

MAX 132: GLOBAL COMMUNITY

FALL 2024

There is much controversy about what many refer to as 'globalization.' For some, globalization represents progress expressed in free markets fostering economic rationality and efficiency, new opportunities, and the promise of materially richer lives for increasing numbers of the world's people. In contrast, critics of globalization argue that it concentrates wealth and political power in the hands of a few, compromises the sovereignty of nations, and threatens cultural diversity and environmental stability. Far from being of purely academic interest, these different interpretations of globalization go to the heart of political, economic, social, and environmental policies and actions which determine what kind of world we live in.

MAX 132 is designed to help you become informed about globalization and explore the challenges and possibilities of a global community. Taught by an interdisciplinary team of instructors, MAX 132 is a signature course of the Maxwell School of Citizenship and Public Affairs. During this semester, our aim is to sharpen your reasoning, reading, writing and speaking skills, in order to enhance your ability to participate as a citizen in dealing with global and national public affairs. The five specific learning objectives of MAX 132 are: (1) to increase your understanding of global political economy, global cultures, and the global environment; (2) to build your awareness of multiple perspectives on global issues; (3) to improve your critical reading and argumentation skills; (4) to help you become a more effective writer; and (5) to enable you to enter into globalization-related debates in an informed and thoughtful manner.

The course has four units. In Unit I we explore basic concepts and general debates about globalization, including who benefits most and least from the increased global interactions. In Unit II, we look at the politics of the global economy by analyzing the changing roles of governments, markets, businesses, workers, and citizens. Unit III focuses on trends and debates about globalization's cultural consequences, including whether societies worldwide are becoming more cooperative or polarized through increased interaction. Finally, Unit IV considers global environmental challenges such as climate change and the depletion of natural resources. Throughout all units, we ask what processes help or hinder the formation of 'global communities' capable of meeting the significant challenges of the future.

MAX 132 is included on the Basic List of the Social Sciences in the Liberal Arts Core Curriculum as defined in the Syracuse University *Undergraduate Course Catalog*. It also qualifies as a writing intensive and critical reflection course.

The course is structured around two types of meetings: plenary sessions for all students in the course and separate discussion sections. Plenaries occur on Wednesdays from 9:30 to 10:25 a.m. in Maxwell Auditorium. These consist of lectures, discussions, and videos directed by the teaching team. Small discussion sections led by one of the instructors meet twice weekly.

Please note - after the first week of classes no switching of sections is permitted.

Your discussion section instructor will assign your grades. Three 1,200-word writing assignments comprise 75% of the grade total; a 600-word essay assignment will comprise 5%. The remaining 20% will be determined by participation, including attendance at discussion sections and plenary lectures, active contribution to class discussions, and various in-section assignments such as quizzes, summaries or critiques of readings, or other in-class writing and group activities. Attendance will be tracked for each plenary and discussion section meeting.

COVID-19 Pandemic/Health and Wellness Considerations

COVID-19 continues to pose an extraordinary challenge to humanity. More than ever, we each bear the responsibility of keeping one another safe, including following health guidelines issued by Syracuse University. Please visit the Stay Safe website for further information:

<https://www.syracuse.edu/staysafe/>

During the pandemic, students across the country have reported elevated levels of stress, anxiety, and depression. Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed.

Counseling services are available 24/7, 365 days, at 315-443-8000, and I encourage you to explore the resources available through the Wellness Leadership Institute,

<https://ese.syr.edu/bewell/wellness-leadership-institute/>

Classroom Rules

Democratic deliberation as well as effective learning in a classroom setting require that we show respect for each other and avoid disruptive behaviors that make it hard for others to hear and be heard. Because this is a large class, observing basic rules of courtesy is even more important for us. Therefore, we ask you to observe the following rules for participation in MAX 132. All plenary sessions will start promptly at 9:30 a.m. Please be in Maxwell Auditorium and seated before class starts. The auditorium doors close at 9:30 a.m. Once the doors close no entry is allowed.

We will be taking attendance between 9:25 and 9:30am. All electronic devices must be turned off and put away promptly at 9:30 a.m. and must stay put away until 10:25 a.m. If you believe you have a valuable reason to use a laptop during plenary, please contact the course convenor via the Office of Disability Resources.

Violation of these rules will negatively affect your participation/section grade, your final grade for the course, and may be considered a breach of Syracuse University's Academic Integrity Policy.

Eating and drinking are prohibited in Maxwell Auditorium.

All students are expected to uphold Syracuse University's 'Code of Student Conduct,' which is available online at <https://ese.syr.edu/studentconduct/conduct-handbook/code-of-student-conduct/>

No-Recording and No-Sharing Policies

The instructors in MAX 132 have adopted a “no-recording” policy that strictly prohibits any unauthorized audio and/or video recording, in whole or in part, of any lecture or discussion section. In addition, class materials (PowerPoints, hand-outs, lecture videos, etc.) provided by instructors must not be distributed or otherwise shared without permission. Violations will be handled through Syracuse University’s Academic Integrity Policy. Please consult your discussion section instructor if you have any questions.

SU AI (Artificial Intelligence) Policy

Based on the specific learning outcomes and assignments in this course, artificial intelligence is permitted ONLY to assist in the process of comprehending the assigned course readings, but NOT in any aspect of the written assignments (for example, brainstorming, outlining, summarizing, or generating text). AI-based tools that assist in the editorial process once text is fully written, such as Grammarly or DeepL, may be used but must be disclosed in writing at the end of each assignment. See each assignment, quiz, or exam instructions for more information about what artificial intelligence tools are permitted and to what extent, as well as citation requirements. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

SU Academic Integrity Policy

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University’s Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting class.syr.edu, selecting, “Academic Integrity,” and “Expectations and Policy.”

Upholding Academic Integrity includes the protection of faculty’s intellectual property. Students should not upload, distribute, or share instructors’ course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected

violation. Any established violation in this course may result in course failure regardless of violation level.

Syracuse University's Academic Integrity Policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation.

The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and present the work as their own. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property.

Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as described in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice."^[1] Violations of academic integrity include, but are not limited to, the following:

- Submitting work under your name that was prepared by someone else, or prepared using AI software such as ChatGPT
- Feigning illness to avoid handing in assignments
- Copying text from books, articles, or the Internet without proper citation of the source
- Giving a false or nonexistent citation
- Disruptive behavior in class that breaches the classroom rules and expectations set forth in this syllabus
- Handing in a paper submitted in another course
- Signing the attendance sheet on behalf of a student who is not present

Instructors have a duty to respond to academic dishonesty in a manner they deem appropriate, possibly including assigning a grade of "F" for the course and reporting violators to the academic integrity officer of your home college or school for possible further disciplinary action by the College.

Disability-Related Accommodations

Students who are in need of disability-related academic accommodations must register with the Center for Disability Resources, 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations that are relevant to MAX 132 should discuss

this with their instructor. Accommodations are not provided retroactively; therefore, please contact your instructor during the first week of classes. For further information, see the Office of Disability Resources website at <https://disabilityresources.syr.edu/>

Faith Tradition Observances

Students who will miss classes because of religious holidays must notify instructors by the end of the second week of classes when they will be observing their religious holiday(s). You will find the notification form on MySlice inside of Student Services under Enrollment, click on “My Religious Observances.”

The religious observances policy is found at <https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy/>

Blackboard

This class will use the Blackboard Learning Management to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades. Note when submitting materials that the University’s Blackboard Learning Management System is on Eastern Time.

Information about Blackboard is available on [Answers Blackboard](#); alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the ITS Website at http://its.syr.edu/its_service_center/

Attendance

Regular attendance in plenary and section is expected. Multiple absences will affect your section grade (20% of the final grade for the course) and may result in a lower, and possibly a failing grade for the course. Further instructions regarding the attendance policy will be provided by discussion section instructors.

WRITING ASSIGNMENTS	DUE DATE	VALUE
Participation; various in-section assignments	Instructions from your discussion section instructor	20%
600-word Assignment	Friday, September 13, 2024	5%
1200-word Essay	Friday, October 11, 2024	25%
1200-word Essay	Friday, November 8, 2024	25%
1200-word Final Essay	Friday, December 13, 2024	25%

Students must submit all four papers.

Turnitin®

All MAX 132 writing assignments are submitted on their due date via Turnitin®. Instructions for submitting your writing assignments will be included with each assignment. In order to confirm

your submission either save or print out the receipt of your paper being submitted on Turnitin. Please note that while all assignments are posted on the MAX 132 main Blackboard page, they are submitted via the Turnitin® link on your discussion section page.

MAX 132 uses the Turnitin® system in order to detect and prevent plagiarism. Turnitin® compares submitted papers against documents on the Internet and against other student papers submitted to Turnitin® at SU and at other colleges and universities. By enrolling in MAX 132, you give your permission for all papers that you submit for the course to become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such work.

Late Assignments

Late assignments will receive reduced grades. Exceptions will be made for documented illnesses. Permission to hand in an assignment late due to illness must be received from your section leader prior to the time the assignment is due.

Texts

Assigned readings for this course will be available online on our Blackboard website. All required readings must be completed prior to the assigned date, and you must be prepared to discuss the readings in discussion sections.

Blackboard

MAX 132 is managed through the University Blackboard system. Blackboard is an Internet-based course management system. You will find the course syllabus, assignments, course announcements, additional reading assignments and reference material, discussion board, etc. on the MAX 132 M001 Blackboard site. Your discussion instructor may also use the discussion section Blackboard course for section-specific updates, additional readings, discussion section assignments, etc. You can access Blackboard at <https://blackboard.syracuse.edu/>

MAX 132 Course Staff: Fall 2023

Instructor	Department	Office Location	Phone #	Email Address
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Stephanie Williams	Max Courses Administrator	200 Eggers	315-443-3272	sdwillia@syr.edu

Effective Writing in MAX 132

Effective academic writing is a priority of this course expressed in the emphasis on four writing assignments capping each unit of the course. Azadeh Ghanizadeh, an advanced doctoral student in the Department of Writing Studies, Rhetoric, and Composition, is assigned to this course to aid students in producing more effective written communication. She views all plenary sessions and participates in some. She also reads all the assigned articles, so she is familiar with the course and its academic content. She will offer individual appointments before each major paper. In addition, any student can contact Azadeh Ghanizadeh for an individual appointment at any time during the semester (aghaniza@syr.edu). Effective writers understand that discussing their ideas and their organizational strategies can only enhance their writing skills. Students can also make an appointment for a 25- or 50-minute session with writing consultants at the Writing Center at <http://wc.syr.edu>. Please only sign up for one appointment per essay to give most students a chance to meet with the writing consultant.

Course Outline

UNIT I: Understanding Different Ideas about Global Community and Globalization

This unit introduces basic ideas and themes that we will examine throughout the course. We consider what “global community” means and how globalization plays a role in it. For each week, you will find a set of questions we will discuss in the plenary and section meetings.

Week 1: 8/26 - 8/30 – Introduction to MAX 132 ‘Global Community’

QUESTIONS FOR WEEK 1

- Globalization is not just an abstract idea. What kind of globalization does Lustgarten's article highlight? Who are the primary actors in his article and what are their motivations? Who benefits and who loses from globalization and why?

First Weekly Section Meeting– Get acquainted session: student introductions, instructor's expectations, and discussion.

Wednesday Plenary, 8/28 – Introduction to the Course and Critical Reading and Note-Taking

Second Weekly Section Meeting – Meeting – *Readings must be completed before class.*

- Lustgarten, "Palm Oil Was Supposed to Help Save the Planet. Instead, It Unleashed a Catastrophe."

Week 2: 9/3 - 9/6– What is Globalization? Ethics, Politics, Economy and History (No Class on 9/2—Labor Day)

QUESTIONS FOR WEEK 2

- What is meant by globalization and what are its main economic, political, cultural, and environmental manifestations?
- Many people say that the world has become more globalized since the 1980s. Is the statement correct? What does globalization mean exactly?
- Does globalization promote a cosmopolitan outlook?
- Who benefits from globalization?

First Weekly Section Meeting –

- Beaudet, "Globalization and Development"
- Sen, "How to Judge Globalism"

Wednesday Plenary, 9/4

Second Weekly Section Meeting

- Appiah, "Cosmopolitanism. Ethics in a World of Strangers" (excerpts)
- Wimmer, "Why Nationalism Works and It's not Going Away"

Week 3: 9/9 - 9/13 – Complexities of Globalization

QUESTIONS FOR WEEK 3

- What are key trends regarding quality of life globally?
- How can we assess the merits and demerits of globalization?
- Are more people in the world better-off or worse-off because of globalization? Why?

First Weekly Section Meeting – How do we assess quality of life in a globalized world? What are the connections between inequality and globalization?

- Kenny, “Attention, Doomsayers: Global Quality of Life Is Improving”
- George, “‘Dirty Nurses’ and ‘Men Who Play’: Gender and Class in Transnational Migration”

Wednesday Plenary, 9/11

Second Weekly Section Meeting – Essay Workshop

📄 600-Word Essay due Friday, September 13, 2024 by 11:59 pm EST -- Submitted via Turnitin®

All MAX 132 writing assignments submitted via Turnitin® in your individual section’s Blackboard site. Instructions for submitting your writing assignments will be included with each assignment.

UNIT II – The Politics of the Global Economy

This unit focuses on the global political economy, examining the ways in which people worldwide are helped and harmed through processes of production, exchange, and consumption. We introduce the core institutions managing the global economic system: The World Trade Organization (WTO), the International Monetary Fund (IMF), and the World Bank. Since the 1980s, neoliberalism – a dominant ideology promoting trade and deregulated markets – has sparked contentious debate. We will examine that debate, consider the role that multinational corporations (MNCs) play in the food and garment industries and look at how the global division of labor impacts various actors in the global North and South.

Week 4: 9/16 – 9/20 – Models of Economic Globalization

QUESTIONS FOR WEEK 4

- Why does Friedman think that the market promotes liberty and prosperity?
- Does a truly 'free' market exist?
- How have different ideas and their related policies about the relationship of markets and government shaped the past and present global political economy?
- What concerns have been raised by the pursuit of efficiency and specialization in global trade?

First Weekly Section Meeting –Markets, Governments, and Economic Globalization

- Friedman, "Free to Choose: The Power of the Market"
- Chang, "Thing 1. There Is No Such Thing as Free Markets" (abridged)

Wednesday Plenary, 9/18

Second Weekly Section Meeting – A Changing Global Political Economy

- Madhok, "Globalization, De-globalization, and Re-globalization"
- Siripurapu and Berman, "Is Industrial Policy Making a Comeback?"

Week 5: 9/23 - 9/27– Divisions of Labor and Supply Chains: Winners and Losers?

QUESTIONS FOR WEEK 5

- Who benefits the most from the contemporary global economic system? Who benefits the least?
- Who is responsible for conditions in sweatshops—consumers, MNCs, governments, factory owners?
- How does the global production of food affect producers and consumers in the global North and South?
- What challenges are faced by women who are international labor migrants?

First Weekly Section Meeting – Global supply chains and global labor

- Silverstein "Shopping for Sweat: The Human Cost of a \$2.00 T-shirt"
- Dani Rodrik, "Too late to compensate free trade losers."

Wednesday Plenary, 9/25

Second Weekly Section Meeting – Labor and the global economy, then and now

- Patel, Stuffed and Starved: Introduction and excerpts from Chapter 3
- [What is the international Monetary Fund? Michael Manley \(former Prime Minister of Jamaica\) briefly explains.](#) A short (7 min) clip from a documentary film, *Life and Debt*.
- Romero, "Reflection on global care chains and migrant women workers"

Week 6: 9/30 - 10/4 – Political Economy of Engagement and Decoupling

QUESTIONS FOR WEEK 6

- How does neoliberalism intersect with geo-strategic power politics, especially regarding the US and China?
- Can the US and China decouple and what will be the implications for the rest of the global economy?
- What is the significance of China's Belt and Road Initiative for development in the global South?

First Weekly Section Meeting – US-China and the Global Economy

- Film: Bognar and Reichert, *American Factory* 美国工厂 (Netflix/Higher Ground Productions, 2019). Please watch before your first section meeting. Because of the way in which this film is licensed, it is available only via Netflix. If you do not have or have access to a Netflix account, you can sign up for one at <https://www.netflix.com>. If for any reason you are unable to watch this documentary, please contact your section instructor.

Wednesday Plenary, 10/2

Second Weekly Section Meeting – Threats and Opportunities

- Milanovich, "Competition can be good for the developing world"
- Riecke, "Resilience and decoupling in the era of great power competition" Moved here from first weekly section.

Week 7: 10/7-10/11 – Student Forum

First Weekly Section Meeting – Artificial Intelligence and its Global Implications

- Harari, "The Rise of the Useless Class" (TED.Ideas.com)
- The Economist, "The World's Economic Order is Breaking Down"

Wednesday Plenary, 10/9

Second Weekly Section Meeting - Essay Workshop

 **Unit II 1,200-Word Essay due Friday, October 11, 2024, 11:59 pm EST**

Unit III: Globalization and Culture

This unit explores debates regarding globalization's cultural dimensions, including whether cultural change promotes conflict or greater understanding across and within societies, or both. Is globalization making world cultures more alike, or is it creating greater concern about how we differ? How does it result in new practices and identities? Furthermore, this unit explores some of the important consequences that have been attributed to cultural globalization. For example, does violence result from fundamentally incompatible identities, or is it a product of politics and failed economic and social policies? We will explore these questions in the context of cultural tensions in France and India, as well as outcomes related to immigrants and refugees. Finally, the unit examines broader outcomes related to globalization such as the future of democracy.

Week 8: 10/16 – 10/18 - Globalization, Culture & Identities

QUESTIONS FOR WEEK 8

- What does Maalouf (Professor Raja's lecture) mean when he says that his identity has "many ingredients"? What is identity, and what happens when identities are threatened?
- What are some of globalization's major cultural consequences?
- How can cultural identities and inequality contribute to the likelihood of violence?
- Does globalization stimulate cultural hybridity as people from different backgrounds interact?

First Weekly Section Meeting – No Class, Fall Break

Wednesday Plenary 10/16

Second Weekly Section Meeting – The Consequences of Global Diversity

- Huntington, "The Clash of Civilizations" (abridged)
- Sen, "Violence, Identity and Poverty"
- Holton, "Globalization's Cultural Consequences"

Week 9: 10/21-10/25 - Contested Identities in India and Globalization

QUESTIONS FOR WEEK 10

- How did colonialism give rise to ethnic nationalism in India?
- How has globalization contributed to ethnic nationalism in India?

- How and why does religion become a tinderbox due to globalization and ethnic nationalism?
- What role does the Internet play in giving rise to ethnic nationalism?
- What role does caste play in India, in Hindu nationalism, and in the US?

First Weekly Section Meeting – The Origin and Impact of Hindu Nationalism and its Global Implications

- Video: [A New Brand of Hindu Extremism is Going Global | Decade of Hate - YouTube](#)
- Leidig, “Hindutva as a Variant of Right-Wing Extremism” (abridged)

Wednesday Plenary, 10/23

Second Weekly Section Meeting – Caste and Hindu Nationalism in Global Context

- Martin, “Suraj’s Shadow: Where He Goes his Caste Follows, Even in America”
You should listen to (or read) all four parts of this podcast series
- Udupa, “Internet Hindus” (abridged)
- Jasanoff, “Narendra Modi Is Not Who America Thinks He Is” (NYT op-ed)

Week 10: 10/28 – 11/1 – Contested Identities and Globalization in France

QUESTIONS FOR WEEK 9

- How has globalization contributed to contested identities in France?
- What is the French concept of *laïcité*, and how does it compare to ideas about secularism in other countries?
- How do economics and religion impact the debate over immigration and migration in France?
- What are some of the factors that contribute to the two very different conflict situations in France: the urban riots and the ban of the veil in schools?

First Weekly Section Meeting- Colonial Legacy and the French Identity

- Ahmed, “Journey into Europe: Islam, Immigration, and Identity” (excerpts)
- Paxton, “Can You Really Become French?”
- The legacy of colonialism in France
<https://youtu.be/Dc0abqW6zkc?si=GOKynnLbnTUc1NEs>

Wednesday Plenary, 10/30

Second Weekly Section Meeting- Complexities of French Muslim Identity

- Killian, “The Other Side of the Veil”
- Porter, “A fatal shooting and a hijab ban”, (NYT)
- [A power struggle’: What lies behind the anger in France’s banlieues?](#) (a video)

Week 11: 11/4- 11/8 – Immigrants, Refugees and Socio-Cultural Integration

QUESTIONS FOR WEEK 11

- What happens when people from different countries and cultures interact with each other, living and working together, over a long period of time?
- What conditions lead to better integration of immigrants from other countries and cultures?
- Can a country maintain a “national identity” while embracing the cultural heritage of immigrants and refugees?

First Weekly Section Meeting- Cooperation vs Violence

- Packer, “The Other France”
- Hindy, “Germany’s Syrian Refugee Integration Experiment”
- Solomon, “Meet the New Mayor: How a Refugee Won Over a Conservative German Town” <https://tcf.org/content/report/germanys-syrian-refugee-integration-experiment/?agreed=1&agreed=1>

Wednesday Plenary, 11/6

Second Weekly Section Meeting- Essay Workshop

 Unit III 1,200-Word Essay due Friday, November 8, 2024 by 11:59 pm EST

Unit IV – Global Environment, Global Action

Global environmental change is one of the most serious and controversial challenges facing humanity today. Global warming, depletion of nonrenewable resources, mismanagement of renewable resources, and other trends threaten lives, livelihoods, and lifestyles. Yet, uncertainty

and conflicting interests create tensions about how to respond to these environmental challenges. Not everyone is threatened to the same extent, and nations, communities, and their members differ in their capacity for responding or adapting to them. Who is responsible? What can be done? We will investigate how different people worldwide are impacted by environmental changes, how different populations view global environmental issues, how environmental problems may contribute to conflict, and how communities and institutions attempt to foster change at the individual, local, national, and global levels.

Week 12: 11/11 – 11/15– Climate Change: Causes and Consequences

QUESTIONS FOR WEEK 12

- What is climate change?
- How are the consequences of climate change distributed across the world?
- How do the communities differ in their capacity to adapt to climate change?
- How are climate change and other environmental trends connected to conflict?
- Where and why are access to water critical issues?

First Weekly Section Meeting - Global Climate Change and Its Consequences

- Wallace-Wells, “Beyond Catastrophe a New Climate Reality Is Coming Into View”
- Zimmer “[Ocean Life Faces Mass Extinction](#)”, The New York Times article.

Wednesday Plenary, 11/13

Second Weekly Section Meeting – Climate Change as Threat Multiplier

- Lustgarten 2020, “The Great Climate Migration”
- Guterres, Climate Change ‘a Multiplier Effect’, Aggravating Instability, Conflict, Terrorism, Secretary-General Warns Security Council
<https://press.un.org/en/2021/sgsm21074.doc.htm>

Week 13: 11/18 – 11/22 – Climate and Capitalism at the Crossroads

QUESTIONS FOR WEEK 13

- What are global patterns of resource consumption, and what is their relationship to climate change?
- What are the claims about limits to economic growth?
- What roles can science and corporations play?
- How can we address overconsumption at the community and individual level?
- What are the biggest hurdles we face in tackling overconsumption in wealthy countries?

First Weekly Section Meeting – Climate and the Economy

- Diamond, “What’s Your Consumption Factor?”
- Ketcham, “The Fallacy of Endless Economic Growth”

Wednesday Plenary, 11/13

Second Weekly Section Meeting – Actions for Sustainability

- Hickel, [Degrowth can work — here’s how science can help](#).
- BBC, [The problem with plastic - and how we can solve it](#) (video)
- Chaudhuri, [In Plastic-Bag Wars, the Industry Fights Back](#) (WSJ)

Week 14: 11/25-11/29 Thanksgiving—NO CLASSES

Week 15: 12/2 – 12/6: Action and Inaction: What Is to Be Done?

QUESTIONS FOR WEEK 15

- What role do businesses and government play in relation to the environment?
- How can the international community best address the problems of climate change?
- How does the rise of China affect global climate actions?
- What can be done at the community and individual level to address environmental issues?
- How does leadership matter in responding to environmental concerns?

First Weekly Section Meeting – A Global and Local Call for Action

- Mottley, [“Speech to COP26”](#) (hyperlink)
- Couch, “Taking Politics Out of Climate Change”
- Ruto et al. “Africa needs its debts paused so that it can prepare for climate catastrophe”

Wednesday Plenary, 12/4 - Student Forum

Second Weekly Section Meeting: Climate Actions Around the Globe

- Myslikova and Dolton-Thornton, “‘Global China’ is a big part of Latin American’s renewable energy boom but homegrown industries and ‘frugal innovation’ are key”,
- Kolbert, “Island in the Wind”
- Geoffrey Kamadi, “How Kenya is helping its neighbors develop geothermal energy”

- Belmin, Sawadogo and N'Dienor, “How the zaï technique is helping farmers adapt to climate change in the Sahel” Also watch this related 10-minute video clip (hyperlink).

Week 16: 12/9 – 12/10: No Plenary—Final Writing Workshop

First Weekly Section Meeting: Writing Workshop

 Unit IV 1,200-Word Essay is due –Friday, December 13, 2024, 11:59 pm EST