

**Globalization, Development & Environment**  
**Spring 2017 - 11:374:305:01**  
**MW, 10:55-12:15, BL 131**

**Instructor:**

**Dr. Pamela McElwee**

Associate Professor, Department of Human Ecology

Cook Office Building, Room 215

pamela.mcelwee@rutgers.edu

office ph: 848-932-9209 (please use email as the preferred method of communication)

**Office Hours:** Wed 2:00-3:00 and other times by email appointment

**Course Description**

This course examines the processes at play in globalization and development and the impacts of these processes on the environment. Relevant histories, policies, and institutions are examined, with a focus on such issues as poverty, trade, migration, and inequality, among others. Emphasis of the course will be on understanding the social, political and economic factors that have contributed to globalization and development, and the environmental impacts of these trends, and the degree to which communities, nations and global institutions have the ability to manage these problems, and with what solutions.

**Course Objectives**

At the end of the course, students will have met several goals:

Goal 1: Understand theoretical approaches to the study of global development and the history of policy in this field

Goal 2: Apply key class concepts to real-world development case studies

Goal 3: Develop analytical skills to assess the tradeoffs involved in economic development and the environment globally.

To meet these goals, the course focuses on three primary activities:

- (1) core readings, lectures, and discussion on aspects of development, globalization and environment
- (2) understanding real world examples through films that highlight the issues involved in global development
- (3) periodic written assignments on substantive issues

Assessment methods for the above goals will include:

Goal 1: Final exam and periodic quizzes

Goal 2: Analytical review of one of the films shown in class demonstrating a real-world policy problem

Goal 3: Reading summary of key texts in course and several take home research exercises

**Required Textbooks**

There is one required texts for the course, available at the Rutgers bookstore and other online bookstores. Please ensure you purchase the correct edition of the text if you buy used copies. The text is:

**McMichael, Philip (2017). Development and Social Change. 6<sup>th</sup> edition. ISBN:9781452275901**

Other required readings will be posted online at our Sakai site.

## Requirements & Grading

This course will serve as a vehicle to emphasize reading skills, discussion skills, and writing skills of the student. There will be a fairly intense amount of reading spread throughout the semester. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I expect all readings to be done in advance, with an understanding of key concepts/words, and for students to bring questions to class each day we meet. I reserve the right to call on any student in class; please be prepared! Pop quizzes may be given at any time throughout the semester, particularly if I feel discussion is suffering from a lack of preparation.

Written work and their points are listed in the table below. Dates and details of assignments will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear.

There are 100 points that are possible to achieve in the work in this class. I will grade according to the following university scale. Cutoffs are firm, especially given the use of pluses and minuses

A	90-100
B+	89-88
B	80-87
C+	79-78
C	70-77
D	60-69
F	59 and under

The points you will be graded on in the class include the following assignments:

Assignment	Points (100 total)	Due Date
Reading Summary	20	Depends on date chosen by student
Film Review	20	Depends on date chosen by student – either Mar 20 or April 17
Take home practice assignments (3)	15	Announced in class
Final Exam	25	Due by May 8
Attendance/Participation/Discussion (may include pop quizzes)	20	All semester

### Written Assignments:

Written assignments are to be turned in on Sakai in the designated slot. This means assignments are NOT to be emailed to the instructor, or given to me in class, or dropped off at my mailbox, etc. Any assignment not turned in to Sakai begin to be considered late immediately following the time in which it was due. **Late assignments will be penalized 5 points per 24 hours late;** there are no exceptions.

Written assignments must meet the following requirements. Points will be deducted if these are not followed.

1. The paper must be typed in 12 point font and be single spaced. Cover sheets are not necessary, but please make sure you put a title and your name on the document at the top.
2. The paper must be in standard APA bibliographic format if/when you use references; see <http://owl.english.purdue.edu/owl/resource/560/06/>
3. The paper must be in Microsoft Word document form (.doc).

4. The file name of the document you upload must be in the form of: YourlastnameFilmReview.doc, YourlastnameReadingSummary.doc, YourlastnameAssignment1.doc, etc
5. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to content.

**-- Reading Summaries:**

You will be asked to choose 1 date for which you will write a minimum 3-page and maximum 5-page single-spaced review of the assigned readings for that day. You will summarize the full reading assignment (ALL readings assigned for that day), highlight the key points, and most importantly, *analyze* the message of the readings for their relationship to class themes. Dates will be assigned the first week of class and you will be held to your chosen date. Your summary is due 24 hours before (i.e. 10:55am on Sundays or Tuesdays) the class in which we will discuss your chosen readings. You will be expected to be in class on your chosen day as well to help lead discussion of the readings.

**-- Film Review:**

We will show three films in class, and the latter two are options for writing a film review in which you will summarize the main points and key concepts learned, and analyze the message of the film. It will be a minimum 3-page and maximum 5-page single-spaced paper and due in Sakai no later than one week after the class session in which the film you chose was shown (e.g. by 10:55 am on the class that falls one week after the film). The paper should, at a minimum, discuss the key points the film made and the issues that emerged, provide a meaningful commentary on issues raised by the film, and provide an analysis of the context and content of the film's messages, particularly with regard to the themes of the class and textbook readings assigned to accompany the film.

**-- Take home assignments:**

We will have three take home assignments throughout the semester which will require you to take a concept from class (such as ecological footprinting) and demonstrate understanding of the concept through your own analysis (e.g. assess your own personal ecological footprint). Deadlines and content will be discussed in class. Each is worth 5 points.

**-- Exams:**

This class will have a final cumulative exam. Details on format and date will be announced in class.

**Sakai Information**

This course will have a Sakai site. The site will contain the syllabus, and I will post on the website announcements, some class notes and PowerPoint presentations, and handouts/readings. The website is only a supplemental aid, and not a replacement for attending class.

**Attendance and Make-ups**

Because this is a seminar-type class, attendance and participation is an important part of making the class work. Excessive absences will detract from your participation grade. You will need to actively participate in class sessions in order to earn the full points for participation. Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student. If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official university policies if they wish to make up an assignment. You must

notify me immediately, and at that time we can make arrangements for turning in missed work. Those who fail to do so will not be accommodated.

### **Withdrawals and Incompletes**

Please see me if you feel you will need to withdraw from the class. You will need to follow university rules on dates for withdrawal. I will not give incompletes for this course, except for extreme emergency situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required.

### **Academic Dishonesty**

Academic dishonesty is not tolerated in any shape or form. If you are unclear on what constitutes dishonesty, please see the Rutgers Academic Integrity Policy at [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf) . Dishonesty includes any form of plagiarism, cheating on tests, and other things. **I have a zero tolerance policy on academic dishonesty: An initial incident will result in the student receiving no credit for the assignment. A second incident will result in a failure in the class, and a grade of XF is an option for cases in which I feel there has been serious misconduct. It is your responsibility to be aware of what plagiarism is, and not to do it in any shape or form.** There may be additional university consequences, including expulsion.

### **Disability Services Statement:**

If you are entitled to a disability accommodation, I encourage you to request it. Rutgers, the State University of New Jersey abides by Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, New Brunswick phone number 732-932-2848.

### **Other Policies:** *Please note the following.*

1. There is no extra credit work.
2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility. Cell phones must be off or on silent. Please, no text messaging, surfing websites, reading outside material, and the like during class. If you are using a computer during class I reserve the right to ensure you are using it for class purposes. If this privilege is being abused, I reserve the right to limit laptops in the classroom.
3. Announcements and instructions throughout the course (in class and on Sakai) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.
4. Email is a medium that should be used carefully. I do not answer emails immediately and especially not on nights and weekends, so be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours, not email, for more complicated or in-depth discussions.

5. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements.

### Outline and Schedule of Class Periods and Readings

This schedule is subject to change-pay attention to Sakai announcements that may supplement or change the schedule

\* Indicates readings that will be posted on-line. The rest are from the required book.

#### WEEK ONE: Introduction to the class

*Jan 18*

First day of class

#### WEEK TWO: What is Development? What is Globalization?

*Jan 23*

McMichael Ch 1: Development: Theory and Reality

\* Kakaes, K. 2016. The All-American iPhone? *MIT Technology Review*, June  
<https://www.technologyreview.com/s/601491/the-all-american-iphone/>

\* Mooallem, J. 2008. The afterlife of cellphones. *New York Times Magazine*, Jan 13.  
<http://www.nytimes.com/2008/01/13/magazine/13Cellphone-t.html>

*Jan 25*

McMichael Ch 2: Instituting the Development Project

#### WEEK THREE: Roots of Development's Challenges

*Jan 30*

**\*\*No in-person class, but individually watch movie: *The End of Poverty***  
<https://www.youtube.com/watch?v=pktOXJr1vOQ>

\* Murphy, J. 2009. *Environment and Imperialism: Why Colonialism Still Matters*. Sustainability Research Institute, U of Leeds.

\* Hickel, J. 2015. Enough of aid – let's talk reparations. *The Guardian*, Nov 27.

*Feb 1*

**\*\* No in-person class - finish watching movie and participate in online discussion**

McMichael Ch 3: The Development Project

\*Hickel, J. 2016. Does the west really care about development? *The Guardian*, Mar 5.

#### WEEK FOUR: Expanding Global Development

*Feb 6*

**\*\* Global consumption assignment discussed in class**

McMichael Ch 4: Globalizing Developments

\* Ryan, J and Daring, A. 1998. Story of a Shoe. *Worldwatch* Mar/Apr p 29-32.

**Feb 8**

\* Haslam, J. 2012. Multinational corporations. In *Introduction to International Development*, Haslam, P et al, eds. Oxford University Press, p. 197-216.

\* Chan, J. 2013. A suicide survivor: The life of a Chinese migrant worker at Foxconn. *The Asia Pacific Journal* 11: 1-22.

#### WEEK FIVE: The neoliberal turn

**Feb 13**

**\*\* Global consumption assignment due**

McMichael Ch 5: Instituting the Globalization Project

**Feb 15**

\* Liverman, D. and Vilas, S. 2006. Neoliberalisation and the environment in Latin America. *Annual Review of Environment and Resources* 31: 327-63

#### WEEK SIX: Poverty and its solutions

**Feb 20**

\*Morrison, D. (2012) Poverty and exclusion: From basic needs to the Millennium Development Goals. In *Introduction to International Development*, Haslam, P et al, eds. Oxford University Press, p. 237-261.

\* Sengupta, S. 2015. Poverty drops sharply, with China making big strides, UN report says. *The New York Times*, July 6.

**Feb 22**

**\*\*Poverty assignment discussed in class**

\*Hickel, J. 2016. The true extent of global poverty & hunger: Questioning the good news narrative of the Millennium Development Goals. *Third World Quarterly*

\*Hickel, J. 2015. Could you live on \$1.90 a day? *The Guardian*, Nov 1.

#### WEEK SEVEN: Aid & governance

**Feb 27**

\*Brown, S. 2012. National development agencies and bilateral aid. In *Introduction to International Development*, Haslam, P et al, eds. Oxford University Press, p. 143-153.

\* Roberts, T. et al. 2009. Has aid been greened? *Environment* Jan/Feb 8-19.

**Mar 1**

**\*\*Poverty assignment due**

**\*\* In class Film: Poverty, Inc**

\*Moyo, D. 2009. Why foreign aid is hurting Africa. *Wall Street Journal*, March 21.

\*Swanson, A. 2015. Why trying to help poor countries might actually hurt them. *Washington Post*, Oct 13.  
[https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them/?utm\\_term=.875f203191f3](https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them/?utm_term=.875f203191f3)

\*Taub, A. 2015. Buying Tom's shoes is a terrible way to help poor people. *Vox*, July 23  
<http://www.vox.com/2015/7/23/9025975/toms-shoes-poverty-giving>

**WEEK EIGHT: Trade and the environment**

**Mar 6**

\* Fridell, G. 2012. Free trade and fair trade. In *Introduction to International Development*, Haslam, P et al, eds. Oxford University Press, p. 274-294.

**Mar 8**

**\*\* Film review due (if choosing Poverty Inc.)**

\* Gallagher, K. 2009. Economic globalization and the environment. *Annual Review of Environment and Resources* 34: 279-304.

**March 13-20 Spring Break – No Class**

**WEEK NINE: Globalization in crisis**

**Mar 20**

McMichael Ch 6

\* Rodrik, D. 1999. Has globalization gone too far? From *The New Global Economy and Developing Countries*. Washington: Overseas Development Council.

\* Rubini, N. 2016. The political left and right are being upended by globalization politics.  
[http://www.huffingtonpost.com/nouriel-roubini/globalization-politics\\_b\\_11655494.html](http://www.huffingtonpost.com/nouriel-roubini/globalization-politics_b_11655494.html)

**Mar 22**

\* Gilbert, A. 2007. Inequality and why it matters. *Geography Compass* 1/3:422-447.

\* Goldstone, J. 2016. Wealthier world, poorer nation: The problem with the rise of the rest. *Foreign Affairs*, March.

\* Hickel, J. 2016. Global inequality may be much worse than we think. *The Guardian* 8 April.

\* Mulanny, G. 2017. World's 8 richest men have as much wealth as the bottom half, Oxfam says. *The New York Times*, Jan 16. <https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html>

**WEEK TEN: Globalization in crisis: Ecological impact**

**Mar 27**

**\*\* Ecological footprints assignment discussed in class**

McMichael Ch 8

\*Schor, J. (2005) Prices and quantities: Unsustainable consumption and the global economy. *Ecological Economics* 55: 309-320.

\* Venetoulis, J and Talberth, J. 2005. Ecological footprints of nations 2005 Update.

**Mar 29**

\*Warlenius, R et al. 2015. Reversing the arrow of arrears: The concept of “ecological debt” and its value for environmental justice. *Global Environmental Change* 30: 21-30

\*Yu. Y. 2014. China’s unequal ecological exchange. *Ecological Indicators* 47: 156-163.

#### WEEK ELEVEN: Responses and reactions to crisis

**Apr 3**

**\*\* Ecological footprints assignment due**

McMichael ch 7

**Apr 5**

McMichael ch 9

#### WEEK TWELVE: Sustainable consumption as solution?

**Apr 10**

**\*\* In-class Film: Black Gold**

\* Talbot, J. 1997. Where does your coffee dollar go?: The division of income and surplus along the coffee commodity chain. *Studies in Comparative International Development* 32: 56-91.

**Apr 12**

\*Le Mare, Ann. 2008. The impact of fair trade on social and economic development: A review of the literature. *Geography Compass* 2/6: 1922-1942.

\* Winter, C. 2013. Why it’s hard to make an ethically sourced smartphone. *Bloomberg*, Sep 23.

#### WEEK THIRTEEN: Sustainable development as solution?

**April 17**

**\*\* Film review due (if doing Black Gold).**

\* Matthew, R and A. Hammill. 2009. Sustainable development and climate change. *International Affairs* 85: 1117-1128.

\*Sachs, J. 2012. From Millennium Development Goals to Sustainable Development Goals. *The Lancet* 379: 2206-11.

\*Hickel, J. 2015. The pope v. the UN: Who will save the world first? *The Guardian* June 23.



**April 19**

\* Bartos, A. 2016. Food sovereignty and the possibilities for an equitable, just and sustainable food system. In *Eating, Drinking: Surviving*, P. Jackson et al. Springer, p 91-98.

\*Annan, K. and Drydan, S. 2015. Food and the transformation of Africa. *Foreign Affairs* Nov-Dec.

**WEEK FOURTEEN: Other solutions?**

**Apr 24**

\* Tumber, C. 2009. Small, green and good. *Boston Review*, March.

\*Ganesh, S., & Zoller, H. M. (2013). Organizing Transition: Eco-localism, resilience and democracy in the Transition movement. In M. Parker et al (Eds.), *The Routledge Companion to Alternative Organization*. Oxford: Routledge.

**Apr 26**

\* Kothari, A et al. 2014. Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to sustainable development and the Green Economy. *Development* 57: 362-375.

\* Hickel, J. Forget 'developing' poor countries, it's time to 'de-develop' rich countries. *The Guardian* Sept 23.

**Week FIFTEEN: Conclusions**

**May 1**

McMichael ch 10

**Final take home exam**