Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: _____ Econ5530/6530 Principles of Economic Development ____________

Instructor Name: __________ Günseli Berik _______________________________________

List your course, lesson, or activity learning goals that highlight new sustainability elements.

1) To incorporate sustainability content in the course, which until Fall 2014 did not have sustainability content. The dominant perspective on the subject emphasizes economic growth as necessary and sufficient for promoting wellbeing, without regard to potential problems of ecological and social sustainability.

2) To impart a sustainability mindset to students, such that every reading sparks a question related to one or more of the pillars of sustainability (social, economic, environmental).

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

1a) I added new material to the syllabus.
   • First section “Meanings of Development:” I added one reading on sustainable development to introduce a critique of the perspectives represented by the other four journal articles in this section and to introduce the definitions of sustainability (the history of the concept and its differing meanings). Also, I gave a complementary recommended reading in this section.
   • Second section “Measures of Development:” I was able to have an in depth comparative discussion of GDP, Human Development Index (HDI), and Genuine Progress Indicator (GPI) by discussing the results of the Utah study and able to connect to the new sustainability reading(s) in section I.
   • On the topic Foreign Direct Investment/Transnational Corporations, I added two new articles and a documentary (*Stealing Africa*, 2012). I assigned a reaction paper assignment on the basis of this new material and the relevant textbook chapter.
   • I added an article on climate-resilient development as one of the four article options for the analysis paper 2.

1b) Introducing sustainability perspective (via a reading and an activity) at the outset also allowed more in depth discussion of several course topics (students were clearly more attentive to sustainability dimensions in this round of teaching): the history of thought on development
Wasatch Experience
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theories (all pro-unbridled economic growth); a documentary that I show in class (on the topic of depletion of fisheries in Senegal); and the ecological impact of Brazil’s and Argentina’s otherwise successful specialization in soybeans. The textbook I adopted in fall 2014 also had a discussion on trade in toxic waste and on unsustainability of manufacturing in developing countries, both of which worked well.

2) I assigned the Space-Time Scales assignment due for the second class meeting of the semester (before the students read anything about sustainability or we had any discussion of the topic—other than my mention of the ELO on sustainability on the first day of class.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

Activity:

Due and implemented on Sept 3:
Space-time disconnect exercise (see attached sheet and sample responses). Based on discussions with David Chapman after the workshop, I worked out the details of how to implement the exercise as an assignment (as opposed to an impromptu activity). I modified the title (to “Space-time scales” to make it more neutral), identified the expectations as an assignment, and implemented it in the first week of class to gauge students’ “baseline” awareness. When they brought their assignment to class, first I had small groups (2-3) compare the items they identified and where the letters sit. Then, we had the whole class discussion. I went around to have each student identify one millennia-global concern and one daily-local concern, which I marked on the graph on the board. Then I asked whether/extent to which these two concerns relate to each other.

New material on syllabus:
Part I:

In Part III:

Short Paper Assignment: The impact of mining-led growth on development of low-income countries. Based on Zarsky and Stanley article and the following two pieces:
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- *Stealing Africa* (2012) documentary on problems with mining-led economic growth in Africa. [https://www.youtube.com/watch?v=WNYemuiAOoU](https://www.youtube.com/watch?v=WNYemuiAOoU)

Analysis Paper 2 article option:

What motivated you to change your course?

For several years now I have wanted to incorporate sustainability in my teaching, especially after my work on the Utah GPI (2011). However, in economics, the fields of development economics and environmental economics do not intersect; they are treated as fundamentally separate areas. There are no development economics texts that raise questions about ecological concerns and sustainability (at least, that do so in a sustained manner, throughout the book). Thus, it seemed too much work to try and patch together sustainability content and, until the WE, ways of imparting a sustainability mindset were opaque to me.

Explain how you approached the modification of your course.

Right after the workshop I sought the advice of Stephen Goldsmith and Dan McCool on an appropriate reading to use at the beginning of the semester. (The reading assignments for the WE workshop were too heavy to use in the first part of the course, i.e. any one of these would have taken disproportionate amount of effort to get through compared to the four other readings.) Goldsmith and McCool suggested a number of readings. I assigned one as required reading and two others as recommended. I also contacted David Chapman and got his suggestions on how to implement the Space-Time Disconnect activity.

In mid-September Goldsmith put me in touch with a graduate student of his who did an activity in his Urban Ecology course (Tamara Janine Guy). This is an empowerment tool to address the sense of powerlessness that students feel when they approach sustainability. She sent me her presentation, but we were not able to get together last fall as I was travelling for much of October and November. In Spring 2015 I sought to meet her to find out more how she inspires students to think of their role in promoting sustainability using the triple-bottom line, but we were unable to meet.

Did you achieve your proposed desired modification of the course? Why or why not?
I achieved a good level of modification, but I could have done more. I think having a bit more time between the workshop and the start of class would have helped to incorporate better the sustainability content and mindset. If the workshop were held in May, instead of mid-August, I would have had more time to prepare. I incorporated a few readings as we went along, but in retrospect adding a few more readings in the middle part of the course would have been good — for example, to address the impacts of the poor on the environment (vs. their stewardship); the relationship of rising income inequality to sustainability; how the much-celebrated industrialization drives of the mid-/late-20th century destroyed the environment.

Also, another experiential activity would have been good.

My action plan included “the product exercise” suggested by Stephen Goldsmith — i.e. to gauge awareness of conditions under which the products we consume are made — but I ended up not doing this activity for two reasons: 1) the new textbook I adopted in Fall 2014 had content detailing the social (un)sustainability (health and safety) aspects of some manufacturing in developing countries, which became part of class discussion; 2) I felt ill-equipped to comment on the ecological effects of various production processes and did not have time to research. (And if the students did not know much about it, the discussion would not have gone anywhere).

I ended the course with a discussion of “what course-related issues you will follow in your life after this course?” Several students (about half) raised sustainability questions. I also distributed and walked through a “Parting Thoughts” document that listed important sources on sustainable development issues (see attached) for their lives after the course. This step (keeping informed) could have complemented well by examples of empowerment using the triple-bottom line activity.

Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?

See above.

I would do the Space-Time Scales exercise differently (that is, hold the discussion in the following class meeting, read students responses before having the discussion).

Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

Yes, this was clear when we got to the last couple of weeks of class — the frequency of mention of “the underbelly of economic growth” increased.
By the end of the course, most students seemed to have a sustainability mindset. When I asked which course-related issues they will follow after the course, over one half indicated sustainability questions. I also asked students: “now that you know what you know, what will you do with this knowledge?” This sparked a conversation on activism and cynicism (powerlessness) on how to make change. I emphasized that each should follow their passion and focus on one issue to join or foster organized action.

What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?

See above (desired level question)

I am also planning to incorporate some of these ideas in my other course (Gender and Economic Development) where the intersection of gender and class with sustainability issues would be the focus of activities and new reading to be added.

In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?

In retrospect, this was a wonderful start for me to incorporate sustainability elements in this course and to reflect on how I can do better in the next round of teaching.