

Sue Dockstader, Columbia 254A
Office Hours: 9.00am - 10.00am M,W

Environment and Globalization (CRN 32179)
Spring Term 2016
Mondays and Wednesdays 10.00-11.50
142 Columbia Hall
Final Exam Time: 10:15 Friday, June 10

Course Overview: Since all economic activity depends on the integrity of the natural world, it is paramount that we understand the forces shaping the global economy and what the ecological implications are of this economic activity. This analyzes and critiques the international economic regime known as "globalization." Rather than focusing exclusively on history, theories of globalization and free trade agreements, we will view globalization in its contested framework with regard to the environment. We will look at four areas of concern: land, water, energy and climate and evaluate globalization's actual and potential effects on them.

Things to Consider: Globalization is a very controversial topic that elicits passionate emotions on both sides. So there are some concepts to keep in mind throughout the course:

- 1) **Scale** – Environmental degradation is not spatially or temporally equal.
- 2) **Periphery vs. Center** – No one disputes that there are winners and losers under a globalized economy. How did this come to be? And how does this situation contribute to environmental degradation?
- 3) **Globalization of what?** – Is globalization of trade also about spreading environmental protection through wealth accumulation (Kuznets curve)? Why or why not?
- 4) **Environmental Sustainability?** – What does it mean to you? Can it be achieved under a globalized world economy? Through which trade mechanisms (if any) can it be accomplished? Can the environmental regulations of nation-states be effective in the face of this trade regime? Why or why not?

Course Goals:

- 1) To help students develop a deeper understanding of history, key concepts, trends and issues regarding globalization's effect on the environment.
- 2) To motivate students to evaluate all sides (or as many as possible) of the globalization argument, to think critically from an environmental studies/science standpoint and to form well-reasoned opinions.
- 3) To encourage students to formulate possible solutions to environmental problems in a globalized world.
- 4) To inspire students to actively engage with the world around them through scholarship AND participation in public debate over globalization.

Learning Objectives:

By the end of the term students should be able to:

- 1) Identify and name the specific major institutions involved in globalization and their functions.
- 2) Describe, in general, the different claims made by neoliberal economists, fair trade advocates, and “anti-globalization” activists.
- 3) Knowledgeably discuss the environmental impacts of various trade policies using examples/case studies.
- 4) Predict, using arguments presented in the readings and lectures, how a specific trade policy might affect one or all of the four study areas.
- 5) Demonstrate an understanding of the interconnections of the globalized economy with human society and the natural environment.
- 7) Articulate a coherent and informed opinion of globalization’s impact on environmental systems.

Required Text:

Fred Magdoff and John Bellamy Foster, *What Every Environmentalist Needs To Know About Capitalism: A Citizen's Guide To Capitalism and The Environment.*. New York: Monthly Review Press, 2011.

Referred to in the Syllabus as " Fred Magdoff and John Bellamy Foster. (2011)."

Available at:

Black Sun Books

467 Hilyard St, Eugene.

Phone: 541.484.3777

Hours: Tues-Fri 10.00am - 5.00pm

Sat. 10.00am - 4.00pm

Course Requirements & Grading Criteria:

1) Attendance

Attendance will accounts for 10% of your grade while participation will account for 15% of the final grade.

Please respect the following requests:

Turn off your cell phone and close your laptop

Listen respectfully to other students

Respect other students' points of view

Do not monopolize the discussion

2) Quizzes: I will give five quizzes worth 15% throughout the term that will be on the reading material only. We will discuss the format of the quizzes in class.

3) Group Activities: You will have the opportunity to do a seminar presentation during the term that is worth 20% of your grade. You will be given areas to research that incorporate the readings and your group's exploration of the topic to discuss in class.

4) Critical Responses

Please read the course material before the class and understand the main concepts. You are required to prepare two three page written response on one or more of the readings. The responses are due at the beginning of the first class of the week and will be 10 pts/each. The readings will be posted to Canvas, under "Files."

Response papers should contain a summary of the main ideas/issues raised in the article and your **critical** response to the information presented in the article. The response writings should be a maximum of 3 pages, double-spaced, 12-point font, with 1-inch margins.

5) Midterm: The open book midterm will be worth 15% of your grade and will consist of short answer and essay questions.

6) Oral Conference: This will be a short consultation with me about the issues we covered in class. This is not a test or a debate. This is your time to tell me individually your views on globalization and what you found useful about the course, what concerns you, etc. This will be worth 5% of your grade.

7) Final: The take home final will be worth 15% of your grade and will consist of short answer and essay questions. We will discuss in class whether a test or a final project will work best for students.

8) Grading

10%	Attendance (20 days) - 0.5/day
15%	Quizzes (5) - 3pts/quiz
20%	Seminar Presentation - 20pts
20%	2 Reading Reviews (3 pages each) - 10pts/paper
15%	Midterm Exam - 15pts
5%	Oral Conference - 5pts
15%	Final (take home) - 15pts

10) Policies

- **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all responses on time.
- **Attendance Policy:** I expect you to attend class regularly and participate in the class discussion. If you miss a class it is *your responsibility* to obtain notes from a fellow student.

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- **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions. Plagiarism software "Vericite" provided by University of Oregon, will be used to ensure compliance.

Due Dates/Make Up Work: Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted me **before** the scheduled date

Readings

I may modify the reading list as I find more up-to-date, interesting articles. But I will give you a week's notice and replacements will not longer than originals.

Week 1 Capitalism/Imperial Beginnings and Results

28 March

- 1) Dan Beeton (2016). "The Unfinished Work of Berta Cáceres," *Counterpunch*, 17 March.

30 March (Guest Lecturer: Julie Bacon on Settler Colonialism)

- 2) Fred Magdoff and John Bellamy Foster. (2011). (pp. 37-60)

Week 2 What is Globalization?

4 April

- 1) Fred Magdoff and John Bellamy Foster. (2011). (pp. 61 - 76)

6 April

- 2) Peter Newell (2005). "Race, Class and the Global Politics of Environmental Inequality," *Global Environmental Politics*, 5(3).
- 3) **Audio:** National Public Radio (2016). "Today's Slaves Often Work For Enterprises That Destroy The Environment." *Fresh Air*, January 20. Link: <http://www.npr.org/sections/goatsandsoda/2016/01/20/463600820/todays-slaves-often-work-for-enterprises-that-destroy-the-environment>
- 4) Kwadwo Ansong Asante, et al. (2012). "Multi-Trace Element Levels and Arsenic Speciation In Urine of E-Waste Recycling Workers From Agbogbloshi, Accra in Ghana." *Science of the Total Environment* 424: 63-73. **Skim**
- 5) **Audio:** National Public Radio. (2015). "A Shadow Economy Lurks In An Electronics Graveyard." January 4. Link: <http://www.npr.org/2015/01/04/374780916/a-shadow-economy-lurks-in-an-electronics-graveyard>

Week 3 - Forests

11 April

- 1) Fred Magdoff and John Bellamy Foster. (2011). (pp.77-82)
- 2) Ehrenfeld, D. (2005). "The Environmental Limits To Globalization." *Conservation Biology*, 19, 318 – 326.

31April

- 3) Global Forest Coalition. (2013). *REDD+ And The Underlying Causes of Deforestation and Forest Degradation*. (2 pages of Executive Summary only).
- 4) Hari, Johann. (2010). "The Wrong Kind of Green." *The Nation*.
- 5) No REDD in Africa Network. (2015). "No REDD in Africa." (pp.1-17).

Week 4 -Agriculture

18April

- 1) Fred Magdoff and John Bellamy Foster. (2011). (pp.83-93).
- 2) Altieri, Miguel A. & Fernando R. Funes-Monzote. (2012). "The Paradox of Cuban Agriculture." *Monthly Review* 63(8), January.

20April

- 3) GRAIN. (2016). "New Mega-Treaty In The Pipeline: What Does RCEP Mean For Farmers' Seeds in Asia?" *Against the Grain*. March.
- 4) de Ruiter, H; Macdiarmid, J.I.; Mathews, R.B.; Kastner, T. & Smith, P. (2016). "Global Cropland and Greenhouse Gas Impacts of UK Food Supply Are Increasingly Located Overseas." *Journal of the Royal Society Interface* 13(114).

Midterm

Week 5 Water (Freshwater Privatization)

25April

- 1) Peter H. Gleick, Gary Wolff, Elizabeth L. Chalecki, & Rachel Reyes. (2002). "The New Economy of Water: The Risks and Benefits of Globalization and Privatization of Fresh Water." *Pacific Institute*, February. (pp. 10-19.)
- 2) Food and Water Watch. (2011). "Water = Life: How Privatization Undermines the Human Right to Water." July.

27April

- 3) "Fast Track for Trade Deals Would Expand Privatization of Public Services"
- 4) Lucia Ortiz & Danilo Urrea. (2013). "Economic Drivers of Water Financialization." *Friends of the Earth*. November. (pp. 7-9).

Week 6 Freshwater/Oceans

2May

- 1) Karen Bakker. (2008). "The Ambiguity of Community: Debating Alternatives to Private-Sector Provision of Urban Water Supply." *Water Alternatives*, 1(2): 236-252.

4May

- 2) Stefano B. Longo, Rebecca Clausen & Brett Clark. (2015). *The Tragedy of the Commodity: Oceans, Fisheries, and Aquaculture*. New Brunswick: Rutgers University Press. (pp. 1-10; 31-38; 63-65).

Week 7 Fossil Fuel Energy

9May

- 1) Quincy Saul. (2015). "Deepwater Capitalism." *Counterpunch*. April 20.
- 2) LaDuke, W. (1999). *All our relations: native struggles for land and life*. Cambridge: South End Press. (Ch. "Nuclear Waste: Dumping On the Indians")

11May

- 3) Bullard, R.D. (2005). *The Quest For Environmental Justice*. San Francisco: Sierra Club Books. (Ch. 8 "Resource Wars Against Native Peoples")
- 4) Brett Clark, Andrew K. Jorgenson & Daniel Auerbach. (2012). "Up In Smoke: The Human Ecology and Political Economy of Coal Consumption." *Organization & Environment* 25(4): 452-469.
- 5) **Video:** Uncommon Thought Journal (December 15, 2015). "We Are The Sacrifice Zones: North Dakota Fracking Fuels Violence Against Women."
Link: <http://www.uncommonthought.com/mtblog/archives/2015/12/15/we-are-sacrifice-zones-north-dakota-fracking-fuels-violence-against-women.php>

Week 8 Technology/Alternative Energies

16May

- 1) Richard York. (2012). "Do Alternative Energy Sources Displace Fossil Fuels?" *Nature* 2(6): 441-443.
- 2) Sue Dockstader. (2012). "Engendering The Metabolic Rift: A Feminist Political Ecology of Agrofuels." *University of Oregon*. (excerpts).

18May

- 3) Richard Smith. (2014). "Green Capitalism: The God That Failed." *Truth-Out*. January 9.
- 4) Melody Kapilialoha MacKenzie, Susan K. Serrano, & Koalani Laura Kaulukukui. (2007). "Environmental Justice For Indigenous Hawaiians: Reclaiming Land and Resources." *Natural Resources and Environment*. Winter: 37-47.

Week 9 Climate Change

23May

- 1) Fred Magdoff and John Bellamy Foster. (2011). (pp.123-144).
- 2) **Audio:** Talk Nation. (2015). "Chris Williams on How Paris Set the Earth On A Course To Burn." Link: <https://soundcloud.com/davidcnswanson/talk-nation-radio-chris-williams-on-how-paris-set-the-earth-on-a-course-to-burn>

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25May

3) Steve Rushton. (2014). "This Changes Everything: Naomi Klein On Capitalism Vs. The Climate." *Occupy.com*. October 29.

4) Joane Nagel. (2016). *Gender And Climate Change: Impacts, Science, Policy*. New York: Routledge. (pp 117-144).

Week 10: Student Interviews/Final