

# Globalization and Environment

This course looks at globalization and environment from two angles. The first is about how economic globalization depends on and transforms the environment; the second is the globalization of environmentalism and its connections to economic globalization. We take 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.

## **Professor Becky Mansfield**

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Office hours: By appointment—I am happy to talk with you outside class. Arrange meetings either in person (just before or after class) or by email.

## **Reading materials:**

There is one text (of which we will read excerpts) and a set of articles for this course. The articles are available on Carmen. The library has an electronic version of the text available at all times (you can read it online anytime, download it for up to two weeks, or print portions of it) or you order it through a bookstore of your choice.

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: 9780300119749, available online at the library.

**Course requirements:**

Participation and attendance	10%
In-class activities (unannounced)	10%
Take-home midterm 1	20%
Take-home midterm 2	20%
Research paper	
Topic	5%
Reference list with summary	10%
Final paper	25%

Participation and attendance: All students are expected to come to class daily having done the day's readings, ready to participate in discussions and related activities. You must be *present, awake, and not texting or surfing the internet*. Meeting with me to discuss class material also counts toward participation. In addition, there will be an extra activity on the last day of class, which will count as extra credit for the course.

In-class activities: There will be an unspecified number of in-class activities, such as small group discussions answering specified questions. *Your lowest grade will be dropped.*

Midterms: The take-home exams ask you to write an essay to answer questions I will provide. See the schedule for due dates.

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. There are three separate assignments: 1. a description of your topic, 2. a reference list with a summary of what you have learned, 3. a final paper.

**Grading policies:**

- *Make-up policy:* Missed in-class activities *cannot* be made up as they are based on in-class, group activity. (Remember, your lowest grade will be dropped.)
- *Late policy:* Late assignments will lose 5% 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 or fail to turn in the final paper.
- **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

## **DISABILITY SERVICES**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## **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.

## **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's [\*Code of Student Conduct\*](#) (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (see more below), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct and academic integrity to which you can refer include:

- [The OSU Committee on Academic Misconduct](#) and its [Resources page](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Plagiarism: Plagiarism encompasses all activities in which you use another person's ideas without acknowledging that you are doing so. Plagiarism ranges from direct copying of someone else's words to using someone else's ideas without being clear the ideas are not yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books, articles, and webpages).

## Schedule, with topics, readings, and assignments

This schedule is **subject to change**; changes will be posted on Carmen.  
A list of the Carmen readings with full references follows the schedule.

### I: GLOBALIZATION AS UNEVEN INTERCONNECTION

**MAJOR CONCEPTS:** Globalization, the global environment, global South and North, “global environmental management” discourse, uneven development, old and new geographical divisions of labor, Columbian exchange, agricultural biodiversity and the seed, colonial legacies

**1 M Jan 9 Introduction**

**W Jan 11 Globalization and “the global environment” 1**

Newell 2012, pp. 1-13

Sparke 2013, pp. 27-44

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

**2 M Jan 16 MLK DAY NO CLASS**

**W Jan 18 Globalization and “the global environment” 2**

Mitchell 2002, pp. 209-221

*Examining dominant ideas about agriculture and development in Egypt, Mitchell’s chapter provides an example of common discourses about globalization and environment—and alternatives to these common discourses.*

**3 M Jan 23 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.*

**W Jan 25 Uneven development 2**

*See Jan 23*

**4 M Jan 30 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

*These readings introduce an early version of globalization and environment: the movement of plants and animals during European colonialism. Kloppenber and Juma provide global perspective; Colchester provides a place-based example, in Guatemala.*

**W Feb 1 Colonial exchange of plants and animals 2**

*See Jan 30*

**5 M Feb 6 Summing and synthesizing; Midterm 1 assignment distributed and discussed**

## II: GLOBAL GOVERNANCE: ECONOMY AND ENVIRONMENT

### MAJOR CONCEPTS:

1. Economic governance: neoliberalism, Keynesianism, Bretton Woods organizations, knowledge production, green revolution and the seed, debt crisis, structural adjustment/conditionality
2. Environmental governance: sustainable development, relationship of global South and North, events of 1972/1987/1992/2002/2012, evolution of ideas about economic globalization in sustainable development

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### W Feb 8 Economic governance

Sheppard et al. 2009a, pp. 95-102 (especially 95-99)

Ellwood 2010, pp. 29-41 (continuation of reading from Jan 23)

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

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### 6 M Feb 13 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.*

### MIDTERM 1 IS DUE TO CARMEN BY 10AM

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### W Feb 15 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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### 7 M Feb 20 The debt crisis and structural adjustment

Ellwood 2010, pp. 46-50 (continuation of reading from Jan 23)

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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### W Feb 22 Structural adjustment and agricultural liberalization

In class we will view a documentary (*Life and Debt*) that looks at structural adjustment and Jamaica's agricultural sector.

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### 8 M Feb 27 Research papers: Topics; Finding, using, and citing sources

**TOPICS: March 8, BIBLIOGRAPHIES: March 29, FINAL PAPERS: May 1**

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**W Mar 1 Environmental 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 6 Evolution of sustainable development 1**

Adams 2009a, pp. 86-115

Wapner 2003

WSSD 2002: read just pp. 1-5, 33-35 (part 44, Biodiversity), 37-38 (part V. Globalizing world)

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 8 Evolution of sustainable development 2**

See Mar 6

**RESEARCH TOPIC IS DUE TO CARMEN BY 10AM**

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**10 M Mar 13 SPRING BREAK NO CLASS**

**W Mar 15 SPRING BREAK NO CLASS**

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**III: GREEN NEOLIBERALISM**

**MAJOR CONCEPTS: Green neoliberalism, market environmentalism, enclosure and dispossession, World Bank’s roles and projects, land grabs, green grabs, financialization, ecosystem services, economy of repair, appropriation, agricultural biotechnology/GMOs and the seed, forms of debate about GMOs, seed sovereignty**

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**11 M Mar 20 Green neoliberalism 1: overview and market logics**

Adams 2009b, pp. 116-120

Sheppard et al. 2009c, just pp. 148-152

*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.*

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**W Mar 22 Green neoliberalism 2: enclosure and dispossession**

Sheppard et al. 2009c, rest of chapter: pp. 152-168

*The rest of this chapter puts green neoliberalism in the context of uneven development, emphasizing processes of enclosure and dispossession. It also provides numerous examples.*

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**12 M Mar 27 Green neoliberalism 3: The “greening” of the World Bank**

Goldman, pp. 7-12, 93-99, 151-158

*Goldman connects green neoliberalism back to the history of the World Bank’s evolution. In the latter pages, Goldman describes a large dam project billed in the 1990s by the Bank as sustainable development. How is this green neoliberalism?*

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**W Mar 29 NO CLASS. Work on your research projects.**

**RESEARCH PAPER REFERENCE LIST IS DUE TO CARMEN BY 7PM**

**13 M Apr 3 Land/green grabs and financialization 1**

Holt-Giménez 2012

Holt-Giménez and Kerssen 2015

*These readings provide an overview of a large-scale trend in global agriculture: large-scale land acquisition, sometimes called "land grabs." The readings provide basic information and put this trend in larger context: the global financial crisis, the new green revolution, and the World Bank.*

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**W Apr 5 Land/green grabs and financialization 2**

Fairhead, Leach, and Scoones 2012 (focus on 237-247 plus the conclusion)

*This academic journal article provides 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.*

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**14 M Apr 10 21<sup>st</sup> Century seeds: overview**

Readings TBD

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**W Apr 12 21<sup>st</sup> Century seeds: debates**

Readings TBD

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**15 M Apr 17 21<sup>st</sup> Century seeds: seed saving**

Readings TBD

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**W Apr 19 21<sup>st</sup> Century seeds: seed sovereignty**

Readings TBD

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**16 M Apr 24 *Summing up and synthesizing***

**MIDTERM 2 DUE TO CARMEN BY 10AM**

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**RESEARCH PAPERS DUE TO CARMEN MONDAY MAY 1 BY 10AM**

## Full references/sources for readings in Carmen

- Adams, W. M. 2009. *Green Development: Environment and Sustainability in the Third World*. 3<sup>rd</sup> ed. London: Routledge.
- Atkins, Peter, and Ian Bowler. 2001. *Food in Society: Economy, Culture, Geography*. London: Arnold.
- 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).
- Ellwood, Wayne. 2010. *The No-Nonsense Guide to Globalization*. New Edition. Oxford: New Internationalist.
- Fairhead, James, Melissa Leach, and Ian Scoones. 2012. Green grabbing: a new appropriation of nature? *Journal of Peasant Studies* 39(2):237-261.
- Holt Giménez, Eric. 2012. Land grabs vs. land sovereignty. *Food First Backgrounder*: 18(4).
- Holt Giménez, Eric, and Kerssen, Tanya. 2015. The World Bank's long war on peasants. *Food First website*. <https://foodfirst.org/the-world-banks-long-war-on-peasants/>
- Juma, Calestous. 1989. *The Gene Hunters: Biotechnology and the Scramble for Seeds*. Princeton: Princeton University Press.
- Kloppenber, Jack. 2004. *First the Seed: The Political Economy of Plant Biotechnology*. 2<sup>nd</sup> ed. Madison: University of Wisconsin Press.
- Mitchell, Timothy. 2002. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press.
- 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.
- 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\*