

**SOCIOLOGY 320U
GLOBALIZATION
Winter Quarter 2019**

Tues./Thurs., 12:00-1:50 pm
Cramer Hall, Room 269

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Office Hours:
Tues. & Thurs. 2:15-3:15 pm
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In this class, we will examine several complex and interconnected international issues within the context of the dramatic worldwide changes that are collectively termed *globalization*. We begin by unpacking the concept of *development* in an international context, exploring its colonial roots and postwar history as well as debates over its meaning and its social, cultural and ecological effects. We will examine the historical and current relationship between the wealthy nations of the global North (especially the U.S.) and the “poor” nations of the global South, including the issue of international development aid. We will focus on three major theories of development, examining their implications and their role in current policy debates. The course then takes a critical look at the phenomenon of globalization, examining the multiple and contested meanings of the term. We give particular emphasis to economic globalization and its social and environmental effects, as well as the institutions and policies that undergird it, asking why it has generated so much contention worldwide, and how it has changed nation-states and their relationship to citizens. We examine two major competing political-economic ideologies and their influence on current debates over the role that government should play in society. We explore the roots of the recent financial crisis and recession, and the implementation of structural adjustment or austerity policies in both the global South and the North. The course ends with a look at responses and countermovements to the dominant model of economic globalization, as well as alternative development models. Throughout the term, we will wrestle with a series of thorny questions: Are extreme inequality, poverty, and hunger inevitable? If not, what options are available to address them? What should be the role of states, international institutions, private capital, and civil society/social movements in defining the terms of development and globalization? Who wins and who loses from the choices that are made, and who gets to decide?

Course Objectives:

By the end of this course, you should be familiar with:

- The multiple meanings and framings of *development* in an international context, and the history and contested nature of the concept.
- Multiple theories that explain the causes and effects of social and economic *inequality* between and within nations and world regions, and different positions on how globalization influences inequality.
- Arguments for and critiques of the predominant models of international development and aid.
- A range of perspectives on the relationship between the global North and the global South.
- The multiple dimensions of *globalization* (economic, political, cultural) and distinctions between them.
- A range of perspectives on the social, political, and environmental *effects* of economic globalization and neoliberalism, and how they relate to development.
- Multiple perspectives on the causes and effects of debt, structural adjustment, and austerity policies in both the global South and North.
- The major competing ideologies underlying economic and social policy in the 20th and 21st centuries.
- The linkages between *global* political-economic dynamics and *local* social and economic phenomena.
- A range of *responses* to the social effects of globalization, including social movements, populist reactions, and alternative models from both states and civil society.

COURSE REQUIREMENTS:

- 1) **Class Attendance:** Regular attendance is especially important in a discussion-centered course such as this one. Attendance counts for 15 percent of your final grade. **NOTE:** Each student will begin the term with 15 points for attendance. The first two absences will not reduce your grade. However, each absence after the second will reduce the total by two points. Thus, multiple absences will reduce your final grade substantially.
- 2) **Reaction/Question Cards:** During each class session, you should write a short question and/or comment pertaining to the content of the lecture and/or discussion. Write this question/comment on a 3x5 card. ***Please purchase a pack of these cards (3x5 only, please) for use in class, or share one with another student.*** Write your full name and the date at the top of the card. At the end of class, deposit your card on the table near the door. I will use these cards to keep track of class attendance.
- 3) **Readings:** Everyone should arrive in class having completed all of the readings for that class session. Coming unprepared deprives your classmates of your insights and ideas. I will usually (but not always) post a set of reading questions on D2L to accompany the readings. These questions are meant to inform or guide your thinking on the reading material, and *I suggest you read them before or while doing the readings.*
- 4) **Participation:** We will dedicate a substantial amount of time to discussion and debate, both in small groups and as a whole class. Your active participation in discussion is critical to making the class worthwhile, both for you and your classmates, and it will count for 10 percent of the final course grade. Your participation grade will include: your engagement in whole-group and small-group discussions, posting replies to others' response papers on D2L, and comment/question cards.

5) ASSIGNMENTS:

A) **QUIZZES:** Several times during the quarter (between 5 and 10 times), I will give a short quiz on the content of the reading for that class session. The quiz dates will not be announced. The goal is to encourage you to read carefully and completely the assigned readings. I will discard your lowest quiz score, and average the other scores in calculating grades. Quizzes count for 15 percent of your final grade.

B) **EXAM:** There will be one exam: a **take-home, open-book, final essay exam, which is due Wednesday, March 20 at 10:00 am, on D2L.** The exam will evaluate your ability to analyze, synthesize and apply the key issues, concepts, and theories covered during the term. The exam counts for 32 percent of the final grade.

Note: you may work with your classmates to prepare for the exam, but *the work on the actual exam must be yours alone.* Please see "Academic Integrity," below.

C) **READING RESPONSE PAPERS (POSTINGS):** For seven (7) weeks during the quarter, you should **write a thoughtful short response/reaction to all of the starred (*) readings for that day's class session** (you may also include the other readings). These responses should be very short papers, **between 500-700 words** (see specifications below). **Note: The 500-word minimum is a firm minimum.** Reaction papers should be well organized, with correct grammar and spelling. I will send you samples of strong responses.

IMPORTANT: In these response papers, you may: criticize or praise the readings, find points of similarity or divergence, question the key ideas or concepts, point out weaknesses, relate the readings to your own personal experiences, examine their underlying values and assumptions, compare them to other readings, etc. ***The key point is this: you should show evidence that you have critically and thoughtfully engaged with the ideas in the main required readings; the paper should not be merely a summary or restatement.*** (On some days I may also give you some *guiding questions* to focus your response; if so, please make sure to address them.)

→Quotes from, and/or references to, specific sections, passages, or ideas in the readings (with page numbers) will be necessary evidence of your engagement. Avoid writing merely a general response.

You need to do two things with these papers:

1. **POST your paper to our course D2L website** (under the “Discussions” tab, click on the folder for the appropriate date, and then “Compose” to start a new posting), so that students can read each others’ postings—and respond—before we meet.

Please **DO NOT attach a Word or other file to the posting; instead, please compose and save your response paper in a word processing program, then select the text of your response, copy it, and paste it into the window for the thread.

→**POSTING DEADLINE: No later than 8:00 am on the day of class.** You may write a posting on either Tuesday’s or Thursday’s readings, but you may not post more than one response in any week.

NOTE: Writing a posting is required in Week 2, and also in Week 3 on Jan. 22nd. If you miss posting for these weeks, you will not be able to make up the points elsewhere.

***Late postings and grades: If your posting is late (between 8:01am and 10:00 am), you will receive 50% of what your grade would have been. No credit will be given for postings after 10:00 am.**

2. **READ the other postings, and REPLY to at least one other student’s posting whenever you post a reading response.** Each session’s posting on D2L is set up as a discussion forum. In order to facilitate an actual online discussion, you must post your reply before class starts at 12:00 noon. To reply to a posting, click on the link for that posting, then click “Reply.” It is fine to question or critique the arguments in another student’s posting, but please keep all postings civil and respectful!

Either the Teaching Assistant or I will evaluate your response paper postings in the following way:

- Strong response—keep it coming! = **3.7 to 4.0 points**
- Good response; meaningful engagement with readings, but room for improvement = **3.3 to 3.6 points**
- Adequate response; some good engagement, but needs to be strengthened = **2.5 to 3.2 points**
- Unsatisfactory; you didn’t seem to engage meaningfully with the readings. = **0 to 2.4 points**

NOTE: *Regardless of whether you write a response paper for a given day, you are expected to come to every class prepared to discuss all of the readings, and have the readings with you (in hard copy or on laptop/tablet).*

EVALUATION/GRADING:

The final course grade will weigh assignments/requirements in this way:

- | | |
|--|---------------------------|
| • Class Attendance: | 15 points |
| • Reading Response Papers/Postings (7 papers): | 28 points (4 points each) |
| • Quizzes (several during quarter): | 15 points |
| • Final Exam: | 32 points |
| • Class Participation: | 10 points |
| • Extra Credit (lecture or film write-ups): | 3 points <i>maximum</i> |

TOTAL: -----
103 possible points

Final grades will be calculated using the following table. This course is not graded on a curve.

A	93.0-103.0	B-	80.0-82.9	D+	67.0-69.9
A-	90.0-92.9	C+	77.0-79.9	D	63.0-66.9
B+	87.0-89.9	C	73.0-76.9	D-	60.0-62.9
B	83.0-86.9	C-	70.0-72.9	F	59.9 or less

READINGS

There are no required textbooks for the course. All readings for this course will be available on the course D2L website, under the “Course Content” tab, then in the “Course Readings” folders for the relevant class date. D2L is PSU’s course management software; please see me with any questions you have about using it.

Note on printing: Sometimes I will ask you to print out a copy of particular articles and bring them to class. Otherwise, printing is optional. ***However, I expect you to bring all of the assigned readings with you to class, either in hard copy or on a laptop/tablet (not on a smartphone or mobile).**

COURSE GUIDELINES:

Starting Time: Class will start **promptly** at 12:00 noon. I expect you to show me and your fellow students the courtesy of coming to class on time. The size and shape of our classroom make late arrivals a big distraction. If you repeatedly arrive late, your course participation grade will be reduced.

Distractions: Please turn off laptops, tablets, cell phones, smartphones, and any other electronic devices, and put them away during class. Because it detracts from classroom focus and the quality of discussion, I have a firm policy against using these devices during class—with one exception, which I will discuss further in class.

Syllabus: This is your principal guide to the class. Please bring it with you to each class in case we need to make adjustments. Before emailing me with a question, please *reread the syllabus first.*

Academic Integrity: I expect that your writing and your work on all assignments in this course will reflect original thought. Your work on the assignments must be entirely your own. Any language and/or ideas that are drawn from course readings or other published works *must* be properly attributed and cited, and verbatim text *must* be placed in quotation marks. Academic integrity is the cornerstone of the university. Plagiarism or cheating on academic work is extremely serious, and will not be tolerated. Submitting an attendance card or assignment for another student will also be treated as a violation of academic integrity. I take violations of this policy very seriously. Therefore, any student whom I find to be in violation of these standards will receive either a grade of zero for the assignment in question, or a failing grade for the entire course. I will also report all violations of this policy to the Dean of Student Life. If you have questions or concerns about these policies, or about proper attribution/citation practice, I strongly encourage you to discuss them with me. Please refer to the Student Code of Conduct for more information: <http://www.pdx.edu/dos/psu-student-code-conduct>

PSU Sexual Harassment Policy: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. I also have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at: <https://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, please complete the required student module “Creating a Safe Campus” in your D2L.

COURSE CALENDAR AND READINGS:

(Please note that this is a *tentative* calendar. Some readings may be shifted, added or dropped over the course of the quarter, based on our progress and scheduling issues. I will let you know in advance about any changes.)

***Starred readings** *must* be included if you write a reading response for that day; other readings may be included.

DATE	TOPICS	READINGS
Tuesday Jan. 8	Overview and Introduction Course preview, Questionnaires	(Optional reading): D. Stanley Eitzen and Maxine Baca Zinn. 2012. "Globalization: An Introduction." 1-7 in Eitzen and Zinn (eds.), <i>Globalization: Transformation of Social Worlds</i> .
	UNIT I	DEVELOPMENT, POVERTY, AND INEQUALITY: HISTORICAL ROOTS, CONCEPTUAL APPROACHES
Thursday Jan. 10	Previewing the Issues: Development and Globalization; Defining and Measuring Poverty and Wealth	*Amy B. Hite, J. Timmons Roberts, and Nitsan Chorev. 2015. "Development and Globalization: Recurring Themes." p. 1-17 in Roberts, Hite, and Chorev (eds.), <i>The Globalization and Development Reader (2nd ed.)</i> . *Jeremy Seabrook. 2007. <i>The No-Nonsense Guide to World Poverty</i> . London: Verso. 35-62, "Defining Poverty." *Jason Hickel. 2016. "To Save the Economy, We Have to Break its One Sacred Rule." <i>Fast Company</i> , March 16.
Tuesday Jan. 15	Colonial Legacies and the Colonial Division of Labor Decolonization; The "Development Project"; International Aid: Helping or Harming?	*Philip McMichael. 2016. <i>Development and Social Change: A Global Perspective</i> . p. 26-54, "Instituting the Development Project." *Maggie Black. 2015. <i>The No-Nonsense Guide to International Development</i> . 33-53, "Aid: The International Contribution." *Jonathan Glennie. 2010. "More Aid is Not the Answer." (Optional): John Perkins. 2016. <i>The New Confessions of an Economic Hit Man</i> (excerpts). San Francisco: Berrett-Koehler. Film: "The End of Poverty?" (in class)
Thursday Jan. 17	Food and Hunger; Food Aid	*Philip McMichael. 2016. <i>Development and Social Change</i> . 67-79, "The Food-Aid Regime." *Frances Moore Lappé and Joseph Collins. 2015. <i>World Hunger: Ten Myths</i> . New York: Grove. 13-33. *Megan Tady. 2007. "Who Does U.S. Food Aid Benefit?" <i>In These Times</i> , September 12. Timothy Wise. 2014. "Malawi's Paradox: Filled with Corn and Hunger." <i>Pulse</i> , February 25.

<p>Tuesday Jan. 22</p>	<p>Key Theories of Development:</p> <p>Modernization, Dependency, and World-Systems Theories</p> <p><i>(Note: Required to write a posting on today's readings)</i></p>	<p>*Scott Sernau. 2012. <i>Global Problems (3rd edition)</i>. "Modernization and Dependency Theories."</p> <p>*W.W. Rostow. 1960. "The Stages of Economic Growth: A Non-Communist Manifesto." 52-61 in Roberts and Hite (eds.). <i>The Globalization and Development Reader</i> [2015].</p> <p>*Andre Gunder Frank. 1969. "The Development of Underdevelopment." 105-114 in Roberts and Hite (eds.). <i>The Globalization and Development Reader</i> [2015].</p> <p>*Immanuel Wallerstein. 2004. "The Modern World-System as a Capitalist World Economy" (excerpt). 56-62 in Boli and Lechner (eds.), <i>The Globalization Reader (5th ed.)</i> [2015].</p> <p>Richard Peet. 1999. <i>Theories of Development</i>. New York: Guilford Press. 107-114, "Dependency Theory" and World-Systems Theory"</p>
<p>Thursday Jan. 24</p>	<p>Global Population and Consumption:</p> <p>Malthusian and Anti-Malthusian Perspectives</p> <p><i>Debate Activity: Applying Theories of Development</i></p>	<p>* Garrett Hardin. 1974. "Lifeboat Ethics: The Case Against Helping the Poor." <i>Psychology Today</i> (September).</p> <p>*Vandana Shiva. 2005. "The False Tragedy of the Commons" and "Myths About and Reasons for Overpopulation." 53-61 in <i>Earth Democracy</i>.</p> <p>*Three <i>Guardian</i> pieces on Rostow, Frank, Dependency (required)</p> <p><u>PLUS: Read two short pieces for debate activity (Danner; Brooks), and bring notes for debate to class.</u></p>
<p>Tuesday Jan. 29</p>	<p>Labor and Globalization (I):</p> <p>The New International Division of Labor; Feminization of Labor</p> <p><i>Case Study: Sweatshops and the Global Apparel Chain</i></p>	<p>*Philip McMichael, <i>Development and Social Change</i>. 80-99, "Globalizing Developments."</p> <p>*Jane Collins. 2009. "The Age of Wal-Mart." 97-112 in H. Gusterson and C. Besteman, eds., <i>The Insecure American</i>.</p> <p>*Naomi Klein. 1999. <i>No Logo</i>. New York: Picador. 195-229, "The Discarded Factory."</p> <p>Bryce Covert. 2018. "All Work And No Play." <i>The Nation</i>, Oct. 22.</p> <p>(Optional): Beatrice Newberry. 2002. "Rethinking Child Labor." 194-199 in Bigelow and Peterson, eds., <i>Rethinking Globalization</i>.</p> <p><i>Film: "China Blue" (start in class; finish on your own)</i></p>

	UNIT II	FROM DEVELOPMENT TO GLOBALIZATION
Thursday Jan. 31	From Development to Globalization; Multiple Perspectives on Globalization	* Thomas. L. Friedman. 2007. <i>The World is Flat</i> . “While I Was Sleeping” (excerpts). * Mark Engler. 2008. “The World is Not Flat.” <i>Dollars and Sense</i> (May/June): 20-25. * Joseph Stiglitz. 2007. <i>Making Globalization Work</i> . 3-24, “Another World is Possible.”
Tuesday Feb. 5	Neoliberalism (I)	*Johanna Bockman. 2013. “Neoliberalism.” <i>Contexts</i> 12(3):14-15. *Naomi Klein. 2007. <i>The Shock Doctrine</i> . 163-176, “Saved by a War.” *David Harvey. 2005. <i>A Brief History of Neoliberalism</i> . New York: Oxford University Press. 1-19.
Thursday Feb. 7	Neoliberalism (II): Ideology and Politics	*William Deresiewicz. 2015. “The Neoliberal Arts: How College Sold its Soul to the Market.” <i>Harper’s</i> (September): 25-32. *George Monbiot. 2016. “Neoliberalism: The Ideology at the Root of All Our Problems.” <i>The Guardian</i> , April 15. *James Kirchik. 2017. “I’m a Neoliberal and I’m Proud.” <i>Los Angeles Times</i> , June 4. *Nancy MacLean. 2017. <i>Democracy in Chains</i> . xv-xxxiv, “A Quiet Deal in Dixie.”
Tuesday Feb. 12	Institutions of Globalization and “Free” Trade (GATT, WTO, IMF, WB, NAFTA, CAFTA, TPP...); The Washington Consensus Tariffs and Trade Wars Guest Speaker: Russell Lum, Oregon Fair Trade Campaign	(Choose ONE of the following two pieces): *Philip McMichael, <i>Development and Social Change</i> . 133-145, “The Making of a Free Trade Regime.” -OR- *David Bacon. 2013. “From Perote to Tar Heel.” 1-21 in <i>The Right to Stay Home: How US Policy Drives Mexican Migration</i> . *William Finnegan. 2003. “The Economics of Empire: Notes on the Washington Consensus.” <i>Harper’s</i> (May): 41-54. *World Trade Organization. 2002. “Ten Benefits of the WTO System.” 100-102 in Bigelow and Peterson (eds.), <i>Rethinking Globalization</i> . Milwaukee: Rethinking Schools. *Global Exchange. 2002. “Ten Arguments Against the World Trade Organization.” 105-107 in <i>Rethinking Globalization</i> . Plus: Short pieces on NAFTA, Trade Wars, Trump (for guest speaker)

<p>Thursday Feb. 14</p>	<p>Debt in the South: Structural Adjustment</p>	<p>*Wayne Ellwood. 2015. <i>The No-Nonsense Guide to Globalization</i>. 47-67, “Debt and Structural Adjustment.”</p> <p>*Walden Bello. 2009. “Eroding the Mexican Countryside.” 39-53 in <i>The Food Wars</i>.</p> <p>*Jubilee USA Network. 2009. “SAPs: Making Debt Deadly.”</p> <p>Film: “Life and Debt” (in class)</p>
<p>Tuesday Feb. 19</p>	<p>Structural Adjustment and Austerity in the South and the North</p>	<p>*Jason Hickel. 2012. “The World Bank and the Development Delusion.” Al Jazeera, September 27.</p> <p>(Choose ONE of the following two readings):</p> <p>*Carrie L. Shandra, et al. 2011. “World Bank Structural Adjustment, Water, and Sanitation.” <i>Organization & Environment</i> 24(2) 107–129.</p> <p>-OR-</p> <p>*James Pfeiffer and Rachel Chapman. 2010. “Anthropological Perspectives on Structural Adjustment and Public Health.” <i>Annual Review of Anthropology</i> 39: 149–159.</p> <p>*Paul Mason. 2011. “Greece: The Anomic State? From Austerity to Social Breakdown.” 87-104 in <i>Why It’s Kicking Off Everywhere</i>.</p> <p>Oliver Laughland. 2018. Q&A with Naomi Klein on Austerity and Puerto Rico. <i>The Guardian</i>, August 8.</p>
<p>Thursday Feb. 21</p>	<p>Privatization and Commodification</p> <p><i>Case Study: Water Privatization</i></p>	<p>*Maude Barlow. 2013. <i>Blue Future: Protecting Water for People and the Planet Forever</i>. New Press. 88-117.</p> <p>*Daniel Jaffee and Soren Newman. 2013. “A Bottle Half Empty.” <i>Organization & Environment</i> 26(3): 321-325 (excerpt).</p> <p>*Two short readings on privatization and the Trump Administration (Porter; Dayen)</p> <p>Film: “Leasing the Rain” and/or “The Big Sellout” (in class)</p>
<p>Tuesday Feb. 26</p>	<p>The Global Financial Crisis and its Legacy;</p> <p>Populist Reactions to Globalization and Neoliberalism</p>	<p>*Robert Creamer. 2011. “How Globalization Set the Stage for the 2008 Economic Collapse.” <i>Huffington Post</i>, Jan. 8.</p> <p>*(Multiple authors). 2018. “America, 10 Years After the Financial Crisis.” <i>New York Magazine</i>, August.</p> <p>*Naomi Klein. 2016. “It Was the Democrats’ Embrace of Neoliberalism That Won it for Trump.” <i>The Guardian</i>, November 9.</p> <p>*Joseph Stiglitz. 2019. <i>Globalization and Its Discontents Revisited: Anti-Globalization in the Age of Trump</i>. Introduction (xv-xlv) and 3-5.</p> <p>(Optional): Conor Lynch. 2018. “Neoliberalism is Being Rejected Around the World. Can Genuine Progressives Capitalize?” <i>Alternet</i>.</p>

<p>Thursday Feb. 28</p>	<p>Climate Change, Globalization, and Justice;</p> <p>Has Economic Globalization Increased or Decreased Global Inequality?</p> <p>Labor in a Global Economy (II): The Precariat</p>	<p>*Naomi Klein. 2014. <i>This Changes Everything</i>. Introduction. New York: Simon & Schuster.</p> <p>*Jason Hickel. 2017. "Is Global Inequality Getting Better or Worse? A Critique of the World Bank's Convergence Narrative." <i>Third World Quarterly</i>. 38(10): 2208-2222.</p> <p>*Guy Standing. 2012. "The Precariat is You and Me." ABC News (Australia), February 8.</p> <p>Chris Brooks. 2018. "Uber's Big Lie." <i>Jacobin Magazine</i></p> <p>Alana Samuels. 2018. "The Internet is Enabling a New Kind of Poorly Paid Hell." <i>The Atlantic</i>, January 23.</p> <p>Videos: Klein on Climate Change; Guy Standing on The Precariat (in class)</p>
<p>UNIT III</p>		<p>ALTERNATIVES AND COUNTERMOVEMENTS</p>
<p>Tuesday March 5</p>	<p>Alternatives and Responses (I): Latin America's "Pink Tide"</p> <p><i>Case Study: Argentina's Worker-Occupied Factory Movement</i></p>	<p>*Mark Engler. 2008. <i>How to Rule the World</i>. 156-185, "Latin America in Revolt."</p> <p>*Kevin Gallagher. 2011. "The End of the Washington Consensus." <i>The Guardian</i>, March 7.</p> <p>*Mark Weisbrot. 2016. "Has the Left Run its Course in Latin America?" <i>The Nation</i>, May 10.</p> <p>*Jeff Abbott. 2018. "The Left Just Won Big in Mexico." <i>In These Times</i>, July 2.</p> <p>Ben Blackwell. 2003. "Cooking-Pot Revolution." <i>The Ecologist</i> 33(4): 52-55.</p> <p>Film: "The Take" (in class)</p>
<p>Thursday March 7</p>	<p>Alternatives and Responses (II): Fair Trade;</p> <p>The Rise of the BRICS</p>	<p>*Daniel Jaffee. 2018. "Fair Trade." 277-293 in Jason Konefal and Maki Hatanaka (eds.), <i>Twenty Lessons in the Sociology of Food and Agriculture</i>. Oxford University Press.</p> <p>*Philip McMichael, <i>Development and Social Change</i>. 233-240, "Geopolitical Transitions."</p> <p>*Mark Weisbrot. 2014. "The World Has Nothing to Fear From the U.S. Losing Power." <i>The Guardian</i>, May 3.</p> <p>William Gumede. 2014. "The BRICS Bank can release Africa from World Bank Tyranny." <i>The Guardian</i>, July 17.</p>

Tuesday March 12	Alternatives and Responses (III): The “Green New Deal” Struggles Over the Democratic Party’s Future	*Katrina Vanden Heuvel. 2018. “Why the Time Has Come for a Green New Deal.” <i>The Washington Post</i> . *Kate Aronoff. 2018. “With a Green New Deal, Here’s What the World Could Look Like for the Next Generation.” <i>The Intercept</i> , December 5. *David Remnick. 2018. “Alexandria Ocasio-Cortez’s Historic Win and the Future of the Democratic Party.” <i>The New Yorker</i> , July 23. *Corey Robin. “The New Socialists.” <i>The New York Times</i> , Aug. 24.
Thursday March 14	Alternatives and Responses (IV): Fair Labor; Rethinking Development Wrap-Up	*Philip McMichael, <i>Development and Social Change</i> . 289-299, “Rethinking Development.” (p. 280-288 optional) *Peter Dreier. 2011. “Is the Perfect Factory Possible?” <i>The Nation</i> , October 19. *Jeremy Seabrook. 2007. <i>The No-Nonsense Guide to World Poverty</i> . 122-131, “Rescuing Self-Reliance.”
	FINAL EXAM (Take-home, essay)	→ DUE Weds., March 20 by 10:00 am (D2L Assignment folder)

Access and Inclusion for Students with Disabilities:

PSU values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me.

The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union: 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.