### Upper-division Writing Requirement Review Form (12/1/08)

#### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Course(s) Title</th>
<th>Description of the requirement if it is not a single course</th>
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</thead>
<tbody>
<tr>
<td>EVST</td>
<td>Globalization, Justice and the Environment</td>
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</table>

#### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Daniel Spencer</td>
<td>2-6-09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>X6111; <a href="mailto:daniel.spencer@umontana.edu">daniel.spencer@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Len Broberg</td>
<td>2-6-09</td>
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#### III. Overview of the Course Purpose/Description

In this course we will study current trends in neoliberal economic globalization, and its effects on efforts to work for social justice and environmental sustainability, particularly in "two-thirds" world nations, by examining the positions of its proponents and opponents. To do so, we will begin by examining four contemporary models of globalization as formulated by Rebecca Todd Peters in her book, *In Search of the Good Life: The Ethics of Globalization*. We will then examine the history of economic globalization and the phases it has passed through, and the current work of the World Bank, the International Monetary Fund, and the World Trade Organization and its implications for democracy, social justice, and ecological wellbeing. In looking at alternatives to globalization we will explore debates about free trade agreements versus proposals for fair trade, the efficacy of labor and environmental side agreements in international trade treaties, and the role of the United States' economic and international policies in each of these areas. In addition to the formal policy and political dimensions of these issues, we will examine grassroots resistance efforts and networks, and assess their impact on globalization. Students will be encouraged to consider diverse perspectives and arguments in formulating their own views of and responses to globalization.

#### IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

**Student learning outcomes:**
- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources (see [http://www.lib.umt.edu/informationliteracy/](http://www.lib.umt.edu/informationliteracy/))

**Learning Outcomes:**
- Students will examine critically several models of economic globalization and analyze them for their effects on social justice and environmental issues.
- We will use primary texts by theorists of globalization for class discussion and written assignments. Students will use the Internet and Library sources for developing and analyzing a current case study involving the World Bank or another Bretton Woods Institution (see assignments in Syllabus).
| Manage multiple perspectives as appropriate | We begin the course by developing a typology of 4 main models of economic globalization reflecting different theoretical perspectives and social locations. Students then use this typology to analyze different models, perspectives, and arguments about globalization. |
| Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline | Students’ written assignments take into consideration of audience; they are writing both for an audience within the academic field of environmental studies and globalization studies, as well as for a general audience in order to communicate clearly complex issues to a general audience. |
| Use multiple drafts, revision, and editing in conducting inquiry and preparing written work | The first critical response essay assignment includes a preliminary draft that students submit to the instructor for critical feedback; students then revise and resubmit the essay for a final grade. (See syllabus for instructions and grading weight). |
| Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline | Students will use the author-date convention of the Chicago Manual Style for written assignments. |
| Develop competence in information technology and digital literacy | Students will use the Internet and Library reference system to develop a bibliography and analysis of a Bretton Woods Institution case study (see syllabus for description) |

V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</th>
</tr>
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<tbody>
<tr>
<td>☐ Yes ☑ No</td>
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<tr>
<td>Currently the course is capped at 30 students to meet department needs. We will consider lowering the enrollment to 25 if we receive the Upper Div Writing designation.</td>
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<tr>
<th>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</th>
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<tbody>
<tr>
<td>☑ Yes ☐ No</td>
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<tr>
<th>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</th>
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<tr>
<td>☑ Yes ☐ No</td>
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<tr>
<th>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</th>
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<tr>
<td>We have several writing courses within the major. Because we are an interdisciplinary major, these vary depending on whether the course is in the natural sciences, social sciences, or the humanities. Students are given instruction about appropriate writing styles and approaches depending on the discipline. Students are also given the opportunity to revise initial drafts which</td>
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provides another learning opportunity for what constitutes effective writing and editing.

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<tr>
<th>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</th>
<th>X Yes ☐ No</th>
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<tbody>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes ☐ No</td>
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</tbody>
</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

There are four formal writing assignments, varying in length from 6-8 pages to 8-10 pages. The first writing assignment has a required revision following the initial draft. See Syllabus for details.

**Informal Ungraded Assignments**

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here. See attached.

**GLOBALIZATION, JUSTICE, & THE ENVIRONMENT**

Prof. Dan Spencer

Office: JRH 103; Tel: 243-6111

Office Hours: Mon & Wed 11:10 - 12; Tue 10-12; and by appointment

Email: daniel.spencer@umontana.edu

**Course Description**

In this course we will study current trends in neoliberal economic globalization, and its effects on efforts to work for social justice and environmental sustainability, particularly in "two-thirds" world nations, by examining the positions of its proponents and opponents. To do so, we will begin by examining four contemporary models of globalization as formulated by Rebecca Todd Peters in her book, *In Search of the Good Life: The Ethics of Globalization*. We will then examine the history of economic globalization and the phases it has passed through, and the current work of the World Bank, the International Monetary Fund, and the World Trade Organization and its implications for democracy, social justice, and ecological wellbeing. In looking at alternatives to globalization we will explore debates about free trade agreements versus proposals for fair trade, the efficacy of labor and environmental side agreements in
international trade treaties, and the role of the United States' economic and international policies in each of these areas. In addition to the formal policy and political dimensions of these issues, we will examine grassroots resistance efforts and networks, and assess their impact on globalization. Students will be encouraged to consider diverse perspectives and arguments in formulating their own views of and responses to globalization.

OBJECTIVES & LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and theories about economic globalization and the global economy.
2. Think critically about the social and environmental effects of different models of globalization in different societies and their interactions with the natural world.
3. Articulate and think critically about the history and roles of the major institutions influencing the global economy, particularly the International Monetary Fund, World Bank, and World Trade Organization.
4. Analyze grassroots alternatives to the dominant contemporary models of globalization.
5. Analyze the moral dimensions of contemporary models of globalization and articulate one’s own personal perspective and position.
6. Incorporate information literacy into analysis of globalization issues and writing assignments by finding, evaluating, analyzing, and synthesizing information from diverse sources.
7. Write more clearly and effectively about complex theoretical issues related to the global economy with respect to social justice and the environmental issues and be able to communicate these issues and multiple perspectives fairly and clearly to diverse audiences.

Required Texts


Readings on Electronic Reserve (ERES: http://eres.lib.umt.edu/)

Recommended:


The Case Against the Global Economy: And For a Turn Toward the Local. Jerry Mander and Edward Goldsmith, eds. (Sierra Club Books: 1996); ISBN: 0-87156-865-9

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic and Assigned Readings</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Introduction to the course and to each other</td>
<td>[No Assigned Reading]</td>
</tr>
<tr>
<td>1/27</td>
<td>In Search of the Good Life: 4 Models of Globalization</td>
<td>Peters: 3-5, 8-12, 21-31</td>
</tr>
<tr>
<td>2/1</td>
<td>Model 1: Globalization as New World Order</td>
<td>Peters: 36-65</td>
</tr>
<tr>
<td></td>
<td>Video: Globalization is Good</td>
<td></td>
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<tr>
<td>2/3</td>
<td>Model 2: Globalization as Social Development</td>
<td>Peters: 70-95</td>
</tr>
<tr>
<td>2/8</td>
<td>Model 3: Globalization as Localization</td>
<td>Peters: 100-132</td>
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<tr>
<td>2/10</td>
<td>Model 4: Globalization as NeoColonialism</td>
<td>Peters: 139-165</td>
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<tr>
<td></td>
<td>Video: Is Wal-Mart Good for America?</td>
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<tr>
<td>2/15</td>
<td>No Class: Presidents Day</td>
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II. The Case for Globalization: A Social Equity Perspective

Stiglitz: Preface; Chs 1&2

3/22 M 16 Making Trade Fair: Free Trade Agreements and Fair Trade
Stiglitz: Chs 3&4

3/24 W 17 Discussion of BWI Case Studies
Bretton Woods Institution Case Analysis due

March 29 – April 2: Spring Break
4/5 M 18 Globalization, the Environment, and the Resource Curse
Stiglitz: Chs 5&6

4/7 W 18 The Case Against the World Bank and the IMF:
How We Can Create a Green, Grassroots Model of Development
ERES #2:

4/12 M 20 Reforming Corporate Globalization:
The Multinational Corporation and the Burden of Debt
Stiglitz: Chs 7&8

Documentary: The Corporation

4/14 W 21 Democratizing Globalization
Stiglitz: Chs 9&10

*4/19 M 22 Building the Green Economy:
Introduction and Toxic Avengers
BTGE: 1-52

*4/21 W 23 Building the Green Economy: Food & Water
Stiglitz Response Essay due in class
BTGE: 53-110

*4/26 M 24 Building the Green Economy:
From Mean Streets to Green Streets
BTGE: 111-157

*4/28 W 25 Building the Green Economy: Power to the People
BTGE: 158-199

*5/3 M 26 Building the Green Economy:
The Freedom of Everyone to Be Enterprising
BTGE: 200-258

5/5 W 27 Wrap up

FINAL EXAM;: LA 202. Bring Final Essays to Exam

* = Student facilitated class.

Grading Policy

1. Active Participation in Reading and Class Discussion: expected
2. Critical Response Essay to the Peters Text with Revision: 30%
3. Critical Response Essay to the Stiglitz Text: 20%
4. Bretton Woods Institution case study analysis: 20%
5. Take-Home Final exam essay: 20%
6. Student-facilitated class: 10%

Attendance: Regular attendance and participation in the class is expected. More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5)
absences will result in one grade reduction. More than seven (7) absences will result in a failing course grade. *Late arrivals in class will count as an absence.* *(Note: If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still must speak with the instructor).*

**Academic Dishonesty and Plagiarism:** Plagiarism is a serious violation of academic integrity. All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. Please review the University’s plagiarism definition and policy on p. 22 of the catalog: “Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” If you have any doubts about plagiarism and attribution of others’ work, please consult your instructor.

**Note Re Papers:** Papers are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. *Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and will receive one full grade reduction.* Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements
- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style
- A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

**Note:** Grades will be recorded using pluses and minuses.

**Description of Written Assignments**

1. **Critical Response Essays:** Each of these 8-10 double-spaced page essays should provide a *critical exposition and a critical response* to the texts by (1) Rebecca Todd Peters and (2) Joseph Stiglitz. For the Peters response essay, you will turn in an initial paper that I will grade; you will then revise the first essay for the final grade. The first paper is worth 10% and the revised paper 20% of your final grade. For the Stiglitz essay, you will turn in one essay worth 20% of your final grade. The first 5-6 pages of each essay should be a careful *exposition* that *summarizes and explains* the main themes and arguments presented in the text. *[Note: Your essay must contain specific references to and relevant quotes from the text to support your exposition and argument. Cite the page number(s) in parentheses that show the pages from where you draw the information for your exposition. Your audience is someone who has not read the text; don’t assume that s/he knows the arguments or issues, so explain them carefully and clearly.] Clearly explain the author’s overall thesis and argument, and then show how s/he develops it in each of the chapters. The final 3-4 pages should be a thoughtful *assessment and critique* of the author’s arguments: where do you agree
with the author, where do you disagree, and why? What do you see as the strengths and weaknesses of the author’s arguments, and why? How might the later authors assess the arguments of the earlier authors? What is your overall assessment of the text? Why? Citation Style: Use the Chicago Manual Style author-date system for citations. See http://www.chicagomanualofstyle.org/tools_citationguide.html for examples of how to use this style. All quotes must include page references in the citation.

Graduate students: In addition to the assignment above, your response essays should draw on a minimum of five additional academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 10-12 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

The Peters essay is worth 150 points, or 30% of your total grade. The Stiglitz essay is worth 100 points, or 20% of your total grade. Due dates: First Peters response essay: Wed, February 25; Revised Peters essay: Wed, Mar 10. Stiglitz response essay: Wed, April 22.

2. Bretton Woods Institution Case Study Analysis: Choose and analyze a current case involving one of the Bretton Woods Institutions (IMF, World Bank, WTO). Option A: Go to the website of The Bretton Woods Project (http://www.brettonwoodsproject.org/project/index.shtml), click on the “Topics” page, and look for a topic or case. (Note: you can also search for articles on a wide variety of topics on this website); or Option B: find a current case or topic on your own. Email your topic/case to me no later than Mon, March 15 at daniel.spencer@umontana.edu.

Then, in your 6-8 page paper, you should do at least 4 things: (1) Describe the case clearly, but succinctly; (2) explain the response or approach to the case from the perspective of the BWI involved; (3) explain/present at least one critique of the BWI involvement from the perspective of an organization that is critical of the BWI; (4) give your own response and analysis, explaining what you think should be done and why. Your paper should have at least 4 sources other than those assigned in class, and will be considered stronger to the extent that you also can use the texts read in class thoughtfully in developing your response. The essay is worth 100 points, or 20% of your total grade.
Paper Due: Wed, Mar 25th.

Graduate students: In addition to the assignment above, your BWI Case study analysis should draw on a minimum of eight additional academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

3. Take-Home Final Exam: This 6-8 page final essay should be your own thoughtful assessment of what should be done in response to economic globalization, and why?
Should we promote and participate in economic globalization, as neoliberal and social equity liberals such as Joseph Stiglitz advocate, as the best response to the world's social, economic, and environmental needs? Or should we oppose current dominant models of globalization, as Rebecca Todd Peters, Richard Peet, and the authors of *Building the Green Economy* advocate? If so, what kinds of alternatives are needed in the social, economic, and environmental realms? Specific instructions for the essay will be handed out the final day of classes. **Due: Tuesday, May 12th, 3:20 pm** during the final exam period. Each student will bring his/her essay to the Final Exam period, where you will have the opportunity to present a synopsis of your arguments. Undergraduate and Graduate students: The Final essay is worth 100 points, or 20% of your total grade.

**Graduate students:** In addition to the assignment above, your final essay should draw on a minimum of **eight** academic sources (i.e., peer-reviewed article, scholarly texts, etc.) to develop your analysis, and should be 8-10 pages in length. I shall expect a level of analysis commensurate with graduate-level work.

4. **Class Facilitation:** Each student will be asked to team with 4-5 other students to facilitate class discussion on material related to one of the sections from *Building the Green Economy*. Instructions will be given in class. The class facilitation is worth 40 points, or 10% of your total grade.

**ERES:** To access the ERES readings:
- a. Go into http://eres.lib.umt.edu/
- b. Click on Electronic Reserves and Course Materials
- c. Under Instructor, find and select SPENCER, Daniel
- d. Click on the course name: EVST 487.
- e. Enter the password, "global"
- f. The readings are entered in the order we will discuss them. The readings are in PDF format.

*If you don't like using ERES, there are also hard copies of all the readings on Reserve in the Library where you can read them or make copies. All readings are also available on Blackboard.*

**Blackboard:** most course materials, including the syllabus, class assignments, PowerPoint presentations, and class notes will be made available on the EVST 167 site on Blackboard. You can access it at: http://umonline.umt.edu/blackboard/

**Important University Policies, Dates and Deadlines:** See Cyberbear for list of important dates for Spring 2010:
HTTP://CYBERBEAR.UMT.EDU/INSTRUCTIONS/CALENDAR_SPRING_2010.HTM

**P/NP Grade option:** A minimum grade average of C- (70) is required for a P grade in the P/NP option.
Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.