

America, the Environment, and the Global Economy Fall 2009
McKeehan classroom, MWF, 01:00-01:50 p.m. (710)

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Office Hours: T, Th, 11:00-12:00, 1:00-3:00, and by appt.

Sewall Academic Mission: The primary goal of the Sewall Academic Program is to promote critical thinking within the framework of a liberal arts curriculum that emphasizes the interaction between history and culture. To meet this goal, the program offers small, seminar-style classes that foster analytical thought through reading, discussion, and written expression and that require active and consistent student participation.

Course Description: This course examines the debate over globalization, global economic development, and the global environmental crisis. Does increasing global economic development threaten to undermine the global environment? Is global development threatening the well-being and survival of future generations? Can we create an environmentally sustainable global society that preserves the Earth for future generations? What is sustainable development? What role should Americans play in helping to shape and develop a sustainable global economy? The larger goal of this course is to understand how the choices we make in the present shape the future of our global industrial civilization. Do we really desire the future our present actions are creating?

Required Reading:

Cavanaugh, J. , Alternatives to Economic Globalization, 2nd, ed.

Crichton, Michael, Jurassic Park, Michael Crichton

Friedman, The Lexus and the Olive Tree, expand ed.

Korten, David, Agenda for a New Economy

Hawken, Paul, The Ecology of Commerce

Rosenwasser, D. and J. Stephen, Writing Analytically, 5th ed.

Course Objective: The larger goal of this course is to teach you how to critically analyze, evaluate, and judge competing perspectives on the state of

the global environment, globalization, and global economic development. If you disagree with an argument or perspective, or find it biased or limited, then say so. If you find the reading difficult, confused, or pointless, then say so. But, in each case, you must be prepared to support your argument and larger conclusions.

Class Format: Interactive lectures and class discussions. We will use the assigned readings to critically analyze and evaluate the debate between politicians, environmentalists, scientists, economists, and developers about the “proper use” of the global environment. Make sure you read the assigned readings before each class.

Quizzes and Response Papers: To make sure students are keeping up with the reading, I will give pop quizzes on the daily reading. Quizzes will be based on a general knowledge of the readings. I will also assign Response Papers, asking students to summarize and comment on the class readings for a day or two of class readings. Response papers should be one to two pages, type-written, and will be graded on a 20-point scale.

Grading: Grades will be based on class participation and attendance (15%), quizzes and response papers (20%), two take-home midterms (20% each), and a take-home final (25%). I reserve the right to give unannounced quizzes and assignments in class. Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade.

Course grades will be defined in these terms:

A—Excellent -- (Thoughtful, coherent, insightful, contributes)

B—Good -- (Knows material well, lacks depth, not outstanding)

C—Fair -- (Adequate, average, passing, little participation)

D—Poor -- (Little understanding, little effort, incoherent)

F—Fail -- (No evidence of understanding, no work, no learning)

Exams: Exams will be made up of essay questions covering short lectures, class discussion, and reading assignments. Your essays will be graded on how well you use arguments and examples from class discussion and the reading to support your thesis. Instead of memorizing the material, concentrate on learning how to use arguments and examples to address major themes in the debate about the global

environment and the American future. If you keep up with the reading and take good class notes, you should have no trouble with the exams.

Class Participation and Attendance : Because this is not a lecture course, **active class participation is very important**. Participation and attendance will be a large part of your grade (10 %). You must participate actively in class discussion in order to get a high participation grade. **Class attendance is required**. There are **6 excused absences** to be used for illness, business, tragedy, or when you just have the blues. If students miss class because of sickness, injury, and extraordinary circumstances, some of their absences will be excused on a case by case basis. A part from these exceptions, if you miss more than six classes for MWF classes,| you will fail the class. **So please try to attend class regularly**.

Disruptive Classroom Behavior : This is a college classroom. I will deduct points from your final class grade for behavior that is disruptive to the classroom learning environment. Disruptive behavior includes sleeping, using your cell phone, surfing the web on your computer, playing computer games, checking your e-mail, checking your Facebook, sending and receiving text messages, twittering, listening to your MP3 player, watching DVDs or Netflix movies, reading newspapers, working on another class in this class, planning your day with your daytimer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom for that day.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Incompletes : I will be very reluctant to give a grade of Incomplete (I). I assign incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignment

Guidelines for Grading Written Work : We are using Writing Analytically, 5th ed. to give students guidelines for all written work in Sewall classes. All your class written work and exams will be graded according to how well your papers meet these guidelines for analytical essays. I suggest that you read and/or skim through the following pages to become better acquainted with these writing guidelines. I will grade your papers by referring to these guidelines from Writing Analytically. If you have any questions about any of these guidelines, please come see me during my office hours.

Chapter 1: Seeing Better, pp. 24-39

Chapter 2: What is Analysis and How Does It Work?, pp. 60-69, 75

Chapter 3: Putting Analysis to Work, pp. 77-88, 99-100, 103-107

Chapter 4: Reading: How to Do It and What to Do With It, pp. 109-113, 132-136

Chapter 5: Linking Evidence and Claims, pp. 137-148, 158-162

Chapter 6: Making a Theses Evolve, pp. 164-173, 192-195

Chapter 7: Recognizing and Fixing Weak Thesis Statements, pp. 197-206, 212-215, 217

Chapter 8: Introductions and Conclusions: pp. 219-221, 226-228, 232-235, 238-239

Chapter 9: Organization: Forms and Formats, pp. 245-255

Chapter 10: Style: Choosing Words, pp. 261-268

Chapter 11: Style: Shaping Sentences, pp. 275-281, 289-292, 294

Chapter 12: Writing the Research Paper, pp. 295-308, 312-314, 321-322

Chapter 13: Find and Citing Sources, pp. 335-338

Chapter 14: Nine Basic Writing Errors and How to Fix Them, pp. 349-369, 374

Discrimination and Sexual Harassment: The University of Colorado at Boulder policy on Discrimination and Harassment

(<http://www.colorado.edu/policies/discrimination.html>, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

University Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

As faculty, students, and members of the University community, we value honor, integrity, and morality. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Students with Disabilities: I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, and psychiatric disabilities, to discuss with me after class or during my office hours appropriate accommodations. If you have any additional questions about how the University can accommodate your disability, please see me or the Coordinator of Disability Services in the Disability Services Office , 322 Willard Hall, (303-492-8671). If you qualify for accommodations because of a disability please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322 (www.colorado.edu/disabilityservices)).

Religious Obligations and Class Attendance: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class if you have conflicts with scheduled exams, assignments, or other required attendance, because of religious obligations, please notify me two weeks in advance of the conflict to request special accommodation., See the CU Policy at this website: http://www.colorado.edu/policies/fac_relig.html

Cheating and Plagiarism: My policy on cheating and plagiarism is to assign a zero to the work in question. Plagiarism is copying another person's work and turning it in as your own. Plagiarism can involve buying a "class paper" online, copying another student's work, or copying whole paragraphs and material from other sources, such as encyclopedias or textbooks. See the website for the Pledge not to Plagiarize: <http://www.colorado.edu/academics/honorcode/Code.html>.

Daily Reading Assignments: Most of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: "cclewis" . These readings are "pdf documents" that you can read online or print out and read at your convenience.

**1. The Global Environmental Crisis and
life in the 21st Century**

**Aug. 24 Introduction: Globalization and the Global
Environmental Crisis**

**Borkat, “A Liberating Curriculum” (Web);
Jacobs, “Moral Authority” (Sewall Common Reading);
“YourMorals.org: Moral Authority Test” (web)**

Aug. 26 Global Ecology and the Sick Earth

**UCS, “World Scientists Warning to Humanity” (Web) ;
Paul Ehrlich, “One Planet, One Experiment” (Web);
UCS, “The Global Environmental Crisis” (Web);
Knickerbocker, “The Environmental Load of
300 Million” (Web); Pluto Cartoon (Web)**

Aug. 28 The Major Threats to the Global Environment

**Ed. Ayres, “The Four Spikes” (Web) ;
Lester Brown, “The Economy and the Earth” (Web);
“World’s Worst Polluted Places” (We**

Aug. 31 Simon vs. Daly: Debate on the Earth’s Future

**Simon, “Life on Earth is getting Better” (Web) ;
Daly, “Review of the Ultimate Resource” (Web) ;
Pope & Lomborg, “The State of Nature” (Web);
Lewis, “Global Problems not being Solved by
Globalization” (Web)**

Sept. 2 Killing Legally with Toxic Waste

**Newman, “Killing Legally with Toxic Waste” (Web);
"Toxic Exposures have Severe Long-Term Effect" (Web);
"Pollution causes 40% of Deaths Worldwide" (web)**

2. Globalization and the Growth of a Global Economy

Sept. 4 What is Globalization?

**Korten, “From Hope to Crisis” (Web) ;
Cavanagh, pp. 19-31; Friedman, pp. 3-16;
Yergen, “What is Globalization?” (Web);**

Sept. 7 **No-Classes—Labor Day Holiday**

Sept. 9 **Globalization, Terrorism, and Community**
Wendell Berry, “In the Presence of Fear” (Web);
Wendell Berry, “The Idea of a Local Economy” (Web);
Curtis White, “The Idols of Environmentalism” (Web);
Friedman, “Infosys vs. Al Queda” (Web)

Sept. 11 **Globalization and Transnational Corporations**
Cavanagh, pp. 271-290; Dobbs, “Globalization” (Web);
Korten, “Assault of the Corporate Libertarians” (Web);
Dobbs, “Lobbying Against America” (Web)

Sept. 14 **Globalization: Spreading Chaos vs. Spreading Order**
Lewis, “Global Industrial Civilization” (Web);
Lewis, “Cozy Assumptions” (Web); Bergman,
“The Polluters’ Rights” (Web); “States of Discord:
Friedman vs. Kaplan” (Web); Collapse Cartoon (Web)

3. Chaos theory, Jurassic Park, and the Limits of Science

Sept. 16 **The Dinosaurs and Human Extinction**
Wilson, “Is Humanity Suicidal?” (Web) ; Wilson “A Global
Conservation Strategy” (Web) ; Chase, “Two competing
visions of species extinction” (Web) ; Birch “As humans
send Earth toward Extinction” (Web)

Sept. 18 **Ingen’s Drive to Create a Dinosaur Park**
Jurassic Park, pp. ix-80; Cummings, “Trespass” (Web) :
Naftali, “Department of Homeland Screw-up” (Web);
Shane, “After Failures” (Web)

Handout Take-home midterm # 1

Sept. 21 **The Design Flaws of Jurassic Park**
Jurassic Park, pp. 83—177; Saunders “The Precautionary
Principle is Science-based” (Web); Carman, “U.S.
leaders flunking Disaster 101” (Web)

- Sept. 23 **The Causes of the Breakdown of Jurassic Park**
Jurassic Park, pp. 181-268
- Sept. 25 **The Larger Lessons from the Breakdown of the Park**
Jurassic Park, pp. 271-364; Apel, “Are Risk Assessment
and the Precautionary Principle Equivalent?” (Web)
- Sept. 28 **Can We Be Sure All the Dinosaurs are Dead?**
Jurassic Park, pp. 367-399; “Malcolm’s Theory of
Species Extinction (Web); “Preamble to the Earth Charter”
(Web); “UN Global Environmental Outlook 3” (Web)

4. Debating Globalization and Global Economic Development

- Sept. 30 **What are the Basic Economic Assumptions of Globalization?**
Korten, “The Moral Justification of Injustice” (Web) ;
Cavanagh, pp. 32-54; Meadows, “Just so Much and No
More” (Web); Stiglitz, “The World is Not Flat” (Web);
Faux, “Good Jobs” (Web)
- Oct. 2 **Who is Wearing the Golden Straitjacket?**
Friedman, pp. 101-111; Korten, “Illusions of the Cloud
Minders” (Web) ; Isaak, “The Revolt of the Rich” (Web)
- Oct. 5 **What is the Electronic Herd?**
Friedman, pp. 112-117, 123-128, 131-142;
Korten, “Dreaming of Global Empires” (Web)
- Oct. 7 **What is the Winner-Take-All Economy?**
Friedman, pp. 306-319, 318-324;
Dobbs, “The Myths of Free Trade” (Web)

Take-home midterm # 1 is due

- Oct. 9 **What Does Friedman mean by Globalution?**
Friedman, pp. 167-193; Meadows, “State of the Village” (Web); “Arctic Ice Melting” (Web)
- Oct. 12 **How Does Globalization Weaken Democracy?**
Korten, “Buying Out Democracy” and “Eliminating the Public Interest” (Web)
- Oct. 14 **Does Globalization mean Americanization of the World?**
Friedman, pp. 379-405

Handout Take-home midterm # 2

- Oct. 16 **Will Globalization Undermine the Global Environment?**
Friedman, pp. 279-282, 286-305; Cavanagh, pp. 105-113; Sen, “How to Judge Globalism” (Web)
- Oct. 19 **What is the Backlash against Globalization?**
Friedman, pp. 327-347; Korten, “Localizing Economies” (Web); Pope, “Globalism, RIP” (Web)

5. Making Globalization Work: Setting a New Agenda

- Oct. 21 **Can Globalization be Reformed?**
Friedman, pp. 348-364; Cavanagh, pp. 147-163; Hindery, “Education isn’t the only Solution for Jobs” (Web); Frank, “The Creation Myth of the Geo-Architect” (Web)
- Oct. 23 **Does Globalization Need to be Reformed?**
Friedman, pp. 434-451; Korten, “Agenda for Change” (Web); Hindery, “Education isn’t the Only Solution for Jobs” (Web)
- Oct. 26 **Can Globalization be Made More Democratic?**
Friedman, pp. 451-459, 467-475; Korten, “Civil-izing Society” and “Cultural Crisis” (Web)

- Oct. 28 **Should we Transform our Global Society & Economy?**
Saul, “The End of Globalism” (Web);
Greider, “America’s Truth Deficit” (Web) ;
The Council of Canadians, “Our World is not for Sale” (Web)
- Oct. 30 **Another World is Possible: Democratizing Globalization**
Cavanagh, pp. 77-104; Bello, “What is Deglobalization” (Web) ;
Deborah James “10 ways to democratize the Global Economy”
(Web)

**6. The Financial Meltdown of 2008 and the Failures of
our Global Economy**

- Nov. 2 **The Great Boom and the 2008 Financial Meltdown**
“The Corporate Scandal Sheet 2002” (web);
Simon Johnson, “The Quiet Coup” (web); “What's the tab
for the Bailout?” (web) ; Robinson, “Mad as Hell Tea-Time”
(web); “Bailout Recipients Spent Millions on Lobbying,
Records Show” (web)

- Nov. 4 **The Great Bailout Reveals the Real Players behind
Globalization**
Korten, pp. 1-11, 77-88; Mason, “Financial Krakatoa”

- Nov. 6 **Re-Building the Rules of the Global Economy**
Korten, pp. 12-44

Take-home Midterm #2 is Due

- Nov. 9 **Taking Power away from the Financial Markets**
Korten, pp. 45-76

- Nov. 11 **Creating a Real-Wealth Economy**
Korten, pp. 89-136

- Nov. 13 **Creating a Democratic Global Capitalism**
Korten, pp. 137-155, 170-187

7. Ecology, Capitalism, and the Restorative Economy

Nov. 16 Balancing Economic Growth and Protecting the Environment

Hawken, pp. xi-17; Hawken, “Natural Capitalism” (Web);
“Hawken’s Vision” (Web)

Nov. 18 What are the Major Causes of Pollution?

Hawken, pp. 19-55; White, “The Ecology of Work” (Web);
“The True Cost of America’s Love Affair with the Car” (Web)

Nov. 20 Environmental Destructions and the Costs of Doing Business

Hawken, pp. 57-90; Assadourian, “When Good Corporations
Go Bad” (Web)

Handout Take-home Final

Nov. 23-27 No Class: Thanksgiving Holiday

Nov. 30 Corporate Rights vs. Public Health and Safety

Hawken, pp. 91-136; Hawken, “A Declaration of Sustainability”
(Web)

Dec. 2 Making Corporations Protect the Environment

Hawken, pp. 137-160; “The Earth Charter” (Web);
Sarrell, “Recycling Waste Computers” (Web)

Dec. 4 Who Should Play the Guardian of the Earth and our Future?

Hawken, pp. 161-199; Hawken, “Dreams of a Livable Future” (Web);
Corporate Watch, “What’s Wrong with Corporate
Social Responsibility” (Web)

Dec. 7 Natural Capitalism and the Restorative Economy

Hawken, pp. 201-219; Hawken, “Basic Principles of a Sustainable
Economy” (Web) ; Hertsgaard, “The China Problem” (Web)

Dec. 9 Can We Learn to Manage Ourselves and the Earth?

Orr, “Having Failed to Manage Ourselves” (Web) ;

Orr, “Human Ecology as a Problem of Ecological Design”

(Web) ; McDonough, “Designing the Future” (Web);

Ludwig, “Uncertainty, Resource Exploitation, Conservation” (Web);

“Paths to Sustainability” (Web);

Dec. 11 Designing Future Scenarios for 2030

Wilkinson, “How to Build Scenarios” (Web) ;

Lewis, “Three Scenarios for the future in 2030” (Web);

CIA, “Table of Four Alternative Futures” (Web) ;

NIC, “Mapping the Global Future: Summary” (Web);

Ehrenfeld, “Life in the New Millennium’ (Web)

Take-Home Final Exam: Due Thursday, Dec. 17th

between 10:00 and 4:00 p.m. in my office (Sewall 42D)