

AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE
INTERNATIONAL DEVELOPMENT PROGRAM

650: THE GLOBAL ECONOMY & SUSTAINABLE DEVELOPMENT
(Fall 2006)

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Office hours: Open hours (no appointment necessary): Thurs. (1-4:00 p.m.)
By advance appointment: Wed. (before 2 p.m.) and Thurs (after 8 p.m.)
(These are tentative. Please check voice-mail weekly for office hours.)

TA: Douglas Kandt & Monica Price
Contact via blackboard

Course Description

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."

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

Course Prerequisites

In order to take this course, students must have taken "International Development" (33.637) or an equivalent course as determined by the professor in consultation with the SIS Dean's Office. **Any student who has not taken 637 must have R.Broad's prior approval to take this class. If you have received this waiver from Professors Wapner or Shapiro, please let me know during the first class.**

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. Hilary French, Costly Tradeoffs: Reconciling Trade and the Environment (Washington, D.C.: Worldwatch Institute, 1993).
3. Davis, Rowman & Littlefield Style Guide to Writing with Sources (Lanham, MD.: Rowman & Littlefield).

Other required readings are in course packets. 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. My goal is to find you readings that provide the best and most appropriate analysis and coverage. At times, I have chosen to have you read an older, more insightful (and, sometimes, more readable) work and, as necessary, use a briefer article for updating purposes.

Highly Recommended Readings
(available at the Campus Store)

1. Belinda Coote, The Trade Trap: Poverty & the Global Commodity Markets (Oxford, U.K.: Oxfam, 1996 2nd edition). The book is extremely highly recommended, especially for those of you who are interested in primary commodity-exporting LDCs and/or SubSaharan Africa.
2. John Ryan and Alan Durning, Stuff: The Secret Life of Everyday Things (Northwest Environment Watch, 1997).
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 SIS-338 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, 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 *the 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 **2 copies of your homework to class** for the relevant week. The 1st copy must have your name on it. Your name is optional on the 2nd copy which I will distribute to one of your classmates. You may want to keep a 3rd copy for your own use during class discussions.

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

This, as explained in a separate handout, 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 counts as the "homework" assignment for that one week.

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 separately.

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

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, New York Times, Christian Science Monitor 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:¹

"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."

COURSE SCHEDULE & READINGS²

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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 reserve unless indicated)

Key to symbols used at the end of each entry:

- [week X]* = in supplemental reading packet for week X
- [RB Reserve]* = in Robin Broad's reserve box for SIS-650 in IDP office (Hurst 214)
- [IDP-XX]* = p.XX of old Reading packet in RB Reserve
- [Library Reserve]* = library reserve

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Class 1: INTRODUCTION / COURSE SET-UP / OVERVIEW (08-31-06)

¹ SIS Associate Dean Nanette Levinson to SIS Faculty, "Academic Integrity Code Statement," email message, 14 August 2001.

² NOTE: THE DATES FOR CLASSES #3 THROUGH #10 MAY SHIFT 1-2 WEEKS. THIS WILL BE FINALIZED EARLY IN THE SEMESTER.

**Class 2: WHAT IS THE GLOBAL ECONOMY?:
(09-07-06) INTRODUCTION TO THE INSTITUTIONAL PLAYERS**

- + Read this syllabus carefully (especially pp.1-4)!!
- + Check out Blackboard for this class. Make sure you are signed up with your correct email.
- + Read the paper assignments.
- + Start reading Davis, Style Guide to Writing with Sources [Campus Store].
- + Broad, Global Backlash: Citizen Initiatives for a Just World Economy (Lanham, MD.: Rowman & Littlefield, 2002), Introduction (pp.1-10) and Part II (pp.65-114). [Campus Store & Reserve]
- + Start reading either: Ryan & Durning, Stuff. [Campus Store] ...or Good Stuff (WorldWatch, 2004) [available online at www.worldwatch.org/pubs, or on RB Reserve].

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

** Broad & Cavanagh, "No More NICs," Foreign Policy, n.72 (Fall 1988). [Journal at library.]

** 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: THE SPECTRUM OF VIEWS ON GLOBAL ECONOMIC INTEGRATION:
(09-14-06) WHAT DO DIFFERENT PARADIGMS OF DEVELOPMENT ASSUME ABOUT THE
GLOBAL ECONOMY? WHAT DO THEY ASSUME ABOUT THE RELATION
BETWEEN INTEGRATION AND DEVELOPMENT?**

- + Skim reading for your "topic facilitator week." If you do not yet have a reading packet, use the one in the ID office in RB-Reserve.
- + 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 & Reserve]
- + Finish Davis.

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

**Class 4: WHAT'S HAPPENING IN THE WORLD ECONOMY #1? -- TRADE
(09-21-06) Due in class: country choice for paper.**

- o Griffin, chapter 4, "The Open Economy," in Alternative Strategies for Economic Development (London: MacMillan for 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.) [week 4]
- o World Bank, "Trade and Poverty" (**1st 5 pages only**) of chapter on "International Factors in Reducing Poverty"; World Development Report 1990. [week 4]
- + Broad and Cavanagh, "Don't Neglect the Impoverished South," Foreign Policy, 101 [week 4]
- o UN, World Economic Situation and Prospects 2006, Chapter II, "International Trade," p.31-44, 52-58, 59-63. Note that the rest of chapter II and chapter III are required reading for later in the course. [Blackboard. Also online at www.un.org/esa/policy/wess/wesp2006files/wesp2006.pdf]

**Class 5: CONNECTIONS TO SUSTAINABLE DEVELOPMENT #1 –
(09-28-06) EVOLUTION OF INITIATIVES FROM THE 1970s TO THE 1990s:
CONTINUITY AND/OR CHANGE?
-- A NEW "NEW INTERNATIONAL ECONOMIC ORDER"?
-- SOCIALLY & ENVIRONMENTALLY RESPONSIBLE TRADE?**

- + Hardy, "Toward a Self-Reliant South...", pp. 1, 4-5, 10-11. [week 5]

- o B.Coote, Trade Trap, chapter 4: "You Can't Pay the Doctor in Millet: Controlling International Commodity Prices." [week 5]
- o Benjamin & Freeman, "Fair Trade: Buying and Selling for Justice," chapter 5, in Bridging the Global Gap. [week 5]
- o Hilary French, Costly Tradeoffs: Reconciling Trade & Environment, Worldwatch Paper 113 (Washington, D.C.: Worldwatch Institute), pp.1-29 & 37-38. [Campus Store & Reserve]
- o Collingsworth et al., "Time for a Global New Deal," Foreign Affairs, pp.8-13. [week 5]
- + "Standard Deviations: Should the Third World...Meet Labour and Environmental Standards?" Economist Survey. [week 5]
- + Remember to keep reading either Stuff or Good Stuff.

** 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" (worldbank.org/prospects/gep2001).

** Francesco D'Adamo (translated by Ann Leonori), Iqbal: A Novel (New York: Aladdin Paperbacks, 2003). [TBA]

** Bhagwati versus Daly, "Debate: Does Free Trade Harm the Environment?" Scientific American, pp.41-57. [RB Reserve in old IDP-203 and IDP-210.]

** International Labor Rights Education and Research Fund, Trade's Hidden Costs: Worker Rights in a Changing World Economy (Washington, D.C.: IPS, 1988).

Class 7: WHAT'S HAPPENING IN THE WORLD ECONOMY #2? -- INVESTMENT

(10-05-06) Guest lecturer: John Cavanagh

- o UN, World Economic Situation and Prospects 2006, chapter III, pp.65-72. [Blackboard. Also, online at www.un.org/esa/policy/wess/wesp2006files/wesp2006.pdf.]
- o French, "When Foreign Investors Pay for Development," Worldwatch: 9-17. [week 7/8]
- + Bhagwati, In Defense of Globalization (2004), pp.162-190. You'll finish this article for class 8, [week 7/8]
- o Ilene Grabel, "International Private Capital Flows & Developing Countries," pp.325-345. You will review this chapter again for week 13. [week 7/8]
- o P. Blustein, "Imported to 'Offshore' More," Washington Post (7 July 2004). [week-7/8]
- + Additional reading may be assigned.

** Highly recommended in light of guest speaker: International Forum on Globalization, Alternatives to Economic Globalization (2004 second edition), chapter 9, pp.271-300.

[Campus Store as recommended book]

** UNCTAD annual report: World Investment Report. Check out stats for individual countries.

** Highly recommended in light of guest speaker: Barnett & Cavanagh, Global Dreams: Imperial Corporations & the New World Order, pp.13-22. [RB Reserve: in old IDP-249] The rest of Global Dreams is also recommended. [Library Reserve]

** UNRISD, Visible Hands: Taking Responsibility for Social Development (2000) chapter 5, pp.75-78.

[RB Reserve: in old IDP-294]

** Lorraine Gray, director, The Global Assemblyline (60-minute documentary, available in library's non-print media section). [Non-print]

Class 6: CURRENT ISSUE #1 -- REGULATION VIA SOCIAL CLAUSES:

(10-12-06) **NORTH AMERICAN FREE TRADE AGREEMENT (NAFTA)
& ITS SIDE-AGREEMENTS**

- + H. French, Costly Tradeoffs: Reconciling Trade & Environment, pp.41-61. [Campus Store]
- + NAFTA Preamble. [week 6]
- o Debate in Foreign Policy: Cavanagh & Anderson versus Jaime Serra et al., "Happily NAFTA After," Foreign Policy, 2002. [week 6] Homework should cover both "sides" of the debate.
- o Broad, Global Backlash, Part III on NAFTA & its social clauses, pp. 117-123, 129-149. [Campus Store & Reserve]. Homework on 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.
- + Additional reading may be assigned.

- ** M.Delal Baer, "North American Free Trade," Foreign Affairs (Fall 1991):132-149. [week 6]
- ** Jack Garvey, "Dispute Resolution Under the NAFTA Side Accords," American Journal of International Law, v.89 (April 1995), pp.439-453. [RB Reserve: old IDP-473] Great article!
- ** Kevin Gallagher, Free Trade and the Environment: Mexico, NAFTA, and Beyond, chap. 7: "Bringing the State Back in: Enabling National Environmental Policy," pp.80-93 [week 13]
- ** Anderson in World Policy Journal. You'll read this later in the semester. [Week-13]
- ** J. Castaneda and C. Heredia, "Another NAFTA: What a Good Agreement Should Look Like," World Policy Journal (Winter 1992-93).
- ** Broad, Global Backlash, pp.19, 51-55 on FTAA.
- ** 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 (D.C.: IPS, 1988), pp.48-107, 118-20, 122-24. Highly recommended.
- ** Bill Moyers, video on chapter 11 of NAFTA. [Non-print?]

Class 8: CONNECTION TO SUSTAINABLE DEVELOPMENT #2 --

(10-19-06) **STRATEGIES: VOLUNTARY CODES OF CONDUCT FOR TNCs
& 3rd-PARTY CERTIFICATION INITIATIVES**

- o Broad, Global Backlash, Part IV, pp.173-239 [Campus Store & Reserve]. For your homework, you are to write comments on two of the following five selections: Readings 4.6, 4.7, 4.8, 4.9- with-4.10, or 4.11.
- o Bhagwati, In Defense of Globalization (2004), finish chapter, pp.190-195. [week-7/8]
- + UNRISD, "Corporate Social Responsibility and Business Regulation," 2004, pp.1-4. [week7/8]
- o Debate between Mark Rose & Marcus Colchester, "Green Corporate Partnerships...?" Ecologist (2004), pp.30-33. [week 7/8]
- + "Lajat/Levi's Resolution: Jeans With Justice, One Stitch at a Time," Sweatshop Watch 12, 2 (Summer 2006), p.3. [week 7/8]
- ** "MOU between BGMEA, UNICEF, & ILO-Bangladesh Regarding the Placement of Child Workers in School Programmes & the Elimination of Child Labour." [RB Reserve: in old IDP-329]
- ** Read about the Fair Labor Association, (<<http://www.fairlabor.org>>) and the Workers Rights Consortium (<<http://www.workersrights.org>>). Note that AU belongs to both...See also general web-sites such as www.bsr.org or www.kenan.org.
- ** Francesco D'Adamo (translated by Ann Leonori), Iqbal: A Novel (New York: Aladdin Paperbacks, 2003). [TBA]

**Class 9: CURRENT ISSUE #2 –
(10-26-06) THE WTO: FROM THE URUGUAY ROUND TO THE "DEVELOPMENT" ROUND
... IMPACT: LABOR, THE ENVIRONMENT, & DEVELOPMENT
... STRATEGIES: REFORM OR REJECT?**

- o Begin WTO readings. Professor will provide more specifics on the logic behind the division of readings between classes 9 & 10.

For those who need contextualization and/or more background:

** WTO Focus 1 (January-February 1995), pp.1-10. [week 9]

** Hilary French, "Coping with Ecological Globalization," in State of the World 2000 (NY: W.W.Norton, 2000), pp.189-194. [Blackboard]

o Esserman & Howse, "The WTO on Trial," Foreign Affairs (2003), pp.130-140. [week-9]

o Boas & Veatne, "Sustainable Development & the WTO" (2004), pp.95-107. [week 9]

o Wade, "What Strategies are Viable for Developing Countries Today: The WTO and the Shrinking of 'Development Space,'" RIPE (2003): 621-644 [week-9]

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.]

+ Additional reading may be assigned.

** Coote, Trade Trap, chapter 9: "Regulating World Trade: The GATT," and chapter 16:

"From GATT to WTO: Results of the Uruguay Round." [Library Reserve & Campus Store]

** Gary Sampson, "Trade, Environment and the WTO: The Post-Seattle Agenda," ODC Books in Brief. See full ODC book as well as 4-page summary. [RB Reserve in old IDP Reader]

Class 10 WTO (continued)
(11-02-06) plus: REVIEW/DIGEST/CATCH-UP/PAPERS

Professor will inform class of readings closer to the date of this class. Readings will provide update re negotiations of so-called "Development Round."

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** Broad & Cavanagh, "A Turning Point for Trade?," Baltimore Sun (2003) [TBA]

** Bello, "The Real Meaning of Hong Kong" (12-23-05), pp.1-3. [TBA]

** "World Trade: Hard Truths," Economist (12-24-05), pp.97-98. [TBA]

** UN, World Economic Situation & Prospects, 2006, on WTO and Doha, Chapter II, pp. 40-41, 45-51.

[Blackboard. Also, online at www.un.org/esa/policy/wesp/wesp2006files/wesp2006.pdf]

** "The Charming Outcome of the Cancun Trade Talks," Economist (2003), 5 pages. [TBA]

** To understand the debate about agricultural liberalization: Focus on Trade no.78 (May 2002): Bello, "The Oxfam Debate: From Controversy to Common Strategy;" and Angus Cleary, "Oxfam's Response to Walden Bello," pp.1-9. Note that these are the first 2 articles in this particular issue of Focus on Trade. [Blackboard. You'll find other relevant readings on www.focusweb.org]

** Sandra Polaski, Agricultural Negotiations at the WTO: First, Do No Harm (2005), at www.CarnegieEndowment.org/trade.

Class 11 NGO INITIATIVES & DEBATES ON THE GLOBAL ECONOMY &
(11-09-06) SUSTAINABLE DEV: LABOR & ENVIRONMENTAL "RIGHTS" (REVISITED)
-- UNILATERAL INITIATIVES

**-- RESHAPING VIA SOCIAL CLAUSES, CODES OF CONDUCT, & CERTIFICATION
-- ROLLBACK/REJECT
& continuation of Class 10: REVIEW/DIGEST/CATCH-UP/PAPERS**

Video: Love, Women, & Flowers (VHS 2560)

- + Broad, Global Backlash, Part V, pp. 243-274 and 287-295. [Campus Store & Reserve]
- + Additional reading may be assigned.

** Anderson in World Policy Journal. You'll read this later in the semester. [Week-13]

** International Forum on Globalization, A Better World Is Possible: Alternatives to Economic Globalization. (San Francisco: Berrett Koehler, 2004 2nd edition). [Campus Store]

**Class 12: WHAT'S HAPPENING IN THE GLOBAL ECONOMY...
(11-16-6) & WHAT IS ITS CONNECTION TO SUSTAINABLE DEV. #3?: AID & DEBT**

- + UN, World Economic Situation & Prospects, 2006, chapter III, pp.72-87 on aid and debt. [Blackboard. Also, online at www.un.org/esa/policy/wess/wesp2006files/wesp2006.pdf]
- + World Bank, Global Development Finance, volumes 1 & 2 (annual). As your required reading, look at the most recent volume 1 for global debt situation and volume 2 for country-specific debt statistics for your paper's country. Be prepared to share your analysis of data in class. [Library "ready reference" section]
- + Broad, Global Backlash, Part V, pp.275-286, Readings 5.6 & 5.7. [Campus Store]
- + J. Bhagwati, "The Capital Myth," Foreign Affairs, pp. 7-12. [week 12]
- + French in State of the World 2000, pp. 194-202. [Blackboard]
- + K. von Moltke, "...Debt-for-Nature Swaps," in Resolve. [week 12]
- + Danish, "The Promises of National Environmental Funds in Developing Countries," International Environmental Affairs (1995). [week 12]
- + Review: Isabel Grabel, sections on portfolio investment[week-7/8]
- + Additional readings may be assigned.

** Joseph Stiglitz, Globalization & Its Discontents (2002). [Reserve]

**Class 13: -- FOOD FOR THOUGHT:
(11-30-06) REVIEW OF THE POST-WW-II GLOBAL ECONOMY: THEN VS. NOW
 -- CURRENT ISSUE #3: STUDENTS' CASE-STUDIES**

PAPERS DUE AT THE START OF CLASS #13

- + Finish/review Davis for your paper.
- + Broad, Global Backlash, conclusion, pp.301-308; and review pp.56-59 on the Washington Consensus.
- + Finish/review: Ryan & Durning, Stuff [Campus Store]...or WorldWatch's Good Stuff [RB Reserve]
- + Birdsall, Rodrik, & Subramanian, "How to Help Poor Countries," 2005, pp.136-152. [Week 13]
- + Deepak Nayyar, "Globalization & Development," 2004, pp.61-82. [week 13]
- + Anderson, "The Equity Factor & Free Trade," World Policy Journal (2003), pp.45-51. [Week-13]
- + Kevin Gallagher, Free Trade and the Environment: Mexico, NAFTA, and Beyond, chap. 7: "Bringing the State Back in: Enabling National Environmental Policy," pp.80-93 [week 13]
- + International Forum on Globalization, Alternatives to Economic Globalization, 2004. See, for example,

Part II for principles & alternatives. [Campus Store & Library Reserve]
+ Additional reading may be assigned.

Class 14 -- CURRENT ISSUE #3: STUDENTS' CASE-STUDIES (continued)
(12-07-06)

+ Additional reading may be assigned.

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FINAL DAY OF CLASS / FINAL EXAM DAY
(12-14-06) -- KEEP OPEN AS BACK-UP OR MAKE-UP DATE

(Note: alternative activities may be offered if this is not needed as a make-up day)
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