- CQR (2018). Africa in Transition. *CQ Researcher*. Volume 28, Number 8, p. 169-192.
- de Janvry, A., & Sadoulet, E. (2010). Agriculture for Development in Africa: Business-as-Usual or New Departure. *Journal of African Economies*, Volume 19 (supplement 2), 7–39.
- Dethier, J.-J., & Effenberger, A. (2011). Agriculture and Development: A Brief Review of the Literature. World Bank Group, Policy Research Working Paper 5553.
- Evans, P. (2002). Collective capabilities, culture, and Amartya Sen's Development as Freedom. *Studies in Comparative International Development*, Volume 37, 54–60.
- Mawdsley, E. (2018). 'From billions to trillions': Financing the SDGs in a world 'beyond aid'. *Dialogues in Human Geography*, v. 8, p.191-195.
- Nutz, N., & Sievers, M. (2015). A rough guide to value chain development: a short guide for development practitioners, government and private sector initiatives. International Labour Office. Geneva, 2015.
- OECD (2018). Making Blended Finance Work for the Sustainable Development Goals. OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264288768-en>
- OECD (2015). Policy Framework for Investment 2015 Edition. OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264208667-en>
- OECD/ACET (2020). Quality Infrastructure in 21st Century Africa. OECD Publishing, Paris. Retrieved from <https://www.oecd.org/dev/Africa-Quality-infrastructure-21st-century.pdf>
- Oliveira, P.A. (2017). Decolonization in Portuguese Africa. *Oxford University Press*.
- Palley, T. (2012). The Rise and Fall of Export-led Growth. *Investigación Económica*, April-June 2012, Vol. 71, No. 280, 141-161.
- Pistor, K., Raiser, M., & Gelfer, S. (2000). Law and finance and transition economies. *Economics of Transition*, Volume 8 (2), 325–368.
- Romero, M.J. (2015). *What lies beneath? A critical assessment of PPPs and their impact on sustainable development*. Brussels: Eurodad.

- S&P (2021). Mozambique. Standard & Poor's. 26 April 2021.
- S&P (2020). Angola. Standard & Poor's. 7 February 2020.
- S&P (2020). Equatorial Guinea's New IMF Program Should Support CEMAC's Economic Stability. Standard & Poor's. 6 January 2020.
- S&P (2019). Summary: Cape Verde. Standard & Poor's. 30 August 2019.
- Sachs, J.D. (2012). Government, Geography, and Growth: The True Drivers of Economic Development, *Foreign Affairs*, Volume 91; Issue 5; ISSN: 00157120.
- Sachs, J.D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N., & Rockström, J. (2019). Six Transformations to achieve the Sustainable Development Goals. *Nature Sustainability*, volume 2, p. 805–814.
- Tyson, J. (2018). Private infrastructure financing in developing countries: Five challenges, five solutions. Overseas Development Institute. Working paper 536, August 2018.
- World Bank/UNCTAD (2018). Creating an enabling environment. World Bank Group.