

**SEWL 2000, America, the Environment, and the Global Economy Fall 2015**  
Sewall 02 classroom, MWF, 11:00-11:50 p.m.

**Professor: Chris Lewis**

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**Office Hours: T-Th 11:00-1200, 1:00-3:00, and by appointment**

**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 engagement and consistent student participation.**

**Course Description: This course examines the debate over globalization, global economic development, the global financial system, and the global environmental crisis. Does increasing global economic development threaten to undermine the global environment? Is global economic growth 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 sustainability? 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 society. Do we really desire the future our present actions are creating?**

**Required Reading:**

**Crichton, Michael, Jurassic Park,**

**Hawken, Paul, The Ecology of Commerce, revised edition**

**Leopold, Les , The Looting of America**

**Course Learning Goals:**

- 1. To understand the difference between, fact, opinion, evidence, argument, hypothesis, and theory.**

2. To critically analyze, evaluate, and judge competing perspectives on the state of the global environment, globalization, and our global financial system.
3. To understand how globalization is tying together our separate nation and societies into a global society.
4. To learn to write critical, analytical essays that use supporting arguments and evidence to support a larger thesis.

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.

**Grading:** Grades will be based on daily thinking pieces (30%) , daily in-class writing (20%), class participation (15%), three reaction papers (20%) , and a take-home final (25%). Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade. You can follow your course progress on D2L.

**Course grades** will be defined in these terms:

**A--Excellent--(Thoughtful, coherent, insightful, and engaged)**

**B--Good--(Knows material well, lacks depth, not outstanding, not very engaged)**

**C--Fair--(Adequate, average, passing, little interest and engagement)**

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

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

**Exam:** The final exam will be made up of essay questions covering 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 argument. Instead of memorizing the material, concentrate on

learning how to use arguments and examples to address major themes in the debates about globalization, the global financial system, the global environmental crisis, and the American role in creating a sustainable future. If you keep up with the reading and take good class notes, you should have no trouble with the exams.

**Daily Thinking pieces:** As part of your class reading homework, I will ask students to produce informal, two notebook pages explanatory response to a question I provide for the reading. Bring these thinking pieces to class, where they will be collected each day. To receive a 4 or 5 on a thinking piece, it must address the assigned question; show that you have done the required reading; reveal interesting, engaged and thoughtful reflections on the daily assigned reading. You can drop any two thinking pieces; no late thinking pieces will be accepted. If you miss class you can email your thinking piece to me ahead of time.

**Daily in-class writing:** I will ask students to respond to short in-class questions about the reading. This writing will encourage students to provide their own opinions, perspectives, and arguments about the daily class material.

**Reaction papers:** Reaction papers (2-3 typed pages) should examine contrasting perspectives on globalization. Using the first or third person, explore the ways in which a person with one perspective would challenge a person with an opposing perspective on the state of the global environment, globalization, and our global financial system, trying to convince the reader that their larger argument is stronger, more accurate, and more useful.

**Take-home exams :** Exams will be essay questions covering larger historical themes in American culture and history. Your essays will be graded on how well you use historical arguments and examples from class discussion and the reading to support your argument. Instead of memorizing the material, concentrate on learning how to use historical arguments and examples to address major themes in the struggle for freedom in American history and culture. If you keep up with the reading and take good class notes, you should have no trouble with the final exam.

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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. For more information, see the [policies on classroom behavior](#) and [the student code](#).

**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 day-timer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom for that day.

**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

**Discrimination and Sexual Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-

**5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.**

**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](mailto:honor@colorado.edu); 303-735-2273). 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). Additional information regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).**

**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: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.**

**Religious Obligations and Class Attendance: It is the responsibility of every instructor to explain clearly his or her procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester's classes. [Campus policy regarding religious observances](#) states that faculty must make reasonable accommodation for them and**

**in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case.**

**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: All of the assigned readings are on the course website in the daily class webpage. 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 21<sup>st</sup> Century**

**Aug. 24      On Truthiness; Critical Thinking, Debate, and Judgment & Introduction: Globalization & the Global Environmental Crisis  
"No More Teaching of Critical Thinking in Public Schools" (web);  
"Scheherazade in the White House" (web) ; "Truthiness" (web);  
"The Death of Facts" (web)**

**Aug. 26      What is Globalization?  
Korten, "From Hope to Crisis" (web) ;  
Friedman, "The New World of Globalization" (web);  
Yergen, "What is Globalization?" (web)**

**Aug. 28      Globalization, Terrorism, and National Communities  
Berry, "A Citizen's response to the National Security Strategy" (web); Friedman, "Infosys vs. Al Qaeda" (web);  
"Introduction to Bush's 2002 national security strategy"**

## **2. What are the larger causes of the Global Environment Crisis?**

- Aug. 31**     **What is a Tipping Point? Re-thinking how we Think**  
Gladwell, “Tipping Point” (web); Keim, “Is Humanity Pushing the Earth past a Tipping Point” (web); Keim, “Scientists Seek Warning Signs for Catastrophic Tipping Points” (web)
- Sept. 2**     **Learning to Think about Complex Adaptive Systems**  
Capra, “The New Facts of Life” (web); Heinberg, “You can’t do just one Thing” (web); “Systems Thinking Basics” (web)
- Sept. 4**     **Global Ecology and the Sick Earth**  
UCS, “World Scientists Warning to Humanity” (Web) ;  
Paul Ehrlich, “One Planet, One Experiment” (Web);  
“State of the Planet 2012” (web);  
WEF, “2012 Global Risks Maps” (web);
- Sept. 7**     **No Class – Labor Day Holiday**
- Sept. 9**     **The Major Threats to the Global Environment**  
Ed. Ayres, “The Four Spikes” (Web);  
Lester Brown, “The Economy and the Earth” (Web);  
“State of the Planet Declaration 2012” (web)
- Sept. 11**    **How Much of the Earth do Humans Use?**  
“Living Planet Report 2010” (web); Crutzen, “Can We Survive the Anthropocene?”(web; Walsh, “Nature is Over” (web)
- Sept. 14**    **Approaching a Global Tipping Point for the Earth**  
Barnofsky, “Approaching a State Shift in the Earth’s Biosphere”(web); Pappas, “Earth’s Tipping Point Study in Nature” (web); Spotts, “Humans near Tipping Point” (web) Diagram of Tipping Elements in the Earth’s System” (web)

**Sept. 16**      **What are the Planetary Boundaries for the Earth?**  
**Rockstrom et al., “Planetary Boundaries: Exploring the Safe Operating Space for Humanity” (web); Steffen, “How defining Planetary Boundaries can transform our approach to Growth” (web); “Planetary Boundaries Diagram” (web)**

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

**Sept. 18**      **The Dinosaurs and Human Extinction**  
**Wilson, “Is Humanity Suicidal?” (Web) ; Chase, “Two competing visions of species extinction” (Web) ; Birch “As humans send Earth toward Extinction” (Web)**

**Sept. 21**      **Ingen’s Drive to Create a Dinosaur Park**  
**Jurassic Park, pp. ix-80; Cummings, “Trespass”(Web); Shane, “After Failures” (Web)**

**Sept. 23**      **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. 25**      **The Causes of the Breakdown of Jurassic Park**  
**Jurassic Park, pp. 181-268; Orr, “Slow Knowledge” (web)**

**Sept. 28**      **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. 30**      **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); “A compass for health: rethinking precaution and its role in science and public health” (web)**

**4. Debating Globalization and Global Economic Development**

- Oct. 2**     **What are the Basic Economic Assumptions of Globalization?**  
Cavanagh, “Design for Corporate Rule”; (Web); Saul, “A Summary of the Promised Future” (web)
- Oct. 5**     **Who is Wearing the Golden Straitjacket?**  
Friedman, pp. 101-111 (web); Korten, “The Illusion of the Cloud Minders” (web); Issak, “The Revolt of the Rich” (web)
- Oct. 7**     **What is the Electronic Herd?**  
Friedman, pp. 112-117, 123-128, 131-142 (web);  
Korten, “Dreaming of Global Empires” (web)
- Oct. 9**     **The Myth of Free Trade and the Winner-Take-All Economy**  
Friedman, pp. 306-311(web); Dobbs, “The Myths of Free Trade” (web); Rodrik, “What Economists will not Tell You” (web)
- Oct. 12**    **What is the Ideology of Globalization?**  
Steger, “Five Claims of Globalization” (web);  
Martinez, “What is Neo-liberalism?” (web);  
Daily Kos, “What is Neo-liberalism?” (web)
- Oct. 14**    **Why the World is not Flat**  
Engler, “The World is not Flat” (web);  
Frank, "The Creation Myth of the Geo-Architect"(web);  
Kingsbury, “Stiglitz: The World is Not Flat” (web)

## **5. Making Globalization Work: Setting a New Agenda**

- Oct. 16**    **What is the Backlash against Globalization?**  
Friedman, pp. 327-347 (web); “Friedman: Senseless in Seattle”;  
Stiglitz, “Another World is Possible” (web)
- Oct. 19**    **Debating the World trade Organization**  
Cavanagh, “What is Wrong with the WTO” (web); WTO,  
Beck and Danaher, “Top 10 Reasons to Oppose the WTO” (web);  
Reich, “The TPP is a disaster in the Making” (web);  
Sanders, “The TPP must be Defeated” (web)

- Oct. 21 **Challenging the Rights of Global Corporations**  
 Derber, “One World Under Business” (web);  
 Cavanagh, “The Power of Global Corporations” (web);  
 Dobbs, "Globalization" (web);
- Oct. 23 **Does Globalization Need to be Reformed?**  
 Korten, “Agenda for Change” (web); Cavanagh, “Ten  
 Principles for a Sustainable Society” (web); Deborah  
 James “10 ways to democratize the Global Economy” (Web)
- Oct. 26 **Rodrik: Reforming Globalization to make it Work**  
 Rodrik, “Globalization 3.0” (web);  
 Saul, “Positive Nationalism” (web)
- Oct. 28 **Stiglitz: Reforming Globalization to make it Work**  
 Stiglitz, “Making Globalization Work” (web);  
 Stiglitz, “Democratizing Globalization” (web)
- Oct. 30 **Is the era of Free-Market Globalism Over?**  
 Saul, “The End of Globalism” (Web);  
 Korten, "Civilizing Society"(web)
- 6. The 2008 Financial Meltdown and the Failures of  
 our Global Economy**
- Nov. 2 **The Great Recession and the end of Free-Market Globalism**  
 Posner, “What we are learning about Capitalism and  
 Government” (web); Simon Johnson, “The Quiet Coup” (web);
- Nov. 4. **The Great Boom and the 2008 Financial Meltdown;** Ferguson,  
 “Borrowing and Lending in the 2000s”; Ritholz, “Greenspan  
 and the Wisdom of the Markets” (Web)
- Nov. 6 **The Wall Street Casino and the Great Recession**  
 Leopold, pp. 1-38 ; Ritholtz, “Graph, The Anatomy of a Collapse”  
 (web); Ritholz, “A Memo found in the Street” (web)

Nov. 9 **The Madoff Economy and the Causes of the Meltdown**  
Leopold, pp. 39-51, 67-72, 80-114 ; Krugman, "The Madoff Economy" (Web); Hightower, "Madoff isn't the Problem" (web)

Nov. 11 **The Global Financial Casino and the Second Great Crash**  
Leopold, pp. 115-150; Johnson, "Who Caused the Economic Crisis?" (Web); William Black, "Interview on Bankers' Fraud"(web)

Nov. 13 **Why Bankers aren't in Jail: They are Too Big to Jail**  
Taibbi, "Why isn't Wall Street in Jail" (web);  
Borosage, "Outrage: Some Banks Are Too Big to Prosecute" (web);  
Rove, "Too Big to Fail equals Too Big to Jail (web); Stiglitz, "Moral Bankruptcy" (web)

Nov. 16. **To Big to Jail and the Rise of an American Plutocracy**  
Johnson, "The American Oligarchy (web); Leopold, "Elites Destroying Democracy" (web); Leopold, "There's Only One Solution that might fix our Financial System" (web)

## **7. Ecology, Capitalism, and the Restorative Economy**

Nov. 18 **The Challenge of Sustainability**  
"Speth, Change Everything Now --An Interview" (web);  
Ehrlich, "Can a Collapse of Global Civilization be Avoided?" (web)

Nov. 20 **Balancing Economic Growth and Protecting the Environment**  
Hawken, pp. xi—xv, xvii-xx, 1-21; Hawken, "Natural Capitalism" (Web) "Paths to Sustainability" (web)

Nov. 23-27 No Classes – Thanksgiving Holiday

Nov. 30 **What are the Major Causes of Pollution?**  
Hawken, pp. 23-64; "The True Cost of America's Love Affair with the Car" (Web)

- Dec. 2 Environmental Destruction and the Costs of Doing Business**  
Hawken, pp. 65-101; Assadourian, “When Good Corporations Go Bad” (Web)
- Dec. 4 Corporate Rights versus. Public Health and Safety**  
Hawken, pp. 103-136; Hawken, “A Declaration of Sustainability” (Web)
- Dec. 7 Who Should Play the Guardian of the Earth and our Future?**  
Hawken, pp. 137-171; “The Earth Charter” (Web);
- Dec. 9 Natural Capitalism and the Restorative Economy**  
Hawken, pp. 173-195; “Resilience: Navigating a Difficult Path to a Sustainable Future” (web)
- Dec. 11 Imagining a Sustainable Future**  
Hawken, “Dreams of a Livable Future” (Web);  
Orr, “Living and Breathing in a Black Swan World” (web);

**Final Exam: Due Thursday, Dec. 17<sup>th</sup>, between 10:00 a.m. and 4:00 p.m. in my office in 42A Sewall Hall.**