

**PLCY 050: Environment and Work in the Global Economy (3 credits)**

Tuesday-Thursday 2:00-3:15 p.m.

GM 035 (Graham Memorial, JCUE)

Professor Richard Andrews

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Office hours: after class each day, or by appointment

The news media have been full of stories about “globalization.” But what exactly *is* “globalization,” and what impacts is it having – on us and on our own communities, on people in other countries, and on the environment of both? In what ways is it making the world a better place, and in what ways is it causing harm? And in particular, what impacts is it having – positive or negative, or both – on jobs, wages, and working conditions, and on the quality of the natural environment? Is it creating a “race to the bottom, undermining both workers and the condition of the natural environment, as some critics charge, or is it making overall work and environmental conditions better, as some of its advocates believe? And depending on the answers to these questions, what kinds of actions should citizens advocate – by businesses, by governments, by consumers and investors and others – to make sure that globalization creates a better rather than a worse world?

We will explore these questions both as public policy issues and as issues for our own consideration as citizens, consumers, workers, investors, and members of a university community.

Learning objectives

The seminar has five learning objectives:

Substantive knowledge: Learn about the forces that drive globalization of manufacturing and other related economic processes, the impacts on work, human well-being and the environment that are associated with these processes, and how public policies and individual actions can influence them

Research skills: Learn how to use library, Internet, and primary sources such as interviews to find and evaluate information for use in research papers and discussions

Critical thinking: Learn how to analyze opinions and arguments for their strengths and weaknesses, to present well-reasoned and factually supported arguments, and to identify and rebut opposing arguments

Writing skills: Learn how to summarize and communicate succinctly the key points of another author’s work, your own critical assessment of his or her arguments, and your own creative and constructive ideas for addressing environmental and labor issues

Oral presentation skills: Learn how to play an effective role in leading and participating in oral discussions

## Expectations and assignments

Assignments include:

- Participation! This is a seminar. Each student is responsible for participating actively in all aspects of the course, including reading and thinking about the readings and discussion questions in advance of the class at which they will be discussed, participating in discussions, questioning of guest speakers, making presentations, and offering constructive criticism of each other's ideas.
- Each class: reading notes (key points and your own commentary/critique on them); and initial answers to the discussion questions (these can and should be further refined after the class discussion as well). Written, can be brief (outline format or bullet points, for instance) but neat.
- August 28: Pairs report on where things come from.
- September 4 Assignment due: UNC Library On-Line Library Research Tutorial. See also handout on "Evaluating Evidence," on Blackboard web site.
- September 11 Paper due: critical analysis of free trade arguments
- September 25 Paper due: critical analysis of "bad jobs/no jobs" argument
- October 23, 25: oral presentations, and 5-page paper due 10/25, on impacts of globalization on your home town
- October 30: research paper topic proposal due (one page). (Then schedule individual discussion with instructor to discuss the paper's focus, research strategies, and potential sources of information).
- December 4: Final papers due (8-10 pages)
- December 4: Turn in complete and neat written notes on the readings and class discussions, showing both what you've read and learned in class and your own insights and critiques. Be sure to include and distinguish clearly between (1) your summary of each other author's key points, and (2) your own commentaries and further ideas in reaction to others' ideas. The quality of your written summaries and commentaries will serve in place of a final exam. Strong advice: keep up with this as you go along, DO NOT leave it till the end of the semester! Having these notes done before each class will also strengthen your preparation for class participation, which is another important element of your grade, and avoid a major overload at the end of the semester.

## Grades

Grades will be based approximately as follows: 20% class participation, 10% free trade paper, 10% bad jobs paper, 20% presentation and paper on impacts of globalization on your home town, 20% final paper, 20% reading/discussion notes. Note that these grade percentages do not include some other assignments: all are required, but these other tasks will be considered as part of the general class participation grade. There will be no mid-term or final exams.

## Course information and other materials

An updated syllabus (as needed) and other course materials will be available on UNC's Blackboard web site (<http://blackboard.unc.edu>). This will include more detailed instructions for some of the assignments, an extensive (though by no means comprehensive) working bibliography of additional readings that you might find valuable, some useful web links (again, just a few starting points – don't stop with these), and an email list of the class through which you can send messages either to the class as a group or to specific individuals. There is also an area where you can post assignments as requested to share with the rest of the class. Only class members have access to this site.

As soon as possible, visit the Blackboard web site, get familiar with it, and **download an electronic copy of this syllabus** to your own computer – that way you can use the hotlinks in it to go directly to some of the readings.

## Readings

This is a seminar, in which we will explore many different sources of information and points of view rather than a single pre-packaged textbook. There are several books that we will reading in sufficient detail to be worth purchasing copies for yourself. All should be available at Student Stores, and none are as expensive as most textbooks; some may also be available at cheaper discounts on the Internet (e.g. Amazon.com).

Ryan, John C. and Alan T. Durning. 1997. Stuff: The Secret Lives of Everyday Things. Seattle, WA: Northwest Environment Watch. (*A quick read for our first week's assignment*)

Chanda, Nayan. 2007. Bound Together: How Traders, Preachers, Adventurers and Warriors Shaped Globalization. New Haven, CT: Yale University Press (*Probably the best new book about globalization, not yet available in paper*)

Stiglitz, Joseph E. 2006. Making Globalization Work. New York: Norton. (*An excellent source of ideas on public policies affecting globalization, and one expert's proposals for how they might be improved*)

All other assigned readings will be on reserve (mostly electronic) at the library, or on the course web site, or accessible on the Internet through hot links on the syllabus.

All readings on electronic reserve can be accessed through the UNC Library web site. Go to <http://www.lib.unc.edu/> and click on “course reserves,” then on “search for electronic course reserves.” You may then be asked to log on using your PID number (on your UNC ONE Card), then “Search Electronic Reserves,” then search for the specific course either by course number or under the alphabetical listing for the instructor’s name. Let me know by email if you have any difficulty accessing them. I encourage you to download them to your computer so you can read them at your convenience, and you can also print those you want to mark up. (After the first time, you may be able to bypass some of these steps by bookmarking the “search electronic reserves” page on your web browser, rather than starting with the library’s main home page each time).

We will explore a wide range of readings in this course, both to deal with diverse aspects of globalization and to acquaint you with differing points of view on them. I don’t expect you to memorize every detail of these, but rather to understand the main arguments and perspectives, and supporting and conflicting evidence, on the issues involved.

#### Documenting source materials and avoiding plagiarism

It is very important that you develop good habits of documenting the sources of both factual statements and the ideas, opinions, and arguments of other people that you use in any paper you write.

One basic reason for this is to be able to support the statements you make and the facts you use, both for your own future use and if anyone else should question or disagree with them. A second is to distinguish clearly between someone else’s ideas and arguments and your own, and not confuse the two. And a third is to protect your own integrity against either deliberate or accidental representation of someone else’s ideas or work as your own, which if intentional is known as plagiarism and is a serious violation of the UNC Honor Code and of the standards of ethical writing.

***Please read the handouts “Avoiding plagiarism” and “Citing sources,” available on the Blackboard course web site, for more detailed suggestions on this subject.***

In addition, for excellent discussions of criteria for evaluation of the quality of source materials in print or on Internet web sites, ***read the two handouts on “Evaluating evidence” (print and on-line sources respectively) that are available on the Blackboard web site.*** For excellent handouts on many other aspects of good writing practices, see also <http://www.unc.edu/depts/wcweb/handouts/>.

## Summary schedule

### **Introduction: Where Do Things Come From?**

- August 21 Introductory session: personal introductions, course outline and expectations, first task assignment and partners
- August 23 Where do the things we buy come from, and why? (1) Supply chains and examples
- August 28 Where do things come from, and why? (2) (*team presentations due*)

### **Economic Globalization and Its Impacts**

- August 30 What is “globalization?”
- September 4 *Assignment due: library on-line research quiz*
- September 4 What are the important differences in globalization today vs. in the past?
- September 6 Trade agreements: GATT and WTO, NAFTA, and others
- September 11 *Paper due: critical analysis of comparative advantage*
- September 11 Global trade, efficiency and fairness: The theory of comparative advantage
- September 13 Impacts of economic globalization on the environment
- September 18 Impacts of economic globalization on human development

### **Issues in Economic Globalization**

- September 20 Working conditions (“sweatshops”)
- September 25 *Paper due: critical analysis of “bad jobs/no jobs” argument*
- September 25 Bad jobs, no jobs, or international labor standards?
- September 27 Child labor and human development
- October 1 (Monday) Special sessions: Sir Mark Malloch Brown (former Deputy Secretary General of the United Nations), 4:00 p.m. tea with students (Johnston Center Commons) and Frank Porter Graham Lecture, “Making Private Capital Work for the Poor”, 7:30 p.m., Memorial Hall**
- October 2 Economic globalization and the environment: “race to the bottom,” “exporting environmentalism,” or “stuck at the bottom?”
- October 4 Views from developing countries: (panel of guest participants: Hubert Humphrey Fellows)

### **Economic Globalization and North Carolina (& your own home town)**

- October 9 Globalization’s impacts on North Carolina
- October 11 Globalization and your home town: preparatory discussion
- October 11 Special session: Thomas Willis Lambeth Lecture by Prof. Joel Fleishman, 5:30 p.m., Gerrard Hall**
- October 16 Immigration and its impacts: on North Carolina’s economy, on jobs for Americans, on immigrants themselves
- October 18 No class (fall break)

- October 23 Impacts of globalization on your home town (1)
- October 25 *Paper due: impacts of globalization on your home town*
- October 25 Impacts of globalization on your home town (2)
- October 30 *Proposed research paper topic due*
- October 30 What should North Carolina's policies be (or your own home state's, if different) toward economic globalization?

**“Fair” globalization, “sustainable” globalization: what should we do?**

- November 1 Trade, poverty, and “development”
- November 6 Corporate social responsibility initiatives
- November 8 No class (research and writing time)
- November 13 Consumer- and investor-imposed codes of conduct: The UNC/Nike example
- November 15 Labeling policies
- November 20 Trade restrictions: “Anti-dumping” policies, intellectual property rights
- November 22 No class (Thanksgiving)
- November 27 Subsidies and other trade barriers: agriculture, foreign aid, others
- November 29 Emerging trends and the future of economic globalization
- December 4 *Final papers and reading/class notes due.*
- December 4 Last class and final discussion

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**SYLLABUS**

**Introduction: Where Do Things Come From?**

August 21      Introductory session: introductions, course outline and expectations, first task assignment and partners

**Assignment (due August 28, next Tuesday).** Read the readings from Stuff, then go to a store with a partner, pick a product other than those featured in the reading, and check the tag to see where it was made. Then develop a list together of all the elements you can think of – materials, energy, manufacturing processes, labor, transport, marketing, and so on – that went into making it and getting it to you, and where they might have taken place. Consider also the discussion questions below.

August 23      Where do the things we buy come from, and why? (1) Supply chains and examples

Ryan, John C. and Alan T. Durning. 1997. Stuff: The Secret Lives of Everyday Things. Seattle, WA: Northwest Environment Watch. Read the Prologue (pp. 4-6); sections on Coffee (7-12), T-shirt (20-25), and Shoes (26-32); and the Conclusion (67-71).

Gereffi, Gary, and Olga Memedovic. 2003. The Global Apparel Value Chain: What Prospects for Upgrading by Developing Countries? Vienna, Austria: United Nations Industrial Development Organization, Sectoral Studies Series. *Read pp. 10-17 (Adobe page numbers), remainder optional.* On line at [http://www.unido.org/file-storage/download/?file\\_id=11900](http://www.unido.org/file-storage/download/?file_id=11900) (accessed July 8, 2007)

U.S. Federal Trade Commission. [no date]. Complying With the Made in the USA Standard. On line at <http://www.ftc.gov/bcp/online/pubs/buspubs/madeusa.htm> (accessed July 8, 2007)

*(Optional)* Oxfam International. 2004. Squeezed Down the Supply Chain; Clothing the World. Chapters 2 and 3 in *Trading Away Our Rights: Women Working in Global Supply Chains*, pp. 17-23, 24-32. *(Optional: Chapter 4, "Injustice in the Fields," pp. 33-40).* On line at <http://www.maketradefair.com/en/assets/english/taor.pdf> or [http://www.oxfam.org.uk/what\\_we\\_do/issues/trade/downloads/trading\\_rights.pdf](http://www.oxfam.org.uk/what_we_do/issues/trade/downloads/trading_rights.pdf) (accessed July 13, 2004)

(Optional) Chanda, Nayan. 2007. The World Inside. Chapter 3 (pp. 71-95) in his Bound Together: How Traders, Preachers, Adventurers and Warriors Shaped Globalization. New Haven, CT: Yale University Press

(Optional) Rivoli, Pietra. 2005. The Travels of a T-Shirt in the Global Economy. New York: J. Wiley.

- Discussion: *Where do coffee, T-shirts, and shoes “come from?” Diagram the key steps in the “supply chain” or “value chain” of production and marketing for each one, and in what country each one occurs (bring diagrams to class to hand in). How are these chains similar and different across the three products, and why might these differences occur?*

*What environmental impacts does the production of each of these three products have? What impacts on workers? On the communities where each step takes place?*

*What does it mean to say that a product is “made” in the country on the label? What are the key elements of the FTC definition of national origin? (list these and bring to class).*

*How does global sourcing (“supply chains”) work? What are the several different dominant patterns by which this happens, and the key points of leverage in each pattern? What factors and forces have driven the recent major shift by businesses from vertically-integrated production to global “sourcing”?*

*What are the implications of this new pattern for our lives, communities, and environment, and for the lives and communities and environment of other people where the manufacturing takes place? What ethical and value questions do these production chains raise that should be considered? What public policy issues?*

August 28      Where do things come from, and why?

- Discussion: team assignment presentations due. *Be prepared to present and discuss your examples of where things come from, and their impacts along the way (1-2 Powerpoint slides would be useful). How are the answers for your product similar to and different from those for the products we discussed last time, and for each other’s?*

### **Economic Globalization and Its Impacts**

August 30      What is “globalization,” and what trends and patterns of change should be included in describing it?

*Bring notes to class on key points made by the author, and your own initial answers to the discussion questions below.*

Chanda, Nayan. 2007. Bound Together (skim chapters 1-7, but read more specifically pp. 71-82, 164-73, 189-94, and 209-27)

*Discussion questions: What are the main points in Chanda's presentation of globalization? How does his characterization of it differ from your own, and from others you have seen or read? What points do you agree with, and what do you disagree with, in his characterization? Are there important biases or omissions in his perspective? Any other strengths or weaknesses?*

**Assignment: Information Sources (due September 4).** Complete the UNC Library on-line Library Research Tutorial at <http://www.lib.unc.edu/instruct/tutorial/> and turn in a copy of the certificate documenting your successful completion of the quiz at the end of it. (Also read the two handouts on "Evaluating Evidence" on the Blackboard web site, and the readings assigned for this session)

September 4 What are the important differences in globalization today compared to in the past?

World Commission on the Social Dimension of Globalization. 2004. Section II.2, Globalization: Its Nature and Impact. From its A Fair Globalization: Creating Opportunities for All, pp. 24-55 (Adobe pages 46-57). Sponsored by the United Nations International Labor Organization. On line at <http://www.ilo.org/public/english/wcsdg/docs/report.pdf>

Chanda, Nayan. 2007. Bound Together, chapters 8 and 9 (pp. 245-303).

*- Discussion: The readings for this session provide varied perspectives on what globalization is, what is important about it, and what is new and not new about the current process.*

*What is "globalization," and why is it happening? What are the key forces that are encouraging it in the current era (economic forces? political, and public policies? technological? others?)?*

*What characteristics of the current economic globalization process are different from periods of increasing globalization in the past?*

*What is the connection between the globalization of trade, manufacturing, and marketing, and the globalization of finance capital? And technological change, particularly the role of the computer and information technology revolution? What are the most important economic, social, and environmental consequences of these globalizing trends?*

*Are there other aspects of economic globalization not mentioned in detail by these authors that we should consider important? For instance, would you include rising world oil prices as an impact of economic globalization? How about the increasing presence and role of Hispanic (and other) immigrants in North Carolina and other states? Or the recycling industry, which sends products with high toxic content (electronics, for instance) back to countries like China for low-skill, poorly-regulated disassembly? Other aspects?*

September 6 Trade agreements: GATT and WTO, NAFTA, and others

Gilpin, Robert. 2001. The Trading System. Chapter 8 in his Global Political Economy: Understanding the International Economic Order (Princeton, NJ: Princeton University Press). Read pp. 217-233 (Adobe pages 7-15).

Oatley, Thomas. 2006. The World Trade Organization and the World Trade System. Selections from Chapter 2 in his *International Political Economy: Interests and Institutions in the Global Economy* (2<sup>nd</sup> ed., NY: Pearson Longman), pp. 17-23, 29-34, 39-40. (On Blackboard)

Stiglitz, Joseph E. 2006. Making Trade Fair. Chapter 3 in his Making Globalization Work. New York: Norton, pp. 61-102.

McKinley, James C. Jr. 2005. U.S. Trade Pact Divides the Central Americans, With Farmers and Others Fearful. *The New York Times*, August 21, 2005:10

- Discussion: What are the most important policy principles and organizational elements of today's global trading system, and specifically of the World Trade Organization (WTO)? Why did United States government leaders and others agree on these principles and organizations, and why did they believe that "trade liberalization" was a good idea? What are the strongest arguments Gilpin and Oatley offer in support of this system? Can you see any weaknesses or unresolved issues in these arguments?

How does the WTO work, and how do its provisions and dispute-resolution procedures affect issues such as the environmental impacts of trade?

September 11 **Paper due (3-5 pages)**. Read the pieces by Suranovic and Eisenberg assigned below. Compare the key points each makes concerning the economic arguments supporting a policy of free trade and/or fair trade, then provide your own critical analysis of the strengths and limitations of these theories as justifications for reducing or increasing restrictions on global trade. Do you think there are any new aspects of economic globalization today that would justify a different assessment of free trade than in the past? Why or why not?

September 11 Global trade, efficiency and fairness: The theory of comparative advantage

Suranovic, Steven M. Evaluating the Controversy Between Free Trade and Protectionism. *International Trade Theory and Policy*, Chapter 120. George Washington University and International Economics Study Center. On Blackboard (also on line, accessed July 29, 2007, at <http://internationalecon.com/Trade/Tch120/Tch120.php>)

Eisenberg, Jeffrey. 2006. Free Trade Versus Fair Trade. On line at [http://www.aworldconnected.org/debates/id.2911/debates\\_detail.asp](http://www.aworldconnected.org/debates/id.2911/debates_detail.asp) (accessed August 16, 2007)

(Optional) Suranovic, Steven M. 2007. The Theory of Comparative Advantage – Overview. *International Trade Theory and Policy*, Chapter 40. George Washington University and International Economics Study Center (On Blackboard; also on line, accessed July 8, 2007, at <http://internationalecon.com/Trade/Tch40/T40-0.php>)

(Optional) Bernanke, Ben. 2007. Embracing the Challenge of Free Trade. Remarks by Chairman Ben S. Bernanke at the Montana Economic Development Summit 2007, Butte, Montana, May 1, 2007

*Discussion: What are the key points Suranovic makes concerning the economic arguments supporting a policy of free trade? Do you think there are any new aspects of economic globalization today that would justify a different assessment of free trade than in the past? Why or why not?*

#### September 13 Impacts of economic globalization on the environment

Millennium Ecosystem Assessment. 2005. Ecosystems and Human Well-being: Opportunities and Challenges for Business and Industry. <http://www.millenniumassessment.org/documents/document.353.aspx.pdf> (accessed July 1, 2007)

GATT: The tuna-dolphin case: Mexico etc vs. U.S. WTO summary available on line at [http://www.wto.org/english/tratop\\_e/envir\\_e/edis04\\_e.htm](http://www.wto.org/english/tratop_e/envir_e/edis04_e.htm) (accessed August 17, 2007)

World Trade Organization. The Environment: A Specific Concern. On line at [http://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/bey2\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/tif_e/bey2_e.htm) (accessed August 17, 2007; includes shrimp-turtle and tuna-dolphin case studies as well)

Gallagher, Kevin P. 2004. Economic Integration and the Environment in Mexico: Lessons for Future Trade Agreements. Medford, MA: Working Group on Development and Environment in the Americas, Global Development and Environment Institute, Tufts University. Read pp. 1-3 and 12-18 (remainder optional if interested). On line (accessed July 8, 2007) at <http://ase.tufts.edu/gdae/Pubs/rp/DP06GallagherJuly04.pdf>

(Optional, MEA alternative version focused more generally on human development impacts) Millennium Ecosystem Assessment. 2005. Living Beyond Our Means: Natural Assets and Human Well-Being. Summary Report (Statement from the Board). <http://www.millenniumassessment.org/documents/document.429.aspx.pdf> (accessed July 2, 2007)

(Optional, for additional detail) Millennium Ecosystem Assessment, 2005. Ecosystems and Human Well-being: Synthesis. Washington, DC.: Island Press. Read pp. vi-vii and 1-24 (Adobe pages xv-xvi and 141-164). <http://www.millenniumassessment.org/documents/document.356.aspx.pdf> (accessed July 2, 2007)

(Optional) WTO: The shrimp-turtle decision. WTO summary available on line at [http://www.wto.org/english/tratop\\_e/envir\\_e/edis08\\_e.htm](http://www.wto.org/english/tratop_e/envir_e/edis08_e.htm) (also has links to the actual WTO decision documents, including initial panel ruling, appellate and arbitrator's rulings).

(Optional) Institute for International Economics. 2001. NAFTA and the Environment. Washington, DC: IIE. Read Chapter 2, pp. 5-16 (others optional if interested). On line at [http://www.iie.com/publications/chapters\\_preview/322/iie2997.pdf](http://www.iie.com/publications/chapters_preview/322/iie2997.pdf) (accessed July 8, 2007).

*Discussion: What have been the effects of trade agreements such as the GATT, WTO and NAFTA on environmental protection, both positive and negative, and why?*

*How should trade treaties be changed, if at all, to adequately protect the environment? Should WTO be required to develop specific environmental staff competence itself, or to defer to environmental treaties in cases of conflict, or neither?*

*What are the implications for environmental policy of the GATT decision in the tuna-dolphin case? Is this an appropriate decision, on balance, or a problematic precedent for environmental protection policies?*

*Overall, what can we say about the implications of current trade policies and dispute-settlement procedures for environmental protection?*

## September 18 Impacts of economic globalization on human development

United Nations Development Programme. 2005. *Human Development Report 2005*. New York: UNDP. Read pp. 17-71 (Chapter 1, "The State of Human Development," and Chapter 2, "Inequality and Human Development"; skim other chapters if you wish (accessed July 1, 2007).

Chap. 1: [http://hdr.undp.org/reports/global/2005/pdf/HDR05\\_chapter\\_1.pdf](http://hdr.undp.org/reports/global/2005/pdf/HDR05_chapter_1.pdf),

Chap. 2: [http://hdr.undp.org/reports/global/2005/pdf/HDR05\\_chapter\\_2.pdf](http://hdr.undp.org/reports/global/2005/pdf/HDR05_chapter_2.pdf)

(Full report: [http://hdr.undp.org/reports/global/2005/pdf/HDR05\\_complete.pdf](http://hdr.undp.org/reports/global/2005/pdf/HDR05_complete.pdf))

Milanovic, Branko. 2003. The Two Faces of Globalization: Against Globalization as We Know It. World Development 31(4): 667-83. On line at <http://www.servicesforall.org/html/Governance/Milanovic%20-%20Two%20Faces.pdf> (accessed August 17, 2007).

World Commission on the Social Dimension of Globalization. 2004. Section II.2, Globalization: Its Nature and Impact. From its A Fair Globalization: Creating Opportunities for All, pp. 35-49 (Adobe pages 57-71). Sponsored by the United Nations International Labor Organization. On line (accessed July 1, 2007) at <http://www.ilo.org/public/english/wcsdg/docs/report.pdf>

(Optional) Stiglitz, Joseph E. 2006. The Promise of Development. Chapter 2 in his Making Globalization Work. New York: Norton, pp. 25-60.

(Optional) International Chamber of Commerce. 2004. Standing Up for the Global Economy: Key Facts, Figures, and Arguments in Support of Globalization. 25 pp. On line at [http://www.iccwbo.org/home/statements\\_rules/statements/2004/Globalization%20paper%202004.pdf](http://www.iccwbo.org/home/statements_rules/statements/2004/Globalization%20paper%202004.pdf) (accessed July 8, 2007)

- *Discussion: In what ways does economic trade globalization help achieve human development, and in what ways does it not? What are the principal arguments offered in favor of economic globalization by its advocates? What are the principal criticisms offered by those critical of it, and how might a pro-trade advocate respond to them?*

*On what points about globalization do the authors agree and disagree? Which arguments do you find most credible, and what reasons can you give for your judgment?*

*What lessons would you draw from this debate? and given those lessons, what policies and other actions – by governments, businesses, and citizens such as yourself – do you think would be appropriate?*

### **Issues in Economic Globalization**

September 20 Working conditions: What is a “sweatshop?”

National Retail Federation Foundation. (no date). *What is a Sweatshop? And Sweatshops in America: From The Jungle to El Monte*. (on Blackboard)

Oxfam International. 2004. *Trading Away Our Rights: Women Working in Global Supply Chains*. Read Summary, Introduction and Chapter 1 (“Employed, Yes – But Precariously”), pp. 3-15 (Adobe page numbers). On line at <http://www.maketradefair.com/en/assets/english/taor.pdf> or at [http://www.oxfam.org.uk/what\\_we\\_do/issues/trade/downloads/trading\\_rights.pdf](http://www.oxfam.org.uk/what_we_do/issues/trade/downloads/trading_rights.pdf) (accessed July 8, 2007)

Bonner, Paul, and Anne Krishnan. 2004. China's factories resemble N.C.'s a century ago. *Durham Herald-Sun*, February 13, 2004

(Optional, for additional background on widely accepted global principles).  
United Nations Universal Declaration of Human Rights:  
<http://www.un.org/Overview/rights.html> (accessed July 8, 2007)

(Optional, for additional background on widely accepted global principles).  
International Labor Organization Declaration on Fundamental Principles and  
Rights at Work: (go to this link, then click on “text of declaration” at upper right  
<http://www.ilo.org/public/english/standards/decl/declaration/text/index.htm>  
(accessed July 8, 2007). (If interested, see also the “Background” and “History”  
tabs on the “Text of Declaration” home page)

(Optional) Warner, Malcolm. 2001. The new Chinese worker and the challenge of  
globalization: an overview. *Int. J. of Human Resource Management* 12(1):134–  
141 (February).

(Optional) Ye, Zhang. 2002. Hope for China’s Migrant Women Workers. *The  
China Business Review* 29(3): 30-36.

(Optional) Chan, Anita. 2001. Introduction. Chapter 1 in her *China’s Workers  
under Assault: The Exploitation of Labor in a Globalizing Economy*. Armonk,  
NY: East Gate Books, M.E. Sharpe, pp. 3-19.

(Optional) Chen, Meei-shia and Anita Chan. 1999. China’s “Market Economics  
in Command”: Footwear Workers’ Health in Jeopardy. *International Journal of  
Health Services* 29(4): 793-811.

(Optional) Oatley, Thomas. 2006. Globalization and “Sweatshops.” Pp. 368-374  
in his *International Political Economy: Interests and Institutions in the Global  
Economy*. NY: Pearson Longman, 2<sup>nd</sup> ed.

*Discussion: If you were to visit a factory (or a farm, or other workplace), how  
would you decide whether it was a “sweatshop” or simply a very efficient  
production unit? What would you look for to tell the difference?*

*A large fraction of the growing industrial labor force worldwide is female:  
young women just emerging into adulthood. Does this phenomenon represent  
exploitation or opportunity for them? Why? What issues and impacts does it raise  
for the societies in which it occurs, for the businesses that employ them, and for  
public policy both in those societies and in the United States?*

September 25 **Paper due (4-5 pages):** Read the articles by Krugman and Miller below, and summarize the main arguments by each for and against the regulation of “sweatshop” working conditions. Having read and thought about these contrasting views, what principles and arguments would you propose for responding to allegations of “sweatshop” working conditions in global economic trade (and even in the U.S. as well)?

September 25 Bad jobs, no jobs, or international labor standards?

Krugman, Paul. 1997. In Praise of Cheap Labor. The Dismal Scientist, *Slate*, March 20, 1997. <http://web.mit.edu/krugman/www/smokey.html> (accessed July 8, 2007)

Miller, John. 2003. Why Economists Are Wrong About Sweatshops and the Antisweatshop Movement. *Challenge* 46:93-122 (Jan-Feb 2003).

United Nations International Declaration of Human Rights (accessed July 27, 2007): <http://www.unhchr.ch/html/menu6/2/fs2.htm>

International Labor Organization Declaration on Fundamental Principles and Rights at Work (click button near top for “text of the declaration”): <http://www.ilo.org/public/english/standards/decl/declaration/text/index.htm> (accessed July 29, 2007)

- *Discussion: Are bad jobs better than no jobs, as Krugman argues? Is that the right question – and if not, how would you reframe it?*

*Do people have a right to protection against workplace hazards, or a right to accept hazardous jobs if they prefer the income from them? What requirements (if any) should be imposed to assure minimum acceptable standards of working conditions worldwide? Minimum acceptable wages, benefits, and hours? Are these universal principles, or would you make exceptions for some groups (for instance people in poor countries, or women of childbearing age, or children)?*

*In class we will also view Titles 10 and 11 of “Stolen Childhoods:” Dump scavenging and recycling solutions, 6:36 minutes*

September 27 Child labor and human development

U.S. Department of Labor. Bureau of International Labor Affairs. 1994. Executive Summary and Overview. By the Sweat and Toil of Children. Report to Congress, Vol. I, pp. 1-20; read also case examples of at least 2 countries, such as Brazil (pp. 30-35), Colombia (41-47), India (pp. 60-75), and Thailand (pp. 125-132). <http://www.dol.gov/ilab/media/reports/iclp/sweat/sweat.pdf> (accessed July 8, 2007; *for further information see also five subsequent volumes*).

Pierik, Roland. 2004. Child Labor Abroad: Five Policy Recommendations. *Philosophy & Public Policy Quarterly* 24(3):9-13 (Summer 2004). On line at <http://www.puaf.umd.edu/IPPP/reports/vol24summer04/vol24summer04.pdf> (accessed July 8, 2007)

(Optional) Edmonds, Eric V., and Nina Pavcnik. 2005. Child Labor in the Global Economy. *Journal of Economic Perspectives* 19(1):199–220 (Winter 2005)

(Optional) International Labor Organization. 1973. C138 Minimum Age Convention. On line at <http://www.ilo.org/ilolex/english/convdisp2.htm> (accessed August 17, 2007). (*Question: Has the United States ratified this basic international agreement on this subject? If not, why not?*) See <http://webfusion.ilo.org/public/db/standards/normes/appl/appl-byConvYear.cfm?hdroff=1&Lang=EN&conv=C138>

(Optional) U.S. policies related to child labor: on line at <http://www.dol.gov/dol/topic/youthlabor/agerequirements.htm>  
<http://www.dol.gov/elaws/esa/flsa/cl/exemptions.asp>

(Optional) International Labor Organization. 1999. C182 Worst Forms of Child Labour Convention. On line at <http://www.ilo.org/ilolex/english/convdisp2.htm> (from main page click on C182; accessed July 8, 2007).

- *Discussion: In class we will also view and discuss segments of “Stolen Childhoods,” a documentary film on child labor (Title 8: Coffee Kids in Kenya, and IMF/WB structural adjustment policies, 7:01 minutes)*

*Who is a “child?” How does child labor affect you through the global economy?*

*What restrictions (if any) should be imposed on participation by children in the commercial workforce? How old should children have to be in order to work? Should this question be answered differently in different societies? In different economic or cultural circumstances? For different kinds of jobs?*

*How much control, and on what forms and practices of child labor, should international agencies, multinational corporations, consumers, and governments of countries like the U.S. exert on these issues in other countries?*

**October 1 (Monday) Special sessions: Sir Mark Malloch Brown (former Deputy Secretary General of the United Nations), 4:00 p.m. tea with students (Johnston Center Commons) and Frank Porter Graham Lecture, “Making Private Capital Work for the Poor”, 7:30 p.m., Memorial Hall**

October 2 Environment: “race to the bottom,” “exporting environmentalism,” or “stuck at the bottom?” [and the “resource curse” as a special case] *Bring notes to class on what you would expect to be the primary effects of economic globalization on the environment. Would you expect to find a “race to*

*the bottom” in environmental practices among countries competing for industrial investment and jobs in a global market? A “race to the top” (“California effect”) creating pressures for worldwide improvements in these practices? U.S. or EU or Japanese companies “exporting environmentalism” when they locate or source their products in less-developed countries? Under what circumstances would you expect to see one or another of these outcomes?*

Vogel, David. 2006. International Trade and Environmental Regulation. Chapter 16 in Environmental Policy: New Directions for the Twenty-First Century, edited by Norman J. Vig and Michael Kraft. Washington: CQ Press, pp. 354-65, 368-73.

World Bank. Development Research Group. 2000. National Economic Policies: Pollution’s Hidden Half. Chapter 5 in Greening Industry: New Roles for Communities, Markets, and Governments. Washington, DC: World Bank (and NY: Oxford University Press). On line (accessed July 8, 2007) at [http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2000/12/13/000094946\\_9911240530591/additional/310436360\\_20050007023310.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2000/12/13/000094946_9911240530591/additional/310436360_20050007023310.pdf) .

Porter, Gareth. 1999. Trade Competition and Pollution Standards: “Race to the Bottom” or “Stuck at the Bottom”? Journal of Environment and Development 8(2):133-151 (June).

Stiglitz, Joseph E. 2006. Lifting the Resource Curse. Chapter 5 in his Making Globalization Work. New York: Norton, pp. 133-60.

*(Optional)* Center for Economic and Social Rights. 1994. Rights Violations in the Ecuadorian Amazon. New York: CESR. On line at <http://cesr.org/filestore2/download/526?PHPSESSID=389eab2bad16a3f3810f6d7097dc06f4> (accessed August 17, 2007)

*(Optional)* Kimerling, Judith. 1991. Disregarding Environmental Law: Petroleum Development in Protected Natural Areas and Indigenous Homelands in the Ecuadorian Amazon, 14 Hastings Int’l & Comp. L. Rev. 849-904.

*- Discussion: What are the reasons for expecting economic globalization to produce a “race to the bottom” in environmental and labor practices, and what does this term mean? What reasons would produce other outcomes, such as a use of environmental and labor standards for protectionism or even pressures to improve environmental and labor practices worldwide?*

*Can you think of examples of each of these outcomes? Which of these outcomes would you expect to be most likely, and in what kinds of countries?*

*Is the “resource curse” a special case of these issues, different from the globalization of manufacturing, finance and other industries? What are the impacts of oil development on communities of indigenous peoples and their natural environment?*

*What other global industries would you expect to be most problematic for their environmental impacts, and to what extent are these the same or different from those that have been the subject of concerns for labor issues?*

October 4 Views from developing countries: (panel of guest participants: Hubert Humphrey Fellows)

Li, Ying. 2004. Globalization and China (PowerPoint presentation, on Blackboard)

Appiah, Kwame Anthony. 2006. The Case For Contamination: ... Toward a New Cosmopolitanism. *New York Times Magazine*, January 1, 2006

*- Discussion: What does globalization look like from the perspective of a poor country? To its government? its workers? its communities? its environment?*

*Is manufacturing for export to multinational corporations improving the lives of workers in these countries, or exploiting them? Are such companies (and their governments) competing fairly by exploiting their comparative advantage in low labor costs and natural resource endowments, or are they taking good jobs away from places like North Carolina by exploiting working conditions and environmental damage that would not be permitted in the United States?*

*Read the article by Appiah. Is the globalization of “cosmopolitan” values and customs a form of “cultural imperialism” by the U.S. and other developed countries? Should we be concerned about its effects on other cultures around the world, from indigenous peoples to traditional Islamic or other societies? Which “cosmopolitan” values, if any, would you consider to be legitimately advocated as universal? Which, in contrast, should we worry about as “contaminants” destroying more traditional or otherwise different cultures? Should we, as Appiah proposes, pay more attention to the apparent desires of individuals, or to protecting and preserving more “traditional” cultures and societies?*

### **Economic Globalization and North Carolina (& your own home town)**

October 9 Globalization’s impacts on U.S. (and North Carolina in particular)  
*Bring to class your own initial list of globalization’s apparent and possible impacts on North Carolina.*

Bronfenbrenner, Kate, and Stephanie Luce. 2004. The Changing Nature of Global Corporate Restructuring: The Impact of Production Shifts on Jobs in the US, China, and Around the Globe. Report submitted to the U.S.-China Security Commission. Read Executive Summary, pp. 2-4, on Blackboard (full report available on line, accessed July 27, 2007, at [http://www.uscc.gov/researchpapers/2004/cornell\\_u\\_mass\\_report.pdf](http://www.uscc.gov/researchpapers/2004/cornell_u_mass_report.pdf))

Denniston, Ryan. 2006. Inter-Industry Trends: North Carolina Industry in the US and Global Contexts. Durham, NC: Department of Sociology, Duke University,

May 2006. On line (accessed July 29, 2007) at [http://www.soc.duke.edu/NC\\_GlobalEconomy/pdfs/paper/denniston\\_1.pdf](http://www.soc.duke.edu/NC_GlobalEconomy/pdfs/paper/denniston_1.pdf)

Stephen, Roland, and Thomas Oatley. 2002 (*draft, 8/15/02*). The 8<sup>th</sup> District and International Trade: A White Paper. Chapel Hill, NC: UNC Department of Political Science. On Blackboard web site.

(*Optional*) Rives, Karin. 2005. CAFTA doesn't spook all of N.C. News & Observer, May 12, 2005.

(*Optional*) Rives, Karen, and Joseph Neff. 2002. News & Observer three-part series on trade and jobs in NC. News & Observer, August 18-20, 2002, p. 1A. On Blackboard web site as single set; individual articles also on e-reserve ("High price of free trade: no end in sight for N.C. job losses," "Survivors are nimble; shoppers are winners," and "Leaders scramble as job losses mount")

(*Optional*) Caudle, Neil. 2004. When the Needles Went to China. Endeavors 21(1): 20-25 (UNC research magazine). Be sure to read the "related stories" buttons at the end also. On Blackboard web site; also on line at <http://research.unc.edu/endeavors/fall2004/textiles.html>.

(*Optional*): Hall, Jacquelyn, Robert Korstad and James Leloudis. 1986. "Cotton Mill People: Work, Community, and Protest in the Textile South, 1880-1940," American Historical Review, vol. 91, no. 2, pp. 245-287. (*Note: This article by UNC and Duke historians provides an excellent historical comparison to labor conditions in North Carolina's textile industry during its growth period, similar in some respects to China and other industrializing third-world countries today*).

- Discussion: What have been the most important impacts of globalization on North Carolina, both positive and negative? Are they typical of impacts in other states and communities also?

All these readings focus mainly on globalization's employment effects; what impacts may it also have on communities and on the environment?

What public policies should state and local governments consider to respond to these trends and their impacts?

**Written assignment: impacts of globalization on your home community (oral presentations due October 23 and 25; written paper due October 25, week after Fall Break).** Either in person or by telephone, interview an older relative, teacher, or other knowledgeable person who has lived in your home town for at least a decade. Ask them at least three questions (modified in your own words, and with your own follow-up questions as you find useful): (1) what were the most important changes that have happened in your town over the past decade, (2) what role (if any) has globalization played in causing or contributing to these changes, and (3) what positive and negative impacts have resulted. Then write a paper of about 5 pages describing what you learned from your informant, and your own perspective on the information and the interview. Start on this assignment now (don't wait till the last minute). Also see separate detailed instruction sheet on the Blackboard class web site.

October 11 Globalization and your home town: preparatory discussion

*Bring to class a draft list of the questions you would ask when interviewing an adult from your home town about the effects of globalization on that community.*

- Discussion and interview preparation (see more detailed instructions on Blackboard site): *If you were to ask someone how your community – or another community that you know well – had changed over the past ten years, what would you think of? What would you look for? What kinds of changes are important to a community? Changes in businesses, in jobs, in overall economic growth or decline? In its appearance, or in the locations and ownership of its businesses? Changes in the community's population, either increasing or decreasing, in their incomes and wealth, in what mix of people are there, and in how they are supporting themselves? Changes in the quality of schools and other public services? Others?*

*What kinds of impacts would you expect economic globalization to be having on these sorts of changes in American communities, such as your own? How would globalization influence them?*

*And what forces other than globalization might also be causing or contributing to these changes? Corporate restructuring, mergers and acquisitions, "downsizing," computerization and robotization and info technology, others? Competition from other states or local governments within the United States? Are these part of globalization, or separate from it?*

*Finally, how would you explain to such a person what you are asking them about so that they could give you good answers and examples? [In class you will be asked to interview each other on these sorts of questions, as practice.] How would you introduce yourself and your request for information? What initial explanation would you provide about how you are defining globalization and what kinds of information you are seeking? How would you frame your main questions, and what would you use as more detailed “prompts” (to clarify if they don’t immediately understand your initial questions) and follow-up questions (to get more details)? How would you avoid “leading questions,” to be sure you are getting their perceptions and information and judgments and not merely a reflection of your own? And how would you keep clear distinctions between their answers and your own judgments in summarizing and reporting the results?*

**October 11 Special session: Thomas Willis Lambeth Lecture by Prof. Joel Fleishman, 5:30 p.m., Gerrard Hall**

October 16 Immigration and its impacts: on North Carolina’s economy, on jobs for Americans, on immigrants themselves (*Guest participant: Prof. Krista Perreira*)

[Readings and discussion questions TBA]

October 18 **No class** (fall break)

October 23 Impacts of globalization on your home town (1)

*Discussion: Come prepared to discuss and compare your interview findings in class on impacts of globalization on your own home town (2-3 Powerpoint slides; written assignment due Thursday). Also post a copy on the class’s Blackboard web site for other class members to read.*

October 25 Impacts of globalization on your home town (2) (*paper due*)

*Discussion: finish presentations on globalization impacts on your home towns, and turn in written versions.*

October 30 **Proposed final paper topic due. ASSIGNMENT:** Research and write a paper on an example of the impacts of globalization on the environment, workers and/or communities that particularly interests you, and possible solutions for managing these impacts.

The paper should be 8-10 pages long, and should include both factual information about the issue and your own exploration of possible strategies for influencing these impacts for the better. It should also document carefully all information sources you have used (see guidance on citing sources, on Blackboard), and should include a bibliography of the information sources you have used.

**A one-page topic statement is due by November 1**, including your initial ideas on information sources. Each student is also encouraged to schedule an individual discussion with the instructor during the following week to discuss the paper's focus, research strategies, and initial working bibliography of potential sources of information.

Final papers are due on December 4 (last class).

See Blackboard site for instructions, including a list of initial suggestions of possible topics for such papers (topics need not be limited to this list).

October 30 What should North Carolina's policies be (or your own home state's, if different) toward economic globalization?

"The Less-Than-Generous State." New York Times editorial, August 16, 2007. On Blackboard.

Suranovic, Steven M. 1997. Trade Theories and Realities: Why Economists Should Study Fairness. Challenge, September 1997 (accessed July 8, 2007). <http://internationalecon.com/Trade/Tch125/feature1.html>

Rives, Karin, and Joseph Neff. 2002. Ideas begin to bubble on economic renewal. News & Observer, August 20, 2002. On Blackboard.

Morton, John E., and Isabel V. Sawhill. 2007. *Economic Mobility: Is the American Dream Alive and Well?* Washington, DC: The Economic Mobility Project, Brookings Institution and Pew Charitable Trusts. On line (12 pp., accessed July 29, 2007) at <http://www.economicmobility.org/assets/pdfs/EMP%20American%20Dream%20Report.pdf>

*Discussion: What overall lessons might we draw from these home-town examples? What would be desirable, effective, and "fair" state policies for coping with and taking advantage of globalization, and functioning in a global economy? Policies toward imports and "outsourcing"? Toward "winner" and "loser" workers and communities? Toward immigrants? Tax incentives and subsidies to*

*attract and retain industries? Policies to penalize “offshoring” of U.S. businesses for tax purposes? What would be “fair” rules and policies?*

**“Fair” globalization, “sustainable” globalization: what should we do?**

November 1 Trade, poverty, and “development”

*Read Rodrik’s article, and bring to class a list of ideas for how international trade policies could be reformed to increase their benefits for reducing poverty and providing a better life for the world’s people*

Rodrik, Dani. 2001. The Global Governance of Trade as if Development Really Mattered. NY: United Nations Development Programme. On line at <http://www.servicesforall.org/html/Governance/Rodrik-Trade%20&%20Development.pdf> (accessed July 29, 2007)

*Discussion: How might international trade policies be reformed to increase their benefits for reducing poverty and providing a better life for the world’s people?*

November 6 Corporate social responsibility initiatives

World Business Council for Sustainable Development. 1999. “Corporate Social Responsibility In Brief” and “CSR-Delving Deeper.” Corporate Social Responsibility. Geneva: WBCSD. Read pp. 6-15 (Adobe Acrobat numbering, not within the report itself) and at least skim the rest. On line at <http://www.wbcd.org/DocRoot/Fc7YqesJY1mU6ilvhnSZ/CSRmeeting.pdf> (accessed July 27, 2007)

Friedman, Milton S. 1970. The Social Responsibility of Business is to Increase Its Profits. *New York Times Magazine*, September 13, 1970.

*(Optional)* Spar, Debora L. 1998. The Spotlight and the Bottom Line: How Multinationals Export Human Rights. *Foreign Affairs* 77(2): 7-12 (March/April 1998).

*(Optional)* Johnston, David Cay. 2004. Study Finds U.S. Companies Shifting Profits Overseas. *The New York Times*, September 13, 2004

*(Optional)* Global Sullivan Principles for corporate social responsibility. On line at <http://globalsullivanprinciples.org/principles.htm> (accessed July 27, 2007)

*(Optional)* Coalition for Environmentally Responsible Economies (CERES). (no date). The CERES Principles (for environmentally responsible business practices: originally known as the “Valdez Principles”). On line (accessed July 29, 2007) at <http://www.ceres.org/coalitionandcompanies/principles.php>

(Optional) Center for Corporate Policy. (no date). The Decline in U.S. Corporate Taxes and the Rise in Offshore Tax Haven Abuses. On line (accessed August 16, 2007) at <http://www.corporatepolicy.org/topics/Taxhavens.htm>

(Optional) Derber, Charles. 1998. What's Right and Wrong With Corporate Social Responsibility. Chapter 12 in *Corporation Nation* (NY: St. Martin's), pp. 221-41. (*A critique of corporate social responsibility from a social-change advocate*).

(Optional) Bakan, Joel. 2004. The Corporation (New York: Free Press). (Chapter 1 available on Blackboard)

(Optional) Henderson, David. 2001. *Misguided Virtue: False Notions of Corporate Social Responsibility*. New Zealand Business Roundtable. On line at [http://www.nzbr.org.nz/documents/publications/publications-2001/misguided\\_virtue.pdf](http://www.nzbr.org.nz/documents/publications/publications-2001/misguided_virtue.pdf) (accessed July 27, 2007) (*One of the most systematic business-conservative critiques of the "corporate social responsibility" idea, in the spirit of Friedman's arguments but more recent and in greater detail*).

- Discussion: In class we will also view and discuss selections from the documentary film *The Corporation* (sections 2-7 and 21).

*What are the strengths and limitations of private-sector "voluntary self-regulation," such as business codes of conduct and certification programs, as possible solutions to the human and environmental problems that can arise in global trade?*

*Do you agree with Friedman's arguments on corporate social responsibility? If so, how explain and justify the WBCSD's position, an organization made up of corporate executives? What social responsibility do businesses have for the environment, labor, and communities, if any, other than to make a profit for their shareholders? What are the strengths and weaknesses of the idea of requiring "corporate social responsibility" as a solution to the environmental, labor, and human rights problems associated with some forms of economic globalization?*

*Is it plausible that corporate social responsibility, or "enlightened corporate self-interest" – either by individual corporations and businesses, or by business associations such as the World Business Council for Sustainable Development or trade associations – may provide solutions to negative impacts on environmental and labor? Depending on your answer, what public policies might best promote these outcomes?*

November 8 No class (research and writing time)

November 13 Consumer- and investor-imposed codes of conduct: The UNC/Nike example

Eakes, Cynthia. 2000. Activism Has Become What I Do: Marion Traub-Werner '99. Carolina Alumni Review, March-April 2000.

UNC-Chapel Hill. Chancellor's Task Force on Labor Codes in Licensing. 1999. Labor Codes in Licensing: Report of the Chancellor's Task Force. February 2, 1999

Shue, Henry. 1981. Exporting Hazards. From Boundaries: National Autonomy and Its Limits, edited by P. Brown and Henry Shue. New Jersey: Rowman and Littlefield. Excerpted in Law and Ethics in the Business Environment, edited by Terry Halbert and Elaine Ingulli, West Legal Studies in Business, 2000. On Blackboard site.

Elliott, Kimberley Ann, and Richard B. Freeman. 2003. Vigilantes and Verifiers. Chapter 3 in their Can Labor Standards Improve Under Globalization? Washington, DC: Institute for International Economics. On line (accessed July 27, 2007) at [http://www.iie.com/publications/chapters\\_preview/338/3iie3322.pdf](http://www.iie.com/publications/chapters_preview/338/3iie3322.pdf)

Elliott, Kimberley Ann, and Richard B. Freeman. 2003. Globalization and Labor Standards in Action. Chapter 6 in their Can Labor Standards Improve Under Globalization? Washington, DC: Institute for International Economics. On line (accessed July 27, 2007) at [http://www.iie.com/publications/chapters\\_preview/338/6iie3322.pdf](http://www.iie.com/publications/chapters_preview/338/6iie3322.pdf)

*(Optional)* Manning, Jeff. 1997. Nike: Tracks Across the Globe. The Oregonian, November 9-11, 1997. On Blackboard as single set; individual articles also on e-reserve (CTRL-F and FIND Manning). *(This was the series which best described the major public controversy over Nike's labor practices that emerged in the mid-1990s and sparked protests at UNC)*

*(Optional)* Collegiate Licensing Consortium. January 2000. CLC Special Agreement Regarding Labor Codes of Conduct. Atlanta, GA: CLC.

*(Optional)* Elliott, Kimberley Ann, and Richard B. Freeman. 2003. Globalization Versus Labor Standards? Chapter 1 in their Can Labor Standards Improve Under Globalization? Washington, DC: Institute for International Economics. On line at [http://www.iie.com/publications/chapters\\_preview/338/1iie3322.pdf](http://www.iie.com/publications/chapters_preview/338/1iie3322.pdf) (accessed July 27, 2007).

*(Optional)* The Equator Principles. On line (accessed July 29, 2007)at <http://www.equator-principles.com/principles.shtml>

*(Optional)* Klein, Naomi. 1999. Beyond the Brand: The Limits of Brand-Based Politics. Chapter 18 in her No Logo (New York: Picador), pp. 421-437.

(Optional) Bakan, Joel. 2004. Reckoning. Chapter 6 in his The Corporation (NY: Free Press), pp. 139-67.

(Optional) Oxfam International. 2004. Making Trade Work for Women as Workers. Chapter 5 in *Trading Away Our Rights: Women Working in Global Supply Chains*, pp.41-45. On line at <http://www.maketradefair.com/en/assets/english/taor.pdf> or at [http://www.oxfam.org.uk/what\\_we\\_do/issues/trade/downloads/trading\\_rights.pdf](http://www.oxfam.org.uk/what_we_do/issues/trade/downloads/trading_rights.pdf) (accessed July 27, 2007)

- Discussion: *What implications do a corporation's manufacturing, labor, and environmental practices have for us as a university and as individual consumers? Do you agree with Shue that consumers have responsibilities for the conditions under which their products are made, from which they benefit in lower prices?*

*Should UNC care enough to impose and enforce a code of conduct for labor practices of manufacturers of UNC-logo goods? Why or why not? Should its faculty and students care enough to demand such requirements, or leave it to the market?*

*If so, should UNC also impose such requirements not only on its logo licensees, but also on its vendors (that is, companies from which it buys products as a consumer, such as paper, food, textbooks, computers, etc.)*

*Should it also set requirements for the environmental practices of its suppliers?*

*What are the implications of U.S. consumers trying to set requirements not just on the content of the products themselves but also on the production processes by which they are produced?*

*What are the strengths and limitations of using consumer, investor, or other direct action campaigns (such as consumer or government procurement boycotts, or mass protests, "shaming the brands") to try to improve the behavior of global corporations and their suppliers toward the environment, labor, and affected communities?*

#### November 15 Labeling policies

Martin, Andrew. 2007. Labels Lack Food's Origin Despite Law. *The New York Times*, July 2, 2007

Food Politics – Voting with your trolley: Can you really change the world just by buying certain foods? *The Economist*, Dec 7th 2006

(Optional) Natural Resources Defense Council. 2002. Forest Certification Programs: A Comparison of the Forest Stewardship Council (FSC) and the Sustainable Forestry Initiative (SFI) of the American Forest & Paper Association (AF&PA). On line (accessed July 27, 2007) at [http://www.dontbuysfi.com/reports/FSC\\_SFI\\_Differences.pdf](http://www.dontbuysfi.com/reports/FSC_SFI_Differences.pdf)

(Optional) Stock, Sue. 2006. Fair Trade Difficult to Distinguish. News & Observer, February 2, 2006:1D

(Optional) Elliott, Kimberley Ann, and Richard B. Freeman. 2003. When Does Doing Good Do Good?" Chapter 7 in their Can Labor Standards Improve Under Globalization? Washington, DC: Institute for International Economics. On line (accessed July 27, 2007) at [http://www.iese.com/publications/chapters\\_preview/338/7ie3322.pdf](http://www.iese.com/publications/chapters_preview/338/7ie3322.pdf)

(Optional) Gereffi, Gary; Garcia-Johnson, Ronie; and Erika Sasser. 2001. The NGO-Industrial Complex. Foreign Policy, July-August 2001, p. 57-65.

- Discussion: Many Americans are now calling for increased "country of origin labeling" (COOL) as a tool to influence overseas suppliers through real or implied customer pressure. Is this an effective instrument? A good one?

How about other kinds of product labeling ("sweat-free," "sustainably grown," "fair trade," "organic," product safety labels, ...)? What are the implications of such labeling requirements and purchasing choices for positively influencing the environmental, worker, and community outcomes of global trade?

November 20 Trade restrictions: "Anti-dumping" policies, intellectual property rights  
Cases: U.S. Tariffs on "Shrimp Dumping," pharmaceuticals and seeds patenting

"Shrimp dumping" case study (series of news articles and related statements, on Blackboard).

Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS).  
From Wikipedia, on line (accessed August 16, 2007) at [http://en.wikipedia.org/wiki/Agreement\\_on\\_Trade-Related\\_Aspects\\_of\\_Intellectual\\_Property\\_Rights](http://en.wikipedia.org/wiki/Agreement_on_Trade-Related_Aspects_of_Intellectual_Property_Rights)

Stiglitz, Joseph E. 2006. Patents, Profits, and People. Chapter 4 in his Making Globalization Work. New York: Norton, pp. 103-32..

(Optional) Geneva Declaration on the Future of the World Intellectual Property Organization. On line (accessed August 16, 2007) at <http://www.cptech.org/ip/wipo/futureofwipodeclaration.pdf>

(Optional) Adede, A. O. 2001. The Political Economy of the TRIPS Agreement. Biopolicy International 24:18 ff. (ACTS Press). On line (accessed August 16, 2007) at <http://www.ictsd.org/dlogue/2001-07-30/Adede.pdf>

- Discussion: Did the U.S. make an appropriate decision when it recently imposed tariffs on China, Vietnam, Thailand and other countries for "dumping" shrimp on

*the U.S. market, or are such duties inappropriate “protectionism” simply to appease political pressures by U.S. shrimp-fishing interests?*

*What will be the impacts of doing so, or not doing so, on the environment? On shrimp fishermen, in both Asia and the United States? On consumers, and on other affected industries? (Note: this industry includes North Carolina shrimp fishermen as well as in Louisiana).*

*If such tariffs are imposed, should the resulting revenues be given to U.S. shrimp fishermen or their trade association (as opposed to the U.S. Treasury generally)? Is this a good public policy?*

*What about intellectual property protection (patents, copyrights), and the proposed provisions on intellectual property protection which the U.S. has advocated adding to the WTO: what would be its impacts, and are these good policies for a desirable global economy or a problem?*

November 22 No class (Thanksgiving)

November 27 Subsidies and other trade barriers: domestic agriculture, foreign aid restrictions, other restrictions

Weisman, Steven R., and Alexei Barrionuevo. 2006. Failure of Global Trade Talks Is Traced to the Power of Farmers. *The New York Times*, July 27, 2006

Dugger, Cecilia. 2007. Oxfam Suggests Benefit in Africa if U.S. Cuts Cotton Subsidies. *The New York Times*, June 21, 2007

Porter, Eduardo. 2005. Ending Aid to Rich Farmers May Hurt the Poor Ones. *The New York Times*, December 18, 2005

Dugger, Cecilia. 2007. CARE Turns Down Federal Funds for Food Aid. *The New York Times*, August 16, 2007

(Review) Stiglitz, Joseph E. 2006. Making Trade Fair. Chapter 3 in his Making Globalization Work. New York: Norton, pp. 61-101.

*- Discussion: Should the U.S. change its agricultural subsidy policies? Its foreign aid policies?*

*How would you reconcile the conflicting policies and messages between the U.S.'s official advocacy of global trade liberalization and the reality of its continuing and significant policies enshrining agricultural subsidies, aid restrictions that redirect even foreign aid to the poorest countries into benefits to favored domestic industries, “anti-dumping” penalties, and other trade barriers?*

*In a truly liberal, open, free-trade regime, (or if it designed its own policies to be so), how would the U.S. fare? Who else would gain, and who lose? What should be done about the possible consequences?*

November 29 Emerging trends and the likely future of globalization

*Bring a list to class of your answers to the following discussion questions.*

The New Titans. 2006. Survey: The World Economy (series of articles). *The Economist*, September 14, 2006

*- Discussion: What changing trends can we identify today that might most significantly shape the further evolution of economic globalization? (Examples: the continuing difficulty in reaching an agreement in the “Doha Round” of WTO negotiations; the emergence of increasing numbers of bilateral and regional rather than global trade agreements; energy demand and global warming; China’s emergence as the “world’s factory;” terrorism; civil conflicts; global disease and pest vectors; weak governments and “failed states;” ...)*

*What do you see therefore as the most likely consequences of these future trends in economic globalization – for workers, for communities, for the environment?*

*Finally, what do you see as the most important policy options for achieving the best of these consequences and avoiding the worst?*

December 4 Last class and final discussion (*final papers and reading/class notes due*).

*- Discussion: Looking back over the class, what have we learned, what have we missed, what would you do differently for next year’s class?*