



MC492: Globalization and the Environment, Senior Seminar (Fall 2006)

Course Information

Monday and Wednesday: 10:20 – 12:10

319 Case Hall

Web Page: <http://www.angel.msu.edu>

Instructor Information

Professor Daniel Kramer

Office: 370 North Case Hall

Phone: (517) 432-2199

Email: dbk@msu.edu

Office Hours: Monday 1 - 3

The best way to reach me is during my office hours. You can also leave a phone message or email me. When you leave me a message by phone or email, please provide your name, the message, the best way to reach you (by phone or email), and the best time to reach you. I am also available by appointment.

You don't have to have a great reason to stop by and say hello. I rarely bite and when I do it's not often lethal. I'll entertain questions, suggestions, an idea, or a discussion of your critique of string theory.

NOTE: I have a joint appointment with the Department of Fisheries and Wildlife so I spend roughly half my time in the Natural Resources Building.

Course Overview

Globalization has become a ubiquitous buzzword in contemporary political and economic discourse and a hot topic of debate. There exists little agreement over the extent, meaning and consequences of globalization. The relationship between globalization and environmental sustainability is one example where widely opposing views clash. What is the relationship between global bureaucracies like the World Trade Organization, the World Bank, and the International Monetary and the ability of sovereign, democratically-elected governments to govern their environment? How are the prospects for sustainable development in poor countries affected by their involvement in the global trade and financial regimes? What policy choices can and should governments make in these circumstances? In what ways does globalization improve our environment? What is the role, if any, of multinational corporations in promoting environmental sustainability? This seminar directly takes up the debates sparked by the anti-globalization movement using the environment as our topical center.

Our goal is to consider the best possible arguments on all sides of these debates and to weigh them against criticisms and evidence in a rigorous fashion. We will not provide comprehensive answers to all questions concerning the merits of globalization. Rather, we will take up the issues as they address particular policy areas such as ecological health and human wealth, deforestation, biological invasions, fisheries depletion, tropical deforestation, biodiversity loss, pollution and toxic waste, cultural homogenization, corporate social responsibility, biotechnology, and clashes between environmental and global trade and finance regimes.

Course Objectives

- Students will have a good understanding of various meanings and consequences of globalization.
- Students will possess a foundation of conceptual frameworks and factual knowledge which allows them to make an informed and unique assessment of the different views on the relationship between globalization and the environment.
- Students will understand the role of transnational corporations, global trade regimes, international environmental agreements, and international financial organizations in continuing or correcting environmental degradation.
- Students will understand various perspectives on the severity and causes of particular environmental issues such as deforestation, biological invasions, pollution trading, fisheries depletion, and biodiversity loss.
- Students will improve their research skills including the use of intergovernmental documents, academic journals, and the internet.
- Students will improve their oral, written, and presentation skills.
- Students will improve their critical reading and summarization skills.

Pedagogy and Discussion Leaders

Because this is a seminar, I share the responsibility of pedagogy with students. For each class period, one student will be responsible for preparing questions on the readings and posting them on ANGEL **24 hours before class**. The discussion leader is also responsible for beginning and maintaining class discussions. Your efforts will constitute a portion of your participation and collegiality grade. Below are some possible questions and suggestions to consider when preparing for your turn as discussion leader.

- What is the reading's thesis or central idea? What particular quotations express the thesis?
- What are the key points in the flow of the argument? How would the article look in outline form? Do you agree or disagree with the key points?
- What are the key terms (i.e. new concepts, names, organizations) in the reading?
- What quotations are particularly important, interesting, provocative, or controversial?
- How does the perspective presented compare with previous readings?
- How do the central ideas in the reading relate to our own lives?
- How would you refute the arguments presented?

- What are the strengths and weaknesses of the reading?
- Are there issues that the author is ignoring which you think are relevant to the discussion?
- Be provocative and challenging.

Resources and Readings

Required Texts

- Friedman, Thomas L. 2000. *The Lexus and the Olive Tree: Understanding Globalization*. Anchor Books: New York, NY.
- French, Hilary. 2000. *Vanishing Borders: Protecting the Planet in the Age of Globalization*. W.W. Norton & Company: New York, NY.
- Shiva, Vandana. 2000. *Stolen Harvest: The Hijacking of the Global Food Supply*. South End Press: Cambridge, MA.
- Speth, Gustave. 2003. *Worlds Apart*. Island Press: Washington, DC.
- Korten, David. 2001. *When Corporations Rule the World*. Kumarian Press: Bloomfield, CT.

Other Readings

All other readings including journal and newspaper articles can be found on ANGEL.

Grading

Your grade will be based on the following tasks:

Participation and Collegiality:	20%
Midterm Exam:	20%
Final Exam:	20%
Research Paper:	
Proposal	5%
Rough Draft	5%
Oral Presentation	10%
Final Draft	20%

Evaluation Criteria for Written Work and Exams

- Specific criteria for your research paper are found below.
- **4.0** - Your work is excellent relative to the level necessary to meet course requirements; you not only make strong, organized arguments that make good use of evidence and link theory to empirical cases, but also are able to recognize the limits of those arguments through thoughtful assessments of alternative explanations. Your work is probing, perceptive, and well expressed.
- **3.0** - Your work is good relative to the level of course requirements; it demonstrates very good command of the materials, is well written, and insightful.
- **2.0** - Your work meets requirements of the assignment, demonstrates adequate command of materials, and is fairly well expressed. Please note that an average grade is a 2.5.
- **Lower than 2.0** - Your work meets minimum requirements for credit but shows weaknesses in the mastery of material and expression.

Evaluation Criteria for Participation and Collegiality

- Based on attendance, participation, collegiality, and effectiveness as discussion leader.
- **4.0** - Students who earn a 4.0 are consistently excellent colleagues. They are always present and prepared for class, and they bring interesting and relevant questions and comments to bear on the subject material. They are equally good listeners and show a genuine interest in their fellow students' thoughts. These students have completely bought into the class and made it better through their contributions, energy, and hard work.
- **3.0** - A student who earns a 3.0 may have missed two or three classes throughout the semester or may have done poorly on a couple of the quizzes, but generally has been an active and enthusiastic participant in the course. Other students who earn a 3.0 may have been in class and prepared for class every day, but will have occasionally articulated ideas without reference to the direction of the conversation; that is, they actively participated in discussions without listening to their colleagues' previous statements.
- **2.0** - A student who earns a 2.0 is very much an average student. He or she will miss two or more classes throughout the semester or will come to class several times during the semester without having fully read and understood the assigned materials. Other such students will be prepared for class and will come to every class meeting, but will not fully participate in class activities and discussion; instead, they hold back, waiting for others to ask the tough questions or take the chance at making a mistake. Still other students who earn a 3.0 will occasionally dominate a class discussion and use rhetorical tactics that limit other students' participation.
- **Lower than 2.0** - Students who earn a 1.0 or a 0 in the participation and collegiality portion of their grade will have missed more than three classes or will have come to class several times without being fully prepared for the class meeting. In the class discussions and activities, lower than average colleagues will avoid participating or will occasionally attempt to dominate the discussions.

Important Due Dates for Assignments

Midterm Exam	October 30 th
Research Paper	
Proposal	October 2 nd
Oral Presentations	November 22 nd to December 6 th
Rough Draft	November 22 nd
Final Draft	December 6 th
Final Exam	December 15 th , 10:00 to Noon

Honors Option

Each student may choose to take the honors option for this course. To qualify for the honors option, you must complete a 10 page book review. The book must be approved by the instructor.

Research Proposal

The research proposal is intended to be a short assignment. Below are my expectations for the research proposal.

- The proposal should be fewer than 3 to 4 double spaced pages not including your list of references
- The proposal must clearly state your research question.
- The proposal must provide a rationale for why the research is important.
- The proposal will summarize current thinking on the topic.
- The proposal will present an outline, either in text or bullet form which describes the organization and logic of your research paper.
- The proposal should enumerate the sources you will use in order to demonstrate that there is adequate material.

Oral Presentation

Each student will provide an oral presentation of their research in class. Below are my expectations for the presentations.

- Presentations should be illustrated using powerpoint. Supplemental media including videos and radio broadcasts are fine.
- Presentations should be accompanied by an executive summary which should be posted on ANGEL the night before your presentation. The executive summary should include provide an introduction to your topic and summaries of the key insights you develop. The executive summary should be no more than 3 double spaced pages.
- Presentations should be 20 minutes in length. In addition, each student will be allotted 10 minutes for questions and answers.
- Presentations should not be read. Note cards are fine as long as you are not reading from them.

Research Paper

Your research paper should both be a descriptive and a prescriptive analysis of a topic related to globalization and the environment. Below are my expectations for the research paper.

- Papers should be submitted electronically before class on the due date. Only the final draft should also be submitted in paper form.
- The rough and final drafts should be 25 to 30 double spaced pages in length, 12-point font, 1 inch margins all around.
- Punctuation, grammar, and source attribution should be near perfect.
- Papers should include an organizational plan, clear transitions, paragraphs with topic sentences, and a logical and coherent sequencing of ideas.
- Papers must include a thesis statement which expresses the intent of the paper.
- Papers must include the following sections: 1) introduction, 2) data and methods, 3) results, 4) discussion, 5) conclusion, and 5) references.
- Papers should be properly referenced. You should use abbreviated citations in the text of your paper using the following format – (Johnson and Wilson 2004). Sources should be fully cited in your list of references at the end of your paper using the following format.

Johnson, Tom and Bill Wilson. 2004. "Collisions of Culture: Globalization and the Environment." *Journal of Globalization and the Environment*, volume 3(4), pages 15-34.

- I will consider the depth of understanding and creativity demonstrated in your papers.
- **Tip: Proofread, proofread, proofread**

Midterm and Final Exams

- The midterm exam will be based on previously untested material. The final exam will be comprehensive but will focus more on untested material. Both exams will test your understanding of class readings, class discussions, documentary films, guest contributions, and student presentations.
- Each exam will consist of short and long essay questions.

Policies

Attendance

Attendance is required for this class. I understand that occasional emergencies (illness or family emergencies) may occur. In such cases, you should notify me before class begins that you cannot attend. If you don't speak to me in person, you can leave a voice mail or email message with your phone number and the reason you won't be attending class that day. You are responsible for finding out what you missed in class.

Classroom Conduct

Students whose behavior is disruptive either to the instructor or to other students will be asked to leave the class. Everyone's experience and opinions will be valued. Not everyone must agree, even with the instructor, however, differing points of view must be communicated respectfully.

Diversity

This course is intended for students with a variety of interests and backgrounds. The diversity of ethnicities, cultural backgrounds, races, perspectives, experience, and ways of addressing problems among students is one of the most enriching aspects of any course. I will encourage students to acknowledge classroom diversity by listening attentively and politely to one another especially when opinions of students differ.

Grading Grievances

Students with a grievance regarding grading should submit to me in writing the nature of their grievance and their proposed remedy within 48 hours of having received the returned assignment. I will then discuss the grievance with the student and together we will work things out.

Late Work

Late work will be docked one full letter grade for every day (not class day) the work is late.

Scholastic Dishonesty (<http://www.vps.msu.edu/SpLife/reg3.htm#1.00>)

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

- claim or submit the academic work of another as one's own.
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.

- complete or attempt to complete any assignment or examination for another individual without proper authorization.
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- fabricate or falsify data or results.

Students with Disabilities

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Such students also should contact *The Resource Center for Persons with Disabilities* (RCPD), 120 Bessey Hall, (517) 353-9642 and visit their web site at <http://www.rcpd.msu.edu/Home/>.

Course Readings and Calendar

August 28th: Introductions

- Course Outline, Assignments, and Expectations
- **Documentary:** *Commanding Heights: The Battle of Ideas*, chapters 1-6

August 30th: Defining and Understanding Globalization

- Thomas Friedman, *Lexus and the Olive Tree*, chapters 1-5, pages
- **Documentary:** *Commanding Heights: The New Rules of the Game*, chapters 1-5

September 4th: Labor Day

September 6th: Defining and Understanding Globalization Continued

- Thomas Friedman, *Lexus and the Olive Tree*, chapters 4-7, pages

September 11th: Plugging into the System of Globalization

- **Professor Kramer will be out of town. You will meet to watch the documentary fill.**
- Thomas Friedman, *Lexus and the Olive Tree*, chapters 8-11, pages 145-247
- **Documentary:** *Commanding Heights: The New Rules of the Game*, chapters 6-15

September 13th: Winners and Losers of Globalization

- Thomas, Friedman, *Lexus and the Olive Tree*, chapters 13-16, pages 276-366

September 18th: The Backlash to Globalization

- Thomas Friedman, *Lexus and the Olive Tree*, chapters 17-20, pages 367-475
- **Documentary:** *Commanding Heights: The New Rules of the Game*, chapters 16-20

September 20th: Critiques of Globalization

- Vandana Shiva, *The Myths of Globalization Exposed: Advancing Toward Living Democracy in **Worlds Apart***, chapter 9, pages 141-154
- Kates, *The Nexus and the Neem Tree: Globalization and a Transition Toward Sustainability in **Worlds Apart***, chapter 6, pages 85-108

September 25th: Defense of Globalization

- Jagdish Bhagwati, "Coping with Antiglobalization: A Trilogy of Discontents." *Foreign Affairs*, January/February 2002, pages 2-7.
- Dani Rodrik, "Sense and Nonsense in the Globalization Debate." *Foreign Policy*, No. 107, pages 19-37.
- Martin Wolf, "Will the Nation-State Survive Globalization?" *Foreign Affairs*, January/February 2001, pages 178-190.

September 27th: Introduction to the Relationship Between Globalization and the Environment

- Hilary French, "Nature Under Siege" in *Vanishing Borders: Protecting the Environment in the Age of Globalization*, chapter 2, pages 15-33
- James Gustave Speth, "Two perspectives on globalization and the environment" in *Worlds Apart*, chapter 1, pages
- Jerry Mander, "Intrinsic Negative Effects of Economic Globalization on the Environment" in *Worlds Apart*, chapter 7, pages 109-130

October 2nd: The Environmental Kuznets Curve: The Relationship Between Wealth and Ecological Health

- Susmita Dasgupta et al., "Confronting the Environmental Kuznets Curve", *Journal of Economic Perspectives*, volume 16, pages 147-168
- Bjorn Lomborg, "Things are Getting Better" in *The Skeptical Environmentalist*, chapter 1, pages
- **Paper Proposal Due**

October 4th: The Multinational Corporation

- David Korten, "Cowboys in a Spaceship" and "Contest for Sovereignty", chapters 1-7 in *When Corporations Rule the World*
- John Stopford, "Multinational Corporations," *Foreign Policy*, Fall 1998
- **Documentary:** *The Corporation* based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan.

October 9th: The Multinational Corporation Continued

- **Guest - David Korten:** We may meet in a different classroom to accommodate more students – more information to come. See Mr. Korten's biography at <http://www.davidkorten.org/bio.htm>
- David Korten, "Corporate Colonialism", *When Corporations Rule the World*, chapters 8-12, pages 121-174

October 11th: Global Trade and the Environment

- Hilary French, "Trade Wars" in ***Vanishing Borders: Protecting the Environment in the Age of Globalization***, chapter 7, pages 111-126
- Elizabeth DeSombre and J. Samuel Barkin. 2002. "Turtles and Trade: The WTO's Acceptance of Environmental Trade Restrictions," *Global Environmental Politics* 2(1): pages 12-18.

October 16th: Global Finance and the Environment

- David Korten, A Rogue Financial System in ***When Corporations Rule the World***, chapters 13-17, pages 175-230
- Hilary French, "Greening the Financial Architecture" in ***Vanishing Borders: Protecting the Environment in the Age of Globalization***, chapter 8, pages 127-143

October 18th: Globalization and Agriculture

- **Possible Guest - Dan Clay:** Director of the Institute of International Agriculture at MSU and the PEARL Project
- Vandana Shiva, "The Destruction of Local Food Cultures" in ***Stolen Harvest: The Hijacking of the Local Food Supply***, chapters 1-5, pages

October 23rd: Globalization and Biotechnology

- **Vandana Shiva**, "Genetic Engineering, Food Security, and Food Democracy in *Stolen Harvest: The Hijacking of the Local Food Supply*, chapters 6, 7, and the afterward, pages
- Sabrina Safrin, Treaties in Collision? The Biosafety Protocol and the World Trade Organization Agreements, *The American Journal of International Law*, volume 96, no. 3, pages, 606-628

October 25th: Pollution Havens

- Hilary French, "The Export of Hazard" in ***Vanishing Borders: Protecting the Environment in the Age of Globalization***, chapter 5, pages 71-86
- Jennifer Clapp. 2002. "What the Pollution Haven Debate Overlooks." *Global Environmental Politics* 2(2): pages 11-19
- "[Unilever's Dumping Fever](#)," *Multinational Monitor* 22:4 (April 2001)
- "[Chasing Mexico's Dream into Squalor](#)," *New York Times* (February 11, 2001)

October 30th: Midterm Exam

November 1st: Corporate Social Responsibility

- **Guest - David Schrupf:** Environmental Law Attorney for General Motors
 - o Mr. Schrupf primary responsibility is to advise the corporation on the laws and regulations relating to vehicle emissions and fuel economy while working with GM's staff in public policy, economics, government relations, powertrain and engineering. Mr. Schrupf's work includes U.S. law and increasingly global environmental issues since GM operates in many countries. He works on GM's response to climate change concerns and their efforts to reduce greenhouse gas emissions from their manufacturing

facilities and products around the globe. Furthermore, Mr. Schrupf works on such regulatory issues as vehicle emissions standards, vehicle noise standards and regulation of fuel quality.

- Jonathan M. Karpoff, John R. Lott, Jr., and Eric W. Wehrly. 2005. "The Reputational Penalties for Environmental Violations: Empirical Evidence." *Journal of Law & Economics* (October): 653–75.

November 6th: Dotcauses, Web Enabled Empowerment, and the Influence of the Global Consumer

- John D. Clark and Nuno S. Themudo, Linking the Web and the Street: Internet-Based Dotcauses and the Anti-Globalization Movement", *World Development*, vol 34, pages 50-74.

November 8th: Globalization and Invasive Species

- Hilary French, "The Biotic Mixing Bowl" in *Vanishing Borders: Protecting the Environment in the Age of Globalization*, chapter 3, pages 34-47
- **Documentary:** Darwin's Nightmare

November 13th: Globalization, Cultural Homogeneity and the Commons

- Tom Dietz et al. "The Struggle to Govern the Commons." *Science*, volume 320, pages 1907-1912.
- Larry Strelitz. 2001. "Where the Global Meets the Local: Media Studies and the Myth of Cultural Homogenization," *Transnational Broadcasting Studies*, no. 6.
- Juan Forero, "Leaving the Wild, and Rather Liking the Change", *New York Times*, May 11, 2006
- The Economist: "Culture Wars"
- Rothkopf, David. In Praise of Cultural Imperialism, *Foreign Policy*, Number 107, Summer 1997, pages 38-53.

November 15th: Global Fisheries and the Global Wildlife Trade

- Donovan Webster. 1997. "The looting and smuggling and fencing and hoarding of impossibly precious, feathered, and scaly wild things." *The New York Times Magazine*, February 16, 1997.
- F. Berkes et al., "Globalization, Roving Bandits, and Marine Resources", *Science*, vol 311, pages 1556-1557.

November 20th: Globalization and Deforestation

- Schmidheiny, "Forests and Globalization: A Business Perspective" in *Worlds Apart*, chapter 8, pages 131-140
- **Documentary:** Charcoal People

November 22nd: Student Presentations

- **Rough Draft of Research Paper Due**

November 27th: Student Presentations

November 29th: Student Presentations

December 4th: Student Presentations

December 6th: Student Presentations

- **Final Draft of Research Paper Due (electronic and paper versions)**
- Review for Final Exam

December 15th: Final Exam, 10:00 to 12:00 noon