

GLOBAL POLITICAL ECONOMY & THE ENVIRONMENT—SOCI 6320-01

Spring 2017

Tuesday 3:30-6:00 p.m.

Newcomb Hall 18

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Office Hours: Tuesday 2-3 pm and by appointment

COURSE DESCRIPTION & CONTENT:

This is a discussion-based course designed to evaluate the process of globalization and the political and economic forces therein that affect the environment. The course motivates students to critically evaluate the claims of various schools of thought on the relationship between globalization and the environment. In order to accomplish these objectives, we must first fully understand macro-sociological interpretations of development. In turn, we will extensively consider the interconnections among society, political-economic dynamics, the process of globalization, and natural systems (ecology). The successful integration of these themes depends heavily on your involvement in and preparation for class meetings. To that end, each student should dedicate her/himself to devoting adequate time to contemplate the readings prior to each class meeting and structure thoughtful contributions to class discussion.

Globalization is a complex web of cause, effect, and feedback. The environment and ecological principles more generally may be characterized in the same way. Thus, the combination of the two is complicated in the extreme. What are the effects of globalization on the environment? Who benefits and who suffers most from global environmental changes? Answering these questions is never straightforward, and often reveals contradictions, caveats, and nuances. Students are encouraged to explore such circumstances and voice alternative interpretations that might differ from widely-accepted points of view. Your experience in this class will be enhanced to the degree that you appreciate and interrogate the complex relationships that are the nexus of globalization and environmental interactions.

COURSE GOALS & OBJECTIVES:

A major goal of this course is to enhance comprehension of the complexity of globalization—environment linkages through mastery of the theoretical and empirical knowledge gleaned from relevant literatures. A critical objective and chief thematic of the course is knowledge integration; that is, more important than your ability *to summarize* the various perspectives and interpretations we cover is the power *to synthesize* the body of information in ways that are innovative, creative, and ripe with fruitful implications. Sociology is an extremely theoretical discipline; this course will follow suit by providing a thorough grounding in classical macro-sociological theories of development and human ecology principles that ultimately inform current perspectives on globalization and the environment. We will consider the empirical evidence emerging from various methodological approaches (e.g., comparative historical; qualitative; quantitative) and levels of analysis (e.g., case studies; cross-national). In doing so, the course seeks to move beyond rather crude binary distinctions across various schools of thought towards a synthetic, integrative approach to complex topics—such as globalization and the environment. Rather than hailing one perspective as “the best” explanation, students are urged to articulate commonalities, compatibilities, and reciprocities among them all, as well as the *conditions under which* certain dynamics complement the constellation of theories and empirics we treat.

LEARNING OUTCOMES

Upon completion of the course, students will:

- Gain keen insights into the political and economic forces that shape globalization and the environment;
 - Assessed via weekly abstracts, class discussions, and the final term paper.
- Understand crucial aspects of nature—society interactions;
 - Assessed via weekly abstracts, class discussions, and the final term paper.
- Be familiar with theoretical and empirical insights in sociology and development literatures that inform understanding of nature—society interactions;
 - Assessed via weekly abstracts, class discussions, and the final term paper.
- Have knowledge of particular (e.g., case studies) and broad (e.g., cross-national) examinations of globalization—environment linkages;
 - Assessed via weekly abstracts, class discussions, and the final term paper.
- Apply their knowledge on globalization and the environment to an in-depth exploration of a topic of their choosing;
 - Assessed via the final term paper and presentation.
- Enhance communicative (written and oral) skills;
 - Assessed via weekly abstracts, class discussions, the final term paper, and presentation.
- Improve understanding of basic scientific principles, methods, and analysis.
 - Assessed via weekly abstracts, class discussions, and the final term paper.

GRADING & EVALUATION:

The calculation of final grades is based on the following components:

Weekly Abstracts (40%): Starting the second week of class, each student will prepare an integrative abstract and set of questions on the required readings that will be available to all class members prior to our first weekly meeting. These are to be written in your own words. Distribution will be through the class Blackboard page DISCUSSIONS section. *Integrative abstracts* should attempt to identify key issues and ideas in the weekly readings, but strive to go beyond mere synopsis of the material, which we all will have read. The goal, instead, is to *integrate* the information, which can take a variety of formats. You might do this by focusing on conclusions and implications and/or by raising a paradox or central question about the topic of the readings. *Integrative abstracts* should treat strengths and weaknesses of the material, as well as make connections to other topics we have covered. Students can comment on whether the author's evidence really supports what they set out to do and the conclusions they reach. Be contentious; take a strong stand that will spur class debate. All submissions should include a minimum of two discussion questions related to the readings: One should be a lingering question for you, and the other a question that will promote class discussion. If you wish, you may include more questions that identify issues that are unclear, undeveloped, difficult to interpret, or which are particularly interesting such that further discussion and elaboration by the class is warranted. Both abstracts and questions will be used to orient class discussions. These abstracts should be relatively short; approximately one page using standard margins, regular size font (12pt), and single spaced (though it is entirely plausible to accomplish the objectives in less than one page).

Students will submit eight *integrative abstracts* throughout the semester, worth 5 points each. The abstracts are due 24 hours prior to class meeting each week (that is, by Monday at 3:30 p.m.). **There are twelve possible dates for submitting abstracts but you may not submit an abstract on the week you lead discussion.** That leaves eleven possibilities for submitting abstracts; you are required to submit eight. I will grade *only* the first eight abstracts you submit, **you may not submit more** than eight to replace poor scores.

Class Discussion & Participation (10%): This portion of your grade is comprised of performance in class discussion, including the class you lead. Members of the class will sign up to lead class discussion (you will sign up electronically, stay tuned). Class discussion leaders are expected to combine their own reading of the material with insights gained from the summaries and questions submitted by other class members to create a coherent agenda for class discussion. If current enrollment estimates are accurate, each of you will lead discussion once during the semester. The responsibilities of the discussion leader are to facilitate the fruitful discussion of readings, introduce connections to earlier topics, incorporate questions individuals might have, and **ensure there are no “lulls” during class**. The latter—ensuring there are no lulls in discussion—is the most important role of the discussion leader. Thus, be sure to prepare a list of thoughtful questions for discussion. Leading class discussion does not require a student to lecture on the topic or the readings. The discussion leader carefully reads and reviews the commentaries and questions from the other students in the class. S/he organizes the questions from the students in the class by looking for similarities and grouping the questions into categories. S/he then leads the class in discussing the questions. The discussion leaders are NOT responsible for finding the one and only correct answer to the questions. I will begin each class period with a preamble to introduce broad topics of discussion, treat the themes of the readings, and relate to the foundational aspects of other work considered. The discussion leader(s) will pick up from there to procure a fruitful discussion of the material.

IMPORTANT NOTE: Points are deducted if you fail to come to class prepared to contribute to discussion. That is, if you are found to be disengaged, inattentive, and/or distracting during class (or if you fail to come to class), your class discussion grade will be reduced. This includes any interaction with your cell phone, which is strictly forbidden.

Term paper & presentation (50%): Students will pursue a final research project—individual or collaborative, your choice—and deliver an oral presentation based on your research at the end of the semester. Topics must be relevant to the course, typed, double-spaced, and include proper citations (see ASA Style Guide). As a guideline only, papers should be about 12-18 pages, not including tables, figures, and references. You may do a paper based entirely on library research and literature review on a topic, and/or an empirical analysis of an available data set. Graduate students and advanced majors are *highly encouraged* to carry out empirical analysis and create a final product that is publishable in article format. If you are doing a similar paper for another class or have done such a paper previously, please inform me in advance. A short description of your plans for your research paper will be due about mid-way through the semester. This description should include about two paragraphs introducing what you plan to do, its importance and relation to course materials, and include citations to and references for about 10 sources you've found that look useful—see BB for more information. You are strongly advised to start early; this is a major piece of work that cannot be left to the last week. Please see information sheet on Blackboard for further information on preparing your research paper.

Grading Scale: Grades are assigned according to the traditional scale, as follows:

	A	93-100%	A-	90-92%		
B+	87-89%	B	83-86%	B-	80-82%	
C+	77-79%	C	73-76%	C-	70-72%	
D+	67-69%	D	63-66%	D-	60-62%	F 0-59%

COURSE POLICIES:

ATTENDANCE & PARTICIPATION. Your attendance and thoughtful participation in classroom activities are critical to success in this course. Any absence will cause you to miss essential information. You are responsible for all announcements and verbal instructions provided in class, whether or not you are present. Be on time to class and be sure to turn off your cell phones. Disruptive behavior and/or excessive absences can and will have a bearing on your final grade. Readings are to be completed prior to coming to class on the first day of the week for which they are assigned.

USE OF LAPTOPS, TELEPHONES, OR OTHER PERSONAL TECHNOLOGICAL DEVICES IS STRICTLY FORBIDDEN IN CLASS. Laptops are not allowed for taking notes unless documentation demonstrating the student’s necessity of use is provided from the Goldman Center for Disability Services. Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have his/her test taken and will be charged with the Honor Code violation of cheating.

IMPORTANT NOTE ON THE READING. The reading for this class is not easy. In some cases, you will need to read the material more than once and spend considerable time and effort to figure out what the tables, charts, and graphs are saying. The best strategy is to read through the material at least once before it is scheduled for discussion in class and then read it again after it has been discussed. You will want to bring readings and notes to class each day so that you have those materials handy for class discussion and activities.

AMERICANS WITH DISABILITIES ACT FOR STUDENTS WITH SPECIAL NEEDS. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact Goldman Center for Student Accessibility: <https://www2.tulane.edu/studentaffairs/support/accessibility/>

CODE OF ACADEMIC CONDUCT. (Also see above statement on electronic devices) The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct: <http://tulane.edu/college/code.cfm>, Code of Student Conduct: <https://www2.tulane.edu/studentaffairs/support/conduct/students/code-of->

[student-conduct.cfm](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

TULANE ONE WAVE STATEMENT. Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As One Wave, Tulane is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences gender-based violence, know that you are not alone. Learn more at [onewave.tulane.edu](#)

Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

Strictly Confidential	Mostly Confidential
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277	Coordinator of Violence Prevention (504) 314-2161
Student Health Center (504) 865-5255	Tulane University Police (TUPD) (504) 865-5911
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Office of Institutional Equity (504) 862-8083

COURSE SCHEDULE OF READINGS:

<p>Week 1: (1/17) Course Introduction</p>	<p>NOTE: Students new to the field of environmental sociology and the sociology of development should read the recommended articles: Dunlap, Riley E., and William R. Catton. 1979. "Environmental sociology." <i>Annual Review of Sociology</i> (1979): 243-273. Gunder Frank, Andre. 1966. "The Development of Underdevelopment." <i>Monthly Review</i> 18(4):17-31. Portes, Alejandro. 1976. "On the Sociology of National Development: Theories and Issues." <i>American Journal of Sociology</i> 82(1):55-85. Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." <i>Comparative Studies in Society and History</i> 16(4):387-414.</p>
<p>Week 2: (1/24) Macro- Sociological Theoretical Foundations</p>	<p>Catton Jr, William R. and Riley E. Dunlap. 1980. "A New Ecological Paradigm for Post-Exuberant Sociology." <i>American Behavioral Scientist</i> 24(1): 15-47. (BB) Rosa, Eugene A., and Lauren Richter. 2008. "Durkheim on the Environment Ex Libris or Ex Cathedra? Introduction to Inaugural Lecture to a Course in Social Science, 1887-1888." <i>Organization & Environment</i> 21(2):182-187. Durkheim, Emile. 2008. "Course in Social Science—Inaugural Lecture." <i>Organization & Environment</i> 21(2):188-204.</p>
<p>Week 3: (1/31) Macro- Sociological Theoretical Foundations</p>	<p>Foster, John Bellamy. 1999. "Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology." <i>American Journal of Sociology</i> 105(2): 366-405. Clark, Brett and John Bellamy Foster. 2009. "Ecological Imperialism and the Global Metabolic Rift Unequal Exchange and the Guano/Nitrates Trade." <i>International Journal of Comparative Sociology</i> 50(3):311-34.</p>
<p>Week 4: (2/7) Macro- Sociological Theoretical Foundations</p>	<p>Foster, John Bellamy, and Hannah Holleman. 2012. "Weber and the Environment: Classical Foundations for a Postexemptionalist Sociology." <i>American Journal of Sociology</i> 117(6): 1625-1673. Weber, Max, Jon Mark Mikkelsen, and Charles Schwartz. 1984. "'Energetic'" "Theories of Culture." <i>Mid-American Review of Sociology</i> 9(2):33-58. (BB) Ritzer, George. 1996. "The McDonaldization Thesis: Is Expansion Inevitable?" <i>International Sociology</i> 11(3):291-308. (BB)</p>
<p>Week 5: (2/14) Ecological Modernization Theory & Environmental Kuznet's Curve</p>	<p>Buttel, Frederick H. 2000. "Ecological modernization as social theory." <i>Geoforum</i> 31(1): 57-65. Fischer, Dana R. and William Freudenberg. 2004. "Postindustrialization and Environmental Quality: An Empirical Analysis of the Environmental State." <i>Social Forces</i> 83(1): 157-188. Roberts, J. Timmons, and Peter E. Grimes. 1997. "Carbon intensity and economic development 1962–1991: a brief exploration of the environmental Kuznets curve." <i>World Development</i> 25(2): 191-198. York, Richard, and Eugene A. Rosa. 2003. "Key challenges to ecological modernization theory institutional efficacy, case study evidence, units of analysis, and the pace of eco-efficiency." <i>Organization &</i></p>

	<i>Environment</i> 16(3): 273-288.
Week 6: (2/21) Marxist Perspectives on the Environment	Magdoff, Fred and John Bellamy Foster. "What Every Environmentalist Needs to Know About Capitalism." <i>Monthly Review</i> 61(10):1-30. York, Richard, Brett Clark, and John Bellamy Foster. 2009. "Capitalism in Wonderland." <i>Monthly Review</i> 61(1):1-18. (BB) York, Richard, and Philip Mancus. 2009. "Critical Human Ecology: Historical Materialism and Natural Laws." <i>Sociological Theory</i> 27(2): 122-149.
<i>Class does not meet on 2/28. Enjoy your Mardi Gras break!</i>	
Week 7: (3/7) Institutional Approaches	Frank, David John, Ann Hironaka, and Evan Schofer. 2000. "The Nation-State and the Natural Environment over the Twentieth Century." <i>American Sociological Review</i> 65(1):96-116. Buttel, Frederick H. 2000. "World-Society, the Nation-State and Environmental Protection: Comment on Frank, Hironaka, and Schofer." <i>American Sociological Review</i> 65(1):117-121. Downey, Liam and Susan Strife. 2010. "Inequality, Democracy, and the Environment." <i>Organization & Environment</i> 23(2):155-188.
Week 8: (3/14) Political Economy of the Environment	Rudel, Thomas K., J. Timmons Roberts, and JoAnn Carmin. 2011. "Political economy of the environment." <i>Annual Review of Sociology</i> 37:221-238. Gould, Kenneth A., David N. Pellow and Allan Schnaiberg. 2004. "Interrogating the Treadmill of Production." <i>Organization & Environment</i> 17:296-316. Hooks, Gregory and Chad L. Smith. 2005. "Treadmills of Production and Destruction: Threats to the Environment Posed by Militarism." <i>Organization & Environment</i> 18:19-37.
Week 9: (3/21) World- Systems Theory & Unequal Ecological Exchange	Pick any <i>two</i> articles (the introduction <i>does not</i> qualify) from the special issue "Globalization & the Environment" (http://www.jwsr.org/archive/volume-9-issue-2-2003 OR http://www.jwsr.org/wp-content/uploads/2013/03/jwsr-v9n2.pdf): Hornborg, Alf. 2003. "Cornucopia or Zero-Sum Game? The Epistemology of Sustainability." <i>Journal of World Systems Research</i> 9(2):205-16. Bunker, Stephen G. 2003. "Matter, Space, Energy and Political Economy: The Amazon in the World-System." <i>Journal of World Systems Research</i> 9(2):219-58. Grimes, Peter and Jeffrey Kentor. 2003. "Exporting the Greenhouse: Foreign Capital Penetration and CO ₂ Emissions 1980-96." <i>Journal of World Systems Research</i> 9(2):261-275. Roberts, J. Timmons, Peter E. Grimes and Jodie Manale. 2003. "Social Roots of Global Environmental Change: A World-Systems Analysis of Carbon Dioxide Emissions." <i>Journal of World Systems Research</i> 9(2):277-315. Frey, R. Scott. 2003. "The Transfer of Core-Based Hazardous Production Processes to the Export Processing Zones of the Periphery: The Maquiladora Centers of Northern Mexico." <i>Journal of World Systems Research</i> 9(2):317-54. Burns, Thomas J., Edward L. Kick, and Byron Davis. 2003. "Theorizing and

	Rethinking Linkages Between the Natural Environment and the Modern World-System: Deforestation in the Late 20 th Century.” <i>Journal of World Systems Research</i> 9(2):357-90.
<i>Class does not meet 3/28. Enjoy your spring break!</i>	
Week 10: (4/4) The Natural Resource Curse	Sachs, Jeffrey D. and Andrew M. Warner. 2001. “The Curse of Natural Resources.” <i>European Economic Review</i> 45(4-6):827-38. Stiglitz, Joseph E. 2007. <i>Making Globalization Work</i> . New York: W.W. Norton. <ul style="list-style-type: none"> You will read two chapters: Ch. 5 “Lifting the Resource Curse” & Ch. 6 “Saving the Planet”; both are available on Blackboard)
Week 11: (4/11) Environmental Justice	Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. “Environmental justice.” <i>Annual Review of Environment and Resources</i> 34: 405-430. Shriver, Thomas E., Sherry Cable, and Dennis Kennedy. 2008. “Mining for conflict and staking claims: Contested illness at the Tar Creek Superfund site.” <i>Sociological Inquiry</i> 78(4): 558-579. Parks, Bradley C., and J. Timmons Roberts. 2010. “Climate Change, Social Theory and Justice.” <i>Theory, Culture, & Society</i> 27(2-3):134-166.
Week 12: (4/18) Ecofeminism	Terry, Geraldine. 2009. “No climate justice without gender justice: an overview of the issues.” <i>Gender & Development</i> 17(1):5-18. Warren, Karen J. 1987. “Feminism and Ecology: Making Connections.” <i>Environmental Ethics</i> 9:3-20. (BB) <u>Pick one:</u> Austin, Kelly F. and Laura A. McKinney. 2016. “Disaster Devastation in Poor Nations: The Direct and Indirect Effects of Gender Equality, Ecological Losses, and Development.” <i>Social Forces</i> 95:355-80. McKinney, Laura and Kelly Austin. 2015. “Ecological Losses are Infecting Women: An Analysis of Female HIV Prevalence and Life Expectancy in Less-Developed Countries.” <i>Social Problems</i> 62(4):529-49.
Week 13: (4/25) World Ecology	Moore, Jason W. 2015. <i>Capitalism in the Web of Life: Ecology and the Accumulation of Capital</i> . New York: Verso Books. (BB)
Week 14: (5/2)	Class presentations. (TBD)
<u>Final term papers (electronic and hard copy) due no later than Sunday, May 7 by 1 p.m.</u>	