2014

350-01 Globalization: Ecological Stress (Climate Change, Energy, Soil and Water)

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Welcome to Globalization! You must be interested in big ideas and complexity! So are we. But understanding big ideas and complexity while benefiting from interdisciplinary treatment (as will occur in this class) also requires some grounding in disciplinarity and some sort of shared focus.

Our disciplinary foci will be: global systems (Buchanan), international political economy (Malik), and history from below (Smythe). As we explore globalization from these perspectives we will be trying to understand the following: What is sustainable development? What are global problems? What are sustainability problems? What is the relationship between the local and the global? What is “growth” compared to “development”? What do common measures (such as GDP, Gini coefficient, etc.) actually measure? What works as solutions/effective strategies?

Our thematic focus is ecological stress in terms of climate change, energy, soil, and water.

What we will strive to do is to think about globalized ecological stresses in terms of our disciplinary foci returning again and again to the above questions. While this might seem like too many layers of questions/themes/disciplines, we are laying them all out here for you so that you know precisely how we are thinking about the course design and so that you, from the very beginning, can think about how what you are reading (both in and out of class) fits into one or more pieces on one or more of the layers. It is our mutual task to strive to make connections between disciplines, between questions and the focus of ecological stress, between the disciplines and the focus of ecological stress, etc.

Just as importantly, you have your own disciplinary perspectives, personal experiences, and intellectual questions to bring to the conversation. Both as a full class and in our smaller sections, we will be in dialogue with each other and with you as we proceed in the course.

Course Objectives:

To gain familiarity with perspectives on globalization from the disciplines of history, international political economy, and ethics.

To gain familiarity with and participate in interdisciplinary dialogue around critical issues of globalization and sustainability

To critically assess arguments about global issues of sustainability, particularly around climate change, water, soil, and energy

To synthesize readings from different disciplines in addressing overlapping issues of globalization and sustainability
To address challenges of sustainability and globalization using concepts and perspectives from different disciplines

**Course Readings:**
These are outlined on the syllabus below.

**Assignments and Grading:**
Participation and Reading outlines/questions (15%): Every class period (save the first) you will be expected to complete the assigned reading and either an outline of the reading or an answer to a question and submit your work to Canvas before class begins. These outlines and answers will provide a useful means to review the material for both the midterm and final exam as well as help you to digest the material as we move through it. You will likely want to bring a copy of your outline/answer to class as well.

Midterm (20%): This will be in the form a take-home essay and will be due February 20. You will receive the question February 11.

Final exam (30%): This will be a take-home essay as well and will be due Tuesday, May 6 by 12:20.

Small group assignments (to be described elsewhere) (35%).

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Class Schedule  (12 small group including final exam period/17 big (6 Global systems; 5 IPE; 5 HFB))

**January 14** Group Introduction

**January 16** Small groups (Start in CLC 412 from 11:30-12:45)

**January 21 Global** Systems - T-Shirts to Satellites
Reading: Watch PBS documentary “Earth from Space” [http://m.video.pbs.org/video/2334144059/](http://m.video.pbs.org/video/2334144059/)


Held, D. The Great Globalization Debate (parts 1 and 2)
January 23 International Political Economy: what it is, origins as a discipline, prominent approaches.

January 28 Small groups

January 30 Small groups

February 4 History from Below (what it is, what we learn (globalization or no? global apartheid), focus on climate change (global agreements, Africa’s role, impacts), soil (global ag and land grabbing) and energy (transnational oil and solar), brief 20th c. historical review Questions: What is sustainable development? What do common measures actually measure?

Global systems

February 6 Small group

February 11 Global system: Techno – Economic Systems

February 13 Global systems: Techno – Economic Systems

February 18 Small group


February 24 Midterm due

February 25 International Political Economy. The logic of collective action, and new institutional economics, managing common pool resources. Sustaining the Commons Preface, Part 1 (pps 3-44)

March 3-8 SPRING BREAK

March 10 Energy Justice: Leading the Way to a Third Industrial Revolution, Jeremy Rifkin, 7 pm, Cintas Banquet Center

March 11 Processing Rifkin lecture (we can do this in small group is we want to add one more)

March 13 Small Group

March 18 History from Below (focus: climate change)
Questions: What is sustainable development? What are global problems? What are sustainable problems? What is the relationship between the local and the global? What is “growth” compared to “development”? What works as solutions/effective strategies?
Readings: Jeffrey Goldberg, “Drowning Kiribati: This Entire Country is about to be Wiped Out by Climate Change. It Won’t Be the Last” Bloomberg Business Week, November 21, 2013, http://www.businessweek.com/articles/2013-11-21/kiribati-climate-change-destructs-pacific-island-nation. Also watch the video embedded in the article.

March 20 History from Below (focus: soil)
Questions: What is sustainable development? What are global problems? What are sustainable problems? What is the relationship between the local and the global? What is “growth” compared to “development”? What works as solutions/effective strategies?

March 25 Small groups

March 26 “Sanctity of Sanctuary” Screening, Kennedy Auditorium, 7 pm

March 27 Small groups

April 1 History from Below (focus: energy)
Questions: What is sustainable development? What are global problems? What are sustainable problems? What is the relationship between the local and the global? What is “growth” compared to “development”? What works as solutions/effective strategies?
Readings:
Global Systems - The challenge of Integrating global and local Systems

April 3 Small groups

April 8 Small groups

April 10 Global Systems—the challenge of integrating global and local systems

April 15 Small Group

April 17-21 EASTER BREAK

April 22 Global Systems – Rethinking, Redesigning Global Systems?


April 29 History from Below
Questions: What works as solutions/effective strategies?

May 1 Small groups

May 6 (10:30-12:20) FINAL EXAM PERIOD (in small groups)
Globalization Small Group—Globalization and Migration
(We meet in CLC 414)

BRIEF DESCRIPTION
Globalization is often defined as the movement of goods, ideas and people across boundaries more readily than in the past. Yet, it is obvious that the movement of goods and ideas across boundaries is much easier and less complicated than the movement of people for a whole host of reasons. Migration is a topic that has many facets. It includes conversations about immigration policy (the focus of Collier’s book that we will use in class) that requires an understanding of what drives migration and who benefits and who does not. It also includes conversations about internal migration, such as rural brain drains, and the role of national identity and the nation-state in shaping migration more recently. It also, obviously, is not a new phenomenon. We are, after all, the only species to colonize the entire globe. Most of us are here due to recent migrations of the last 150 years; others due to forced migrations starting 500 years ago. A few might be here because of the original migrations of humans from Asia to the Americas thousands of years ago.

Migration is fundamentally tied to global dynamics of politics, economics, and the environment. The larger class will contribute to our focused discussions of migration by allowing us to think about the global systems that create the push and pull of migration. It will also contribute to our thinking about collective action and common pool resources (such as public health) and the ways in which they shape migration policy. Finally, an understanding of the global history of energy, soil and climate from the perspective of those least well off will help to provide a context for the push and pull of migration as well.

Net Migration Rates, 2008
ENGAGEMENT PROJECT

In this small group we will be examining some of the issues associated with migration across national boundaries. The practical focus of our work will be project with The Africa Foundation—USA that will enable all of us to learn from African immigrants in Cincinnati about their experiences. The goal will be to:

1. Facilitate creation of a census of the African population in Greater Cincinnati so that The Africa Foundation—USA has solid data with which to assess needs and to apply for grants and other opportunities.
2. To make the ideas, discussions, readings of the class come to life as you begin to learn about the stories and experiences of African immigrants within our own community. This is one way to get at “history from below” (my disciplinary theme for the Globalization course this semester) by talking to people and collecting their stories and experiences.
3. Develop your own research questions. You will be expected to do some independent reading based on what you learn in the field and what your questions are.
4. Conduct independent work in the community with the assistance of Clara Matonhodze (from The Africa Foundation—USA) and your professor.

Since there is a significant expectation of work outside of class, we will only meet as a class eight times. The other five times (for a total of 6 ¼ hours) you will be expected to use toward your interviewing in the community. In addition, I will expect you to commit an additional 14 hours to the project beyond these 6 hours of class time.

Before you can begin the work, you must first National Institutes of Health training in human subjects research at: http://phrp.nihtraining.com/users/login.php. It will take about two hours to complete and then submit your certificate to Sharon Blake (blakes1@xavier.edu) and copy me.

LEARNING OUTCOMES

Students who consistently and actively engage in the assignments, discussion and activities associated with this course will be able to

1. Be able to express historical arguments clearly and persuasively (Departmental SLO 5)
2. Design and carry out a research agenda for a substantial research project (Departmental SLO 9)
3. Work individually and in groups to analyze and interpret a variety of readings from a variety of disciplines within their appropriate context. (Departmental SLO 4—sort of)
4. Become, if they are not already, active participants in their own education (Smythe SLO)

EXPECTATIONS

Class participation (15%): This is the same category as for the big class. There will continue to be an expectation of reading outlines or question responses as well as active engagement in small group discussions and in-class exercises.

Assignments for project: (35%)
1. Plan for interviewing (5%)
2. Results of first set(s) of interviews (5%)
3. Results from all interviews (10%)
4. Making sense of interviews in light of globalization (15%)
READINGS

CLASS SCHEDULE:

*Before class begins—*
Reading: JBHE Foundation, “In Educational Attainment…”
Daly, “Population, Migration, and Globalization”
Online training in human subjects research: [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php). It will take about two hours to complete and then submit your certificate to Sharon Blake (blakes1@xavier.edu) and me (smythe@xavier.edu)

*Thursday, January 16—Engagement Project Introduction and Planning*

*Tuesday, January 28—Globalization and Migration, Introduction*
Reading: Collier, *Exodus*, Prologue and Part 1
Guest: Clara Matonhodze, The Africa Foundation--USA

*Thursday, January 30 (professor out of town)— Globalization and Migration, History*
Assignment: Plan for interviewing due

*Thursday, February 6— Census work*

*Tuesday, February 18— Globalization and Migration, Three Populations*
Reading: Collier, *Exodus*, Parts 2, 3 and 4 (each team will be responsible for one Part and for presenting that part CLEARLY to class)
Assignment: Results from first interviewing due

*Thursday, March 13— Census work*
Assignment: Results from more interviewing due

*Tuesday, March 25— Globalization and Migration, Possible Policy*
Reading: Collier, *Exodus*, Part 5

*Thursday, March 27— Census work*
Thursday, April 3—Globalization and Migration, Other Views

Tuesday, April 8—Census work

Tuesday, April 15—Census work
Assignment: Results from all interviews due

Thursday, May 1—Globalization and Migration, Cincinnati Africans
Reports: Making sense of interviews in light of globalization

Tuesday, May 6 (10:30-12:20)—Globalization and Migration, Cincinnati Africans
Reports: Making sense of interviews in light of globalization