

AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE
INTERNATIONAL DEVELOPMENT PROGRAM

650: THE GLOBAL ECONOMY & SUSTAINABLE DEVELOPMENT
(Fall 2014 – as of 8-19-14)

Professor: Dr. Robin Broad
Office: SIS 225
Office phone: (202) 885-1478 (with voice-mail)
Email: rbroad@american.edu
TA: Adam Needelman
Office hours: See Blackboard for further details.

In general, Wed. & Thurs. by advanced appointment.

For current week: <appointments.idp@gmail.com>; in advance: rbroad@american.edu>



Course Objectives

The objective of this course is to deepen students' understanding of the impact of the global economy -- and economic "globalization" -- on sustainable development. The course aims to give students a broader definition of sustainable development in the 21st century, one that complements a more typically micro-level analysis by including not only macro but also global issues.

The course is structured to look at four major areas of world economic activity -- trade, foreign investment, aid, and debt (with a focus on the first two) -- and how changes in each over the post World War II period influence development choices for the Third World. For each of these areas, we will first analyze the activity in general terms over the post World War II period and then delve into one or more of the central issues that link it to the current sustainable development debate. In so doing, we will explore various initiatives to make trade and investment more socially and environmentally responsible, such as voluntary "corporate codes of conduct" and regulatory "social clauses" to condition trade and investment on governments' and corporations' respect for worker rights and environmental standards. As such, the course can also be considered an introduction to the "corporate responsibility" and "corporate accountability" arenas and to initiatives for a just world economy via "alter-globalization."

This is a multi-disciplinary development course; it involves historical and institutional (structural) analysis. Non-economists should not be scared off by the course's title. Economics students are, of course, most welcome.

Prerequisite: SIS-650 is not meant to be a student's first venture into the multi- or inter-disciplinary "development" field. The prerequisite for this course is "International Development" (SIS-637, which also can be taken concurrently) or an equivalent foundation course related to the political economy or sociology of development. Waivers are granted only by the professor (in consultation with GEP/NRSD professors for the relevant students).

Required Readings to Be Purchased

(available at Campus Store)

1. Robin Broad, ed., Global Backlash: Citizen Initiatives for a Just World Economy (Lanham, MD.: Rowman & Littlefield, 2002). This is the main text for this course.
2. Davis, Rowman & Littlefield Style Guide to Writing with Sources (Lanham, MD.: Rowman & Littlefield, 2011 or the most recent version).

Most other required reading can be found on Blackboard. This will be explained further in class.

This course covers a long historical period. We will look at the global economy at different moments in history and, as much as possible, I try to use readings that reflect those varied, historical moments. In addition, at times, I have chosen to assign an older, more insightful (and, sometimes, more readable) work and, as necessary, use a briefer article for updating purposes. Overall, my goal is to find you readings that provide the best and most appropriate analysis and coverage.

Highly Recommended Readings

(not at Campus Store unless indicated)

1. Robin Broad and John Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009). This is especially recommended for those of you who have not had a previous course on the political economy of development. Its chapters are listed as recommended reading throughout the semester. [Campus Store and on Reserve at Library]
2. Belinda Coote, The Trade Trap: Poverty & the Global Commodity Markets (Oxford, U.K.: Oxfam, 1996 2nd edition). The book may be out-of-print – but it is extremely highly recommended, especially for those of you who are interested in primary commodity-exporting LDCs and/or SubSaharan Africa. [BB under “E-reserves”]
3. International Forum on Globalization, A Better World Is Possible: Alternatives to Economic Globalization (San Francisco: Berrett Koehler, 2004 2nd edition).

Readings On Reserve

The library has been requested to put the required and recommended books on reserve. Students are advised to check with the reserve room to see what is available. (Look under the professor’s name, reading title or author, or course number for this course and for AU-302 and SIS-649.) In addition, on reserve for this class are other books that may be of interest to students.

Course Requirements

1.) Regular participation.....30%

A combination of attendance, participation, & weekly “homework”:

a) Attendance & participation:

Every week, you are expected to read all the assigned readings prior to class and to think critically about them in preparation for participation in class discussions. Note that participation means engaging in while not dominating class discussions. You are also expected to attend class weekly. Students who are absent more than once will find that reflected in their participation grades.

b) Weekly written assignments:

As you do the reading for 3 of the classes from weeks 4-9, write an analytical comment on each designated reading. **You are required to turn in only 3 homework assignments** since: (a) You are allowed to skip 2 weeks of homework; and (b) As discussed in the “topic facilitator” hand-out (on Blackboard), your group work counts as your homework assignment for that one week.

The goal is not to summarize the reading, but to demonstrate that you have not only understood but also thought critically about it. On a piece of paper, write/type your name and each *specific author’s* name, followed by your comment or reaction. These will not be graded formally, but will be marked check or check-minus. You can think of these weekly “homework” assignments as contributing to your “regular participation” grade. (Conversely, students who do not pass these in or who do so unsatisfactorily should expect this part of their grade to be adversely affected.) In addition, of course, the exercise should help you participate in class.

This homework is due at the start of each class for the 6 weeks from class 4-9. You **must** bring **1 copy of your homework to class** for the relevant week. You are also to post a copy on Blackboard (see directions on Blackboard under “Discussions”).

2. Topic facilitator.....15-25%

For details, you must read the relevant separate handout (posted on Blackboard “Assignments”). In general terms, the “topic facilitator” assignment is a combination of:

a) Group presentation (15%) -- required.

Four groups of students will be responsible for planning 45 minutes of classes 5, 6, 8, or 9. As noted above, your group presentation serves as a 4th “homework” assignment.

b) 5-page paper (0-10%) -- optional. Due: start of class 5, 6, 8, or 9.

Synthesizing the 2 weeks of readings for weeks 4 & 5, 4 & 6, 7 & 8, or 7 & 9.

WHEN YOU SIGN UP FOR A WEEK, DO BE PREPARED TO FALL BACK 1-2 WEEKS SHOULD WE HAVE A SNOW-DAY OR OTHER EMERGENCY THAT CANCELS CLASS FOR A WEEK.

3. Country-specific research, analysis, and policy paper..... 45-55%.

Again this is explained in detail on a separate handout (posted on Blackboard “Assignments”).

- Minimum length: 25 pages of text (and maximum text length of 40 pages).
- Country choice to be submitted in writing by class #4.
- **Final paper due: start of class #13.**

Course Learning Outcomes

It is expected that each student will leave this class with:

- 1.) Increased understanding of global economic forces (concentrating on trade and foreign investment) in the post World War II period.
- 2.) Increased understanding of how global economic forces influence national and local development in economic, environmental and social terms.
- 3.) Increased knowledge of various initiatives -- both reshape and rollback; initiated by governments, civil-society organizations, and/or the private sector -- to make trade and investment more socially and environmentally responsible.
- 4.) Expertise on a country case-study in terms of a given country's interactions with the global economy (with special focus on trade and foreign investment), of the impact of those interactions on development in economic, social and environmental terms, and of policy proposals (at local, national and/or international levels) vis-à-vis the global economy that would be even more supportive of sustainable development in that country.
- 5.) Increased ability to understand and analyze related current events.

Support Services

If you experience difficulty in this course for any reason, please do not hesitate to consult with me or the research assistant. A wide range of SIS and AU services is available to support you in your efforts to meet the course requirements. Notable among these are:

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner. Once you provide me with a letter from the Academic Support Center or Disability Support Services, we can work together to make arrangements to address your needs.

Important Ground Rules

- This class will be a mix of lectures and seminar-type discussion. Student attendance and participation (based on informed reading of assignments) are a critical part of the course, as is reflected in the heavy emphasis on “regular participation” in the course requirements. Students are expected to attend class regularly (arriving in time for class to begin promptly) and read *all* required reading assignments prior to class.
- Late weekly homework will be accepted only in rare instances and at the professor’s discretion. Late papers (both short & long) are unacceptable since they will form the basis of class discussions. With rare exceptions (for serious personal or medical problems, the latter with documentation), they will be penalized one full grade per day (with the clock starting at the start of class on the due date).
- Incompletes are the bane of students and will not be given.
- It is also expected that students will keep abreast of current events in the field by reading a daily newspaper (such as The Washington Post, The New York Times, or Los Angeles Times). Plus you will enjoy this course much more if you relate it to current events.
- This class is governed by the Academic Integrity Code. The following statement was distributed by the SIS Dean’s Office for inclusion in each SIS syllabus: “All students are governed by American University’s Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students’ work, and copyright violations. The adjudication process and possible penalties are listed in American University’s Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct.” (See www.american.edu/provost/registrar/regulations/reg80.cfm)

Green Teaching

This course proudly displays the 4-Apple logo of AU’s highest level of Certified Green Course. To qualify for a Green Teaching Certification, a faculty member must demonstrate efforts and initiatives to make courses more environmentally sustainable. For example, assignments and handouts are posted on Blackboard as are many readings. To help make our class as green as possible, I encourage you to take such actions as buying used books and minimizing paper by doing reading online. If you choose to print, print double-sided or on scrap paper. For more information on the criteria for a Certified Green Course, please see: <http://www.american.edu/cte/greenteaching>.

COURSE SCHEDULE & READINGS

Key to symbols used at the start of each entry:

- o = required reading that must be included in homework
- + = required reading but not necessary to include in homework
- ** = recommended reading (but not on Blackboard or on reserve unless indicated)
- *** = especially recommended for those without prior development courses/background

Key to symbols used at the end of each entry:

- [Blackboard] or [BB] = On Blackboard "Course Documents" for this class
 - [Library Reserve] or [L-Reserve] = library reserve
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Class 1: INTRODUCTION / COURSE SET-UP / OVERVIEW (08-28-14)

- + No reading assignments due for first class.
- ** R.Broad's "Profile": <http://www.american.edu/sis/faculty/rbroad.cfm> (with links to my blogs and other writings).

Class 2: "DEVELOPMENT" & THE GLOBAL ECONOMY?: (09-04-14) A HISTORY & INTRODUCTION

- + Read this syllabus carefully (especially pp. 1-5). [Blackboard]
- + Familiarize yourself with Blackboard for this class. Make sure your BB email is correct.
- + Read the paper assignments. [Blackboard "Assignments"]
- + Start reading Davis, Style Guide to Writing with Sources [Campus Store & L-Reserve]
- + Broad, Global Backlash: Citizen Initiatives for a Just World Economy (Lanham, MD.: Rowman & Littlefield, 2002), Intro (pp. 1-10) & Part II (pp. 65-114). [Campus Store, L-Reserve. Also on Blackboard for this 1 week only]
- + Skim: Chairman Mkapa's Opening Speech, "The Global Economy & the State of Multilateral Negotiations," South Bulletin, South Centre, June 30, 2014, pp.8-9. [BB]
- + Start reading either:
 - John Ryan and Alan Durning, Stuff: The Secret Life of Everyday Things (Northwest Environment Watch, 1997) [Blackboard under "Course Documents"] ... or...
 - Good Stuff (WorldWatch, 2004) [BB]

*** Hammond & McCoy, An NGO Guide to Trade & Finance (U.N.-Nongovernmental Liaison Service), pp. 1-58. [BB]

*** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), timeline & chapter 1 [Bookstore]

*** David Korten, Getting to the 21st Century: Voluntary Action and the Global Agenda (West Hartford, CT: Kumarian Press, 1990), Part III, chaps. 9 & 10, pp. 91-132. [Blackboard]

** R.Broad, Unequal Alliance: The World Bank, the International Monetary Fund, and the Philippines (Berkeley: University of California Press, 1988), chaps. 2 & 3. [Library Reserve]

**Class 3: SPECTRUM OF VIEWS ON GLOBAL ECONOMIC INTEGRATION:
(09-11-14) WHAT DO DIFFERENT DEVELOPMENT PARADIGMS ASSUME
ABOUT THE GLOBAL ECONOMY? WHAT DO THEY ASSUME
ABOUT THE RELATION BETWEEN ECONOMIC INTEGRATION & DEV.?**

- + Skim readings for your “topic facilitator week.” [Blackboard]
- + Read the study questions before you continue with the readings. [BB “Assignments”]
- + Think about your country choice for the research/policy paper.
- + Broad, Global Backlash: Citizen Initiatives for a Just World Economy (Lanham, MD.: Rowman & Littlefield, 2002), Part I (pp. 13-62). [Campus Store & L-Reserve]
- + World Commission on Environment & Development, Our Common Future (NY: Oxford University Press, 1987), ch.2, pp.42-65. “The Brundtland Report” [BB & book on L-Reserve]
- + Eduardo Gudynas to Oliver Balch, “Buen Vivir: The Social Philosophy Inspiring Movements in South America,” Guardian (2014). [BB]
- + Finish Davis.

For more on development paradigms and the debates:

*** Review readings on paradigms: Wilber & Jameson, “Paradigms of Economic Development & Beyond,” and/or Corbridge, “The Third World in Global Context.” [Blackboard]

*** David Korten, “Sustainable Development,” World Policy Journal, especially pp. 157-176. [Blackboard] Very highly recommended for everyone.

*** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), timeline & chapter 1. [Bookstore]

** Broad, “The Washington Consensus Meets the Global Backlash: Shifting Debates & Policies” Globalizations. [BB]

**Class 4: LOOKING UP TO THE GLOBAL ECONOMY #1-
(09-18-14) TRADE IN THE POST-WWII WORLD ECONOMY**

Due in class: name of country choice for paper.

- + Read the study questions before you do the readings. [BB “Assignments”]
- o Griffin, chapter 4, “The Open Economy,” in Alternative Strategies for Economic Development (London: MacMillan/OECD Development Centre, 1999), pp.68-96. [Blackboard]
- o Frances Stewart & Ejaz Ghani, “Trade Strategies for Development,” Economic and Political Weekly. (Skim Part I as an introduction to Part II.) [Blackboard]
- o World Bank, “Trade and Poverty” (**1st 5 pages only** of chapter on “International Factors in Reducing Poverty”; stop at “Debt” heading); World Development Report 1990. [Blackboard]
- + Broad and Cavanagh, “Don’t Neglect the Impoverished South,” Foreign Policy. [Blackboard]
- o UN, World Economic Situation and Prospects 2014: skim pages 33-55, 60-61, & 62 of Chapter II on “International Trade” (using the “study questions” to help keep your focus). The rest of chapter II and chapter III are required reading for later in the course. Keep your focus on trade for Class 4; we will talk about TNCs and FDI (which come into this chapter at points) in week 7 and aid/debt in week 10 and WTO/Doha Round in weeks 9 &12. [Blackboard]

[Recommended readings continue on next page]

- ** Third World Network, “Global FDI Flows Remained Stagnant Last Year,” 22 Jan 2011 [BB].
- ** International Poverty Centre, “Are Terms of Trade Helping Reduce Poverty in Africa?” (2006) [Blackboard]
- *** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), chapter 2 [Bookstore]
- ** UN, World Economic Situation and Prospects (prior years); World Bank, Global Economic Prospects (current and prior years); and IMF, World Economic Outlook (current and prior years). [Available online]

**Class 5: TRADE -- TOOL KIT / STRATEGIES #1 –
(09-25-14) EVOLUTION OF INITIATIVES FROM THE 1970s TO THE 1990s:**

- **From the 1970s’ “NEW INTERNATIONAL ECONOMIC ORDER”...**
 - **To the 1990s’ SOCIALLY & ENVIRONMENTALLY RESPONSIBLE TRADE**
- + Hardy, “Toward a Self-Reliant South...,” pp. 1-11 (skim pp.6-9). [BB]
- o B. Coote, Trade Trap, chapter 4: “You Can’t Pay the Doctor in Millet: Controlling International Commodity Prices.” [BB]
 - o Benjamin & Freeman, “Fair Trade: Buying and Selling for Justice,” chapter 5, in Bridging the Global Gap. [BB]
 - o Hilary French, Costly Tradeoffs: Reconciling Trade & Environment, Worldwatch Paper 113 (Washington, D.C.: Worldwatch Institute), pp. 1-29 & 37-38. [BB]
 - o Collingsworth et al., “Time for a Global New Deal,” Foreign Affairs, pp.8-13. [BB]
- + “Standard Deviations: Should the Third World...Meet Labour and Environmental Standards?” Economist Survey. [BB]
- + Remember to keep reading either Stuff or Good Stuff [Blackboard]

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- *** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), chapter 3 [Bookstore]
 - ** For a moving fictionalized account of child labor in the carpet industry: Francesco D’Adamo (translated by Ann Leonori), Iqbal: A Novel (New York: Aladdin Paperbacks, 2003). [BB]
 - ** As an alternative to Economist required reading, you could skim Chapter 3 of the World Bank’s Global Economic Prospects (2001), section on “labor standards & trade sanctions” and/or “environmental standards and trade” [Online at <http://go.worldbank.org/RGOD1JLZ00>].
 - ** For more on South-South trade, see “South-South trade boom reshapes global order,” SUNS #6168, 22 December 2006. [BB]
 - ** Bhagwati versus Daly, “Debate: Does Free Trade Harm the Environment?” Scientific American, pp. 41-57. [BB]
 - ** International Labor Rights Education and Research Fund, Trade’s Hidden Costs: Worker Rights in a Changing World Economy (Washington, D.C.: IPS, 1988). The now-classic reading for the modern era of labor-rights work. [L-Reserve]

NOTE: CLASS 7 WILL BE HELD PRIOR TO CLASS 6 (due to needs of guest speaker).

Class 7: LOOKING UP TO THE GLOBAL ECONOMY #2:

(10-02-14) INVESTMENT IN THE POST-WWII WORLD ECONOMY

Guest lecturer: John Cavanagh

- o French, "When Foreign Investors Pay for Development," Worldwatch: 9-17. [BB]
 - o Ilene Grabel, "International Private Capital Flows & Developing Countries," pp.325-345. [BB]
 - + Bhagwati, In Defense of Globalization (2004), pp. 162-190. [BB]
 - o UN, World Economic Situation and Prospects 2014, Skim Chapter III, pp.68-73, & 92-93.
- Focus on foreign investment. We will look at aid/debt in week 11. [BB with class 4 readings]
- o Caliori & Weller, "Searching for the Holy Grail: The Quest for Identifying a 'Good Investment Climate'," (2012). [BB]
- + Additional or alternate reading may be assigned.

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- *** UNCTAD annual report: World Investment Report. See stats for individual countries. [BB]
 - ***Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), chapter 4. [Bookstore]
 - ***Highly recommended in light of guest speaker: International Forum on Globalization, Alternatives to Economic Globalization (2004), chap.9, and pp.271-300. [BB; L-Reserve]
 - *** Highly recommended in light of guest speaker: Barnett & Cavanagh, Global Dreams: Imperial Corporations & the New World Order, especially pp.13-22. [BB & L-Reserve]
 - ** K.Gallagher, "The Global Financial Crisis and FDI in Latin America," 2008 [BB- week 13]
 - ** Lorraine Gray, director, The Global Assemblyline (60-minute documentary, available in library's non-print media section). [Media section of library]
 - ** World Bank, Doing Business (or related documents) at www.doingbusiness.org.
 - ** Peter Bakvis, "The ITUC Critique of *Doing Business*," (November 2011). [BB]
 - ** Aldo Caliori, "Will Sinking Doing Business Report Drag World Bank With It?" Center of Concern, Washington, D.C., 28 May 2014. [BB via Link]

**Class 6: TRADE -- TOOL KIT / STRATEGIES #2 –
(10-09-14) REGULATING TRADE VIA SOCIAL CLAUSES
-- NAFTA & ITS SIDE-AGREEMENTS**

Professor will provide update on required readings.

- + Skim as needed: French, Costly Tradeoffs: Reconciling Trade & Environment, pp. 41-61. [BB]
- + NAFTA Preamble. [Blackboard]
- o Skim: Jack Garvey, "Dispute Resolution under the NAFTA Side Accords," American Journal of International Law, v. 89 (April 1995), pp. 439-453. [BB]
- o Debate in Foreign Policy: Cavanagh & Anderson versus Jaime Serra et al., "Happily ever NAFTA," Foreign Policy, 2002. [Blackboard] Homework must cover both "sides" of the debate.
- o Broad, Global Backlash, Part III on NAFTA & its social clauses, pp. 117-123, 129-149. [Campus Store & L Reserve]. Write your homework on both 3.2 and 3.4.
- o Kevin Gallagher, "Is NAFTA Working for Mexico?" The Environmental Forum (May/June 2006), pp. 21-27. This is on the environmental side agreement. [BB]
- + Wise & Gallagher, "Reforming North American Trade Policy: Lessons from NAFTA." [BB]
- + Perez-Rocha & Rojo, "NAFTA at 20: The New Spin," 14 March 2013 [BB]
- + Additional reading may be assigned. [*Recommended readings continue on next page*]

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- ** Mohanty, “Small Farmers & the Doha Round: Lessons from Mexico...” 2008. [BB]
 - ** Zepeda et al. “Rethinking Trade Policy for Development: Lessons From Mexico Under NAFTA,” Policy Outlook, Carnegie Endowment for International Peace, 2009. [BB]
 - *** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), chapter 5 [Bookstore]
 - ** See various recommended readings on BB from the debate over NAFTA at its inception including by M. Delal Baer and by J. Castaneda & C. Heredia, “Another NAFTA: What a Good Agreement Should Offer,” World Policy Journal (Winter 1992-93);
 - ** Broad, Global Backlash, pp. 19, 51-55 on FTAA. [Campus Store & L- Reserve]
 - ** Public Citizen on NAFTA, including its latest assessment at www.publiccitizen.org.
 - ** International Labor Rights Education & Research Fund, Trade’s Hidden Costs: Worker Rights in a Changing World Economy (1988), pp. 48-107, 118-20, 122-24. Classic. [L-Reserve]
 - ** Bill Moyers Report: Trading Democracy (on chapter 11 of NAFTA), VHS#6898. Note: this is on investor-rights clauses and is more related to investment weeks. [Library’s Media section]

**Class 8: INVESTMENT -- TRADE TOOL KIT / STRATEGIES #3 –
(10-16-14) CSR STRATEGIES: FROM VOLUNTARY TNC CODES OF CONDUCT TO VOLUNTARY 3rd-PARTY CERTIFICATION INITIATIVES**

Professor will provide update on required readings.

- o Broad, Global Backlash, Part IV, pp. 173-239. Do your homework on 2 of the following 5 options: Readings 4.6 or 4.7 or 4.8 or 4.9-combined-with-4.10 or 4.11.
- o Utting, “Development and the Problematic of Non-State Regulation,” chap. 2 in Business Regulation and Non-State Actors, pp. 38-53. (**Chaps 24, 12, & 23). [BB; book on Reserve]
- Note that Utting puts today’s focus – voluntary codes of conduct – in a broader context.
- o M.Rose vs M.Colchester, “Green Corporate Partnerships...?” Ecologist, pp.30-33. [BB]
- + “Lajat/Levi’s Resolution: Jeans With Justice, One Stitch at a Time,” Sweatshop Watch 12, 2 (2006), p.3. [BB]
- + Trudel & Cotte, “Does Being Ethical Pay?” Wall Street Journal, 12 May 2008 [Blackboard]
- o Look at the site of the International Labor Rights Forum < www.laborrights.org > for info on the Bangladesh Safety Accord. Professor will provide more specific update on what to read.
- + Additional or substitute readings to be assigned.

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- *** Reading by Clean Clothes Campaign & ILRF [BB with class-12].
 - *** For updates to Reading 4.1, read the Fair Trade Resource Network (2011) article. [BB].
 - *** Update on “fair trade” debate: “Small Farmers. Big Change” -- read the 2 views of Fair Trade USA’s recent changes, June 2012. [BB]
 - ** Bhagwati, In Defense of Globalization (2004), finish chapter, pp.190-195. [BB with class 7]
 - ** Latham-Wakins, “Importance of Voluntarism” (linked to the UN Global Compact site). [BB]
 - ** UNRISD, “Corporate Social Responsibility & Business Regulation,” pp.1-4. [BB]
 - ** Silverstein, “Shopping for Sweat: The Human Cost of a Two-Dollar T-Shirt,” Harpers Magazine (January 2010), pp.36-44. [BB]
 - ** “MOU between BGMEA, UNICEF, & ILO-Bangladesh Regarding the Placement of Child Workers in School Programmes & the Elimination of Child Labour.” [BB]
- [Recommended readings continue on next page]*

** Read about Fair Labor Association (www.fairlabor.org) & Workers Rights Consortium (www.workersrights.org). AU belongs to both... See also general web-sites such as www.bsr.org.
** Francesco D'Adamo (translated by Ann Leonori), Iqbal: A Novel (New York: Aladdin Paperbacks, 2003). [Blackboard for class 5]

**Class 9: INVESTMENT -- TRADE TOOL KIT / STRATEGIES #4
(10-23-14) -- FROM GATT TO THE WTO:
... IMPACT: LABOR, THE ENVIRONMENT, & DEVELOPMENT
... STRATEGIES: RESHAPE OR ROLLBACK?**

Professor will explain logic behind the division of readings between classes 9 & 11.

- + WTO Focus 1 (January-February 1995), pp. 1-10. [Blackboard]
- o Esserman & Howse, "The WTO on Trial," Foreign Affairs (2003), pp. 130-140. [BB]
- o Boas & Vevatne, "Sustainable Development & the WTO" (2004), pp. 95-107. [BB]
- o Wade, "What Strategies are Viable for Developing Countries Today?: The WTO and the Shrinking of 'Development Space,'" RIPE (2003): 621-644 [BB]
- o Broad, Global Backlash, Part III on WTO & social clause, pp. 123-128, 150-170. (Think about the debate among 3.5, 3.6, and 3.7.) [Campus Store & Library Reserve]
- + Additional reading may be assigned.

*** For those who need contextualization and/or more background: Hilary French, "Coping with Ecological Globalization," in State of the World 2000, pp. 189-194. [BB]

** Coote, Trade Trap, chapter 9: "Regulating World Trade: The GATT," and chapter 16: "From GATT to WTO: Results of the Uruguay Round." [BB in "E-reserves"; L-Reserve]
** UN, WESP, pp.55-63; also recommended for Class 12. [BB with class 4 readings]

NOTE: ORDER OF CLASSES 10-12 MAY BE CHANGED

**Class 10: LOOKING UP TO THE GLOBAL ECONOMY and
(10-30-14) WHAT IS ITS CONNECTION TO SUSTAINABLE DEVELOPMENT #3?:
AID & DEBT**

- + See discussion questions for this week. [BB under assignments]
 - + Skim: UN, WESP 2014, skim Chapter III, pp.65-68, 74-79, 88-91 & 93-97 on aid and debt. Note that you have read other parts of Chapter II for class 7. [BB; see class 4]
 - + World Bank, International Debt Statistics (and/or prior versions entitled Global Development Finance and World Bank Debt Tables), annual. Look at the volume 1 for global debt situation & volume 2 for country-specific debt statistics for your country. **Be prepared to share your analysis of data in class.** [Earlier print edition available at Library in "ready reference" section, call # HJ8083.W67. See BB for link to current and past e-versions.]
 - + R.Broad, Debt-Service Ratios. [BB]
 - + Broad, Global Backlash, Part V, pp.250-2, 275-286, Readings 5.6 & 5.7.
 - + J. Bhagwati, "The Capital Myth," Foreign Affairs, 1998, pp. 7-12. [BB]
 - + Halifax Initiative Coalition, chapters 3 & 4 on IMF and "What Next on Debt?..." pp.21-44, from Fifteen Years Is Enough: What's Changed in the International Financial System and Its Institutions, What Hasn't, and What Needs To (2010) [BB]
- [Required readings continue on next page]*

- + Skim: Marta Ruiz, “Debt Swaps for Development: Creative Solution or Smoke Screen?” EURODAD, October 2007. [BB]
- + Review: Isabel Grabel, sections on portfolio investment [BB for week 7]
- + Ortiz, “Austerity Policies Expanding Worldwide...” 16 April 2013. [BB]
- + Additional (or substitute) readings may be assigned.

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- *** Blanchard, O. & Leigh, D., “Growth Forecast Errors and Fiscal Multipliers (Washington, D.C.: IMF Research Department), IMF Working Paper WP/13/1, 2013, pp.1-42 [BB]
 - ** “IMF’s Focus on Austerity Proved ‘Wrong, Wrong, Wrong,’ Say Critics,” Bretton Woods Update (Nov/Dec 2011), p. 6. [BB]
 - ** Equator Principles [BB]
 - ** Horta, “The Potential of Evaluations: Creating Political Space for Dialogue & Action – The World Bank’s Independent Evaluation Group,” Bank Information Center (2009) [BB]
 - *** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), chapter 7 [Bookstore].
 - ** French in State of the World 2000, pp. 194-202. [BB]
 - ** Broad, “Research, Knowledge, & Paradigm Maintenance...,” RIPE (2006). [BB]
 - ** For logistics of debt-nature swaps: von Moltke, “...Debt-for-Nature Swaps,” Resolve. [BB]; and Danish, “The Promises of National Environmental Funds in Developing Countries,” [BB].
 - ** See various other recommended readings on international financial institutions on BB.

Class 11: Revisiting: NGO INITIATIVES & DEBATES, and

(11-06-14)

LABOR & ENVIRONMENTAL RIGHTS

-- ROLLBACK / DE-GLOBALIZE: From unilateral initiatives to the UN

-- RESHAPING VIA SOCIAL CLAUSES, COCs, & CERTIFICATION

& continuation of Class 10: REVIEW/DIGEST/CATCH-UP/PAPERS

Readings may be changed. Professor will provide an updated list prior to the date of this class.

- + Broad, Global Backlash, Part V, pp. 243-274 with recommended **287-295. [Campus Store] (You can skip the Bello excerpt as this week’s required reading includes another article by him.)
- + Skim: Economist, “Turning Their Backs on the World,” 19 February 2009. [BB]
- + Skim: Bello, “Globalization in Retreat,” Foreign Policy in Focus (27 December 2006). [BB]
- + K.Raja, “Lamy, UN Rights Expert in Row Over Food Security,” Dec. 2011. [BB]
- + de Schutter, Report by the Special Rapporteur on the Right to Food, Dec 2010. [BB]
- + Broad and Cavanagh, chapter in Ending the Fossil-Fuel Era (MIT Press, forthcoming). [BB]
- + Our Water Commons, “Water Solutions: Case 2: Legal Efforts to Guarantee the Right to Water in Latin America.” [BB]
- + Additional reading may be assigned.
- + Note that you may find some of the reading assigned for class 13 useful for your papers.

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- ** Broad & Cavanagh, "Reframing Development in the Age of Vulnerability: From Case Studies of the Philippines & Trinidad to New Measures of Rootedness" Third World Quarterly. [BB]
 - ** Broad & Cavanagh, “Like Water for Gold in El Salvador,” Nation (1-8 August 2011). [BB]
 - ** Broad & Cavanagh, “The Development and Agriculture Paradigms Transformed: Reflections from the Small-Scale Organic Rice Fields...” Journal of Peasant Studies (2012). [BB, via link] *[Recommended readings continue on next page]*

- ** IFG, A Better World Is Possible: Alternatives to Economic Globalization. (San Francisco: Berrett Koehler, 2004 2nd edition). [L-Reserve; excerpts on BB for classes 7 & 13]
- *** David Korten, Getting to the 21st Century: Voluntary Action and the Global Agenda (West Hartford, CT: Kumarian Press, 1990), Part III, chaps. 9 & 10, pp. 91-132. [***BB with week 2]
- ** UN Declarations (“Right to Water and Sanitation,” “Rights of Indigenous Peoples” etc). [BB]
- ** Ecuador, Constitution. See sections related to “right to water”. [BB]
- ** See BB for other recommended readings.

**Class 12: RETURNING TO CURRENT EVENTS & “HOT” SIS-650 TOPICS
(11-13-14)**

- Update on “Investor-Rights” Clauses and Trade & Investment Agreements
and/or
- WTO’s SO-CALLED “DEVELOPMENT” ROUND:
 From Cancun to Collapse...and the Implications for Development
- Plus: REVIEW/DIGEST/CATCH-UP/PAPERS

Topic + readings not yet finalized. Professor will provide update prior to this class.

On the expansion of so-called “investor-rights clauses” and free-trade/investment agreements:

- + Broad & Cavanagh, “The Global Fight Against Corporate Rule,” The Nation (2014). [BB via link]
- + Thomson, “Kahale Calls for Overhaul of BIT System,” Global Arbitration Review (April 2014). [BB]
- + Additional readings to be provided.

On the WTO’s Doha Round, see various articles posted on BB, including:

- + Economist, “... Can WTO Save Itself from Irrelevance?” March 2013. [BB]
- + South Center, “The WTO’s Bali Deal -- How Balanced?,” 2014. [BB]
- + Wise & Gallagher, “Is Development Back in the Doha Round?” South Centre Policy Brief #18 (Nov. 2009). [BB]
- + Karen Hansen-Kuhn/Action Aid International, “Policies and Priorities on Salvaging Special Products from the Wreckage of Global Trade Talks.” [BB]
- + Bello, “Doha Collapse Good for Developing Nations,” 25 July 2006, pp. 1-4. [BB]
- + Broad & Cavanagh, “A Turning Point for Trade?” Baltimore Sun (2003) [BB]
- + Additional (or substitute) reading to be assigned, to update WTO or change to other “hot” SIS-650 topic.

** UN, World Economic Situation and Prospects 2014. Chap II, pp. 55-63. [BB week-4]

** See Blackboard for many other recommended readings.

*** Broad & Cavanagh, Development Redefined (2009), chap. 6 [Bookstore]

Class 13: FOOD FOR THOUGHT:

- (11-20-14) -- REVIEW OF POST-WW-II GLOBAL ECONOMY: THEN VS. NOW
-- CURRENT ISSUE #3: STUDENTS’ CASE-STUDIES**

PAPERS DUE AT THE START OF CLASS #13

- + Key: Finish/review Davis for your paper.
- + Read Study questions under Assignments. [BB]
- + Broad, Global Backlash, conclusion, pp. 301-308; and review pp. 56-59 on Wash. Consensus.
- + G. Koehler, “Trade & Development: A Forgotten Issue?” Dec. 2012 [BB]

[Recommended readings continue on next page]

- + Finish/review: Ryan & Durning, Stuff...or WorldWatch's Good Stuff [BB for week 2]
- + Birdsall & Fukuyama, "The Post-Washington Consensus: Development After the Crisis," [BB] Foreign Affairs (March/April 2011), pp.45-53. [BB]
- + Deepak Nayyar, "Globalization & Development," 2004, pp. 61-82. [BB]
- + Anderson, "The Equity Factor & Free Trade," World Policy Journal, pp. 45-51. [BB]
- + K.Gallagher, "The Global Financial Crisis and FDI in Latin America," 2008. [BB]
- + Students to think about updates from current events & newspapers.
- + Addition (or substitute) readings may be assigned.

- *** International Forum on Globalization, Alternatives to Economic Globalization, 2004. See, for example, Part II for principles & alternatives, pp.77-104. [BB; full book on L-Reserve]
- *** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2009), time-line and chapter 8. [Bookstore]
- ** Broad, "The Washington Consensus Meets the Global Backlash: Shifting Debates & Policies" Globalizations [BB for class 3]
- ** Kevin Gallagher, "Bringing the State Back in: Enabling National Environmental Policy," Free Trade and the Environment: Mexico, NAFTA, and Beyond, chap. 7: pp. 80-93 [BB]
- ** Birdsall, Rodrik, & Subramanian, "How to Help Poor Countries," pp. 136-152. [BB]

THANKSGIVING BREAK / NO CLASS (11-27-14)

Class 14: **CURRENT ISSUE #3: STUDENTS' CASE STUDIES (continued)**
(12-04-14) + Additional reading may be assigned.

Final Exam: **KEEP OPEN AS BACK-UP OR MAKE-UP DATE**
(12-11-14)

Addendum to Syllabus for SIS-650:
EMERGENCY PREPAREDNESS FOR DISRUPTION OF CLASSES

What follows is a statement from the AU that I have been instructed to include in this syllabus:

"In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information."

[Date of this version: 8-19-14]