Learning objectives: How have social scientists of different viewpoints and disciplinary backgrounds analyzed globalization? What are the interrelations between today’s economic, environmental and social crises? Why do some countries attain high standards of living, while others remain mired in poverty? Why is inequality growing in many societies and diminishing in others? How are civil society organizations and global governance institutions affecting the development process? How do cultural, geographic and institutional factors interact to produce different development outcomes? Does the economic growth necessary for poverty reduction require unsustainable environmental practices? Can there be a de-growth, no growth or solidarity economy where people still live well? Students in this course will attain an in-depth background about key historical and contemporary debates in development studies, with an emphasis on the interactions between economic globalization, environment, history and culture.

Course requirements include:

(1) *Active participation in all class discussions* (15% of course grade). You must attend every class. I take this very seriously. Participation will be judged by level of preparation, intellectual engagement in class discussions, and generosity to other students. Students must come to the first class each week having completed all of that week’s assigned reading and prepared to discuss it in detail. Please consider that the only way to not participate actively and achieve a “B” grade is if you achieve an “A” on every other assignment and examination (which for non-participators is nearly impossible). What you learn in this course and how well you do will depend significantly on how deeply you engage with the material and with the other people in the course. If you are extremely shy or inhibited (as many of us are or once were), use this course as an opportunity to get over it, because it will only hold you back. Anthropologists need to be able to interact with people as part of their fieldwork and in academic and other professional settings (as do non-anthropologists). If you are not shy, it is very important that you contribute to creating a supportive environment for those who might be.

(2) For most weeks, there will be a **very short (one page or less) written assignment** due before class on Tuesday OR a **short quiz** on the week’s readings to be administered at the beginning of class on Tuesday. The assignments and quizzes for the following week will be announced in class on the Friday of the preceding week. These will be worth 15% of the total course grade.

(3) **Five one-page, double-spaced reaction papers** (20% of course grade) on any week’s readings, to be submitted by the beginning of the first class of the week. These papers are not the same as the short written assignments mentioned above under (2). They must address an issue that you view as significant in the readings. It is up to you to choose which weeks you wish to write reaction papers, but it is not a good idea to leave them all for the latter part of the semester. Under no circumstances should reaction papers be more than one page, double-spaced, with one-inch margins, in twelve-point type. The top of each paper should have your name and the course number (that’s it, nothing else). Papers must be
carefully proofread. No staples, clips, folders, binders or plastic cases, please. Papers that do not meet these criteria or that are written with less than professional standards will receive lower grades.

(4) An in-class mid-term examination to be held on Friday, October 13 (15% of course grade). This exam will consist of short answer and short essay questions, some of which will be distributed in advance.

(5) A brief (750-1000 words) op-ed opinion article (15% of course grade), due Tuesday, December 5, that addresses any issue considered in the course. This must be based on data and the prose should be like that of opinion articles in The New York Times, The Economist, Slate, OpenDemocracy or The Nation. The style, in other words, should be journalistic and directed at a general audience. It is expected that student authors will try to publish their essays in electronic or print media (which can earn up to 10% extra credit, at the instructor’s discretion). This must be submitted by email.

(5) A take-home final examination (short essays) due at 5:30PM on December 19 (20% of course grade). This must be submitted by email.

Late assignments will be accepted only under very unusual circumstances. Email submissions will be accepted only for the op-ed opinion article and the take-home final exam. This syllabus may be modified during the semester.

Shakespeare’s bookstore (Lexington Avenue between 68th and 69th Streets) has ordered the following books:


Other assigned readings may be obtained through web links in this syllabus or via the Library’s Electronic Reserve (ERES) web page for this course. Go to http://hunter.docutek.com/eres/ to sign in. The password is edelman401. Please note that students registered for Anthropology 702.72 (graduate level) should use the Anthropology 401.83 ERES site. There are not electronic reserves for Anthropology 702.72.

A NOTE ABOUT BLACKBOARD, ELECTRONIC DOCUMENTS AND E-MAIL:

This course will make use of a Library Electronic Reserves web page and a Blackboard web site, which registered students may access from any computer with an Internet connection at www.cuny.edu. The syllabus is available on the site under “Course Information.” Blackboard allows the instructor to email individual students or the entire group, but it only uses Hunter email addresses that students receive automatically when enrolling at the College. It is important that you check your Hunter email address or that you set it to forward messages to an account that you check frequently.
STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650-3230) or email AccessABILITY@hunter.cuny.edu.

OTHER COLLEGE RESOURCES

Hunter College also has the following resources available for students who are experiencing academic or other difficulties:

Advising Services: East Building, room 1119, tel. 212 772-4882, AdvisingServices@hunter.cuny.edu
Reading/Writing Center: Thomas Hunter Hall, Room 416, tel. 212 772-4212, http://rwc.hunter.cuny.edu/
Counseling Services: East Building, room 1123, tel. 212 772-4931, PersonalCounseling@hunter.cuny.edu
Center for Student Achievement (workshops on test-taking, time management, effective study practices), West Building, room 417 cfsa@hunter.cuny.edu

These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY

The Hunter College Anthropology Department has a zero-tolerance policy regarding plagiarism. It the student’s responsibility to understand what plagiarism is and why it is unacceptable and harshly penalized.

Hunter College Senate requires that the following statement be included on all syllabi:

“The Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

See also http://studentservices.hunter.cuny.edu/advising/advising_policies_integrity.htm
COURSE SCHEDULE AND READINGS

Fri. Aug. 25
WELCOME AND COURSE INTRODUCTION

Tues. Aug. 29 & Fri. Sept. 1
INEQUALITY: GLOBAL HISTORIES

READ THIS SYLLABUS CAREFULLY AND BRING ANY QUESTIONS TO CLASS.


Tues. Sept. 5 & Fri. Sept. 8
INEQUALITY: CONTEMPORARY REALITIES


Santiago Sequieros. “Banking system, government, the people.”
Tues. Sept. 12 & Fri. Sept. 15
GLOBALIZATION AT THE LOCAL LEVEL: A U.S. CASE


Tues. Sept. 19 NO CLASS. CUNY ON THURSDAY SCHEDULE.
Fri. Sept. 22 NO CLASS

Tues. Sept. 26
WHAT IS NEOLIBERAL GLOBALIZATION?


Fri. Sept. 29 NO CLASS
Tues. Oct. 3 & Fri. Oct. 6
COMMONS HISTORIES AND DEBATES


COMMONS REBUILDING


Friday, Oct. 13: IN-CLASS MIDTERM EXAMINATION

FINANCIALIZATION


Tues. Oct. 24 & Fri. Oct. 27
ETHNOGRAPHY OF FINANCIALIZATION

Tues. Oct. 31 & Fri. Nov. 3
EXTRACTIVISM AND ECOLOGICAL & CARBON FOOTPRINTS


Tues. Nov. 7 & Fri. Nov. 10
CARBON AND POWER: AN HISTORICAL AND ETHNOGRAPHIC CASE


Tues. Nov. 14 & Fri. Nov. 17
ALTERNATIVE ANALYTICAL CONCEPTS: DEGROWTH, ECOLOGICAL DEBT, ENVIRONMENTAL LOAD DISPLACEMENT


**Tues. Nov. 21 CUNY ON FRIDAY SCHEDULE**
RETHINKING SUSTAINABILITY AND RESILIENCE


**Fri. Nov. 24 NO CLASS**

**Tues. Nov. 28 & Fri. Dec. 1**
CLIMATE CHANGE AND GLOBAL WARMING: CAUSES AND EFFECTS


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**Tues. Dec. 5 & Fri. Dec. 8**
CLIMATE CHANGE AND GLOBAL WARMING: MITIGATION AND REVERSAL


**Tues. Dec. 12**
REVIEW FOR TAKE-HOME FINAL EXAM (DUE VIA EMAIL BEFORE 11:10AM ON TUESDAY, DECEMBER 19).