

Sustainable Development: Economy, Policy, and Environment

Summer Session 1, Tuesdays & Thursdays 1:00-4:30 pm

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Office Hours:	TBD and by appointment

The course will be conducted via Zoom and hosted on [Canvas](#): login with your CruzID and Gold Password at canvas.ucsc.edu. See [Canvas Getting Started Student Guide](#).

Course description

In this course we will examine “development” as both a transformative material process and as an ideological and geopolitical project linked to histories of colonialism and Western ideas of “modernization” and “progress”. We will explore how aspects of this multi-dimensional process have simultaneously improved the wellbeing of much of humankind while contributing fundamentally to today’s global crises of environmental sustainability, socioeconomic inequality, and structural racism. The first part of the course considers diverse perspectives on what it means to be “developed” and on related metrics such as affluence and poverty, and critically examines the relationships between places and cultures categorized as “developed” and “underdeveloped” (i.e. the “First” and “Third World”). In the second part of the course, we explore how social-ecological systems around the world are linked through political economic processes and their impacts, asking questions such as: who benefits and who suffers from these dynamics? who directs such processes? and what forms of social resistance result? In the final part of the course, we consider alternative strategies for development that explicitly address challenges to sustainability and justice.

Learning objectives

- Introduce diverse concepts, theories, and metrics related to development, wellbeing, and sustainability.
- Promote engagement with the social and environmental justice dimensions of specific development processes and sustainability strategies.
- Foster understanding of complex systems and geographies through analysis of specific development processes and global-local connections.
- Cultivate critical reading and analytical skills and effective oral and written communication.

Course materials

Course materials will be available on [Canvas](#) and through [McHenry Library](#).

Evaluation (subject to change)

Your course grade will consist of the following:

- Attendance, participation, and reading notes (30 points)
- Research and reflection assignments (40 points)
- Research project (30 points)
 - Research topic proposal (5 points)
 - Class presentation (10 points)
 - Final paper (15 points)

Course Components (subject to change)

- Attendance, participation, and reading notes (30%):
 - Attendance: On Tuesdays and Thursdays we will use Zoom to meet synchronously between 1:00 pm and 4:30 pm—we will not always meet in a our full group for this entire time **but you should plan to be occupied with class during this time frame throughout the session, and attendance in these synchronous meetings is required**; please let me know about absences beforehand or as soon as possible afterwards. Absences will affect your grade.
 - Participation: This course will blend lecture, full-class discussions, and work in small group settings. In order to facilitate engagement and a sense of community, **you are expected to use your camera and microphone (muted except when speaking) during all of the class sessions.**
 - “Development in the news” report to class: As part of the participation grade, once during the course you will choose a topic from recent news related to development and/or sustainability issues to present to the class via Zoom.
 - Reading Notes: Our lectures and discussions will be linked to readings and you should only take this class if you will be able to **complete the required readings before class and can come prepared to discuss them.** You are required to prepare short “reading notes” for each class that include thoughtful reflections on at **least 2 main points and/or one critical question from each reading.** This will demonstrate that you have done the reading and will facilitate our discussions. Reading notes should be typed and **posted to our class’s online canvas page, under the “Discussions” section, by noon the day of class.**

- **Research and reflection assignments (40 points total):**

Within the modules for different days, you will encounter a variety of research and reflection assignments to facilitate your engagement with key concepts and to introduce you to specific online resources and research tools.

- **Group research project (30 points total):**

Working with a group of your peers you will undertake a research project on a specific topic related to sustainable development. Each student will conduct research on a particular aspect of the topic and will work with other group members to develop a research project proposal, a group presentation, and a final paper—more details to follow.

Guidelines for lecture and discussion

I am committed to promoting a just, inclusive, and caring community in this class; freedom of thought, opinion, and speech are fundamental to our learning environment—and to a democratic society. We may disagree but our discussions should always be respectful. Critique ideas, not people, and be kind. Please take an active role in class discussions by offering your perspectives and listening carefully. Please do not interrupt one another and avoid monopolizing the discussion. Much of the material we cover in this course touches on issues of inequality, injustice, and historical violence that may be difficult for some. Should you ever feel concerned about or uncomfortable with the nature of the discussions or the dynamics experienced during our time together, please raise your concerns with the class or with me directly so that we may address the issue as quickly and effectively as possible.

Your feedback, however critical, is encouraged and appreciated at any time during the course.

Principles of Community, Academic Integrity, and the Student Honor Code:

The University has established codes concerning proper academic conduct, honesty, and the consequences resulting from improper behavior. Please be aware of these policies and codes, which can be found at the following web locations: Principles of Community (<http://www.ucsc.edu/about/principles-community.html>); Academic Misconduct (https://www.ue.ucsc.edu/academic_misconduct); Student Handbook and Policies (<http://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html>).

Unfortunately, students sometimes commit plagiarism accidentally (i.e. by reusing portions of a paper that you wrote for another class or by failing to use quotation marks correctly). It is your responsibility to familiarize yourself with the rules of plagiarism and of correct citation. Please go to <http://www.plagiarism.org/> and refresh yourself on how to paraphrase and cite the work of others.

Course Schedule

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

Date	Topic (see Canvas modules for details)	Required Readings
June 22	<u>Class Introduction</u>	<ul style="list-style-type: none"> • Syllabus • Steffen et al., 2007
June 24	<u>Pre-“modern” development</u>	<ul style="list-style-type: none"> • Sahlins, 1997 • Rizzo, 2021
June 29	<u>Modernization theory and the idea of “progress”</u>	<ul style="list-style-type: none"> • Shanin, 1997 • Rostow, 1960
July 1	<u>The emergence of “Development” as a discourse and geopolitical project</u>	<ul style="list-style-type: none"> • Truman, 1949 • Sachs, 1999 • Escobar, 1994 (1997)
July 6	<u>Dependency theory and core-periphery dynamics</u>	<ul style="list-style-type: none"> • Frank, 1969 • Harvey, 2005
July 8	<u>Neoliberalism and globalization</u>	<ul style="list-style-type: none"> • Harvey, 2005 • Watch: Life and Debt
July 13	<u>Past, current, and future trajectories: Consumption, conflict, and CO2</u>	<ul style="list-style-type: none"> • Earthworks/Oxfam, 2004 • Scheidel et al., 2020 • McKibben, 2012
July 15	<u>Past, current, and future trajectories: Living within planetary boundaries</u>	<ul style="list-style-type: none"> • Rockstrom et al., 2009 • Steffen et al. 2015 • O’Neill et al., 2018 • Hickel et al., 2018
July 20	<u>Past, current, and future trajectories: Towards a just and sustainable economy</u>	<ul style="list-style-type: none"> • Oxfam, 2017 • Ocasio-Cortez & Markey, 2019 • Thompson, 2019 • Kothari et al., 2019
July 22	Group presentations	

Required and Recommended Readings

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

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

Rizzo, M. 2021. Colonialism: The True Cancel Culture. *Santa Cruz Left*. Retrieved from: <https://dsasantacruz.org/articles/martin-rizzo-martinez/>

Shanin, T. 1997. The Idea of Progress. In Rahnema and Bawtree (eds.) 1997, The Post-Development Reader. London: Zed Books.

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

Truman, H. 1949. Presidential Inaugural Address. Selection.

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.

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

Earthworks and Oxfam America. 2004. Dirty Metals: Mining, Communities and the Environment.

Scheidel et al., 2020. Environmental conflicts and defenders: A global overview. *Global Environmental Change*, 63.

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

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

O'Neill, D. et al., 2018. A Good Life for All Within Planetary Boundaries. *Nature Sustainability* 1 (2).

Hickel, J. 2018. Is it possible to achieve a good life for all within planetary boundaries? *Third World Quarterly*.

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

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.

Thompson, D. 2019. Workism is Making Americans Miserable. Retrieved from: <https://www.theatlantic.com/ideas/archive/2019/02/religion-workism-making-americans-miserable/583441/>

Kothari, A. et al. 2019. Pluriverse: A Post Development Dictionary. Tulika Books.

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>

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.

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/>.

D'Alisa, G. et al. 2015. Degrowth: A Vocabulary for a New Era. Routledge. Selection

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

Escobar, A. 1994. Encountering Development. Princeton University Press.

Peet, R. and E. Hartwick. 2009. Theories of Development. New York: Guilford Press.

Patel, R. 2012. Food Sovereignty: Power, Gender, and the Right to Food. *PLOS Medicine* 9(6): e1001223.

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

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.

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

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

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).