

UNPLUGGED I

IE University

Professor: **CARLOS LASTRA-ANADÓN**

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Academic year: 23-24

Degree course: FIRST

Semester: 1º

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

In this course, we introduce a core and modern concept of international relations for the next few years: the sustainable development agenda.

We will study what this agenda consists of, and study how it can be applied to improve the world. We will focus on some of the key tenets of the agenda and on specific policy domains. We will finalize by looking at what the future of this agenda will look like, until 2030 and beyond.

It aims to be a course with a practical bent on how to bring to practice the ideals of this agenda in practice, and how this can be done from government, civil society, and the private sector.

At IE, we are fortunate to partner with the UN System Staff College (UNSSC), and so as part of the course, you will complete the online "SDG primer course" that the staff at the UN receive. You will receive a certificate of completion from the UNSSC course.

OBJECTIVES AND SKILLS

The underlying frame of the course is the Sustainable Development Agenda. It constitutes a momentous opportunity to focus the mind of policymakers and others on these aims and we will study in depth the practical ways in which countries and the international community may pursue them.

The goal of this course is threefold:

First, to introduce students to the Sustainable Development Agenda as the mechanism currently framing cooperation between countries.

Second, to understand the different ways in which this tradition has evolved through international cooperation, most recently through the Sustainable Development Goals; particularly focusing on those of Good Health and Well-Being, Quality Education, and Gender Equality

Third, to develop a view on the role that all actors, such as the private sector, can play in pursuing the Sustainable Development Agenda and how it may be improved upon.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	53.33 %	40 hours
Discussions	0.0 %	0 hours
Exercises	40.0 %	30 hours
Group work	40.0 %	30 hours
Other individual studying	66.67 %	50 hours
TOTAL	200.0 %	75 hours

PROGRAM

SESSION 1 (ASYNCHRONOUS)

Introduction to the class and first assignment: UNSSC online course

Please complete the first two modules of the UNSSC course "SDG Primer", that is, Module 1 and 2. Upload screenshots of having completed the quizzes for those modules, with your grade for them.

Technical note: Mutual Advantage and the Frontiers of Justice (Harvard University Press paperback edn. Cambridge) (CED)

SESSION 2 (LIVE IN-PERSON)

Sustainable Development Agenda

The evolution of the human rights agenda: the Sustainable Development Goals. Introduction and class discussion

Technical note: UN Sustainable Development Agenda 2030 (United Nations)

Working Paper: Global Sustainable Development Report 2019 (Executive Summary and Chapter 1) (United Nations)

SESSION 3 (ASYNCHRONOUS)

Data and the Sustainable Development Agenda

Using data to understand progress towards the Sustainable Development Goals, in groups of 3 or 4 people (which I will assign): select two countries and then select 2-3 SDGs: write a short essay.

- Describe their performance on the SDGs and what may explain it. (250 words)
- Highlight at least one SDG for which the trajectory found in the index for one country is not as you would have expected and explain why it may be different from your expectations. (250 words)

Other / Complementary Documentation: SDG Index site (sdgindex.org)

Other / Complementary Documentation: Methodology on the SDG Index (s-c)

SESSION 4 (LIVE IN-PERSON)

Inequality

What are the patterns of within-country and global inequality? What are its causes?

Article: Global Inequality (Global Policy Volume 4 . Issue 2 . May 2013) (CED)

Article: Inequality: causes and consequences (Annual Review of Sociology) (CED)
Working Paper: OECD: Inequality (OECD)

SESSION 5 (LIVE IN-PERSON)

Inequality

Case discussion: Inequality in Brazil

Practical Case: Inequality in Brazil (HBS 711086-PDF-ENG)

SESSION 6 (LIVE IN-PERSON)

Education

What are the facts about education and its importance for individual fulfillment? What strategies are useful to improve educational standards?

Article: Skills, education, and the rise of earnings inequality among the "other 99 percent" (Science; 23 May 2014 • Vol 344 Issue 6186) (CED)

Article: Education in developing countries what policies and programmes affect learning and time in school? (OECD)

Technical note: How the World's Best School Systems keep getting better (Mckinsey & Company)

SESSION 7 (LIVE IN-PERSON)

Health

How has global health evolved? How can it be improved?

Working Paper: World health statistics report 2022 (WHO)

Article: Macroeconomics and Health (OMS)

Article: Health transition in middle-income countries: new challenges for health care (Health Policy and Planning; 4(1): 29-39; Oxford University Press) (CED) (Optional)

SESSION 8 (LIVE IN-PERSON)

Health

Case: Ancora: A Primary Healthcare Model for Chilean Public Health?

Technical note: Ancora Public Health in Chile (HBS 314121-PDF-ENG)

SESSION 9 (LIVE IN-PERSON)

Inequality: using the data

In the same groups as the previous exercise, look at the World Inequality Database, and under "By Country" select one country (one from previous exercise) and look at the "Income Inequality" data (exact data vary by country). We will have an in-class presentation of this data and then you will have to submit an assignment describing the data in about 400-500 words, by answering:

What is the trajectory of inequality over the last century? (Please be careful in explaining exactly what the data shows)

What are the best explanations for these particular trajectories?

What do you think the country should do in the future about inequality and how?

Multimedia Documentation: World Income Database Web (WID)

SESSION 10 (LIVE IN-PERSON)

Gender Inequality

How do inequality in terms of gender relate to other types of inequalities? How can they begin / continue to be remedied? What are the politics of achieving it?

Working Paper: Global Gender Gap Report 2020 (Key Findings and Chapter 1) (WEF)

Article: The Roots of Gender Inequality in Developing Countries (Annu. Rev. Econ. 2015. 7:63–88, Northwestern University) (CED)

Article: Is Gender like Ethnicity? The Political Representation of Identity Groups (Perspectives on Politics, Vol. 2, No. 3 (Sep., 2004), pp. 439-458) (CED)

SESSION 11 (ASYNCHRONOUS)

UNSSC online course part 2

Please complete the remaining parts of the SDG Primer course online (modules 3-5) and upload the certificate of completion for the whole course, as well as the results for the final quiz.

Congratulations on obtaining this certification!

SESSION 12 (LIVE IN-PERSON)

Class discussion on applying the sustainable development approach to a case

We will try to integrate the learnings from modules 3-5 of the SDG Primer course into finding practical solutions. We will focus on a multi-faceted challenge: gender equality and the role of education in South Africa.

We will develop different alternative approaches and then study the extent to which a particular case (Oprah's Dream School) conforms to what we have learnt in the online course

Case discussion:

Practical Case: An inspired model... or a misguided one? Oprah Winfrey's Dream School for Impoverished South African Girls (HBS HKS129-PDF-ENG)

SESSION 13 (LIVE IN-PERSON)

The Private Sector's contribution towards the SDGs

How should we leverage actors from the public sector in pursuing development?

What does creating "impact" mean? What is good and not so good about current approaches?

Other / Complementary Documentation: Investing in the SDGs: an action plan for promoting private sector contributions (UNCTAD)

Article: Where ESG fails (Institutional Investor) (CED)

Article: ESG: we're all environmentally conscious now (Financial Times) (CED)

Article: Shell to speed up energy transition plan after Dutch court ruling (Financial Times) (CED)

SESSION 14 (LIVE IN-PERSON)

Conclusions and the road ahead for sustainable development

The means of bringing up progress and partnerships for sustainable development (see module 5 in UNSSC course). The experience of the Millennium Development Goals and the process for developing the SDGs

What is the status of the sustainable development agenda today?

What should come next? What would you want to know more about?

Class discussion.

Other / Complementary Documentation: The process for reaching the SDGs (UN)

Article: Limitations of the Millenium Development Goals (Global Public Health, 2013) (CED)

Article: The SDGs Should Stand for Senseless, Dreamy, Garbled (Foreign Policy) (CED)

SESSION 15 (LIVE IN-PERSON)

Final exam

EVALUATION CRITERIA

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Criteria	Percentage	Comments
Quizzes from UNSSC course	20 %	Completion and score in UNSSC course modules
Class Participation	10 %	Class participation, particularly during case studies, including cold calls
Final Exam	40 %	Final exam consisting of short questions and a policy memo
Group memos	30 %	Twice in the course you will be asked to write a short memo using data on the SDGs

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 3 Good Health and Wellbeing, 4 Quality Education, 5 Gender Equality, 10 Reduced Inequalities and 11 Sustainable Cities and Communities. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as; extended hospitalizations, accidents, serious illnesses and other cases of force majeure; are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAM POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.
- Dates and location of the retakes will be posted in advance and will not be changed.

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;

- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

PROFESSOR BIO

Professor: **CARLOS LASTRA-ANADÓN**

E-mail: clastra@faculty.ie.edu

Carlos is an Assistant Professor at IE University. He recently completed his PhD in Government and Social Policy at Harvard University. His research interests lie at the intersection of political economy and policy, particularly education policy.

His work has been concerned with understanding what sustains and enhances robust human capital formation and the role that the political process may play in facilitating or impeding its development in different contexts.

Over the last 20 years or so, the skills that countries have been investing in since World War II such as universal K-12 are becoming insufficient due to automation and delocalization of production and a job market inequality into highly rewarding high-skilled jobs and manual jobs. What drives successful nations, subnational units and companies to use education to tackle that challenge? In that context, Carlos studies the role that politics broadly understood plays in these dynamics. This includes the jurisdictional configurations and institutions (such as decentralization in school districts and funding rules). I have also focused on the effect public and interest groups can have on holding governments to account to ensure the quality of public services through the ballot box and public opinion, and on the types of nongovernmental actors and other reforms that can help in raising standards and developing new types of skills. Prior to moving into academia, Carlos was a consultant in the Public Sector practice of McKinsey and Company. He currently advises a number of private and public organizations working on social and education policy.

His website can be found on <https://scholar.harvard.edu/clastraanadon/home> and he occasionally tweets on @cxlstra

OTHER INFORMATION

Weekly Office hours: TBD and by appointment

Email: clastra@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”. Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.
5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.
6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”:
The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

COMPULSORY MATERIALS:

- United Nations. FOUNDATIONAL PRIMER ON THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT. This is the companion textbook you can access via the UNSSC SDG Primer course: <https://unsdg.un.org/SDGPrimer>