

## Sustainable Development: Economy, Policy, and Environment

Summer Session 2, Tuesdays & Thursdays 1:00-4:30 pm

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Professor: Adam French  
Email: akfrench@ucsc.edu  
Office Hours: T & TH 4:30-5:00 pm and by appointment

Teaching Assistant: Ruth Anne Beutler  
Email: rbeutler@ucsc.edu  
Office Hours: TBD

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

### Course description

In this course we 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 explore how development has simultaneously improved the wellbeing of much of humankind while contributing fundamentally to today’s global crises of environmental sustainability and socioeconomic and racial inequality. The first part of the course surveys 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 Global North/First World and Global South/Third World). The second part of the course explores contemporary development dynamics and sustainability challenges, examining who organizes and directs such processes, how costs and benefits are distributed, and what forms of social resistance and change result. Throughout the course, we consider alternative strategies for development that explicitly address issues of sustainability and justice.

### Learning objectives

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

## **Course materials**

All 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 (**35 points**)
- Research project (**35 points**)
  - Research topic overview with outline and preliminary bibliography (10 points)—due beginning of week 4
  - Draft paper and peer review (10 points)—due beginning of week 5
  - Class presentation (5 points)—due during week 5
  - Final paper (10 points)—due end of week 5

## **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. 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.**
  - Reading Notes: Many of 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 a thoughtful reflection on at least 1 main point and pose one critical question for each reading.** This will demonstrate that you have done the reading and will facilitate our discussions. Reading notes should be **posted to our class’s online canvas page, under the “Discussions” section, by midnight on Mondays and Wednesdays.**

- **Research and reflection assignments (35 points total):**

On Canvas, within the modules for different class meetings, you will encounter a variety of research and reflection assignments to facilitate your engagement with key concepts and to introduce you to specific resources and research tools. These assignments are required and should be completed by the deadline stated in Canvas, unless other arrangements have been made with the professor.

- **Research project (35 points total):**

You will undertake a research project on a topic of your choosing related to a positive intervention (for example a new policy or law, a technological innovation, a social mobilization, or some other kind of tangible progress) being made by society to address a specific challenge to sustainability. While the options here are broad in an effort to allow you to explore a topic of personal interest or inspiration, you will need to focus on something for which there is ample supporting material from a selection of reputable sources. The project consists of the following graded components:

- Research topic overview with outline and preliminary bibliography (10 points)— due beginning of week 4
- Draft paper and peer review (10 points)—due beginning of week 5
- Class presentation (5 points)—due during week 5
- Final 5-6 page paper (10 points)—due end of week 5

### **Guidelines for lecture and discussion**

#### **We are 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 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](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.

## **Important Summer Session Deadlines, Policies, and Resources**

### **Deadlines:**

- **Add** - Thursday, July 28
- **Drop** - Monday, August 1 (tuition reversed)
- **Request "W" Grade** - Sunday, August 14 (no tuition reversal)
- **Change Grade Option** - Sunday, August 21

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund). You cannot withdraw from a course in your portal, you must fill out the [DocuSign form](#) on the summer website.

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](mailto:summer@ucsc.edu).

**DRC Remote Accommodations:**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

**Small Group Tutoring:**

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week.

Details at: <https://lss.ucsc.edu/index.html>

**Title IX:**

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

The Title IX Office is working remotely and is conducting meetings and interviews via zoom and phone. If you want to make a report or request a consult, you can expect the fastest response by using their [online reporting link](#). For questions about making a report, your reporting responsibilities, and/or questions about the [UC Policy on Sexual Violence and Sexual Harassment](#) call 831-459-2462.

## Course Schedule

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

Date	Topic (see Canvas modules for details)	Readings
July 26	Part 1: Course introduction  Part 2: Student introductions and overview of course components and expectations	<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
July 28	Part 1: Pre-“modern” development and alternative conceptions of affluence  Part 2: Modernization theory and the idea of “progress”	<ul style="list-style-type: none"> <li>• Sahlins, 1997</li> <li>• Rizzo, 2021</li> <li>• Shanin, 1997</li> <li>• Rostow, 1960</li> </ul>
August 2	Part 1: “Development” as a discourse and geopolitical project  Part 2: Dependency theory and core-periphery dynamics	<ul style="list-style-type: none"> <li>• Truman, 1949</li> <li>• Sachs, 1999</li> <li>• Ferguson, 1994</li> <li>• Frank, 1969</li> </ul>
August 4	Part 1: Embedded liberalism, neoliberalism and globalization  Part 2: Case study: structural adjustments in Jamaica	<ul style="list-style-type: none"> <li>• Harvey, 2005</li> <li>• Watch: Life and Debt</li> </ul>
August 9	Part 1: Resources, production, and consumption in a globalized world  Part 2: Inequities and impacts of globalization	<ul style="list-style-type: none"> <li>• Dreze and Sen, 1989</li> <li>• Earthworks/Oxfam, 2004</li> <li>• McKibben, 2012</li> </ul>

August 11	<p>Part 1: Critical perspectives on resource dispossession/commodification and environmental conflict</p> <p>Part 2: Case study: hydrocarbon developments and Indigenous livelihoods in Peru</p>	<ul style="list-style-type: none"> <li>• Scheidel et al., 2020</li> <li>• Watch: When Two Worlds Collide</li> </ul>
August 16	<p>Part 1: Development indicators and goals</p> <p>Part 2: A good life for all within planetary boundaries</p>	<ul style="list-style-type: none"> <li>• Rockstrom et al., 2009</li> <li>• Steffen et al. 2015</li> <li>• O'Neill et al., 2018</li> <li>• Hickel et al., 2018</li> </ul>
August 18	<p>Part 1: Towards a more just and sustainable economy</p> <p>Part 2: Making change at home and in our communities</p>	<ul style="list-style-type: none"> <li>• Oxfam, 2017</li> <li>• Ocasio-Cortez &amp; Markey, 2019</li> <li>• Thompson, 2019</li> <li>• Kothari et al., 2019</li> </ul>
August 23	Final paper workshop and student presentations	
August 25	Student presentations and course wrap up	

### **Required and Recommended Readings**

Klein, N. 2020. *On Fire*. In Johnson and Wilkinson (eds.), 2020, *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. New York: One World.

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. 116<sup>th</sup> 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.