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ENST 485.01: Globalization, Justice & Environment

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GLOBALIZATION, JUSTICE, & THE ENVIRONMENT

ENST 487.01, Fall 2016

MW 3:00 am – 4:20 pm, LA 234

CRN: 74866

PROF. DAN SPENCER

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Office Hours: TWR 10:10-11:30 and by appointment

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COURSE DESCRIPTION

In this course we will study current trends in neoliberal economic globalization, and its effects on efforts to work for social justice and environmental sustainability, particularly in "two-thirds" world nations, by examining the positions of its proponents and opponents. To do so, we will begin by looking at the actual conditions and lives of workers in the global economy to understand some of the material effects of globalization. We then examine four contemporary models of globalization as formulated by Rebecca Todd Peters in her book, *In Search of the Good Life: The Ethics of Globalization*. We next explore the history of economic globalization and the phases it has passed through, and the current work of the World Bank, the International Monetary Fund, and the World Trade Organization and its implications for democracy, social justice, and ecological wellbeing. We then examine the implications of globalization and capitalism for the earth in a time of climate change, and examine proposals to address these concerns within a global economic framework. In addition to the formal policy and political dimensions of these issues, we will examine grassroots resistance efforts and networks, and assess their impact on globalization. Students will be encouraged to consider diverse perspectives and arguments in formulating their own views of and responses to globalization.

OBJECTIVES & LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and theories about economic globalization and the global economy.
2. Think critically about the social and environmental effects of different models of globalization in different societies and their interactions with the natural world.
3. Articulate and think critically about the history and roles of the major institutions influencing the global economy, particularly the International Monetary Fund, World Bank, and World Trade Organization.
4. Analyze grassroots alternatives to the dominant contemporary models of globalization.
5. Analyze the moral dimensions of contemporary models of globalization and articulate one's own personal perspective and position.
6. Incorporate information literacy into analysis of globalization issues and writing assignments by finding, evaluating, analyzing, and synthesizing information from diverse sources.
7. Write more clearly and effectively about complex theoretical issues related to the global economy with respect to social justice and the environmental issues and be able to communicate these issues and multiple perspectives fairly and clearly to diverse audiences.

REQUIRED TEXTS

Where Am I Wearing? A Global Tour to the Countries, Factories, and People that Make Our Clothes. Kelsey Timmerman [Second Edition]. Wiley: 2012; ISBN: 978-1-118-27755-3)

In Search of the Good Life: The Ethics of Globalization. Rebecca Todd Peters (Continuum: 2004; ISBN: 0-8264-1620-9)

This Changes Everything: Capitalism vs. The Climate. Naomi Klein (Simon & Schuster: 2014; ISBN: 978-1-4516-9739-1)

Readings on Moodle (<https://moodle.umt.edu>)

Recommended:

Paths to a Green World: The Political Economy of the Global Environment. Jennifer Clapp and Peter Dauvergne [Second Edition]. (MIT Press: 2011; ISBN: 978-0-262-51582-5)

Unholy Trinity: The IMF, World Bank, and WTO [Second Edition]. Richard Peet (Zed Books: 2009; ISBN: 978-1-84813-252-8)

Globalization and The Environment: Capitalism, Ecology and Power. Peter Newell (Malden, MA: Polity Press, 2012; ISBN: 978-0-7456-4723-4)

Making Globalization Work. Joseph Stiglitz (W.W. Norton: 2006; ISBN 0-393-06122-1)

The Carbon Footprint Wars: What Might Happen If We Retreat From Globalization. Stuart Sim (Edinburgh University Press: 2009; ISBN 978-0-7486-3766-9)

Why Globalization Works. Martin Wolf (Yale University Press: 2004; ISBN 0-300-10777-3)

Development and Climate Change: World Development Report 2010 (The World Bank: 2010; ISBN: 978-0-8213-7987-5)

Deep Economy: The Wealth of Communities and the Durable Future. Bill McKibben (Times Books: 2007; ISBN-10:0-8050-7626-3)

Alternatives to Economic Globalization: A Better World is Possible. John Cavanagh and Jerry Mander, eds. (Berrett-Koehler Publishers, 2004 (2nd edition); ISBN: 1-57675-303-4)

The Case Against the Global Economy: And For a Turn Toward the Local. Jerry Mander and Edward Goldsmith, eds. (Sierra Club Books: 1996); ISBN: 0-87156-865-9)

Building the Green Economy: Success Stories from the Grassroots. Kevin Danaher, Shannon Biggs, Jason Mark (PoliPoint Press: 2007; ISBN 978-0-9778253-6-3)

Solidarity Ethics: Transformation in a Globalized World. Rebecca Todd Peters (Fortress: 2014; ISBN: 978-1451465587)

Factory Girls: From Village to City in a Changing China. Leslie T. Change (Spiegel and Grau: 2009; ISBN: 978-0-385-52018-8)

COURSE SCHEDULE

Date	Class Topic and Assigned Readings	Reading
8/29	M 1 Introduction to the course and to each other	Timmerman: xi-19

I. Models of Globalization

- 8/31 W 2 Where Am I Wearing? Bangladesh** Timmerman 21-77
Introduce Group Projects
- 9/5 M No Class: Labor Day**
- 9/7 W 3 Where Am I Wearing? Cambodia** Timmerman 81-137
Documentary: Globalization is Good
- 9/12 M 4 Where Am I Wearing? China** Timmerman 141-196
Initial Sign-up for Group Projects
- 9/14 W 5 Where Am I Wearing? The Americas** Timmerman 199-268
Initial Group Projects Meeting in class
- 9/19 M 6 In Search of the Good Life: 4 Models of Globalization** Peters: 3-5, 8-12, 21-31
Guest Speaker: Pedro Marques
Response Essay to *Where Am I Wearing* due in class
- 9/21 W 7 Model 1: Globalization as New World Order** Peters: 36-65
Guest Speaker: Pedro Marques
Documentary: *Is Wal-Mart Good for America?*
- 9/26 M 8 Model 2: Globalization as Social Development** Peters: 70-95
- 9/28 W 9 Model 3: Globalization as Localization** Peters: 100-132
- 10/3 M 10 Model 4: Globalization as NeoColonialism** Peters: 139-165
Due in Class: Group Project Topic Outline
- 10/5 W 11 Assessing Models of Globalization** Peters: 173-208
- ## **II. Globalization and International Institutions**
- 10/10 M 12 Globalization and the Bretton Woods Institutions** Peet: excerpts Chs 1 & 2

On Moodle:

Excerpts from Richard Peet, *Unholy Trinity*, ch 1 (1-22) & 2 (36-59)

Readings from www.globalization101.org/

What is Globalization: <http://www.globalization101.org/what-is-globalization/>

Introduction to the IFI's: <http://www.globalization101.org/imf-introduction/>

Origins of International Finance Institutions:

<http://www.globalization101.org/the-origins-of-the-ifis/>

Globalization Glossary: <http://www.globalization101.org/imfglossary/>

Documentary: *Commanding Heights, Pt. 1: The Battle of Ideas*

10/12 W 13 The International Monetary Fund

Peet: excerpts ch 3

On Moodle:

Excerpts from Richard Peet, *Unholy Trinity*, ch 3 (66-74, 86-91, 99-107)

Readings from www.globalization101.org/

IMF: <http://www.globalization101.org/what-is-globalization/>

Why is the IMF Controversial? <http://www.globalization101.org/why-is-the-imf-controversial/>

10/17 M 14 The IMF Part II: Latin American Debt Role Play

Handout

First Peters Response Essay due in class

10/19 W 15 The World Bank

Peet: excerpts ch 4

On Moodle:

Excerpts from Richard Peet, *Unholy Trinity*, ch 4 (127-145)

Readings from www.globalization101.org/

What is the World Bank? <http://www.globalization101.org/the-world-bank-2/>

Why is the World Bank Controversial? <http://www.globalization101.org/why-is-the-world-bank-controversial/>

Globalization and Development:

<http://www.globalization101.org/category/issues-in-depth/development/>

Documentary: *Commanding Heights, Pt. 2: The Agony of Reform*

10/24 M 16 The World Trade Organization

Peet: excerpts ch 5

On Moodle:

Excerpts from Richard Peet, *Unholy Trinity*, ch 4 (178-197; 234-243)

Readings from www.globalization101.org/

Trade and Globalization: <http://www.globalization101.org/category/issues-in-depth/trade/>

Globalization and International Law:

<http://www.globalization101.org/category/issues-in-depth/international-law/>

Documentary: Commanding Heights, Pt. 3: The New Rules of the Game

Bretton Woods Institution Case Study topic due

10/26 W 17 Assessing the Bretton Woods Institutions

Peet: ch 6

On Moodle:

Excerpts from Richard Peet, *Unholy Trinity*, ch 6 (244-260)

Readings from www.globalization101.org/

Debt Relief: <http://www.globalization101.org/debt-relief/>

Trade and Environment: <http://www.globalization101.org/category/issues-in-depth/environment/>

Globalization and Women: <http://www.globalization101.org/introduction-14/>

The Global Economy & Migration:

<http://www.globalization101.org/category/issues-in-depth/migration/>

III. Globalization and the Environment: A Political Economy Perspective

10/31 M 18 Discussion of the Trans-Pacific Partnership

[Text of the TPP](#) (US Trade Representative Office)

[Trans-Pacific Partnership, Explained](#) (New York Times)

[Trans-Pacific Partnership](#): Wikipedia

[TPP: Netivist](#)

[TPP: Public Citizen](#)

[TPP: What is it and why does it matter?](#) (BBC)

Revised Peters Response Essay due in class

11/2 W 19 Check In on Group Projects

No Reading

Work in Class in Project Groups

11/7 M 20 Discussion of BWI Case Studies

No Reading

Bretton Woods Institution Case Analysis due

IV. Globalization in a Time of Climate Change

11/9 W 21 This Changes Everything: Capitalism vs. The Climate

Stein: Intro & ch 1

Intro: One Way or Another, Everything Changes

Ch 1: The Right is Right: The Revolutionary Power of Climate Change

- 11/14 M 22 Bad Timing: I** Stein chs 2 & 3
- Ch 2: Hot Money: How free Market Fundamentalism Helped Overheat the Planet
 Ch 3: Public and Paid For: Overcoming the Ideological Blocks to the Next Economy
- 11/16 W 23 Bad Timing: II** Stein chs 4 & 5
- Ch 4: Planning and Banning: Slapping the Invisible Hand, Building a Movement
 Ch 5: Beyond Extractivism: Confronting the Climate Denier Within
- 11/21 M 24 Magical Thinking: I** Stein chs 6 & 7
- Ch 6: Fruits, Not Roots: The Disastrous Merger of Big Business And Big Green
 Ch 7: No Messiahs: The Green Billionaires Won't Save Us
- Check in on Group Projects*
- 11/23 W Thanksgiving break begins**
- 11/28 M 25 Magical Thinking: II** Stein chs 8 & 9
- Ch. 8: Dimming the Sun: The Solution is... Pollution?
 Ch 9: Blockadia: The New Climate Warriors
- 11/30 W 26 Starting Anyway: I** Stein chs 10 & 11
- Ch 10: Love Will Save This Place: Democracy, Divestment, and the Wins So Far
 Ch 11: You and What Army? Indigenous Rights and the Power of Keeping Our Word
- 12/5 M 27 Starting Anyway: II** Stein chs 12 & 13
 Stein Conclusion
- Ch 12: Sharing the Sky: The Atmospheric Commons and The Power of Paying Our Debts
 Ch 13: The Right to Regenerate: Moving from Extraction to Renewal
 Conclusion: The Leap Years: Just Enough Time for Impossible
- Go over Final Essay assignment*
- 12/7 W 28 Presenting the TAC Reports: I** No Reading
 Groups 1-4 oral presentations; All Group Project TAC Reports due in class

12/12 M 29 Presenting the TAC Reports: II & Class Wrap up / Evaluation No
Reading

Group 5 oral presentation

FINAL EXAM: Wednesday, December 14th, 1:10—3:10 pm. *Bring Final Essays to Exam*

GRADING POLICY

1. Active Participation in Reading and Class Discussion: expected
2. *Response Essay to **Where Am I Wearing***: 10%
2. Critical Response Essay to the Peters Text with Revision: 30%
3. Bretton Woods Institution case study analysis: 15%
4. Group Projects: The Technical Advisory Committee Report: 25%
5. Take-Home Final exam essay: 20%

Attendance: Regular attendance and participation in the class is expected. More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences will result in one grade reduction. More than seven (7) absences will result in a failing course grade. *Late arrivals in class will count as an absence.* (Note: If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still must speak with the instructor).

Academic Dishonesty and Plagiarism: Plagiarism is a serious violation of academic integrity. All work submitted is expected to be the student's own. All use of other materials must be documented. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. Please review the University's plagiarism definition in the catalog: "*Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.*" If you have any doubts about plagiarism and attribution of others' work, please consult your instructor.

Students with Disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. I am in the process of converting all of the materials in the class to an accessible format. If you find any course materials are not in an accessible format for you, please let me know and I will work with DSS to change the format.

Note Re Papers: Papers are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. *Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and will receive one full grade reduction.* Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements

- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style
- A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

Note: Grades will be recorded using pluses and minuses.

WEIGHT AND TIMELINE OF ASSIGNMENTS

The total number of points available for class assignments is 500 points. In order of due dates, the assignments are:

	<u>points</u>	<u>%</u>	<u>due date</u>
1. <i>Where Am I Wearing</i> Response Essay	50	10%	Sept 19
2. Peters Critical Response Essay	100	20%	Oct 17
3. Revision of Peters Critical Response Essay	50	10%	Oct 31
4. Bretton Woods Institution case study analysis	75	15%	Nov 7
5. Group Project: TAC Report	125	25%	Dec 7
6. Take-Home Final Exam Essay	100	20%	Dec 14

Note: final grades will use pluses and minuses.

DESCRIPTION OF WRITTEN ASSIGNMENTS

1. Response paper to *Where Am I Wearing?*: What is your response to the issues raised in *Where Am I Wearing?* **See Prompt posted on Moodle** and write a 4-5 page double-spaced essay. Discuss what you believe to be some of the key ethical issues discussed by Kelsey Timmerman in his book. The essay is worth 50 points, or 10% of your total grade. **Paper Due: Mon, September 19.** [Note: **Please number your pages.**]

2. Critical Response Essay to the Peters text:

This 8-10 double-spaced page essay should provide a **critical exposition** and a **critical response** to the text by Rebecca Todd Peters, *In Search of the Good Life: The Ethics of Globalization*. For this essay, you will turn in an initial paper that I will grade; you will then revise the first essay for the final grade. The first paper is worth 20% and the revised paper 10% of your final grade. The first 6-8 pages of the essay should be a careful exposition that *summarizes* and *explains* the main themes and arguments presented in the text. [Note: Your essay *must* contain specific references to and relevant quotes from the text to support your exposition and argument. Cite the page number(s) in parentheses that show the pages from where you draw the information for your exposition. **Your audience** is someone who has *not* read the text; don't assume that s/he knows the arguments or issues, so explain them carefully and clearly.] Introduce Peters book, and clearly explain her overall thesis and argument. Then show how she develops her 4 models and the overall argument in each of the chapters. The final 2-3 pages should be a thoughtful *assessment* and *critique* of the author's arguments: where do you agree with Peters, where do you disagree, and *why*? What do you see as the

strengths and weaknesses of her arguments, and *why*? What is your overall assessment of the text? *Why*? [Note: **Please number your pages.**]

Citation Style: Use the **Chicago Manual Style *author-date system*** for citations. See <http://library.osu.edu/help/research-strategies/cite-references/chicago-author-date/chicago-manual-of-style-author-date-system-citation-style-guide/> for examples of how to use this style for citing pages in books. *All quotes must include page references in the citation.*

Note: Attach your first essay with my comments to your revised essay and submit together. See Prompt on Moodle for additional section for the Revised essay.

Graduate students: In addition to the assignment above, your response essay should draw on a minimum of five additional academic sources (i.e., peer-reviewed articles, scholarly texts, etc.) to develop your analysis, and should be 10-12 pages in length. I shall expect a level of analysis commensurate with graduate-level work. Note: Graduate students will have the *option* to revise their initial paper, but revision is not required.

The Peters essay is worth 150 points (First essay = 100 pts; revised essay = 50 pts), or 30% of your total grade. **Due dates:** First Peters response essay: Mon, October 17; Revised Peters essay: Mon, October 31.

3. Bretton Woods Institution Case Study Analysis: Choose and analyze a current case involving one of the Bretton Woods Institutions (IMF, World Bank, WTO). Option A: Go to the website of *The Bretton Woods Project* (<http://www.brettonwoodsproject.org>) click on Countries, and look for cases by the region you are interested in. (Note: you can also search for articles on a wide variety of topics or countries on this website). You can also check the World Bank site at: worldbank.org and idb.org; or Option B: find a current case or topic on your own. **[Note: Your BWI case/topic must be different than your Group Project case/topic]** *Email your topic/case to me no later than Mon, October 24 at daniel.spencer@umontana.edu.*

Then, in your 6-8 page paper, you should do at least 4 things: (1) Describe the case clearly, but succinctly; (2) explain the response or approach to the case *from the perspective of the BWI involved*; (3) explain/present at least one critique of the BWI involvement *from the perspective of an organization that is critical of the BWI*; (4) give your own response and analysis, explaining what you think should be done and why. Your paper should have at least 4 sources other than those assigned in class, and will be considered stronger to the extent that you also can use the texts read in class thoughtfully in developing your response. The essay is worth 75 points, or 15% of your total grade.

Paper Due: Mon, November 7. [Note: **Please number your pages.**]

Graduate students: In addition to the assignment above, your BWI Case study analysis should draw on a minimum of eight additional academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

4. Group Project: Technical Advisory Committee Report. See prompt on Moodle for a description and timeline of the Group Project TAC Report. **Paper Due: Wed, December 7.**
5. Take-Home Final Exam: This 6-8 page final essay should be your own thoughtful assessment of what should be done in response to economic globalization in an age of climate change, and why? You will draw on the course readings and especially the final text, *This Changes Everything*, by Naomi Klein. See prompt on Moodle for details. **Due: Wednesday, December 14th, 1:10 pm** during the

final exam period. Each student will bring his/her essay during the Final Exam period, where you will have the opportunity to present a synopsis of your arguments. The Final essay is worth 100 points, or 20% of your total grade.

Graduate students: In addition to the assignment above, your final essay should draw on a minimum of five academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

IMPORTANT UNIVERSITY POLICIES, DATES AND DEADLINES: See the Calendar page in Cyberbear for a list of important dates for Fall 2016:

<http://www.umt.edu/registrar/PDF/OfficialDatesandDeadlinesfall2016.pdf>

P/NP Grade option: A minimum grade average of C- (70) is required for a P grade in the P/NP option.

Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.