

**ENVS 143**  
**Sustainable Development: Economy, Policy, and Environment**  
Summer Session 2, 2018  
Monday, Wednesday 1:00-4:30  
431 ISB

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Professor Adam French  
Email: [akfrench@ucsc.edu](mailto:akfrench@ucsc.edu)  
Office: 485 ISB  
Office Hours: Tues. 1:30-3:30 and by appointment

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**Course Overview:**

This class focuses on the theoretical concepts and material practices of “development” and “sustainability” and their linkages. We will begin by looking critically at development as both an idea and a transformative global process. What is development? Who is involved? How has development created underdevelopment? We then examine how diverse environmental, social, cultural, political, and economic systems are connected through development and consider how these relationships impact people and places around the globe. Who directs such processes? Are the outcomes equitable and just? Can the Earth sustain such development? In recent decades, concerns over social justice and environmental degradation have led to a greater focus on “sustainability” in the development process. We will explore some of the justifications and outcomes of this shift. We finish the course by examining a range of contemporary approaches to sustainable development, considering what truly sustainable and just development practices might entail.

**Course Materials:**

All required readings will be available on Canvas. They are listed in the syllabus in the order that I suggest reading them.

**Course Requirements and Grading:**

**Attendance and participation (30%):**

Attendance and participation are required and vital to the success of the course. You will receive 3 points per session for attending and participating. A specific requirement for participation is the sharing of a contemporary sustainable development issue you find interesting and relevant to our discussions at least once during the 5-week class. The attendance/participation component of your grade may be reduced through violations of the electronic device policy (see below for details). Please let me know about any absences beforehand when possible.

**Readings and weekly responses (25%):**

Please read assigned materials prior to the class meeting in which they will be discussed! **All students will be required to respond critically to each day's readings in a short (~1 page) analysis that will be posted to the Discussions thread on the course's Canvas site by 11:59 p.m. the day before class.** The purpose of these responses is to promote careful and thoughtful reading and to provide substance for our class discussions. Accordingly, please **DO NOT** merely summarize the readings but rather consider and engage with their arguments, pose clarifying or analytical questions, and/or discuss the content in relation to other readings and ideas you have encountered in the course and elsewhere in your academic and personal experiences. These responses should be written clearly, and corrected for grammar and spelling errors. Well-written and thoughtful analytical responses will be worth 3 points. Failure to engage substantively and analytically with the readings or to take care with grammar and spelling will reduce the response grade to 2, 1 or 0 points.

### **Mid-term Exam (20%):**

The midterm, to be held on August 15, will test your understanding of the material from the first part of the course. Additional information will be provided.

### **Final Exam (25%):**

The final, to be held on August 29, will test your understanding of material throughout the entire course. Additional information will be provided.

### **Extra credit:**

Opportunities for extra credit will be available only under special circumstances to be evaluated by the professor (e.g. an unavoidable absence). Please come talk to me if relevant.

**NOTE:** All assignments (including weekly responses) should be carefully composed and proofread prior to being turned in for evaluation. For assistance with your writing please see us in office hours or schedule writing support through UCSC Learning Support Services at <https://lss.ucsc.edu/programs/summer-support/index.html> or 459-4333.

### **The final course grade will be based on the following:**

• Class attendance and participation	30%
• Readings and responses	25
• Midterm Exam	20
• Final Exam	<u>25</u>

**TOTAL:** **100%**

### **Important Course and University Policies:**

Academic integrity and freedom of thought and opinion are fundamental to learning: we may disagree but our discussions must always be respectful and collegial. Creative inquiry is vital and encouraged: all questions are welcome. Your feedback, critical or otherwise, is appreciated at any time during the course.

### **Electronic Devices:**

Please refrain from using cell phones and sending messages or browsing the internet on computers during class time. This is disrespectful and distracting. If you are seen using phones or computers for such purposes you may lose a portion (or all) of your participation grade for the day with or without prior notice. Thank you in advance for your cooperation.

### **DRC Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

### **Academic Dishonesty:**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

### **Statement on Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors. The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu). The Title IX/Sexual Harassment Office is located at

105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

### **Important Deadlines:**

Deadline to add a course is Thursday, August 2.

Deadline to drop a course is Monday, August 6.

Deadline to change grade option is Friday, August 10.

Deadline to withdraw is Friday, August 17.

For further details see: <https://summer.ucsc.edu/fundamentals/academic-calendar.html>.

## **Course Schedule**

(subject to change with advance notice; version on Canvas will be current)

### **Part 1: History and theories of development**

#### **Monday, 30 July:** Introduction to key concepts and course structure and content

- Part 1:
  - Discussion of the concepts of development and sustainability
  - Introduction to development indicators and metrics
- Part 2:
  - Review of the syllabus
  - Fill out and turn in the student information sheet (Handout)

Review the following web pages and their content:

\* UN Human Development Reports: <http://hdr.undp.org/en>

\* UN Human Development Index: <http://hdr.undp.org/en/statistics/hdi/>

\* World Bank Data Page: <http://data.worldbank.org/>

\*World Bank Human Development Indicators: <https://datacatalog.worldbank.org/dataset/world-development-indicators>

\*Bhutan's Gross National Happiness Index: <https://ophi.org.uk/policy/national-policy/gross-national-happiness-index/>

\*Environmental Performance Index: <https://epi.envirocenter.yale.edu>

\*Gapminder Tools: [https://www.gapminder.org/tools/#\\$chart-type=bubbles](https://www.gapminder.org/tools/#$chart-type=bubbles)

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#### **Wednesday, 1 August:** Conceptualizing “sustainability” and “development”

Part 1: Planetary boundaries in the Anthropocene: a justification for sustainability

- Steffen, W. et al. 2007. The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature? *Ambio* 36(8): 614-621.
- Rockström, J. et al. 2009. A safe operating space for humanity. *Nature* 461(24): 472-475.

Part 2: Several critical perspectives on “development”

- Sachs, W. 1999. Planet Dialectics: explorations in environment and development. London: Zed Books. Chapter 1, pages 3-23.
- Peet, R. and E. Hartwick. 2009. Theories of Development: Contentions, Arguments, Alternatives. New York: The Guilford Press. Chapter 1, pages 1-13.
- Sen, A. 1999. Development as Freedom. New York: Anchor Books. Chapter 1, pages 13-34.

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**Monday, 6 August: Development as destiny?**

Part 1: Modernization theory

- Rostow, W. 1960. The Stages of Economic Growth: A Non-Communist Manifesto. London: Cambridge University Press. Selection.

Part 2: Modernization theory

- Sachs, J. 2005. The End of Poverty. New York: Penguin. Selection.
- Peet, R. and E. Hartwick. 2009. Selection on Modernization theory.

Additional recommended readings (optional):

- Sahlins, M. 1986. The Original Affluent Society. In Rahnema and Bawtree 1997, The Post-Development Reader. London: Zed Books.

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**Wednesday, 8 August: Development as dependency?**

Part 1: Dependency theory and the core-periphery dynamic

- Frank, A.G. 1969, The Development of Underdevelopment, reprinted in Roberts, J.T. and A. Hite, 2007, The Globalization and Development Reader. Blackwell. Pages 76-84.
- Prebisch, R. 1981. The Latin American Periphery in the Global System of Capitalism. CEPAL Review 13: 143-150.

Part 2: Screening and discussion of *Darwin's Nightmare*.

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**Monday, 13 August: Neoliberal development**

Part 1: The “Washington Consensus”

- Williamson, J. 1990. What Washington Means by Policy Reform in Williamson, J. (ed.) 1990, *Latin American Adjustment: How Much Has Happened?* Washington DC: Institute for International Economics.

Part 2: Critiques of neoliberalism

- Harvey, D. 2005. *A Brief History of Neoliberalism*. London: Oxford University Press. Selection.

Additional recommended readings (optional):

- Stiglitz, J. 2002. *Globalization and Its Discontents*. New York: Norton and Company. Selection.

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**Wednesday, 15 August: Midterm and screening of *Life and Debt***

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**Part 2: “Mainstream” sustainable development and alternatives**

**Monday, 20 August: Mainstream sustainable development agendas and critiques**

Part 1: Spaceship Earth: The turn towards sustainability

- Kates, W. et al. 2005. What is sustainable development? *Environment* 47(3): 8-21.
- Sachs, W. 1999. *Planet Dialectics: explorations in environment and development*. London: Zed Books. Chapter 4 pages, 56-61.

Part 2: The “new agenda”: The UN’s sustainable development goals (SDGs)

- UN. 2015. *Transforming our World: the 2030 Agenda for Sustainable Development*.
- Hickel, 2015. The Problem with Saving the World. *Jacobin Magazine* August, 8. Retrieved from: <https://www.jacobinmag.com/2015/08/global-poverty-climate-change-sdgs/>.

Additional recommended readings (optional):

- Sachs, J. 2012. From Millenium Development Goals to Sustainable Development Goals. *Lancet* 379: 2206-11.
- Amin, S. 2006. The Millenium Development Goals: A Critique from the South. *Monthly Review*. March, pages 1-15.

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**Wednesday, 22 August: Sustaining basic needs through a “human” economy**

Part 1: What and how much of it do we need?

- Long, H. and Shapiro, L. 2018. Does \$60,000 make you middle-class or wealthy on Planet Earth? *Washington Post*, August 20, 2018. Retrieved from: [https://www.washingtonpost.com/business/2018/08/20/does-make-you-middle-class-or-wealthy-planet-earth/?utm\\_term=.561bd8743411](https://www.washingtonpost.com/business/2018/08/20/does-make-you-middle-class-or-wealthy-planet-earth/?utm_term=.561bd8743411)

- Review the Dollar Street website: <https://www.gapminder.org/dollar-street/matrix>

Part 2: Towards a sustainable “human” economy

- Oxfam, 2017. An Economy for the 99%. Retrieved from: <https://www.oxfam.org/en/research/economy-99>

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### **Monday, 27 August: Community economies, degrowth, and just transitions**

Part 1: Community economies and the movement towards “degrowth”

- Alexander, S. 2014. Life in a ‘degrowth’ economy, and why you might enjoy it. Retrieved from: <http://theconversation.com/life-in-a-degrowth-economy-and-why-you-might-actually-enjoy-it-32224>
- Bamburg, J. 2017. Mondragon through a critical lens. Retrieved from: <https://medium.com/fifty-by-fifty/mondragon-through-a-critical-lens-b29de8c6049>

Part 2: Towards just transitions

- Newell, P. and Mulvaney, D. 2013. The political economy of the ‘just transition’. *The Geographic Journal*, 179(2): 132-140.

Additional recommended readings (optional):

- Gibson-Graham, J.K. 2006. *A Postcapitalist Politics*. University of Minnesota Press. Chapter 4 (The Community Economy) and Chapter 5 (Surplus Possibilities: The Intentional Economy of Mondragón).
- Kallis, G. 2011. In defence of degrowth. *Ecological Economics*, 70(5): 873-880.
- Johansova, N. et al. 2013. Social enterprises and non-market capitals: a path to degrowth? *Journal of Cleaner Production* 38: 7-16.
- McKibben, B. 2012. Global Warming’s Terrifying New Math. *Rolling Stone*, 2 August.

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### **Wednesday, 29 August: Final exam and class wrap-up**

Part 1: Final exam

Part 2: Class evaluation and wrap-up

Recommended reading (optional):

- O’Neill, D. et al. 2018. A good life for all within planetary boundaries. *Nature Sustainability*. Vol. 1 (February), pages 88-95.