Sociology 6017

Inequality, Democracy, and the Environment

Fall 2020

Tuesdays 4:10 – 6:40 via Zoom

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**Office Hours**: Mondays, 2:00-3:00 p.m. and by appointment

**IF YOU MISS MORE THAN TWO CLASSES YOU WILL FAIL THE COURSE**

**Course description and goals:** I developed this course because of my overriding interest in the relationship between inequality, democracy, and the environment and because I believe that environmental sociology and environmental studies students should develop a strong structural understanding of environmental issues. In order to develop such an understanding, this course examines the relationship between a) inequality and democratic decision making in the United States (political and economic decision making), b) undemocratic decision making and U.S. and corporate food and energy policy, c) food and energy policy on the one hand and global environmental degradation, terrorism, and war on the other, and d) undemocratic corporate and U.S. decision making on the one hand and developing nation democracy and state failure on the other. These factors are all structurally inter-related, and one of the things I would like to do this semester is to work as a class to develop new theoretical models that tie these factors together in new ways.

In addition, I would like to spend some time addressing the following questions: What are the basic building blocks of society? How do they fit together? What kind of society would we like to live in? How can we achieve such a society? How can we overcome or drastically reduce the serious environmental problems we face? Are the types of solutions proposed by mainstream environmentalists likely to succeed? If not, why not and what should be done instead?

This is clearly a lot of ground to cover and as a result we will be doing a lot of reading this semester. Some of this reading will be drawn from environmental studies and environmental sociology, but much of it will be drawn from other sociological and non-sociological subfields. For example, we will spend a week learning about the sociology of markets and a couple of weeks learning about political sociology. It is my contention that we cannot understand environmental problems, nor develop solutions to these problems, without a firm grounding in these seemingly non-environmental sociological subfields. It is also my contention that for environmental sociologists to succeed professionally, they have to develop a firm grounding in non-environmental sociological subfields such as these.

Finally, I am very excited about teaching this class and hope that we all have a great semester!!!

**Required Readings:** The required readings are listed below. We will be reading 1 book as well as journal articles and book excerpts. You can find links to the book, book excerpts, and articles on Canvas.

**Canvas**

You can find on-line readings and an electronic copy of the syllabus on Canvas: <https://fedauth.colorado.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1>. If the reading is sideways, press the shift and control keys and the plus or minus key to rotate the reading.

**Adobe Reader:** In order to read most of the on-line readings, you need to have Adobe Reader installed on your computer. If it is not installed, you can download it from: http://get.adobe.com/reader/

**The following book can be found on-line at:** <http://www.natcap.org/sitepages/pid20.php>.

Hawken, Paul, Amory Lovins, and L. Hunter Lovins. 1999. *Natural Capitalism: Creating the Next Industrial Revolution*. New York: Back Bay Books.

After you get to the ‘Natural Capitalism’ website, click on the phrase ‘more info’ that is associated with the chapter you want to read. Then, on the new web page, click on the ‘download the entire chapter’ link. The chapter will download for you. You can then save it by clicking on the download icon. **Download and save the appropriate chapters immediately!!!** There is also a document on Canvas that tells you the chapter page numbers.

**Evaluation:** Your grade in this course will be based upon the following:

Due Date % of Grade

1. Weekly article summaries Mondays, 3:00 p.m. (in canvas) 30%

(I might change when these are due)

2. Class Participation All semester 20%

3. Final Assignment Tuesday, Dec. 1, 4:10 p.m. (Canvas) 50%

**Adaptation of Grading Guidelines as Recommended by the Department’s Graduate Committee:**

**A**: Consistently performs well above expectations.

**A-**: Performs above expectations.

**B+**: Meets expectations.

**B**: Occasionally performs below expectations.

**B- to C**: Consistently performs below expectations.

**C- to F**: Unsatisfactory work. Serious concerns regarding student progression toward degree.

**Weekly article summaries:** Each week, each student will be responsible for writing a ***brief*** summary of all the readings (1-2 pages, double spaced, total) and a brief set of comments or questions about the readings (1/2-1 page, double spaced, total). You will turn these summaries in **as Word documents** via Canvas. **I will not accept late summaries!**

**Class participation:** Class participation is crucial in a graduate seminar. Participation involves taking part in class discussions and asking and answering questions in class in such a way as to indicate to me that you have done the reading and are actively engaged with the material. To receive participation credit you must contribute to class discussion regularly throughout the semester (without dominating the discussion) and your comments must be thoughtful and insightful. In other words, quality is just as important as quantity. Typed comments will not count as class participation (I will not be able to run our zoom class meetings and monitor typed comments at the same time).

**Final Assignment:** The final assignment will be a take home assignment in which I will ask you one or two questions that will allow you to synthesize the material we have covered during the semester. For your answers, I will ask you to write a total of between 15 and 20 pages, double spaced, and I may give you the option of developing one of your own assignment questions. The assignment will be due on Monday, Dec. 1 at 4:10 p.m. I will give you the assignment questions on November 17th. **You will turn in your final assignment as a Word document via Canvas.**

**Additional course requirements:**

1. Students are responsible for *reading all the assigned books, book excerpts, and articles*.
2. *Class attendance* is **mandatory** **each week** and expected of all students.
3. *Class participation* is expected. Class participation makes up 20% of your grade.

**Weekly Topics and Readings**

**Week 1 (Aug. 25): Course introduction**

**Week 2 (Sept. 1): The issues**

Important questions:

1. What are the most important global environmental problems?
2. What different forms can inequality take? How much inequality exists in this country and around the world?
3. What are the basic building blocks of society? How do they fit together? What kind of society would we like to live in? How can we achieve such a society?
4. How can we overcome or drastically reduce inequality and the serious environmental problems we face?

# **Readings:**

Environmental Problems:

Downey, Liam. 2015. *Inequality, Democracy, and the Environment*. Pp. 1-4, 117-123, 170-174.

Foster et al. 2010. *The Ecological Rift*. **Read pp. 13-19.**

(**Optional**) Magdoff and Foster. 2011. *What Every Environmentalist Needs to Know about Capitalism*. **Read pp. 3-9 if you want to know more about the ecological rifts listed in Foster et al. 2010**.

Mingle, Jonathon. 2020. “A World Without Ice.” New York Review of Books, Vol. 67(8)

Myers et al. 2013. “Human Health Impacts of Ecosystem Alteration.” **Read pp. 18753-first five lines of 18757**.

Gore (Oxfam) 2016. “Extreme Carbon Inequality.” **Read main text only and glance at the Figures on pp. 3-9.**

Watts et al. 2019. “The Lancet Countdown on Health and Climate Change,” No. 394: 1836-1878. **Read pp. 1836-1839 (and skim the Table on pg. 1839).**

Lancet Countdown Report Funders 2020.

Inequality and Stratification:

Kerbo, Harold R. 2012. *Social Stratification and Inequality*. New York: McGraw-Hill. **Read Pp. 20-34 & 473-483.**

Alvaredo et al. 2017. *World Inequality Report 2018*. **Read pp. 8-16.**

Anderson, Sarah and John Cavanagh. 2000. *Top 200: The Rise of Corporate Global Power*. Washington, DC: Institute for Policy Studies. **Read key findings and the tables**.

The Kassandra Report, **Read** pp. 3-4, **Skim** pp. 54-60 and 63-65.

Global Justice, 2016a, “10 Biggest Corporations…”. (**skim**).

Global Justice, 2016b, “Corporations vs. Governments Revenues, 2015.” (**skim**).

The U.N. Human Development Report 1997, **Read Pp. 15-20**.

The U.N. Human Development Report 2013, **Skim pp. 23-25 & 26-27.**

The U.N. Human Development Report 2019, **Skim pp. 29-38 & Really skim pp. 300-321.**

**\*\*If you are interested in knowing more about how UNHDR data and how the UNHDR indicators are calculated go to** [**http://hdr.undp.org/en/statistics/**](http://hdr.undp.org/en/statistics/) **and** [**http://hdr.undp.org/sites/default/files/hdr2019\_technical\_notes.pdf**](http://hdr.undp.org/sites/default/files/hdr2019_technical_notes.pdf)**.**

**Week 3 (Sept. 8): Theoretical Approaches within Environmental Sociology**

Important questions:

1. Does environmental sociology do a good job of describing the forces responsible for environmental degradation? Does it point to any reasonable solutions to the problems of environmental degradation? What solutions does it point to? Are reasonable solutions good solutions, or are the only good solutions unreasonable?
2. How are the various theoretical approaches set forth in the readings different from each other? How are they related? What are the strengths and weaknesses of each?
3. What is missing from environmental sociology theorizing?
4. Do these theoretical approaches help us understand environmental problems and the structural forces causing these problems?
5. Based on the reading, what will it take to overcome the looming environmental catastrophe?

# **Readings:**

Ecological Modernization Theory:

Mol, Arthur P.J. 1997. “Ecological Modernization: Industrial Transformations and Environmental Reform,” pp. 138-149 in Redclift, Michael and Graham Woodgate (Eds.) *The International Handbook of Environmental Sociology*.” Northampton, MA: Edward Elgar. **Read pp. 139-142.**

York, Richard and Eugene A. Rosa. 2003. “Key Challenges to Ecological Modernization Theory.” *Organization & Environment* 16(3): 273-288.

Simpson, Joseph et al. 2019. “The Treadmill of Information: Development of the Information Society and Carbon Dioxide Emissions.” Sociology of Development 5(4): 381-409. **Read the Abstract only**.

The Treadmill of Production:

Gould, Kenneth A., David N. Pellow, and Allan Schnaiberg. 2004. “Interrogating the Treadmill of Production: Everything you Wanted to Know About the Treadmill but were Afraid to Ask.” *Organization & Environment* 17(3): 296-316.

World Systems Theory:

Chirot, Daniel and Thomas D. Hall. 1982. “World-System Theory”. *Annual Review of Sociology*. Vol. 8: 81-106. **Read 81-84**.

Bradshaw, York W. and Michael Wallace. *Global Inequalities*. Thousand Oaks, CA: Pine Forge Press. **Read pp. 39-51.**

Kerbo, Harold. 2006. *World Poverty*. New York: McGraw Hill. **Read pp. 62-65**.

Jorgensen, Joseph G. 1978. “A Century of Political Economic Effects on American Indian Society, 1880-1980”. *The Journal of Ethnic Studies*. Vol. 6(3). **Read** **pp. 1-5**.

Roberts, J. Timmons and Peter E. Grimes. 2002. “World-System Theory and the Environment: Toward a New Synthesis”, pp. 167-194 in Dunlap et al. (Eds.), *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. New York: Rowman & Littlefield Publishers, Inc. **Read** **pp. 167-168 and 172-184**.

Rice, James. 2009. “The Transnational Organization of Production and Uneven Environmental Degradation and Change in the World Economy.” *International Journal of Comparative Sociology* 50:215-236.

Hao, Feng. 2019. “A Study of Ecologically Unequal Exchange.” **Read the Abstract Only**.

World Society Theory & Critique

Downey, Liam et al. 2020. “Power, Hegemony, and World Society Theory: A Critical evaluation.” **Read pp. 1-5**.

**Week 4 (Sept. 15): Environmental Economics / Technology & Markets**

Important questions:

1. What is the purpose of the economy? What should its purpose be? Is our economy really efficient? Does it produce/create what humans and societies really need? What would an ideal/efficient economy look like? What would it produce?
2. What is environmental/ecological economics?
3. What is Hawken et al.’s technology and markets approach? What are its strengths and weaknesses?
4. What solutions to the environmental crisis do the authors discuss (technological, economic bookkeeping, etc.)? How feasible are these solutions?
5. Are feasible solutions based on overly simplified and/or inaccurate understandings of society, economics, markets, and politics?

# **Readings:**

Technology & Markets Approach (aka Ecological Modernization, sort of…):

Hawken, Paul, Amory Lovins, and L. Hunter Lovins. 1999. *Natural Capitalism: Creating the Next Industrial Revolution*. New York: Back Bay Books. **Read pp. 1-11, 22-29, 48-61, 62-73, 82-94, 156-169, & 176-179 (OPTIONAL pages: 170-176, 288-296 & 300-302).**

Environmental/Ecological Economics:

Daly, Herman. 1996. *Beyond Growth: The Economics of Sustainable Development*. Boston: Beacon Press. **Read** **Pp. 27-37.**

Costanza et al. 1997. “The Value of the World’s Ecosystem Services and Natural Capital”, *Nature*. Vol. 387, **Quickly Skim** pp. 253-260.

Cobb, Clifford, Ted Halstead, and Jonathon Rowe 1995. “If the GDP is Up, Why is America Down?” *Atlantic Monthly*, vol. 276(4): 59-73 (attached charts OPTIONAL).

Talberth, John et al. 2007. “The Genuine Progress Indicator 2006: Executive Summary.” **Read pp. 1-3**.

**(OPTIONAL)** Talberth, John et al. 2007. “The Genuine Progress Indicator 2006.” [The Full Report]

**(OPTIONAL)** Costanza et al. 2009. “Beyond GDP: The Need for New Measures of Progress.”

Critiques of Environmental Economics, Technological Fixes, and Cap & Trade

Downey, Liam. *Inequality, Democracy, and the Environment*, Chapter 1.

The Corner House. 2001. “Democracy or Carbocracy? Intellectual Corruption and the Future of the Climate Debate.” **Read pp. 1-8.** (Some of the numbers in this report are out of date).

York, Richard. 2012. “Do Alternative Energy Sources Displace Fossil Fuels?” **Skim pp. 1-3**.

York, Richard and Shannon Bell. 2019. “Energy Transitions or Additions?” **Read the Abstract only**.

Anderson, Kevin and Alice Bows. 2011. “Beyond Dangerous Climate Change: Emission Scenarios for a New World.” **Read the Introduction (pp. 20-21) and Conclusion (pp. 39-42)**.

Anderson, Kevin and Alice Bows. 2012. “A New Paradigm for Climate Change,” Vol. 2: 639-640.

Anderson, Kevin. 2013. “Coaxing the mitigation phoenix from the ashes of the EU ETS.” Short blog.

Anderson, Kevin. 2013. “Why carbon prices can’t deliver the 2°C target.”

**Week 5 (Sept. 22): (a) Sociology of Markets & (b) Inequality, Democracy, and the Environment.**

Important questions:

1. Given what we know about the structure of markets and the forces and institutions that structure markets, is it likely that the proposals set forth by Hawken et al. and environmental economists will be adopted? If they are adopted, will they reduce or eliminate environmental degradation?
2. What are economic and political democracy? What is the purpose of democracy? What should its purpose be?
3. What is the purpose of social theory? What should its purpose be? Is it merely a guide to understanding the world? Or should it provide us with guidance on how to achieve our economic and democratic goals?
4. What do *social structures of accumulation* have to do with the environment?
5. What is power? What is the relationship between the economy, civil society, and the state?
6. Isn’t Mann incredible!!! What is his theory? What does his theory imply about social change and about how to effect social change? What does this imply about why we have so many serious social and environmental problems and how we need to go about solving them?

# **Readings:**

Sociology of Markets:

Sunstein, Cass R. 2004. *The Second Bill of Rights: FDR’s Unfinished Revolution and Why We Need it More than Ever Before*. New York: Basic Books. **Read** **Roosevelt’s Bill of Rights and pp. 17-25**.

Fligstein, Neil. 2001. *The Architecture of Markets: An Economic Sociology of Twenty-First-Century Capitalist Societies*. Princeton, NJ: Princeton University Press. **Read pp. 3-28, from the bottom of 32–47, 56-62, 64-66**.

Pistor, Katharina. 2019. Code of Capital. Princeton, NJ: Princeton University Press. **Read pp. 1-21.**

Gordon, David M., Richard Edwards, and Michael Reich. 1982. “Segmented Work, Divided Workers.” New York: Cambridge University Press. **Read pages 1-4, 8-13, 22-32.**

Hurt, Shelley. 2011. “The Military’s Hidden Hand.” Chapter 2

Democracy:

Pateman, Carole. 1970. *Participation and Democratic Theory*. New York: Cambridge University Press. Pp. 22-27, and 42-43.

Downey, Liam. “A Very Simple (Simplistic?) Definition of Democracy.”

Political Sociology 1

Mann, Michael. *The Source of Social Power Volume 1: A History of Power from the Beginning to A.D. 1760*. Cambridge: Cambridge University Press. **Read pp. 1-33.**

**Week 6 (Sept. 29): Political Sociology**

Important questions:

1. What is power? What is the relationship between the economy, civil society, social classes, and the state? What is the relationship between economic and political inequality? What does political sociology imply about democracy in the United States? Who rules in the United States? Was Weber right or Marx?
2. What do any of the political sociology theories and readings have to do with the environment?
3. Can state structures shape environmental outcomes?
4. What role might economic and political elites play in shaping environmental outcomes?
5. Why do so few Americans believe global warming is a serious problem? Who is to blame?

**(The Readings Are Listed On The Next Page)**

# **Readings:**

Economists and the State:

Graeber, David. 2019. “Review of Money and Government: The Past and Future of Economics.”

Pluralism, State Autonomy Theory, and Neo-Marxist Approaches to the State:

\*Professor Downey will summarize these approaches to state theory

William Domhoff’s Power Structure Approach to the State:

Domhoff, G. William. 2005. *The Class Domination Theory of Power*.

Domhoff, G. William. 1990. *The Power Elite and the State: How Policy is Made in America*. New York: Aldine de Gruyter. **Read pp. xiii-xix, 20-24, 26-28, 37-40, and 257-264.**

Domhoff, G. William. 1990. *The Power Elite and the State: How Policy is Made in America*. New York: Aldine de Gruyter. **Read pp. 107-138, 144-147, 153-166, 181-186.**

**(Optional)** Burns, Alexander and Nicholas Kulish. 2020. “Bloomberg’s Billions.”

**(Optional)** Lafer, Gordon. 2017. *The One Percent Solution*. **Read pp. 1-4, 10-20, 24-26, and 28-33.**

**(Optional)** Lipton, Eric and Brooke Williamsaug. 2016. “How Think Tanks Amplify Corporate Influence.”

**(Optional)** Lipton, Eric. 2016. “Think Tank Scholar or Corporate Consultant.”

**(Optional)** MacLean, Nancy. 2017. *Democracy in Chains*, pp. xiii-xxviii.

State Theory and the Environment (**Everyone will read these**)

McCright, Aaron M. and Riley E. Dunlap. 2003. “Defeating Kyoto: The Conservative Movement’s Impact on U.S. Climate-Change Policy.” *Social Problems* 50(3): 348-373.

Bonds, Eric. 2011. “The Knowledge Shaping Process.” **Read pp. 429-431 & 441-443**.

Bonds, Eric. 2015. “Losing the Arctic.” READ ENTIRE ARTICLE

\*Professor Downey’s book uses Domhoff’s ideas too.

**(Optional)** Brulle, Robert. 2018. “The Climate Lobby.”

**Week 7 (Oct. 6): (a) More Political Sociology & (b) The World Bank and International Monetary Fund**

Important questions:

1. What does the Inequality, Democracy, and the Environment (IDE) approach add to environmental sociology? How does it relate to the previous readings we have done?
2. Is globalization beneficial? Is globalization inevitable? Is the form globalization takes inevitable? Does the degree to which it is beneficial depend on the form it takes?
3. What do this week’s readings on international institutions have to do with the environment?
4. What is the relationship between domestic and global inequality on the one hand and global environmental degradation, terrorism, war, democracy, and state failure on the other?
5. What are the structural links between economic and political actors around the world?
6. How do international trade agreements and international financial institutions affect people, communities, and the environment?

**(Readings Are Listed On The Next Page)**

# **Readings:**

Inequality, Democracy, and the Environment:

Downey, Liam 2015. *Inequality, Democracy, and the Environment*. Chapter 2.

International Trade and Finance Institutions:

Peet, Richard. 2003. “Reading on World Bank, IMF, and WTO.” **Read pp. 56-57 and 111-113**.

Bello, Walden. 1999. *Dark Victory: The United States and Global Poverty*. Oakland: Pluto Press. **Read pp. 7-9 & 18-35 (OPTIONAL: pp. 51-71 and appendices)**.

Chang 2008, **Read pp. 19-23 and 40-60**.

Vreeland, James. 2007. *The International Monetary Fund: Politics of Conditional Lending*. New York: Routledge. **Read pp. 20-36, 73-94 (chapter 4), 95-100, and 106-111.**

The World Bank in Action:

Harrison, Graham. 2004. *The World Bank and Africa: The Construction of Governance States*. New York: Routledge. **Read Chapter 1 (pp. 3-22) and pp. 39-42, 71-75, 82-94, and 111-114.**

Goldman, Michael. 2005. *Imperial Nature*. New Haven, CT: Yale University Press. **Read pp. 1-12 & 46-52.**

**Week 8 (Oct. 13): International Trade and Banking Organizations**

Important questions:

1. What is the relationship between domestic and global inequality on the one hand and global environmental degradation, terrorism, war, democracy, and state failure on the other? What are the structural links between economic and political actors around the world? How do international trade agreements and international financial institutions affect the environment?
2. Is globalization beneficial? Is globalization inevitable? Is the form globalization takes inevitable? Does the degree to which it is beneficial depend on the form it takes?
3. How does Goldman’s research help us to understand the World Bank and how it shapes developing nations? How does the World Bank affect the way people think about development and the environment? How does it affect people, organizations, and governments in the developing world? What networks and organizations is the World Bank tied to? What role has it played in creating these networks?
4. What role do inequality, restricted decision making, organizational networks, and institutional mechanisms play in (a) creating and enforcing international treaties, (b) creating international trade and banking institutions, and (c) enforcing the rules these organizations impose on nations?
5. How might we extend Downey’s argument to the WTO?

# **Readings:**

The World Bank in Action in Asia:

Goldman, Michael. 2005. *Imperial Nature*. New Haven, CT: Yale University Press. **Read pp. 151-194.**

Putting it All Together:

Downey, Liam. Chapter 3.

Kentikelenis, Alexander and Sarah Babb. 2019. “The Making of Neoliberal Globalization.” **Read pages 1720-1723 and 1748-1751.**

The WTO:

Peet, Richard. 2003. “Reading on World Bank, IMF, and WTO.” **Read pp. 146-147 and 153-158**.

Wallach, Lori and Patrick Woodall. 2004a. *Whose Trade Organization: A Comprehensive Guide to the WTO*. **Read pp. 239-253, 19-30, 36-45**.

**(Additional Readings Are Listed On The Next Page)**

Brack and Gray. 2003. “Multilateral Environmental Agreements and the WTO.” **Read pp. 4-7 & 18-22.**

Lilliston, Ben (IATP) 2016. “The Climate Cost of Free Trade.” **Read main text only from pp. 1-6.**

Public Citizen. 2019. “Fatally Flawed WTO Dispute System Fact Sheet.”

Narlikar, Amrita. 2001. “WTO Decision Making and Developing Countries.” **Read pp. 1-13**

Kwa, Aileen. 2002. “Power Politics in the WTO.” **Skim pp. 41-end of 67**.

Narlikar and van Houten 2010. “Uncertainty and Deadlock in the WTO.” **Read pp. 142-143.**

**(Optional)** Narlikar, Amrita. 2012. “Collective Agency, Systemic consequences.” **Read pp. 184-186 and 189-bottom of 197**.

**Week 9 (Oct. 20): International Trade and Banking Organizations, Privatization, and Property Rights Law**

Important questions:

1. How are local, state, and national governments and world and regional trade organizations and agreements related to each other? How will the erosion of prevailing property rights law affect people around the world? Should things like water and genetic codes be privatized? Was Marx right about the eventual commodification of everything? How do international trade agreements affect the environment? Are U.S. citizens in a similar structural position vis a vis corporations, governments, and international organizations as are citizens of other nations?
2. What role do inequality, restricted decision making, organizational networks, and institutional mechanisms play in (a) creating and enforcing international treaties, (b) creating international trade and banking institutions, and (c) enforcing the rules these organizations impose on nations?

# **Readings:**

Property Rights:

Drahos, Peter. 2003. “Expanding Intellectual Property's Empire: the Role of FTAs.” **Read pp. 1-13.**

Shiva, Vandana and Radha Holla-Bhar. 1996. “Piracy by Patent: The Case of the Neem Tree”. Pp. 146-159 in Mander, Jerry and Edward Goldsmith (Eds.) *The Case Against the Global Economy*. San Francisco: Sierra Club Books.

NAFTA, Property Rights, and the Environment:

Greider, William. 2001. “The Right and U.S. Trade Law: Invalidating the 20th Century”. *The Nation*.

Public Citizen 2005 (NAFTA Report), **Read pp. viii-xi (Don’t look at earlier pages).**

Public Citizen 2010 (NAFTA Chapter 11 Cases). **Quickly Skim the tables to get a sense of whether you agree with the claims of activist organizations.**

Public Citizen 2019. “Comparing pre- and post-Trump NAFTA.” **Read pp. 1-2**.

Dreiling, Michael. 2001. *Solidarity and Contention: The Politics of Security and Sustainability in the NAFTA Conflict*. New York: Garland Publishing, Inc. **Read pp. 87-111**.

Other Free Trade Agreements (FTAs)

Public Citizen 2015. “Prosperity Undermined.” **Read pp. 1, 8-12, 16-24, 29-30**.

Public Citizen 2015. “Investor State Attacks Case Studies.” **Read pg. 1 and skim 2 or 3 of the short case studies from different parts of the report.**

**(Additional Readings Are Listed On The Next Page)**

U.S. Trade Representative’s Office 2015. “Summary of the Trans-Pacific Partnership Agreement.” **Just look at the headings starting on page 2, which indicate the issues covered by the Trans-Pacific Partnership Agreement.**

Correa, Carlos. 2015. “Intellectual Property in the TPP.” **Skim pp. 7-14.**

Water Privatization:

The Center for Public Integrity. 2003. “Promoting Privatization.” <http://www.publici.net/water/report.aspx?aid=45>

Goldman, Michael. 2005. *Imperial Nature*. New Haven, CT: Yale University Press. **Read pp. 221-266.**

**Week 10 (Oct. 27): Agriculture**

Important questions:

1. What are the social and environmental consequences of agriculture? Can the social and environmental problems brought about by agriculture be overcome with technological change or changes in consumer behavior, or are more deep-reaching structural changes necessary? In other words, how easy will it be to change corporate and consumer behavior?
2. How is the agricultural industry structured? How does its structure affect farmer, consumer, and corporate behavior? How does corporate, consumer, and government behavior affect the structure of agriculture? Are farmer, consumer, and corporate behavior so determined by the structure of the agricultural industry that the entire structure has to change before consumer and farmer behavior can change? If so, how do we get this structure to change?
3. How does the structure of the agricultural industry tie us to farmers and consumers around the world? Does it put the average U.S. citizen in a position of being an exploiter (in the Marxist sense) of underdeveloped nation labor?
4. What is the relationship between chemical companies, seed companies, agricultural processors, and the U.S. government? Do this week’s readings do a good job of documenting these relationships?
5. How does agro-imperialism affect agriculture and developing nations?

# **Readings:**

The Structure of the Agriculture Industry:

Downey, Liam. Chapter 4

Hauter, Wenonah. 2012. *Foodopoly*. **Read pp. 11-24.**

Carolan, Michael. 2011. *The Real Cost of Cheap Food*. **Read pp. 12-20, 57-66, 140-145**.

Pollan, Michael. 2020. “The Sickness in Our Food Supply.”

**Half the class will read** Jacobs, Andrew and Matt Richtel. 2017. “How Big Business Got Brazil Hooked on Junk Food.”

**Half the class will read** Fuller, Thomas et al. 2017. “In Asia’s Fattest Country, Food Giants are Funding Nutritionists.”

Agro-Imperialism (Everyone will read the remaining readings:

Rice, Andrew. 2009. “Is There Such a Thing as Agro-Imperialism?” *New York Times Sunday Magazine*.

GRAIN. 2008. “Seized: The 2008 Land Grab for Food and Financial Security.”

Braun, Joachim von and Ruth Meinzen Dick. 2009. “Table for the IFPRI Report.” **Quickly skim the table**.

Democracy Now Interview with Bill Quigley. Read it on Canvas or listen to it at: <http://www.democracynow.org/2008/4/24/the_us_role_in_haitis_food>

**(Additional Readings Are Listed On The Next Page)**

(**Optional**). Grain 2008. “Table for the GRAIN Report.” **This Table is more detailed than the IFRPRI Table.**

(**Optional**). Wallach, Lori and Patrick Woodall. 2004c. *Whose Trade Organization*. Chapter 7.

**Week 11 (Nov. 3): Forest Certification, Armed Violence, Resource Wars, & Mining**

Important questions:

1. What role did foundations play in creating forest certification programs? Does Bartley’s article support or contradict Domhoff’s argument? How does Bartley’s article help us to think about the role that inequality, social networks, and social movement activity play in producing environmental outcomes?
2. How are wars, military preparedness, and structural adjustment related to natural resource extraction?
3. What is the relationship between resource scarcity, war, and environmental degradation?
4. How do elite-controlled mechanisms interact to produce the social and environmental harm we are reading about this week?
5. What does Bunker and Ciccantell’s theory add to our understanding of environmental degradation? How is their theory related, if it all, to the Treadmill of Production theory, Ecological Modernization Theory, or the arguments that Fligstein makes?
6. According to Bunker and Ciccantell, what is the relationship between technology, social institutions, economic power, exploitation, and environmental devastation?

**Readings:**

Forest Certification:

Bartley, Tim. 2007. “How Foundations Shape Social Movements: The Construction of an Organizational Field and the Rise of Forest Certification.” *Social Problems* 54(3): 229-255.

Resource Wars:

Klare, Michael T. 2001. *Resource Wars: The New Landscape of Global Conflict*. New York: Metropolitan Books. **Read pp. 118-123, 131-136, 190-226.**

Bonds, Eric. 2015. “Losing the Arctic.” **Just read the abstract to refamiliarize yourself with the article**.

Mining:

Bunker, Stephen and Paul Ciccantell. 2005. *Globalization and the Race for Resources*. Baltimore: The Johns Hopkins University Press. **Read Chapter 1.**

Downey, Liam. *Inequality, Democracy, and the Environment*. Chapter 5.

**Week 12 (Nov. 10): Blood & Oil**

1. How likely are we to overcome our petroleum addiction? Is it simply a matter of changing consumer preferences and behavior, of getting prices right, or of corporations adopting new technologies? Or are we dependent on oil because important elites want us to continue using oil? Or is oil simply too deeply embedded in our social structure to remove without causing major disruptions? (I am not sure we can answer these questions based on the current readings. But I still think they are good questions.)
2. What are the social and environmental consequences of war and militarism?
3. Why did the U.S. invade Iraq? What role did elites and elite-controlled organizations, institutions, and networks play in shaping the decision to invade Iraq? How democratic was this decision?
4. How important are inequality and weak democratic institutions in perpetuating war, global dependence on oil, human misery, and environmental devastation?
5. Can we stop fighting resource wars? How likely is it that the U.S. will drastically reduce its armed power and forsake military intervention in order to reduce environmental devastation? Will the U.S. do this in response to consumer or voter preferences?
6. What is the relationship between domestic and global inequality and environmental degradation, terrorism, war, underdeveloped nation democracy, and state failure? What is the relationship between resource scarcity, war, and environmental degradation?

**Readings:**

Blood and Oil

Downey, Liam, Chapter 6**.**

Berschinski, Robert. 2007. “AFRICOM’s Dilemma.” **Read pp. v-vi and 1-11**.

Branch, Adam. 2011. *Displacing Human Rights*. **Read Chapter 7**.

Turse, Nick. 2015. *Tomorrow’s Battlefield*. **Read Chapters 1, 3, and 5, and pp. 59-68**.

Skim through the following webpage and the web links associated with this page: <http://www.africom.mil/what-we-do>

U.S. Departments of Defense and State. 2012(?). “Foreign Military Training: Report to Congress, Volumes 1 and 2.” **In Volume 1, Quickly skim pp. II-1 to II-7 and sections III-1 and IV-1**. **In Volume 2 (which is in the same pdf as Volume 1), quickly skim Section 1**.

U.S. Department of State (I believe). “Report to Congress on Direct Commercial Sales Authorizations FY 2013.” **Just search for the authorization and shipment totals for a handful of African nations, including Algeria, Benin, Botswana, Cameroon, Djibouti, Morocco, and Nigeria**. **Also look up Saudi Arabia and Israel**.

**Week 13 (Nov. 17): Semester Recap & Solutions**

\*I will hand out a small group assignment at the end of our Week 12 class that you will work on instead of doing any reading for this week (though you will want to refamiliarize yourselves with the readings you have already done this semester). We will spend this week’s class talking about the small group assignment, the semester’s course material, and the final assignment, which I will hand out toward the end of class.

**Week 14 (Nov. 24): Preparing for the Final Assignment**

\*Instead of holding a regular class session, I will hold office hours during the first hour or two of class to discuss the exam with you.

**Week 15 (Dec. 1): Final Assignment Due**

**University Policies**

# **Classroom Behavior**

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

# **Requirements for COVID-19**

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely. In this class, if you are sick or quarantined, e-mail Professor Downey immediately.

# **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

# **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

# **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

# **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Y**ou need to let Professor Downey know of religious obligations that interfere with exams, assignments, and class attendance at least two weeks before the exam or assignment is due.** See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.