

9-2014

ENST 487.01: Globalization, Justice and the Environment

Robin Saha

University of Montana - Missoula, robin.saha@mso.umt.edu

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GLOBALIZATION, JUSTICE, & THE ENVIRONMENT

EVST 487.01, Fall 2014

MW 3:10 am – 4:30 pm, LA 334

CRN: 73798

PROF. DAN SPENCER

Office: JRH 103; Tel: 243-6111

Office Hours: MTWR 11:10 – 12 and by appointment

Email: daniel.spencer@umontana.edu

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. To understand environmental impacts of globalization, we explore political economy and political ecology approaches to understanding global capitalism. We then examine the implications of globalization for the earth in a time of climate change, and examine proposals for climate capitalism 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)

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)

Climate Capitalism: Global Warming and the Transformation of the Global Economy. Peter Newell and Matthew Paterson (Cambridge University Press: 2010; ISBN: 978-0-521-12728-8)

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

Recommended:

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
8/25	M 1	Introduction to the course and to each other	Timmerman: xi-19
	I.	Models of Globalization	
8/27	W 2	Where Am I Wearing? Bangladesh	Timmerman 21-77
9/1	M	No Class: Labor Day	
9/3	W 3	Where Am I Wearing? Cambodia	Timmerman 81-137
		<u>Documentary</u> : <i>Globalization is Good</i>	
9/8	M 4	Where Am I Wearing? China	Timmerman 141-196
		<u>Documentary</u> : <i>Is Wal-Mart Good for America?</i>	
9/10	W 5	Where Am I Wearing? The Americas	Timmerman 199-268
9/15	M 6	In Search of the Good Life: 4 Models of Globalization	Peters: 3-5, 8-12, 21-31
		<i>Response Essay to Where Am I Wearing due in class</i>	
9/17	W 7	Model 1: Globalization as New World Order	Peters: 36-65
		<u>Documentary</u> : <i>The Corporation</i>	
9/22	M 8	Model 2: Globalization as Social Development	Peters: 70-95
9/24	W 9	Model 3: Globalization as Localization	Peters: 100-132
9/29	M 10	Model 4: Globalization as NeoColonialism	Peters: 139-165
10/1	W 11	Assessing Models of Globalization	Peters: 173-208
		II. Globalization and International Institutions	
10/6	M 12	Globalization and the Bretton Woods Institutions	Peet: excerpts Chs 1 & 2
		<u>On Moodle</u> : Excerpts from Richard Peet, <i>Unholy Trinity</i> , 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*

10/8 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/>

First Peters Response Essay due in class

10/13 M 14 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*

10/15 W 15 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

III. Globalization and the Environment: A Political Economy Perspective

**10/20 M 16 The Consequences of Structural Adjustment:
The Case of Jamaica**

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/>

Documentary on Jamaica: *Life and Debt: Part I*

Revised Peters Response Essay due in class

10/22 W 17 Introduction to the Political Economy of Globalization

PGW: chs 1 & 2

Ch 1: Peril or Prosperity? Mapping Worldviews of Global Environmental Change

Ch 2: The Ecological Consequences of Globalization

Documentary on Jamaica: *Life and Debt: Part II*

**10/27 M 18 The Globalization of Environmentalism
in the Context of Economic Growth**

PGW: chs 3 & 4

Ch 3: The Globalization of Environmentalism

Ch 4: Economic Growth in a World of Wealth and Poverty

10/29 W 19 Discussion of BWI Case Studies

No Reading

Bretton Woods Institution Case Analysis due

11/3 M 20 Global Trade and the Environment

PGW ch 5

Ch 5: Global Trade and the Environment

11/5 W 21 Global Investment and the Environment

PGW ch 6

Ch 6: Global Investment and the Environment

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

11/10 M 22 Global Financing and the Environment PCW ch 7
Assessing the Four Paths to a Green World PCW ch 8

Ch 7: Global Financing and the Environment
Ch 8: Paths to a Green World? Four Visions for a Healthy Global Environment

IV. Climate Capitalism? Globalization in the Context of Climate Change

11/12 W 23 Introduction to Climate Capitalism CC chs 1 & 2

Ch 1: Introducing Climate Capitalism
Ch 2: Histories of Climate, Histories of Capitalism

11/17 M 24 Climate Change and Business: Threat or Opportunity? CC chs 3 & 4

Ch 3: Climate for Business: From Threat to Opportunity
Ch 4: Mobilising the power of investors

11/19 W 25 Climate Change and Markets CC chs 5 & 6

Ch 5: Searching for Flexibility, Creating a Market
Ch 6: Caps, Trades and Profits

11/24 M 26 Limits of Climate Capitalism? CC chs 7 & 8

Ch 7: Buying Our Way Out of Trouble
Ch 8: The Limits of Climate Capitalism

Critical Thought Essay on Globalization and Political Economy due

11/26 W Thanksgiving break begins

12/1 M 27 The Future of Climate Capitalism CC chs 9 & 10

Ch 9: Governing the Carbon Economy
Ch 10: What Futures for Climate Capitalism?

12/3 W 28 Class Wrap up No Reading!

FINAL EXAM: Thursday, December 11th, 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. Critical Thought Essay on a Topic in Globalization and Political Economy/Ecology: 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 15
2. Peters Critical Response Essay	100	20%	Oct 8
3. Revision of Peters Critical Response Essay	50	10%	Oct 20
4. Bretton Woods Institution case study analysis	75	15%	Oct 29
5. Critical Thought Essay on Globalization and Political Economy	125	25%	Nov 24
6. Take-Home Final Exam Essay	100	20%	Dec 11

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?* In 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. What insights have you gained? How should citizens and consumers in the affluent world respond to how our clothing is made? How do you assess Timmerman's suggestion that we become "engaged consumers"? What else, if anything, do you think should be done, and why? The essay is worth 50 points, or 10% of your total grade.
Paper Due: Mon, September 15.
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.] Clearly explain Peter's overall thesis and argument, and then show how she develops it in each of the chapters. The final 3-4 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*? **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 comments to your revised essay and submit together.

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 article, 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: Wed, October 8; Revised Peters essay: Mon, October 20.

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/project/index.shtml>), click on the “Topics” page, and look for a topic or case. (Note: you can also search for articles on a wide variety of topics or countries on this website); or Option B: find a current case or topic on your own. *Email your topic/case to me no later than Wed, October 15 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: Wed, October 29.

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. Critical Thought Essay on a Topic in Globalization and Political Economy/Ecology: For this essay, pick one of the three main topics presented in *Paths to a Green World*: (1) Global Trade, (2) Global Investment and Corporations, or (3) Global Finance. Then, in your 8-10 page paper, you should do the following:
 - (1) Give an exposition of what are some of the main characteristics and issues associated with it in the context of Globalization, using the relevant chapters from *Paths to a Green World*.
 - (2) Choose and explain one current case that illustrates some of these features and dynamics. Then,
 - (3) Assess your topic from the perspective of each the “four visions” presented in *Paths to a Green World* (Market Liberal, Institutional, Bioenvironmentalist, Social Green): what does each see as the strengths or weaknesses, contributions or problems this area of the global economy makes with respect to issues of economic development, social justice, and environmental sustainability? Finally,
 - (4) What is *your* assessment, and would you propose any alternatives?

In addition to the Clapp and Dauvergne text, you should incorporate at least four additional academic sources to develop your case study and analysis of the topic. The essay is worth 125 points, or 25% of your total grade. **Paper Due: Mon, November 24th.**

Graduate students: In addition to the assignment above, your response essay 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 10-12 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

Citation Style: Use the **Chicago Manual Style *author-date system*** for citations in your written assignments. 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.*

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? Should we promote and participate in economic globalization, as neoliberal and social equity liberals advocate, as the best response to the world's social, economic, and environmental needs? Or should we oppose current dominant models of globalization, as critics such as Rebecca Todd Peters and Richard Peet advocate? If so, what kinds of alternatives are needed in the social, economic, and environmental realms? What kinds of issues does climate change raise for different models of globalization? Are the proposals made in Newell and Paterson's text, *Climate Capitalism*, realistic and viable? Why or why not? *Specific instructions for the essay will be handed out the final day of classes.* **Due: Thursday, December 11th, 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. Undergraduate and Graduate students: 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.

Graduate Student Seminar: In addition to the regularly scheduled classes, graduate students will meet one hour every two weeks as a group with Prof. Spencer for more in-depth discussion of the readings. Discussion will be led by pairs of graduate students. Time slot to be schedule in accordance with student availability the first week of the semester.

IMPORTANT UNIVERSITY POLICIES, DATES AND DEADLINES: See the Calendar page in Cyberbear for a list of important dates for Fall 2014: <http://www.umt.edu/registrar/calendar.php>

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.