

# Globalization and Environment

This course is about international dimensions of environmental issues, including the effect of economic globalization on the environment and the globalization of environmental conservation. The course takes an historical perspective, looking at the long history of globalization as a process of uneven development. In particular we will consider the interconnections between global integration, environmental transformation (with a focus on food and agriculture), and global inequality. The middle parts of the course focus on global environmental governance. Itself a form of globalization, global environmentalism is also a legacy of the long history of globalization and environment. Global environmentalism has culminated in the notion of “sustainable development,” which attempts to bring together economic globalization and global conservation. The final part of the course will examine this new era of “green neoliberalism.” By studying the ongoing linkages between globalization, environment, and inequality, students will better understand the failure of mainstream environmentalism to achieve sustainability.

This course is organized around interactive lectures, including small and large group discussions. There will be short lectures, but the emphasis is on student involvement in discussions and other activities. Students should feel free to ask questions and offer comments at all times.

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Office hours: After class on Mondays or by appointment

## **Reading materials:**

There is one text and a set of articles for this course. The articles are available on Carmen. You can order the text through a bookstore of your choice or use library copies (the library has an electronic version of the text and a physical copy is on reserve for the course).

1. A set of articles, available on Carmen in the “content” section
2. Goldman, Michael. 2006. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven: Yale University Press. ISBN: 1904456448

**Course requirements:**

Participation	10%
In-class exercises (unannounced)	10%
Take-home midterm 1	25%
Take-home midterm 2	25%
Research paper	30%

Participation: All students are expected to come to class daily having done the day's readings, ready to participate in discussions and related activities. This portion of your grade will be based on your contributions to the class. Meeting with me to discuss class material also counts toward participation. Your engaged presence in class (*present, awake, not texting or surfing the internet*) is the minimum required to pass this portion of the course.

In-class exercises: There will be an unspecified number of in-class exercises. These will primarily take the form of an open-book, group activity using course materials to answer specified questions. *Your lowest grade will be dropped.*

Exams: The take-home exams will ask you to write an essay to answer questions I will provide.

Research Paper: You will write a research paper on a topic of your choosing, as related to course themes. An assignment with detailed instructions will be distributed in class. *Note that there is no final exam for the course; this paper is your opportunity to demonstrate mastery of course material by applying that material to issues beyond those we cover directly in the course.*

**Course policies:**Grading policies:

- *Make-up policy*: Missed in-class exercises *cannot* be made up as they are based on in-class, group activity. (Remember, your lowest grade will be dropped.)
- *Late policy*: Late essays will lose one course percentage point (1/25 for the exams, 1/30 for the paper) for every day they are late. To avoid losing points, you must make arrangements AHEAD OF TIME.
- *To pass the course*:
  - You must receive a total grade of at least 60%.
  - You must complete all major assignments. Regardless of how well you do on other parts of the course, you will not pass the course if you miss an exam, fail to turn in a project, or miss more than 1/3 of the class sessions.
- PLEASE SEE ME IF YOU ARE HAVING PROBLEMS THAT PREVENT YOU FROM MEETING COURSE REQUIREMENTS; WE MAY BE ABLE TO MAKE ALTERNATIVE ARRANGEMENTS.
- Grading scale (Standard OSU scale): 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D

### Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Cheating and plagiarism will not be tolerated. Plagiarism is defined as using another person's ideas without acknowledging from where the idea came. Plagiarism ranges from direct copying of someone else's work to presenting someone else's ideas as though they are yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books and articles).

### Disability:

Students with disabilities that have been certified by the **Office for Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

### OSU Counseling And Consultation Services:

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Services (292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support, and advocacy. This service is free to students and is confidential.

## Schedule, with topics, readings, and assignments

This schedule is subject to change; changes will be posted in “news” section of Carmen.  
A list of the Carmen readings with full references follows the schedule.

### I: GLOBALIZATION AS UNEVEN INTERCONNECTION

**1 M Jan 11 Introduction**

**W Jan 13 “The global environment”**

Newell 2012, pp. 1-13

Sparke 2013, pp. 27-44

*These readings provide background and definition, emphasizing that globalization is not inevitable but is political.*

**2 M Jan 18 MLK DAY NO CLASS**

**W Jan 20 Global environmental discourses 1**

Adger et al. 2001, read from the beginning through top of 686 and 701-706

Mitchell 2002, pp. 209-221

*These readings define “discourse”, with a focus on global environmental management discourses; the Mitchell reading provides a case (Egypt).*

**3 M Jan 25 Global environmental discourses 2**

*See Jan 20*

**W Jan 27 Uneven development 1**

Ellwood 2010, pp. 14-19

Dicken 2015, pp. 13-46

*Information on the contours of the global economy, emphasizing that globalization is (a) not new and (b) is very uneven.*

**4 M Feb 1 Uneven development 2**

*See Jan 27*

**W Feb 3 Colonial exchange of plants and animals 1**

Kloppenber 2004a, pp. 152-157 and 175-182

Juma 1989, pp. 37-55

Colchester 1993, pp. 99-115 and 127-131

*Historical background on the movement of plants and animals during European colonialism—an early version of globalization and environment. Kloppenber and Juma provide global perspective; Colchester provides an example in place (Guatemala).*

**5 M Feb 8 Colonial exchange of plants and animals 2**

*See Feb 3*

**W Feb 10 *Summing up: global discourses, uneven development, and colonialism***

**\*\*\*MIDTERM 1 DUE FRIDAY FEB 12, 10AM**

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## **II: GLOBAL GOVERNANCE: ECONOMY AND ENVIRONMENT**

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**6 M Feb 15 Global governance: political economy**

Sheppard et al. 2009a, pp. 95-102

Ellwood 2010, pp. 29-41 (see Jan 27)

*Background on basic political economic principles and approaches to governance (e.g. Keynesian, neoliberal) and introduce the Bretton Woods organizations.*

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**W Feb 17 The World Bank**

Goldman, pp. vii-xix, 1-7, 46-88

*This reading goes into detail about one of the Bretton Woods organizations, the World Bank, including both the author's fieldwork observations and a history of the Bank and how it changed over time.*

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**7 M Feb 22 The Green Revolution**

Atkins and Bowler 2001, pp. 220-226

Kloppenber 2004b, pp. 157-175

Ecologist 1997

*Atkins and Bowler provide basic background on the Green Revolution (GR). Kloppenberg situates the GR as part of the history of unequal agricultural exchange. The Ecologist piece is a (short) debate between Norman Borlaug and Vandana Shiva about the GR in India.*

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**W Feb 24 The debt crisis and structural adjustment**

Ellwood 2010, pp. 46-50 (see Jan 27)

Sheppard et al. 2009b, pp. 559-560, 570-574, and 578-587

Goldman, pp. 88-93

*Ellwood and Sheppard et al. provide historical background about what the debt crisis (of the late 1970s-1980s) was and about structural adjustment as a response. Sheppard et al. provide more detail about loans and financing in the global economy. Goldman focuses on the role of the World Bank.*

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**8 M Feb 29 Structural adjustment and agricultural liberalization**

*See Feb 24*

In class we will view a documentary that provides a case (Jamaica)

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**W Mar 2 Global governance: "sustainable development"**

Speth 2003

Adams 2009a, pp. 59-65 and 75-81

*These readings introduce global environmental governance, with an emphasis on laws, reports, and conferences, since the 1970s, through which "sustainable development" came into being as an idea. Speth provides an overview, Adams goes into more detail.*

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**9 M Mar 7 Evolution of sustainable development 1**

Adams 2009a, pp. 86-115

Wapner 2003

WSSD 2002: read just pp. 1-5, 33-35, 37-38

Rio+20 2012

*Continuation of Adams through the 2002 WSSD, with further evaluation by Wapner in terms of global priorities. The 2002 WSSD document: read selected pages for overall impression and for how links between globalization and environment are understood. The 2012 Rio+20 press release: read for overall impression and to identify anything new.*

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**W Mar 9 Evolution of sustainable development 2**  
*See Mar 7*

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**10 M Mar 14 SPRING BREAK NO CLASS**  
**W Mar 16 SPRING BREAK NO CLASS**

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**11 M Mar 21 Green neoliberalism: market environmentalism**  
Adams 2009b, pp. 116-120  
Sheppard et al. 2009c, pp. 148-168  
Goldman, pp. 7-12 and 93-99  
*These readings provide an overview of the legacy of sustainable development in terms of mainstream approaches to economy and environment: green economy/green neoliberalism/market environmentalism. Adams provides summary, Sheppard et al. provide more detail and put it in the context of uneven development, and Goldman connects back to the history of the World Bank.*

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**W Mar 23 Green neoliberalism: enclosure and dispossession**  
*See Mar 21*

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**\*\*\*RESEARCH PAPER TOPIC DUE FRIDAY MAR 25, 5PM**

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**12 M Mar 28 *Summing up: global governance, knowledge production, environmentalism, and neoliberalism***

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**W Mar 30 NO CLASS: WORK ON MIDTERM AND RESEARCH PAPERS**

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**\*\*\*MIDTERM 2 DUE FRIDAY APR 1, 10AM**

**III: GREEN NEOLIBERALISM IN PRACTICE: PROJECTS, OUTCOMES, AND CONTROVERSIES**

***NOTE: For this part of the course, your task is to apply the history and ideas we have explored this semester (e.g. uneven development, environmental management discourse, and neoliberal enclosure) to understand these contemporary issues in globalization and environment.***

**13 M Apr 4 Large dams 1**  
Goldman, chapters 4 and 5 (through p. 200)  
*Continuing his ethnography of the World Bank, Goldman describes a large dam project billed by the Bank as sustainable development. Read to identify what is neoliberal and what is "green" about this project. How do they go together?*

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**W Apr 6 Large dams 2**  
*See Apr 4*

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**14 M Apr 11 Global food 1: land grabs/green grabs**

Brown 2013  
Holt-Gimenez 2012  
Fairhead, Leach, and Scoones 2012

*These readings provide an overview of the latest large-scale trend in global agriculture: "land grabs." Brown and Holt-Gimenez provide basic information and put this trend in the context of the global financial crisis. Fairhead et al. provide more in-depth analysis that uses conceptual terms similar to those of this course; they also expand the focus to include "green grabs" and ecosystem services. What is neoliberal about this trend?*

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**W Apr 13 Global food 2: seeds/GMOs**

Feldmann et al. 2000  
Monsanto 2013  
New York Times 2009 (read all six contributions)

*These readings provide background on GMOs (genetically modified organisms) in agriculture, both "pro" and "con." What are the different sorts of issues over which there are debates? What is neoliberal about GM seeds? What are the alternatives?*

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**15 M Apr 18 Global food 3: seeds continued**

See April 13; also:  
Graddy 2014, just pp. 426-439

*This reading provides information about an alternative approach to agricultural productivity and food security. What is the alternative? How does the specific case Graddy describes fit into the global history of food and environment that we have been studying this semester?*

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**W Apr 20 Global food 4: food, land, and seed "sovereignty"**

SKIM these readings to get an idea of their projects, and compare to ideas in previous readings, such as in Holt-Gimenez, the NYT debate, and Graddy:

Law of the Seed 2013  
Seed Ambassadors Project 2010

*These readings make specific a theme that has been running through all the readings on global food: the idea of "food (and seed) sovereignty." What does this mean? What is the underlying model, if it isn't the market? How does it reflect the history of food and environment that we have been studying this semester?*

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**16 M Apr 25 *Summing up: globalization and environment***

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**\*\*\*RESEARCH PAPERS DUE FRIDAY APRIL 29, 10AM**

## Full references for readings in Carmen

- Adams, W. M. 2009. *Green Development: Environment and Sustainability in the Third World*. 3<sup>rd</sup> ed. London: Routledge.
- Adger, W Neil, Tor A Benjaminsen, Katrina Brown, and Hanne Svarstan. 2001. Advancing a political ecology of global environmental discourses. *Development and Change* 32:681-715.
- Atkins, Peter, and Ian Bowler. 2001. *Food in Society: Economy, Culture, Geography*. London: Arnold.
- Brown, Lester. 2013. Food, fuel, and the global land grab. *The Futurist* Jan-Feb 2013: 21-26.
- Colchester, Marcus. 1993. Guatemala: the clamour for land and the fate of the forests. In *Struggle for Land and the Fate of the Forests*, edited by M. Colchester and L. Lohmann, 99-137. Atlantic Highlands, NJ: Zed Books.
- Dicken, Peter. 2015. *Global Shift*. 7<sup>th</sup> ed. New York: Guilford Press.
- Ecologist, The*. 1996. Letter Forum (Borlaug and Shiva). *The Ecologist* 27 (5).
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- Fairhead, James, Melissa Leach, and Ian Scoones. 2012. Green grabbing: a new appropriation of nature? *Journal of Peasant Studies* 39(2):237-261.
- Feldmann, Matthew, Morris, Michael, and Hoisington, David. 2000. Genetically modified organisms: why all the controversy? *Choices* first quarter 2000: 8-12.
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- Holt Giménez, Eric. 2012. Land grabs vs. land sovereignty. *Food First Backgrounder*: 18(4).
- Juma, Calestous. 1989. *The Gene Hunters: Biotechnology and the Scramble for Seeds*. Princeton: Princeton University Press.
- Kloppenborg, Jack. 2004. *First the Seed: The Political Economy of Plant Biotechnology*. 2<sup>nd</sup> ed. Madison: University of Wisconsin Press.
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[http://www.monsanto.com/whoweare/documents/monsanto\\_corporate\\_brochure.pdf](http://www.monsanto.com/whoweare/documents/monsanto_corporate_brochure.pdf)
- New York Times*. 2009. Room for Debate: Can Biotech Food Cure World Hunger? October 26, 2009. Online: <http://roomfordebate.blogs.nytimes.com/2009/10/26/can-biotech-food-cure-world-hunger/>
- Newell, Peter. 2012. *Globalization and the Environment: Capitalism, Ecology and Power*. Cambridge: Polity Press.



- Rio+20. 2012. United Nations Conference on Sustainable Development. *Press Release: Rio+20 concludes with big package of commitments for action and agreement by world leaders on path for a sustainable future*. 22 June 2012.
- Seed Ambassador's Project. 2010. *A Guide to Seed Saving, Seed Stewardship & Seed Sovereignty*. Sweet Home, OR: Seed Ambassador's Project.
- Sheppard, Eric, Philip Porter, David Faust, and Richa Nagar. 2009. *A World of Difference: Encountering and Contesting Development*. 2<sup>nd</sup> ed. New York: Guilford Press.
- Sparke, Matthew. 2013. *Introducing Globalization*. Malden, MA: Wiley-Blackwell.
- Speth, James Gustave. 2003. Two perspectives on globalization and the environment. In *Worlds Apart: Globalization and the Environment*, edited by J. G. Speth, 1-18. Washington DC: Island Press.
- Wapner, Paul. 2003. World Summit on Sustainable Development: toward a post-Jo'burg environmentalism. *Global Environmental Politics* 3 (1):1-10.
- WSSD. 2002. *Report of the World Summit on Sustainable Development*. UN Publication A/CONF.199/20\*