

Sustainable Development: Economy, Policy, and Environment

Time and Location: Tuesday & Thursday 1:00-4:30; ISB 431

Professor: Adam French
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Office Hours: Tues & Thurs 11:30-12:30 and by appt.

Course Overview:

This course provides an introduction to key concepts and historical practices of “development” broadly defined, and examines root causes of the increasingly urgent need for more just and sustainable development strategies at the global scale. In the first part of the course we look critically at the history of development as both an idea and a transformative global process. What does it mean to different societies and cultures to be “developed”? What is the relationship between development and “underdevelopment” and places and cultures categorized in ways such as the Global North (“First World”) and Global South (“Third World”)? How has the process of development itself given rise to current challenges of sustainability and inequality? In the second part of the course, we explore a variety of contemporary issues and case studies to examine how diverse environmental, cultural, political, and economic systems are linked and impacted through specific development processes. Who benefits and who is negatively affected by these dynamics? Who directs such processes? What kinds of resistance have they engendered? The course concludes with a discussion of some alternatives to current development practices that explicitly address challenges to sustainability and justice.

Among its principal objectives, the course is designed to:

- Introduce prevailing concepts, theories, and metrics of development and sustainability.
- Build awareness and appreciation for diverse socio-cultural perspectives on wellbeing, development, and sustainability.
- Promote thoughtful engagement with the social and environmental justice implications of specific development processes.
- Foster geographic literacy through study of specific development processes and their outcomes.
- Support the development of critical reading and analytical skills and effective oral and written communication skills.

Course Materials:

Required readings are posted in the “Files” section of the course’s Canvas site, in folders organized by date. The readings are listed 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 up to 3 points per session for attending and participating. A requirement for full participation credit is the sharing of a contemporary sustainable development issue you find relevant to our discussions at least once during the class (we will share this “Development in the News” at the beginning of our meetings). Please let me know about any absences beforehand when possible.
- **Reading responses (15%):** Please complete readings prior to the class meeting in which they will be discussed! You are required to write **5 one to two-page reading responses** during the course. These must be posted to the “Discussions” thread on Canvas by 11:00 a.m. on the day we discuss the selected readings. The purpose of these responses is to promote critical reading skills and to provide substance for our class discussions. Accordingly, please **DO NOT** summarize the readings but rather engage with their arguments, pose questions, and/or discuss the content in relation to ideas and topics you have encountered in the course or elsewhere. These responses should be written clearly, and corrected for grammar and spelling errors. Well-written and thoughtful responses will be worth 3 points. Failure to engage analytically with the readings or to take care with grammar and spelling will reduce the response grade to 2, 1 or 0 points.
- **Research labs (10%):** We will have several computer-based labs during the course that will introduce students to specific online resources and research techniques.
- **Mid-term exam (10%):** The midterm exam will test your understanding of the material from the first section of the course. It will be completed between **Aug. 8 and Aug 13**. Additional information will be provided.
- **Final project (35%): (outline & bibliography-10%, presentation-5%, final paper-20%):** The final project is a research assignment on a topic of your choice that is clearly related to sustainable development and addresses some of the concepts/issues covered in this class (e.g. a country-level development profile, a commodity chain analysis, a development-related conflict analysis, or a report on a local or global sustainable development initiative, etc.) The assignment consists of three parts: 1) a preliminary summary, outline and annotated bibliography due **Aug. 20**, a brief in-class presentation on **Aug. 29**, and 3) a 6-10 page (~1500-2500 word) final paper due on **Aug. 29**. Additional information will be provided.

In summary, the final course grade will be based on the following:

• Class attendance and participation		30%
• Reading responses (via Canvas)	(5 total)	15
• In-class research labs	(2 total)	10
• Midterm exam		10
• Final project		<u>35</u>
TOTAL:		100%

Important Course and University Policies:

Guidelines for lecture and discussion:

Academic integrity and freedom of thought and opinion are fundamental to learning: we may disagree but our discussions must always be respectful and collegial. Please take an active role in class discussions by both offering your perspectives and actively listening. Please do not interrupt one another and avoid monopolizing the discussion. Creative and critical inquiry is vital and encouraged: all questions are welcome. Critique ideas, not people. Your feedback, critical or otherwise, is appreciated at any time during the course.

Electronic devices:

Please silence your phones and refrain from using phones or computers to make calls, send messages, or browse the internet during class. Failure to respect this request may lead to a reduction in your attendance and participation grade. Thank you in advance for your courtesy and cooperation.

Special accommodations:

If you require accommodations to achieve equal access in this course, please set up a time to discuss these and submit your Accommodation Authorization Letter from the Disability Resources Center (DRC) within the first two weeks of the quarter. If you have questions or concerns about accommodations, or any related matter, please contact the DRC office, located in Hahn 125, at 831-459-2089, or at 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, visit the [Academic Integrity page](#) at the Division of Undergraduate Education.

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. 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.

Writing Support:

For assistance with your writing please see me in office hours or schedule writing support through [UCSC Learning Support Services](#) or by calling 831-459-4333.

Important Dates:

Drop: Monday, August 5

Request for “W”: Friday, August 16

Neither Summer Session nor instructors drop students for non-attendance or non-payment. **Students must drop themselves.** Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu

Course Schedule

Schedule is subject to change with notice from instructor; version on Canvas will be current

Date	Topic	Required Readings/Assignments
July 30	<p>Part 1: Course introduction: Surviving the Anthropocene: the sustainable development mandate</p> <p>Part 2: Review syllabus and fill out student information sheet and reflection exercise</p>	Syllabus
Aug. 1	<p>Part 1: Anthropocene introduction</p> <p>Part 2: Pre-“Modern” cultures and alternative perspectives on development and affluence</p> <p>Part 3: Amah Mutsun Relearning Garden Tour with Rick Flores (UCSC Arboretum)</p>	<p>Steffen et al., 2007</p> <p>Sahlins, 1986</p>
Aug. 6	<p>Part 1: Modernization theory, the idea of “progress”, and ‘D’velopment</p> <p>Part 2: Dependency theory and the core-periphery dynamic</p> <p>Part 3: Research lab 1</p>	<p>Rostow, 1960 Shanin, 1997 Truman, 1949</p> <p>Frank, 1969 Sachs, 1999</p>
Aug. 8	<p>Part 1: Neoliberalism</p> <p>Part 2: Outcomes of structural adjustment</p>	<p>Harvey, 2005</p> <p>Film: <i>Life and Debt</i></p>
Aug. 13	<p>Part 1: Land, agriculture, food security, and food sovereignty</p> <p>Part 2: Agroecology and alternative food systems</p> <p>Part 3: Research lab 2</p>	<p>Dreze and Sen, 1989 Patel, 2012</p> <p>Gliessman et al., 2018</p>
Aug. 15	<p>Part 1: Development and the water-energy-food nexus</p> <p>Part 2: Solar power: resource use and technological synergies</p>	<p>To be decided</p> <p>Guest lecture by Dustin Mulvaney</p>
Aug. 20	<p>Part 1: Extractive economies and the “resource curse”</p> <p>Part 2: Extractive industries and conflict</p>	<p>Earthworks, 2004 Bebbington, 2009</p> <p>Film: <i>When Two Worlds Collide</i></p>
Aug. 22	<p>Part 1: Climate change: doom and gloom</p> <p>Part 2: Towards a just transition</p>	<p>McKibben, 2012</p> <p>Newell and Mulvaney, 2013 Jarvis, 2019</p>

Date	Topic	Required Readings/Assignments
Aug. 27	<p>Part 1: Strategies for degrowth</p> <p>Part 2: Towards a sustainable “human economy”</p>	<p>Hickel, 2015 Alexander, 2015</p> <p>Oxfam 2017 Thompson, 2019</p>
Aug. 29	Final presentations and course wrap-up	
FINAL PAPERS DUE		

Detailed course schedule:

Tuesday, July 30

Part 1: Course Introduction

Part 2: Review syllabus and fill out and turn in the student information sheet (Handout)

Part 3: Review Enviroslug’s *Blueprint for a Sustainable Campus 2019-2021*

Thursday, August 1

Part 1. Challenges of the Anthropocene

- Steffen, W. et al. 2007. The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature? *Ambio* 36(8): 614-621.

Recommended:

- Rockström, J. et al. 2009. A safe operating space for humanity. *Nature* 461(24): 472-475.

Part 2. Pre-“modern” cultures and alternative perspectives on development and affluence

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

Recommended:

- Mann, C. 2002. 1491. *The Atlantic*. March, 2002. Retrieved from: <https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

Tuesday, August 6

Part 1. Modernization theory, the idea of “progress”, and ‘D’velopment

- Rostow, W. 1960. The Stages of Economic Growth: A Non-Communist Manifesto. London: Cambridge University Press. Selection.
- Shanin, T. 1997. The Idea of Progress. In Rahnema and Bawtree (eds.) 1997, The Post-Development Reader. London: Zed Books.
- Truman, H. 1949. Inaugural Address. Selection.

Part 2: Dependency theory and other critical perspectives

- 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.
- Sachs, W. 1999. Planet Dialectics: explorations in environment and development. London: Zed Books. Chapter 1, pages 3-23.

Recommended:

- Prebisch, R. 1981. The Latin American Periphery in the Global System of Capitalism. CEPAL Review 13: 143-150.
- Escobar, A. 1994. Encountering Development. Princeton, New Jersey: Princeton University Press.
- Ferguson, J. 1994. The Anti-Politics Machine. Minneapolis: University of Minnesota Press.
- Peet, R. and E. Hartwick. 2009. Theories of Development. New York: Guilford Press.

Part 3. Research lab

Thursday, August 8

Part 1. Neoliberalism and the growth of globalization

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

Recommended:

- 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. Empirical example of the impacts of “structural adjustment”:

- Screening and discussion of **Life and Debt**

*****Take-home MIDTERM due August 13*****

Tuesday, August 13

Part 1: Food systems: Land, agriculture, food security, and food sovereignty

- Dreze, J. and Sen, A. 1989. Hunger and Public Action. Oxford: Clarendon. Selection.
- Patel, R. 2012. Food Sovereignty: Power, Gender, and the Right to Food. *PLOS Medicine* 9(6): e1001223.

Recommended:

- White, B. et al. 2012. The new enclosures: critical perspectives on corporate land deals. *The Journal of Peasant Studies* 39, 3-4: 619-647.
- Oxfam. 2011. Land and Power: The growing scandal surrounding the new wave of investments in land. Briefing Paper 151.
- Oxfam. 2016. Unearthed: Land, Power, and Inequality in Latin America.

Part 2: Agroecology and alternative food systems

- Gliessman, S. et al. 2018. Breaking away from industrial food and farming systems: Seven case studies of agroecological transition. IPES-Food.

Recommended:

- Altieri, M. and Toledo, V. 2011. The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants. *The Journal of Peasant Studies* 38, 3: 587-612.

Part 3: Research Lab

Thursday, August 15:

Part 1: The water-energy-food nexus

Recommended:

- Bury, J. et al. 2013. New Geographies of Water and Climate Change in Peru: Coupled Natural and Social Transformations in the Santa River Watershed. *Annals of the Association of American Geographers*.

Part 2: Solar power: resource use and techno-ecological synergies

- Guest lecture by Dustin Mulvaney, Environmental Studies, San Jose State University

*****FINAL PAPER OUTLINE DUE NEXT CLASS*****

Tuesday, August 20**Part 1: Extractive economies and the “resource curse”**

- Earthworks and Oxfam America. 2004. Dirty Metals: Mining, Communities and the Environment.
- Bebbington, A. 2009. The New Extraction: Rewriting the Political Ecology of the Andes? *NACLA Report on the Americas* 42, 5: 12-20.

Recommended:

- Ross, M. 1999. The Political Economy of the Resource Curse. *World Politics* 51: 297-322.

Part 2: Extractive economies and social conflict

- Screening and discussion of **When Two Worlds Collide**

*****FINAL PAPER OUTLINE DUE*****

Thursday, August 22:**Part 1: Climate change: doom and gloom**

- McKibben, B. 2012. Global Warming’s Terrifying New Math. *Rolling Stone*, 2 August.

Part 2: Towards a just transition

- Newell, P. and Mulvaney, D. 2013. The political economy of the ‘just transition’. *The Geographic Journal*, 179(2): 132-140.
- Ocasio-Cortez, A. and Markey, E. 2019. Resolution Recognizing the duty of the Federal Government to create a Green New Deal. 116th Congress, 1st Session.
- Jarvis, B. 2019. Climate Change Could Destroy His Home in Peru. So He Sued a German Energy Company. Retrieved from:
https://www.nytimes.com/interactive/2019/04/09/magazine/climate-change-peru-law.html?utm_source=pocket-newtab&mtrref=undefined&gwh=1C3F33C22DC6EFBE445B77080FCFA424&gwt=pay

Tuesday, August 27**Part 1: Degrowth and the pursuit of a satisfying life within planetary boundaries**

- Hickel, J. 2015. The Problem with Saving the World. *Jacobin Magazine* August, 8. Retrieved from: <https://www.jacobinmag.com/2015/08/global-poverty-climate-change-sdgs/>.
- 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>

Part 2: Towards a sustainable “human” economy

- Oxfam, 2017. An Economy for the 99%. Retrieved from: <https://www.oxfam.org/en/research/economy-99>
- Thompson, D. 2019. Workism is Making Americans Miserable. Retrieved from: <https://www.theatlantic.com/ideas/archive/2019/02/religion-workism-making-americans-miserable/583441/>

Recommended:

- O’Neill, D. et al. 2018. A good life for all within planetary boundaries. *Nature Sustainability*. Vol. 1 (February), pages 88-95.
- Kallis, G. 2011. In defence of degrowth. *Ecological Economics*, 70(5): 873-880.
- Bamburg, J. 2017. Mondragon through a critical lens. Retrieved from: <https://medium.com/fifty-by-fifty/mondragon-through-a-critical-lens-b29de8c6049>
- Gibson-Graham, J.K. 2006. *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press. Chapter 4 (The Community Economy) and Chapter 5 (Surplus Possibilities: The Intentional Economy of Mondragón).

Thursday, August 29

Parts 1 & 2: Presentations on final topic and course wrap-up. Turn in hard copy of final paper.