

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

Tuesday-Thursday 12:30-1:45 p.m.

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Office hours: after class each day, MT 4-5, or by appointment

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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 natural environment? 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 – and is it environmentally, economically, and socially sustainable? 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? How does the recent global financial crisis affect the implications of global trade for environment and labor, and how should we assess the solutions that have been proposed? 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 economic 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. For better or worse, economic globalization is the reality of the world we live in: it is here to stay, in some form, short of some disastrous change that none of us would wish for. The central question therefore is not whether this is a good or a bad thing overall, but what kind of globalization will be environmentally sustainable and beneficial for all the world’s peoples – and how we might we best go about achieving this?

Learning objectives

The seminar has five learning objectives:

Substantive knowledge: Learn about the forces that drive globalization of manufacturing, finance and other economic processes, the impacts on work, human well-being, communities 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

Summary schedule

Introduction: Where Do Things Come From?

- August 25 Introductory session: personal introductions, course outline and expectations, first task assignment and partners
- August 27 Where do the things we buy come from, and why? (1) (*Supply chains and examples, country-of-origin labeling*)
- September 1 *Assignment due: Email your topical session leadership preferences to RA*
- September 1 Where do things come from, and why? (2) (*team presentations due*)

Economic Globalization and Its Impacts

- September 3 What is “globalization?”
- September 8 *Assignment due: library on-line research quiz*
- September 8 Trade agreements: GATT and WTO, NAFTA, and others
- September 10 Global trade, efficiency and fairness: The theory of comparative advantage
- September 15 *Paper due: critical analysis of comparative advantage/free vs. fair trade*
- September 15 The global financial crisis: consequences for workers and the environment

Issues in Economic Globalization (*presentations and papers*)

- September 17 Globalization, energy, and the environment (Matt, Patrick)
- September 17 Special session: Thomas Willis Lambeth Lecture by Ambassador James Joseph, 5:30 p.m., Gerrard Hall**
- September 22 Working conditions and sweatshops (Ella, Alana)
- September 24 Child labor (Dan, Colleen)
- September 29 Women in the global workforce; indigenous peoples and human rights (Clara, Lauren)
- October 1 Illicit trade and human trafficking (Eliza, Dru)
- October 6 Poverty and human development: impacts of economic globalization (Nicole, Stephanie)
- October 8 Perspectives on globalization from other countries (Michelle, Kyoung-Tae)

Economic Globalization and North Carolina (and your own home town)

- October 13 Globalization’s impacts on North Carolina
- October 15 Globalization and your home town: preparatory discussion
- October 20 Immigration and temporary work migration (Kelsey, Pete)
- October 22 No class (fall break)
- October 27 Impacts of globalization on your home town (1)
- October 29 *Paper due: impacts of globalization on your home town*
- October 29 Impacts of globalization on your home town (2)

Fair and sustainable globalization: policy tools (*presentations/papers*)

- November 3 Corporate social responsibility (Clara, Peter)
- November 5 *No class*
- November 10 Supply chain/life cycle accountability (Colleen, Matt)
- November 12 Multilateral trade agreements (Alana, Nicole)
- November 17 Trade restrictions (Kyoung-Tae, Ella)
- November 19 Technical barriers to trade (health, safety, envr. regulations?) (Lauren, Kelsey)

November 24	Obama administration trade policies (Eliza, Dan)
November 26	No class (Thanksgiving)
December 1	Climate change treaty proposals: global carbon markets? (Stephanie, Michelle)
December 3	<i>No class</i>
<i>December 8</i>	<i>All papers due, if not already submitted</i>
December 8	Last class: Emerging trends and the future of economic globalization

Topical Sessions (see list distributed separately)

Consistent with the seminar format of the class, each of you will plan and lead two half-class sessions. One will be between Sept. 15 and Oct. 20, on a topical issue related to globalization and its impacts on work and/or the environment. The other will be between November 3 and December 3, on a policy tool or strategy for managing globalization so as to achieve socially and environmentally beneficial results. For each session I will assign a primary background reading for everyone to read, and each of you will also prepare and distribute in advance a discussion paper of your own on the topic you have chosen.

There are a great many important, interesting and timely topics that are worth deeper study and discussion on economic globalization, work and the environment. I've sent you each separately a list of some possible topics for you to consider. Note that some of the headings include multiple possible topics for consideration: choose one, as I don't propose that you do all of them! If you want to propose a topic not listed, or a hybrid of those that are, that's okay too, but please let me know as soon as possible. I look forward to working with each of you to find good background materials and help you learn more about the topics you choose.

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, a working bibliography (though by no means comprehensive) 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 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 the 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. I don't expect you to memorize every detail of these, but rather to understand the main arguments and perspectives, differing points of view, and supporting and conflicting evidence, on the issues involved.

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*)

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*)

(Recommended) Rivoli, Pietra. 2009 (2nd ed.). *Travels of a T-Shirt in the Global Economy*. NY: Wiley. (*A fascinating case study of the life of a familiar product from raw materials through production, use, discard and re-use*)

All other assigned readings will be on reserve (mostly electronic) at the library, or on the course's Blackboard 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).

Documenting source materials and avoiding plagiarism

It is very important that you develop good habits of documenting the sources both of factual statements and of 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 of 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, being present and participating in

discussions, questioning of guest speakers, making presentations, and offering constructive criticism of each other's ideas. Laptops are to be used only for active participation in the class, such as making presentations, brief note-taking as needed, and looking up information that will actively advance the discussion in progress: please, no texting, emailing or web-surfing for other purposes at any time during class.

- Each class: reading notes (key points and your own critical comments and ideas on them); and initial answers to the discussion questions (these can be further refined after the class discussion as well). Written, can be brief, but neat.
- Tuesday, September 1: Email the instructor (pete_andrews@unc.edu) listing topics for each of the two sessions that you would be interested in planning and leading. I will try to give everyone one of their preferred topics subject to the need to avoid duplication and cover a good range of topics. See topics lists (note: all of these topics have important and interesting implications worth exploring!). By September 8, I will send out a list of all leadership assignments, and a schedule of dates for each of these sessions.
- September 1: Pairs report on where things come from.
- September 8: Assignment due: UNC Library On-Line Library Research Tutorial. See also handouts on "Evaluating Evidence," on Blackboard web site.
- September 15: Paper due: critical analysis of free trade arguments
- Various dates: Each of you will plan and lead the discussion of two of the topical sessions of the course, one on an issue of economic globalization and the second on a policy tool or strategy for managing economic globalization to achieve socially and environmentally beneficial outcomes. (See accompanying information on topics and expectations for this process).
- October 27, 29: oral presentations, and 5-page paper due Thursday, October 27, on impacts of globalization on your home town
- December 8: Turn in your notes and critiques on the readings, showing both what you've read and learned and your own insights and critiques. Be sure to distinguish clearly between (1) your summary of each author's key points, and (2) your own comments and responses to their ideas. The quality of your written summaries and comments 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 overload at the end of the semester.

Grades

Grades will be based approximately as follows: 10% free trade paper, 20% each of the two topical papers and presentations, 20% presentation and paper on impacts of globalization on your home town, 20% reading notes, 10% class participation. There will be no mid-term or final exams.

Initial sessions:

August 25 Introductory session: introductions, course outline and expectations, first task assignment and partners

Assignment (due September 1, 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 27 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 Blackboard.

U.S. Federal Trade Commission. [no date]. Complying With the Made in the USA Standard. On line at <http://www.ftc.gov/bcp/edu/pubs/business/adv/bus03.shtm> (accessed July 10, 2009)

(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 (accessed July 10, 2009)

(Optional) Rivoli, Pietra. 2005. The Travels of a T-Shirt in the Global Economy. New York: J. Wiley. *(I encourage each of you to read this on the side as you have time – it is an excellent example and very well written, although it also has a point of view that you may or may not fully agree with).*

- *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?

September 1 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

September 3 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.

Survey: World Economy. 2006. *The Economist*, September 14, 2006. Read introduction and articles on “The New Titans,” “Question of Definition,” “Emerging at Last,” and “Playing Leapfrog,” pp. 1-11 and 37-41 in Blackboard collection.

World Commission on the Social Dimensions 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. *Skim other sections as interest and time permit*. On line (accessed August 23, 2009) at <http://www.ilo.org/public/english/wcsdg/docs/report.pdf>

- Discussion: 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 are the main points in The Economist's presentation of globalization? How does its characterization of globalization compare with your own, and with others you have seen or read? What implications does it raise for the U.S. economy and the future of American society, and the world's? What important considerations are missing from it, if any?

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? Between “outsourcing,” “offshoring,” and the emergence of new producers and markets? And technological change, particularly the role of computers and the 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?

Assignment: Information Sources (due September 8). 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” – print and web-based – on the Blackboard web site, and the readings assigned for this session*)

September 8 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 esp. pp. 217-233 (Adobe pages 7-15).

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

(Optional, for a perspective on the consequences of trade liberalization for poor countries)
Kommerskollegium, Swedish National Board of Trade. 2004. The consequences for developing countries of the WTO agreements - executive summary. On line (accessed August 23, 2009) at http://www.kommers.se/upload/Analysarkiv/In%20English/The_consequences_for_developing_countries_of_the_WTO_agreements-executive_summary.pdf

(Optional, for more detailed background on the elements of the WTO) Elliott School of International Affairs. 1998. A Three-Year Review of the WTO. MA Policy Capstone Exercise, many authors under the direction of Steven Suranovic. Electronic version retrieved August 23, 2009, from <http://internationalecon.com/WTO/wto-toc.php>. Read Executive Summary,

(Optional, for additional detail on the WTO and current trends in global trade) 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* (2nd ed., NY: Pearson Longman), pp. 17-23, 29-34, 39-40. (*On Blackboard*)

- *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?*

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

What are the strongest arguments Gilpin and others offer in support of this system? Can you see any weaknesses or unresolved issues in these arguments?

Does the WTO create a “fair” system of global trade? In what ways yes, and in what ways no? What changes would be needed to create a truly “fair” system for global trade?

September 10 Global trade, efficiency and fairness: The theory of comparative advantage

Suranovic, Steven M. 2007. A Lesson on Comparative Advantage. <http://stevesuranovic.blogspot.com/2007/10/lesson-on-comparative-advantage.html>. For a fuller discussion of this important concept, see 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 August 21, 2009, at <http://internationalecon.com/Trade/Tch40/T40-0.php>).

Survey: World Economy. 2006. *The Economist*, September 14, 2006. Read article on “More Pain Than Gain,” pp. 12-18 in the Blackboard collection.

Eisenberg, Jeffrey. 2006. Free Trade Versus Fair Trade. On line at <http://www.globalenvision.org/library/15/834> (accessed July 10, 2009)

Suranovic, Steven M. 2007. Fairness in International Trade. *International Trade Theory and Policy*, Chapter 40. George Washington University and International Economics Study Center (On Blackboard; also on line, accessed July 10, 2009, at <http://internationalecon.com/Trade/Tch125/Tch125.php>

Discussion: What is the theory of comparative advantage, and what are the key points Suranovic makes concerning this theory as a basis for supporting free trade? Do you think there are any new aspects of economic globalization today that would justify a different assessment of comparative advantage and free trade than in the past? Why or why not?

What is “fair trade,” and how is it similar to or different from “free trade?” What does Eisenberg identify as the key similarities and differences? What are Suranovic’s seven kinds of fairness? Which (or what combination) of these definitions seems to you most useful and appropriate, and why?

September 15 **Paper due (3-5 pages)**. Compare the key points in the readings 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, or that would justify policy interventions to assure “fair trade”? Why or why not?

September 15 The global financial crisis: consequences for workers and the environment:

Rodrik, Dani. 2008. Who Killed Wall Street? On line at <http://www.project-syndicate.org/commentary/rodrik24>

Mizen, Paul. The Credit Crunch of 2007-2008: A Discussion of the Background, Market Reactions, and Policy Responses. *Federal Reserve Bank of St. Louis Review*, September-October 2008. Read pp. 531-41, 550-53 (“Evaluation”), and 564 (“Conclusion”), and the rest if interested. <http://www.nottingham.ac.uk/economics/cfcm/FRBStLouisMizen.pdf> (accessed 8/23/2009)

Friedman, Thomas. 2008. Bailout (and Buildup). *New York Times*, October 22, 2008. On Blackboard.

(Skim) Shah, Anup. 2009. Global Financial Crisis. On line (accessed August 23, 2009) at <http://www.globalissues.org/article/768/global-financial-crisis> (last updated Saturday, July 25, 2009).

Discussion: What were the causes of the current global financial crisis, and what have been its main effects on the economy and on global trade, environment and work?

What are the policy solutions that have been adopted for it, and what effects are they having?

What can we expect to be its further effects on global trade, work and the environment over the next several years, and perhaps permanently?

Issues in Economic Globalization

(to be continued: topical session assignments)

September 17 Globalization, energy, and the environment

Student papers: Matt (energy), Patrick (environment)

West, J. Robinson. 2008. The Energy Crisis: How Did We Get There? Where Do We Go From Here? Presentation at UNC-Chapel Hill, November 19, 2008.

Stiglitz, Joseph. 2006. Making Globalization Work, Chapter 5

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).

Discussion questions – energy: Do recent world oil price fluctuations reflect world supply and demand or merely short term pressures such as the market pressures attributed to speculators? What impacts might continued increases in the price of oil have on the global economy, and which of these impacts are negative or positive? What are the implications of the recent trend toward increasing nationalization of oil resources so that more of them are controlled directly by NOCs? What is the "resource curse," and are resource-rich countries more vulnerable to exploitation and/or unsteady economies than countries without as highly demanded resources?

Discussion questions – environment: Has globalization had a positive or negative effect on the environment? How should businesses in a global economy be held responsible for the externalities that their businesses/manufacturing companies produce?

What is the "race to the bottom" and how has it been affected by globalization? How does global economic competition affect a country's economic and political policies? What can be done to ensure economic growth in developing economies without compromising the environment of these countries?

September 17 Special session: Thomas Willis Lambeth Lecture by Ambassador James Joseph, 5:30 p.m., Gerrard Hall

September 22 Working conditions and sweatshops

Student papers: Ella, Alana

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). (Blackboard) (*It's long so just try and get main arguments*)

Discussion questions: What is a "sweatshop? 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?

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)?

September 24 Child labor

Student papers: Dan, Colleen

Pierik, Roland. 2004. Child Labor Abroad: Five Policy Recommendations. *Philosophy & Public Policy Quarterly* 24(3):9-13 (Summer 2004). On line (accessed September 6, 2009)) at <http://www.puaf.umd.edu/IPPP/reports/vol24summer04/vol24summer04.pdf>

Discussion Questions: 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, or for different kinds of jobs?

September 29 Women in the global workforce; indigenous peoples and human rights

Student papers: (Clara, Lauren)

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.maketrade-fair.com/en/assets/english/taor.pdf> or at http://www.oxfam.org.uk/what_we_do/issues/trade/downloads/trading_rights.pdf (accessed July 8, 2007)

Naim, Moises. 2003. An Indigenous World: How Native Peoples Can Turn Globalization to Their Advantage. *Foreign Policy*, November/December 2003. On line (accessed Sept. 6, 2009) at <http://www.globalpolicy.org/globaliz/politics/2003/12moisesnaim.htm>

(*skim for main points*) Appiah, Kwame Anthony. 2006. The Case For Contamination: ... Toward a New Cosmopolitanism. *New York Times Magazine*, January 1, 2006. On Blackboard.

Discussion questions: A large fraction of the growing industrial labor force worldwide is female: in particular, 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? Should women receive any special protections in labor laws, either within countries or internationally?

How do indigenous communities interact with the global market economy in general? With global cultural forces? What are the implications for diverse cultural viability? What are the impacts of oil development and other global economic forces on communities of indigenous peoples and their natural environments?

Is the globalization of “cosmopolitan” values and customs a form of “cultural imperialism” by the U.S. and other developed countries? 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 “traditional” cultures and societies?

October 1 Illicit trade and human trafficking

Student papers: Eliza, Dru

Kapstein, Ethan B. 2006. The New Global Slave Trade. *Foreign Affairs*, Nov/Dec2006, Vol. 85, Issue 6.

Discussion questions: How would you define human trafficking? Which groups of people are exploited by human trafficking more frequently, and why do you think these groups are exploited more frequently than others? What conditions contribute to the spread of trafficking and smuggling? What are the roles of economic globalization in worsening or improving these conditions? What policies and international efforts can/should be made to combat the negative effects of globalization as it pertains to human trafficking?

October 6 Poverty and human development: impacts of economic globalization

Student papers: Nicole, Stephanie

Rodrik, Dani. 2001. The Global Governance of Trade as if Development Really Mattered. <http://www.mtholyoke.edu/courses/epaus/econ213/rodrikgovernance.PDF> (accessed September 6, 2009). Read especially the Executive Summary and sections 2 and 4.

Discussion questions: In what ways does economic globalization help or hurt the poor? What would be the key elements of a global trade policy whose first priority was to help increase human development for the poor (do you agree with Rodrik? How would you refine his recommendations?)

Under what conditions should poor countries be allowed to protect indigenous businesses from global competition?

October 8 Perspectives on globalization from other countries

Student papers: Michelle, Kyoung-Tae

Readings TBA

Discussion: What does globalization look like from the perspective of rapidly industrializing or still-poor countries? To its government? its workers? its communities? its environment? How are globalization and outsourcing affecting jobs and wages in their economy? In what ways? How can the effects of outsourcing be seen in developing nations? Is manufacturing for export to multinational corporations improving the lives of workers and the environment in these countries, or exploiting them? Are such countries 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?

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

October 13 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.

Discussion: Read the readings listed below. 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 27 and 29; written paper due October 29, 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.

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")

Gereffi, Gary. China's Impact on North Carolina's Major Industries. Testimony for U.S.-China Economic and Security Review Commission Hearing on "China's Impact on the North Carolina Economy: Winners and Losers," Kenan Institute of Private Enterprise, University of North Carolina at Chapel Hill, Sept. 6, 2007.

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

Rives, Karen, and Joseph Neff. 2002. Ideas begin to bubble on economic renewal. *News & Observer*, August 20, 2002. [On Blackboard web site.](#)

(Optional) Rives, Karin. 2005. CAFTA doesn't spook all of N.C. *News & Observer*, May 12, 2005. [On Blackboard web site.](#)

(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 (accessed October 2, 2008) at <http://research.unc.edu/endeavors/fall2004/textiles.html>.

(Optional) 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 October 2, 2008) at http://www.soc.duke.edu/NC_GlobalEconomy/pdfs/paper/denniston_1.pdf

(Optional) Walden, Michael L. Special Report of the North Carolina Economic Outlook: North Carolina's Economy During 2000-2006: Myths and Realities. On line (accessed October 2, 2008) at http://www.ag-econ.ncsu.edu/faculty/walden/publications/outlooknc/north_carolina_2000%20-%202006.pdf

(Optional) 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 October 2, 2008, at http://www.uscc.gov/researchpapers/2004/cornell_u_mass_report.pdf

October 15 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 under "Assignments" 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? Changes due to the recent and still-emerging financial events, both on Wall Street and in Washington and in the related world economy? 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? Current economic events and its developing history over the past few years? Competition from other states or local governments within the United States? Are these forces all parts 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 20 Immigration and temporary work migration

Student papers: Kelsey, Pete

Zota, Sejal. Immigrants in North Carolina: A Fact Sheet. UNC-Chapel Hill School of Government, *Popular Government*, Fall 2008, pp. 38-44. On line (accessed September 6, 2009) at <http://www.sog.unc.edu/pubs/electronicversions/pg/pgfal08/article4.pdf>

Kasarda, John D., and James H. Johnson. 2006. The Economic Impact of the Hispanic Population on the State of North Carolina. On line (accessed September 6, 2009) at http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf. Read Executive Summary and final Summary; skim the rest.

Freeman, Richard B. People Flows in Globalization. *J. of Economic Perspectives* 20(2): 145–170

Discussion questions: What are the similarities between immigration and the international movement of capital, intellectual property, and goods? Why is international migration (global movement of people) different from the movement of money and goods? What are the positives and negatives for countries that send a lot of emigrants? That receive a lot of immigrants?

What are the effects of international immigration on North Carolina’s economy (and other U.S. states – pick your own)? on jobs for Americans? on immigrants themselves?

How widespread is the phenomenon of “temporary workers” in the global economy, and what are the impacts of this phenomenon on the workers themselves? On the economies of the countries in which they work and of the countries from which they come (for instance “remittances”)? What policy options should be considered to manage this phenomenon and to protect such workers?

October 22 No class (fall break)

October 27 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 29 *Paper due: impacts of globalization on your home town*
October 29 Impacts of globalization on your home town (2)
Discussion: finish presentations on globalization impacts on your home towns, and turn in written versions.

“Fair” and “sustainable” globalization: what should we do (policy options?)

(to be continued: presentations on policy options)

November 3 Corporate social responsibility

Student presentation/papers: Clara, Peter

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

Hamann, Ralph. 2009. Report on Reports: *Protect, Respect and Remedy: A Framework for Business and Human Rights. Environment* 51(3): 52-56

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 skim the rest. On line at <http://www.wbcd.org/DocRoot/Fc7YqesJY1mU6ilvhnSZ/CSRmeeting.pdf> (accessed July 27, 2007)

Discussion: Do you agree with Friedman’s arguments on corporate social responsibility? If so, how would you 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? How would you rationalize the relationship between Friedman’s perspective and that of Hamann?

What do the leading international agreements on human rights require of businesses, national governments, and other participants in the global economy? What effects do these agreements have, and do they provide a solid foundation for solving the issues we’ve discussed?

What are the strengths and limitations of relying on voluntary private-sector “corporate social responsibility” commitments, such as business codes of conduct and certification programs, as possible solutions to the environmental, labor, and human rights problems associated with some forms of economic globalization? Depending on your answer, what public policies might best promote these outcomes?

November 5 *No class*

November 10 Supply chain/life cycle accountability

Student presentation/papers: Colleen, Matt

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

(*Skim*) 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 October 24, 2008) at 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 October 24, 2008) at http://www.iie.com/publications/chapters_preview/338/6iie3322.pdf

(*Optional*) 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.

(*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.

- *Discussion: What implications do a corporation's manufacturing, labor, and environmental practices have for us as a university and as individual consumers?*

Do you think 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 assure accountability for environmental and labor conditions throughout a product's life cycle, all the way back to where its materials are mined or harvested and all the way forward through its recycling or disposal; and thus to improve the behavior of global corporations and their suppliers toward the environment, labor, and affected communities?

How about product labeling ("sweat-free," "Rugmark," "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 12 Multilateral trade agreements

Student presentation/papers: Alana, Nicole

Congressional Research Service report on Doha negotiations:

<http://italy.usembassy.gov/pdf/other/RL32060.pdf> (accessed November 12, 2009)

- *Discussion: What has the WTO achieved, and what has it not? What is the current status and remaining unresolved issues of the ongoing multilateral trade negotiations (“Doha Round”)? What are the barriers to agreement? Would a new agreement be a good thing, or not? For whom? Would additional bilateral or regional agreements be better, or not – and in what ways, and for whom, and what problems or unresolved issues might they involve? Are multilateral agreements a good way to develop the necessary elements of global governance to manage economic globalization for the good of people and the environment, or do we need to go about this some other way (and if so, how?)*

November 17 Trade restrictions (anti-dumping policies, subsidies, quotas, tariffs, etc.)

Student presentation/papers: Kyoung-Tae, Ella

- *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?*

Is the EU’s policy regulating genetically modified foods an inappropriate barrier to trade or a legitimate environmental policy? What are the implications of the WTO SPS/TBT principles that such policies must be based on scientific evidence and must be the least restrictive policy options from a trade perspective?

Shrimp Dumping Case Study (on Blackboard)

Genetically Modified Foods Controversy (on Blackboard)

Schnepf, Randy. Brazil’s WTO Case Against the U.S. Cotton Program: A Brief Overview. Congressional Research Service Report RS22187, January 25, 2008. On line at <http://ncseonline.org/NLE/CRSreports/08Feb/RS22187.pdf>

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

November 19 Technical barriers to trade (health, safety, envr. regulations?)

Student presentation/papers (Lauren, Kelsey)

- *Discussion: How can we distinguish environmental, health and safety regulations that are legitimate protections for legitimate environmental and health purposes, even if they are more stringent than general international standards, from those that might be designed to create subtle new weapons of trade protectionism? Compare examples of each. Good solutions?*

Sanitary and Phytosanitary Measures and Technical Barriers to Trade. Summary by Harvard Center for International Development. On line at <http://www.cid.harvard.edu/cidtrade/issues/spstbt.html>

November 24 Obama administration trade policies

Student presentation/papers (Eliza, Dan)

- Discussion: What were Obama's stated policies toward trade during his campaign, and how were they different from those of the Bush administration? What are they now – what do both his statements (and his administration's) and his actions tell us about how important he thinks it is, on what terms, and the implications for the US and the global economy? Be sure to think broadly about the full range of policies affecting trade, including not only his positions in international trade negotiations but also his positions on international finance and currency values, global climate negotiations that will affect trade, interventions to protect particular industries, and other possible relationships.

November 26 No class (Thanksgiving)

December 1 Climate change treaty proposals: global carbon markets?

Student presentation/papers (Stephanie, Michelle)

- Discussion: what sorts of global carbon markets are emerging from the Kyoto Protocol, and what changes are likely to emerge from the Copenhagen and later negotiations? What implications do these have, and what consequences are likely, for the future of global trade, work and the environment in both developed and less developed countries? "Green economies?" A major transformation from fossil to low-carbon fuels? REDD payments from developed to developing countries to prevent deforestation? Technology sharing, or a new race in solar and wind and other fuels competition? Other impacts? Or just symbolic hopes but more of the past practices, perhaps with more stressful competition between big fossil fuel using countries like the US and rapidly industrializing countries like China and India demanding and competing for more of a share of these resources? Likely gainers, losers, and implications for the global economy and environment and for social equity?

December 3 No class

December 8 All papers due, if not already submitted

December 8 Last class: Emerging trends and the future of economic globalization

- Discussion: What changing trends can we identify today that might most significantly shape the further evolution of economic globalization? (Examples: the current financial crisis; 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?

What do you see as the most important policy options for achieving the best of these consequences and avoiding the worst?

- Finally, looking back over the class, what have we learned, what have we missed, what would you do differently for next year's class?