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EVST 395.01: Globalization, Justice and the Environment

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GLOBALIZATION, JUSTICE, & THE ENVIRONMENT

EVST 395_01, Fall 2006
MW 11:10 am – 12:30 pm
Liberal Arts 244
CRN: 74668

Prof. Dan Spencer
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Office Hours: Mon-Wed 3-5 pm; Tue 10-11:30 am;
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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 in "two-thirds" world nations by examining the positions of its proponents and opponents. To do so, we will begin by examining 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 will then examine 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 well-being. Using Latin America as a case study, we will explore the effects of globalization on various dimensions of environmental crises there. In looking at alternatives to globalization we will explore debates about free trade agreements versus proposals for fair trade, the efficacy of labor and environmental side agreements in international trade treaties, and the role of the United States' economic and international policies in each of these areas. 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.

REQUIRED TEXTS

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

Unholy Trinity: The IMF, World Bank, and WTO. Richard Peet (Zed Books, 2003; ISBN: 1-84277-073)

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

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) [AEG]

Readings on Electronic Reserve (ERES: <http://eres.lib.umt.edu/>)

Recommended: *Trouble in Paradise: Globalization and Environmental Crises in Latin America*. J. Timmons Roberts & Nikki Demetria Thanos, eds. (Routledge, 2003; ISBN: 0-415-92980-6)

COURSE SCHEDULE

Date	Class Topic and Assigned Readings	Reading Location
8/28	M 1 Introduction to the course and to each other	[No Assigned Reading]
	I. Models of Globalization	
8/30	W 2 In Search of the Good Life: 4 Models of Globalization	Peters: 3-12, 21-31
9/4	M Labor Day – No Class	
9/6	W 3 Model 1: Globalization as New World Order	Peters: 36-65
9/11	M 4 Model 2: Globalization as Social Development	Peters: 70-95
9/13	W 5 Model 3: Globalization as Localization	Peters: 100-132
	<i>Discuss Group Research Projects</i>	
9/18	M 6 Model 4: Globalization as NeoColonialism	Peters: 139-165
9/20	W 7 Assessing Models of Globalization	Peters: 173-208
	<i>Sign up for Research Project Groups</i>	
	II. Globalization and International Institutions	
9/25	M 8 Globalization and the Bretton Woods Institutions	Peet: Chs. 1 & 2
	<i>Peters Response Essay due in class</i>	
9/26	W 9 The International Monetary Fund	Peet: Ch. 3
	Fri-Sat 9/29-30: Harvest Fest (see: www.umt.edu/cfa/)	
	Fri 9/29 7:00 pm: Anna Lappé: “Eat Grub! Putting Politics on Your Plate North Underground Lecture Hall	
10/2	M 10 The World Bank	Peet: Ch. 4
10/4	W 11 The World Trade Organization	Peet: Ch. 5
	II. The Case for Globalization	
10/9	M 12 Why Globalization Works	Wolf: x-xviii, 1-39

Peet Response Essay due in class

10/11	W	13	Toward a Global Market Economy	Wolf: 40-92
10/16	M	14	Too Little Globalization?	Wolf: 95-134
10/18	W	15	Answering the Critics – I	Wolf: 137-219
10/23	M	16	Answering the Critics – II	Wolf: 220-304

III. A Case Study: Globalization, Justice, and Environment in Latin America

10/25	W	17	Globalization & Environment in Latin America: Its Problems and Roots	Roberts & Thanos: Ch. 1 [ERES #1]
10/30	M	18	NAFTA, Free Trade, and the Environment on the U.S.—Mexico border	Roberts & Thanos: Ch. 2 [ERES #2]

Wolf Response Essay due in class

11/1	W	19	Green Revolutions, Deforestation, and New Ideas	Roberts & Thanos: Ch. 1 [ERES #3]
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IV. Alternatives to Economic Globalization

11/6	M	20	Globalization: A System in Crisis	AEG: Intro, Chs. 1 & 2
11/8	W	21	Alternatives in Action I:	AEG: Chs. 4 & 5
11/13	M	22	Alternatives in Action II:	AEG: Chs. 6 & pp. 164-171, 179-230
11/15	W	23	Group Presentations. Groups 1 & 2	
11/20	M	24	Video in class: TBA	
11/22	W		Thanksgiving Break – No Class	
11/27	M	25	Group Presentations. Groups 3 & 4	
11/29	W	26	Group Presentations. Groups 5 & 6	
12/4	M	27	Group Presentations. Groups 7 & 8	
12/6	W	28	Wrap up	

FINAL EXAM: 8:00 – 10:00 am Thursday 12/14/06

GRADING POLICY

1. Active Participation in Reading and Class Discussion: expected
2. 3 Critical Response Essays to the Texts: 20% each
3. Group Project: Class Presentation and Extended Analytical Outline
 - Class Presentation: 10%
 - Extended Analytical Outline: 5%
 - Peer Evaluation: 5%
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. 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 and policy on p. 22 of 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.

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.

DESCRIPTION OF WRITTEN ASSIGNMENTS

1. 3 Critical Response Essays: Each of these 5-6 page essays should provide a critical exposition and response to the texts by (1) Rebecca Todd Peters, (2) Richard Peet, and (3) Martin Wolf. The first 2-3 pages of your essay should be a careful exposition that summarizes and explains the main themes and arguments presented in the text. [Note: 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.] The final 2-3 pages should be a thoughtful assessment and critique of the author's arguments: where do you agree with the author, where do you disagree, and why? What do you see as the strengths and weaknesses of the author's arguments, and why? How might the later authors assess the arguments of the earlier authors? What is your overall assessment of the text?

Each essay is worth 100 points, or 20% of your total grade. Due dates: Peters response: Mon, 9/25; Peet response: Mon, 10/9; Wolf response: Mon, 10/30.

2. Group Project: From the World Social Forum to the UN Millennium Campaign to the Biodiversity Treaty, many grassroots movements and institutions are responding to the challenge of globalization and many seek to develop alternatives. For this assignment, each student will have the opportunity to work with 3-4 other students to research and present a movement or institution that is responding to issues of globalization. We will discuss the assignment and possible research topics in class on Wednesday, 9/13, and sign up for topics and groups a week later on Wednesday, 9/20. I will provide a list of possible subjects, but if there is a group or institution you are particularly interested in researching, feel free to suggest it on 9/13. The project thus is divided into two sections:

(a) Group Research and Class Presentation: Starting the week of November 16th, each group will have 30-35 minutes to present your findings to the class. Creativity in presentation format is strongly encouraged!

(b) Extended Analysis Outline: One week after your class presentation your group should turn in an extended outline that shows the relevant background information and analysis of your group. We will go over in class what elements to include in the outline. Each person must also turn in individual peer evaluation sheets evaluating the contribution of each member of the group, including yourself. The peer evaluation is worth 5% of your final grade. [Note: You will not receive your peer evaluation grade until you have turned in your peer evaluation sheets.]

3. Take-Home Final Exam: This 8-10 page final essay combines two sections: the first 5-6 pages should be a critical response to the readings from *Alternatives to Economic Globalization* following the format described in assignment 1 above. The final 3-5 pages should be your own thoughtful assessment of what should be done in response to economic globalization, and why? Should we promote and participate in economic globalization, as Martin Wolf advocates, as the best response to the world's social, economic, and environmental needs? Or should we oppose current dominant models of globalization, as Richard Peet and the authors of the *AEG* advocate? If so, what kinds of alternatives are needed in the social, economic, and environmental realms?

Each student will bring his/her essay to the Final Exam period, 8-10 am, Thursday, December 14, 2006, where you will have the opportunity to present a synopsis of your arguments.

Graduate students: please identify yourselves to me after class the first day. I shall expect your work to be more analytical and penetrating, and will ask you to assist in the organizational analysis group projects and occasionally in leading class discussions. You will be asked to write an 8-10 page research paper that analyzes in depth one theme or organization related to the class topic. Paper topics should be chosen in consultation with the instructor.

ERES: To access the ERES readings:

- a. Go into <http://eres.lib.umt.edu/>
- b. Click on Electronic Reserves and Course Materials
- c. Under Instructor, find and select SPENCER, Daniel
- d. Click on the course name: EVST 395.
- e. Enter the password, "global"
- f. The first entry, "Reading List," is a Table of Contents. The rest of the readings are entered in the order we will discuss them. The readings are in PDF format.

If you don't like using ERES, there are also hard copies of all the readings on Reserve in the Library where you can read them or make copies.

LIST OF ERES READINGS : EVST 395: GLOBALIZATION, JUSTICE, ENVIRONMENT

1. J. Timmons Roberts and Nikki Demetria Thanos, "The Scene, Its Problems and Roots" in *Trouble in Paradise: Globalization and Environmental Crises in Latin America* (New York and London: Routledge; 2003), pp. 1-33.
2. J. Timmons Roberts and Nikki Demetria Thanos, "Pollution Havens on the United States – Mexico Border? NAFTA, Free Trade and the Environment" in *Trouble in Paradise: Globalization and Environmental Crises in Latin America* (New York and London: Routledge; 2003), pp. 35-63.
3. J. Timmons Roberts and Nikki Demetria Thanos, "Green Revolutions, Deforestation, and New Ideas" in *Trouble in Paradise: Globalization and Environmental Crises in Latin America* (New York and London: Routledge; 2003), pp. 65-93.

IMPORTANT UNIVERSITY POLICIES, DATES AND DEADLINES

- 9/18: Last day to drop and add courses by Cyberbear. Last day to receive a full refund for classes dropped. Courses dropped after this date will bear a **W** on the transcript.
- 10/9: Last day to drop courses with instructor and advisor signatures and a drop/add form. A **WP** or **WF** will appear on your transcript for courses dropped after October 9.
- 12/1: Last day to withdraw from courses for Autumn 2006.

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 on p. 21 of the University Catalog. No exceptions will be made for these criteria.