



**Global Social Impact 360**  
**SWRK 798-004/ MSSP-798-001**

**Fall 2016: Sept 10, Sept 17, Sept 24, Oct 1, Oct 15, Oct 22**  
**Six (6) Saturdays: 9 am to 4 pm (one hour lunch break)**

**Course Purpose**

This course is designed to provide a global and multi-dimensional framework to the understanding of the causes and consequences of the challenges we encounter in our society. Having developed a broader and deeper perspective in evaluating the problems we face today, we will be able to develop more effective and innovative intervention programs to address the different social challenges we face both at the global and the local level.

This course will examine the complex interface between the unprecedented rate of global changes and the roles of the different major sectors in affecting global social challenges. Through in-depth examination of some of the major global challenges, we will gain a deeper appreciation of the complex interdependencies of different global trends and societal factors. We will explore potential win-win solutions to some of the pressing social issues of today.

The course format will be highly interactive, critically reviewing theories, literature and dissecting real life cases from around the world. We will have workshops, role plays and distinguished speakers throughout the course. Through thought provoking discussions and analysis of these complex issues, students will develop a more global perspective, cultivate a comprehensive framework in evaluating major social issues, enhance their critical thinking and innovative problem solving skills, and become more effective future leaders for society and the world.

**Course Objectives**

The course will help us develop a holistic, 360 degree, strategic framework to critically evaluate and analyze global social issues, and develop innovative problem solving skills in designing and implementing effective programs to deliver positive social impact. We will draw upon literature and case studies from around the world to better appreciate the enormity and complexity of these critical issues, and will review emerging paradigms of convergence, collaboration and governance among the sectors.

We will review the forces of transformational change (Technology, Demography and Globalization) which set in motion changes resulting in the many benefits we enjoy as well as the challenges we face today. Against the backdrop of these global forces, in most societies, the major sectors – Government, Business, Not-for-profits, and the Civil Society – all play their role in affecting societal issues on a daily basis. We will examine the roles and responsibilities and

the strengths and limitations of each sector, as well as the stakeholders each sectors are held accountable to.

Armed with a broader view of the forces of change underway and the interface among the various sectors, we will utilize these insights to analyze the following inter-related major global challenges – Income Inequality, International Labor Dynamics, Global Health, and Climate Change. By examining recent trends and using current real life cases, we will examine how the inherent conflict of interests among the various sectors have resulted in some of the challenges we face today, and to explore potential win-win solutions.

The need for innovative models of collaborations among the sectors and new framework of development are more urgent than ever before because of the critical global challenges the world and societies are facing. We will review the various innovative models of cross-sector collaborations, alternative framework of global development, and the potential for new global governance models for the new globalized world.

Last but not the least, each student will creatively apply the learning from this course in an innovative project proposal to make a positive impact on a social problem they are passionate about.

<b>Sept 10, 2016</b>	<b>Forces of Change: Demography, Technology, Globalization</b>
<b>Sept 17, 2016</b>	<b>Understanding the Sectors: Government, Business, Civil Society and You</b>
<b>Sept 24, 2016</b>	<b>Global Challenge – Economic Inequality; Climate Change</b> Trends, Causes and Consequences of Income Inequality Climate Change: “This Is IT!”
<b>Oct 1, 2016</b>	<b>Global Challenge – Global Health; International Labor</b> Global Health: Access, Availability, Affordability New Dynamics of International Labor Chain
<b>Oct 8 – Fall Break</b>	
<b>Oct 15, 2016</b>	<b>Emerging Trends and Models of Development</b> Cross sector Synergies Alternative Models of Development
<b>Oct 22, 2016</b>	<b>Think Global and Act Local</b>

## **Educational Objectives**

At the end of this course, students are expected to develop competencies in the following areas:

- ✓ Critical thinking, analytical skills and innovative problem solving applied to global issues
- ✓ Enhanced appreciation of how the forces of change – technology, demographics and globalization – set the conditions for the dynamics in the social, economic and political context of today
- ✓ Enhanced appreciation of the strengths, limitations and potential areas of conflict of interest among the various sectors (Government, Business, Civil Society and Individual Actions) in affecting social change
- ✓ Open mindedness in entertaining alternative viewpoints, willingness to challenge our own long-held assumptions, and to challenge conventional wisdom when appropriate
- ✓ Comfortable dealing with uncertainties and ambiguity when confronting complex problems
- ✓ Thoughtful and articulate presentation of one's ideas and viewpoints
- ✓ Critical strategic skills in identifying areas of synergies among the various sectors
- ✓ Comprehensive strategic framework to critically analyze complex social issues
- ✓ Appreciation of and ability to apply the innovative models of collaborations among sectors
- ✓ Improved effective written, presentation and argumentation skills

## **Course Requirements**

**Grading:** In Class participation [20%], Discussant Assignment [20%]; Online Discussions [30%]; Impact Project and Term Paper [30%].

### **Assigned Readings and In-class participation:**

- Must read all the required readings for the week prior to class. Students will be assigned to be Discussant in class to summarize key arguments and provide critique of the readings.
- Be prepared to engage in active critical discussions of the topics during class.
- Workshops and role plays will be based on the readings and case studies assigned. So students must be familiar with the materials to be able to participate fully.
- During Role Play sessions, students will likely be assigned to play the role and represent interests of the party they are normally not exposed to. In doing so, students will be encouraged to develop a deeper understanding of the motives and operational limitations of the different parties in complex situations.
- Active and respectful presentation of different viewpoints are expected and encouraged.

### **Online Discussion Forums:**

- Every student **MUST** start a thread on the online discussion forum every week that is pertinent to the subject of the previous or following week. The post should reflect a critical thought or comment on the issues of that week. Students are encouraged to provide personal experience and/or observations relating to that subject, additional suggested articles (from media and/or other publications) are welcomed. This (new) post must be on the CANVAS Discussion Forum no later than Wednesday noontime.

- Every student MUST respond/ add to at least one thread started by another student. Active discussion on the topic is highly encouraged. The “response” post must be on the CANVAS Discussion Forum no later than Thursday 6 pm.
- These online discussions are critical to further our critical analysis capability, and to encourage thoughtful exchange of differing viewpoints.
- These discussions will guide on us the topics that you all want to delve more into during the class discussions.

### **Impact Project and Term Paper:**

- Each student will choose a Social Issue they want to tackle applying the learning from this course using a cross-sector collaborative approach.
- In-Class Presentation
  - Each student will formally present an outline of their project in class in Week 6.
  - The presentation will be judged on the soundness of the project proposal, and the effectiveness of presentation skills.
- Term Paper
  - A term paper in the form of a project proposal (based on the project presented in class) requesting resource approvals will be submitted at the end of the course.
  - This mock proposal will be written as a Proposal for Endorsement from Funding Agencies or from Senior Management in an organization.

### **Instructions for Program to Deliver Positive Social Impact**

1. Select an area of Social Issues you want to make an impact in.
2. Choose an organization/ a sector you are working in -- Could be any organization in any sector, it could be an existing “real” organization, or a hypothetical organization, or an organization you would build.
3. Apply the Holistic Framework to design an intervention program (what problem you are trying to solve, why it is important, who are the stakeholders you should consider, what are the critical success factors, what are the intended and potential unintended consequences, how do you intend to design and execute your strategy, and how are you assessing your progress and measures of success?)
4. Program must include at least one other sector’s collaboration: Why do you want them? Why should they join you? That is, what is the win-win in this collaboration?
5. Your term project and term paper should reflect your understanding, critique and application from the required readings with appropriate references.

### **Timeline and Deadlines:**

Outline Due Wednesday Sept 28th: One page outline describing your proposal. I will review and provide feedback during the following week.

In-Class Presentation Oct 22nd: Program Proposal Presentation (15 min)

1. You are to make a proposal to your organization’s leadership team to get approval and funding for your project. Your Presentation should be a compelling argument on why this project should be funded or supported taking into consideration competing priorities and limited resources.

2. The proposal should exhibit a thorough understanding and application of the holistic framework we discussed in class -- considering the immediate and long-term impact, the interest of the various stakeholders affected -- and create a win-win value proposition for engagement and support.
3. The proposal should include a preliminary outline of the resources you are requesting, and the milestones of when interim and final results will be available. Note: funding and approval for large projects are usually much better received when it includes realistic phases of progress, and have well thought out milestones of payment commensurate with demonstration of planned outcomes.
4. The entire class and myself will be the leadership team. You will be evaluated on the following
  - Thorough application of the “Holistic Framework” (a comprehensive consideration of multi-dimensional factors) that was introduced in class
  - Soundness of Program to deliver intended impact
  - Clarity of requested support and realistic measures of success
  - Win-win strategy to engage other sector(s)
  - Presentation skills

Term Paper Due Nov 28th: Develop your Project Proposal into a term paper

- Font sized 11, 5,000 words
  - The Proposal should include all the elements per the instructions in the Term Project
  - The Term Paper should be prepared in the form of the Proposal Requesting for Funding, and should be done in a way that the student could potentially bring this forward to an agency/organization for approval.
- Please make sure you include evidence, data, graphs, etc to support your proposal

### **Academic Integrity**

Students are expected to conduct themselves consistent with the University of Pennsylvania’s Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/>.

	Theme	Session Outline
<p><b>Underlying Questions for each session throughout the course:</b></p> <ol style="list-style-type: none"> <li>1. How do the different major <u>forces of change</u> interact to affect these issues?</li> <li>2. How do the government, business, non-profits and WE as citizens <u>contribute to the aggravation</u> of these issues?</li> <li>3. How can the government, business, non-profits and WE as citizens <u>contribute to solving</u> these issues?</li> <li>4. <u>Why should we care</u> about the global challenges (issues)?</li> <li>5. How can we re-imagine and collectively work towards <u>alternative models</u> of engagement and development?</li> </ol>		
<b>Week 1</b> (Sept 10)	<b>Forces of Change:</b> Technology, Demographics, Globalization	<ul style="list-style-type: none"> <li>▪ <b>Forces of Change</b> <ol style="list-style-type: none"> <li>1. Technological Innovation –Opportunities &amp; Threats</li> <li>2. Demographic Transitions – Changing dynamics</li> <li>3. Globalization – The Good, the Bad and the Ugly</li> </ol> </li> <li>🚧 <b>Workshop: Inter-dependencies of the major forces</b></li> </ul>
	<p><u>Technology:</u></p> <ol style="list-style-type: none"> <li>1. What are some of the major technological advances throughout history that changes the course of human development?</li> <li>2. What are the benefits and the unintended consequences of some of these technological advances?</li> </ol> <p><u>Demographic Changes:</u></p> <ol style="list-style-type: none"> <li>3. How does the major demographic changes – population growth, population aging, internal and international migration -- affect political, social and economic processes?</li> <li>4. How do technological and demographic changes interact to change the dynamics in human society?</li> </ol> <p><u>Globalization:</u></p> <ol style="list-style-type: none"> <li>5. How does globalization influence human development throughout history, and in the modern world?</li> <li>6. What are the benefits and the unintended consequences of modern economic globalization?</li> <li>7. How does contemporary economic and political globalization change the dynamic between State and Market?</li> </ol>	
<b>Week 2</b> (Sept 17)	<b>Strengths and Limitations of the Sectors</b>	<ul style="list-style-type: none"> <li>▪ <b>Evolving Roles of Government, Businesses and NGO’s</b></li> <li>🚧 <b>Workshop: Strength and Weaknesses of the Sectors</b></li> <li>▪ <b>Developing Solutions with a Holistic Framework</b></li> <li>🚧 <b>Workshop: Applying a holistic Framework</b></li> </ul>
	<p><u>Three Sectors – Opportunities for synergies?</u></p> <ol style="list-style-type: none"> <li>1. What are the strengths and limitations of the different sectors? Who are their respective stakeholders and what are they being held accountable for?</li> <li>2. What are the inherent conflicts of interests among the various sectors as it relates to social issues?</li> <li>3. What are the areas of complementary strengths and weaknesses of the various sectors that could lead to potential win-win solutions?</li> <li>4. How can we distinguish positive collaboration versus negative collusion among the sectors? From whose perspective and whose interests should this question be posed and examined?</li> <li>5. Are there “public goods” to be preserved? and which sector should be held accountable for its vitality?</li> <li>6. What has to change fundamentally within society in order that different sectors can work synergistically to address social issues?</li> </ol>	
<b>Week 3</b> (Sept 24)	<b>Global Challenge:</b> Economic Inequality Climate Change	<ul style="list-style-type: none"> <li>▪ <b>Trends, Causes and Consequences of Inequality</b> <ul style="list-style-type: none"> <li>✓ Rising Inequality: National &amp; International</li> <li>✓ Drivers and Consequences of Inequality</li> <li>✓ Potential Solutions &amp; Conflicts of Interests</li> </ul> </li> <li>▪ <b>Climate Change</b> <ul style="list-style-type: none"> <li>▪ <b>A Global Dispute:</b> <ul style="list-style-type: none"> <li>✓ “Alarmist” vs “Deniers”</li> <li>✓ “Development” vs “Conservation”</li> </ul> </li> <li>▪ <b>Case Study: Climate Change Summits</b></li> </ul> </li> </ul>

	<p><u>Economic Inequality:</u></p> <ol style="list-style-type: none"> <li>1. What are the trends of historical and recent distribution of income and wealth?</li> <li>2. How do technological, demographic change, and globalization affect national and global inequality?</li> <li>3. What do you think are the social, economic and political causes &amp; consequences of rising inequality?</li> <li>4. What is the role of government and business leading to the rise in inequality, and what are some of the responses that are considered in the public debate? What are the pros and cons of these potential responses?</li> <li>5. What are the kinds of policy that contribute to the inequality? What policies can counteract rising inequality?</li> </ol> <p><u>Climate and Environment:</u></p> <ol style="list-style-type: none"> <li>1. What does the scientific data suggests regarding global warming and its consequences?</li> <li>2. What would be the required action to avert the dire predictions of the International Panel on Climate Change (IPCC) projections? Why is it so difficult to garner cross-sector support?</li> <li>3. How did the policies of Carbon Tax and Cap-and-Trade exhibit the application of policy and market dynamics to address a global environmental issue?</li> <li>4. What were the arguments at the international summits from the standpoint of the developing countries? Developed countries? Are there any channel for a global solution, compromise?</li> </ol>	
Week 4 (Oct 1)	<p><b>Global Challenge:</b> <b>Global Health</b> <b>Labor Dynamics</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Defining Global Health</b></li> <li>▪ <b>Case Studies:</b> <ul style="list-style-type: none"> <li>✓ Access to AIDS Treatment</li> <li>🚧 Workshop: Access to Life Saving Drugs</li> </ul> </li> <li>▪ <b>Labor Force: Changing Dynamics and Composition</b></li> <li>▪ <b>International “Labor Chain”: Winners &amp; Losers</b> <ul style="list-style-type: none"> <li>✓ Bangladesh Garment Factory</li> <li>🚧 Workshop: Negotiating a Capital-Labor Dispute</li> </ul> </li> </ul>
	<p><u>Health:</u></p> <ol style="list-style-type: none"> <li>1. Is health just another commodity for consumption?</li> <li>2. How and why might it be different? What is the impact of health to a society and individuals?</li> <li>3. In the case of the Access to AIDS treatment, what role did all parties play? Examine the extent to which their interest and agenda are antagonistic or synergistic in driving their actions and decisions.</li> <li>4. Is there a party that should have primary responsibility in facilitating access? Who, Why and How?</li> </ol> <p><u>Labor:</u></p> <ol style="list-style-type: none"> <li>1. In the case of the international labor supply chain discussed, what is the role of the various parties contributing to the tragedy: the multi-national businesses, the international trade associations (WTOs), the local government(s), the NGOs, the local workers?</li> <li>2. What is the role of each and everyone of us as labor <u>and</u> as consumers in these issues?</li> <li>3. How is labor issues in the economically developed economies, in the less economically developed economies being affected by globalization, demographic changes, technological changes?</li> </ol>	
Week 5 (Oct 15)	<p><b>New Models of Development</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Alternative Models of Development</b> <ul style="list-style-type: none"> <li>✓ Beyond GDP, UN Initiatives</li> <li>✓ Need for an Effective Global Governance</li> </ul> </li> <li>▪ <b>New Models of Cross-Sector Synergies</b> <ul style="list-style-type: none"> <li>✓ CSRs, For-Benefit Corporations, Shared Values</li> <li>✓ Economies Serving Society</li> </ul> </li> </ul>
	<ol style="list-style-type: none"> <li>1. What are some of the promises and challenges of the new cross-sector models – Public-Private Partnerships (PPPs), Social Enterprises, Corporate Social Responsibilities (CSRs)?</li> <li>2. What is the key focus of the dominant development model in the developed world today?</li> <li>3. What aspects are not given due value in the current model of consumption-driven development, and what problems may arise from this?</li> <li>2. What are the key features of the different alternative development index and models?</li> <li>3. What have to be changed to implement these alternatives?</li> </ol>	
Week 6 (Oct 22)		<ul style="list-style-type: none"> <li>▪ <b>Case Studies of Effective Local Initiatives</b></li> <li>▪ <b>Impact Project Presentations</b></li> </ul>

## Reading List

Fall 2015

(**Bold** are Required Readings; *Italics* are Recommended Supplemental Readings)

### **Week 1 (Sept 10)**      **Forces of Change: Technology, Demographics, Globalization**

1. Butte, Patil and Rajendra, Pratik “Tchnological Advancements and Its Impact on Humanity”  
<https://drive.google.com/file/d/0BwdYLbcEy4e8TTdubkHmMmVCMmc/edit?usp=sharing>
2. Reher, David (2011) “Economic and Social Implications of the Demographic Transition” in *Population and Development Review*, A supplement to Vol. 37, 2011  
<https://drive.google.com/file/d/0BwdYLbcEy4e8ZFRNOTZEZ3RNZjA/edit?usp=sharing>
3. International Forum on Globalization (2002), *The Commons: What Should Be Off-Limits to Globalization* (Chap 3, pp 79- 103) in *Alternatives to Economic Globalization*, Berrett-Koehler Publ Inc.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8SE5FbDdOQzZISVk/edit?usp=sharing>
4. Investor-State Disputes:  
    Gabriel Resources vs Romania  
<https://drive.google.com/file/d/0BwdYLbcEy4e8WUVFYVRINTFyYjQ/view?usp=sharing>  
    Pacific Rim vs El Salvador  
<https://drive.google.com/file/d/0BwdYLbcEy4e8SXpwd2wtbUdzRmc/view?usp=sharing>
5. Held, D. and McGrew, A. (2002) “The New Politics of Globalization: Mapping Ideals and Theories” (Chap 8, pp. 98-115), in *Globalization/ Anti-Globalization*, Polity Press.

[Link here](#)

- Lee, Ronald and Mason, Andrew (2011) “Generational Economics in a Changing World”, in *Population and Development Review*, A supplement to Vol. 37, 2011  
<https://drive.google.com/file/d/0BwdYLbcEy4e8bnlzTVZHWmF2TzA/edit?usp=sharing>
- Lee, Ronald and Mason, Andrew (2012) “Intergenerational Transfers, The Biological Life Cycle, and Human Society” in *Population and Development Review* Vol 38, 2012  
<https://drive.google.com/file/d/0BwdYLbcEy4e8STY2R2MySC0wQTQ/edit?usp=sharing>
- *A Quick Guide to the World History of Globalization*, published by the University of Pennsylvania.  
<http://www.sas.upenn.edu/~dludden/global1.htm>
- *Globalization Debates: A Brief Overview*  
<https://drive.google.com/file/d/0BwdYLbcEy4e8cIZOV0M5Vi1GQ1E/view?usp=sharing>
- *Globalization: Economics, Democracy and Politics – Interview with David Held*  
<https://drive.google.com/file/d/0BwdYLbcEy4e8RGc4TFd6aFNsYkU/view?usp=sharing>

### **Week 2 (Sept 17)**      **Understanding the Sectors** **Strengths and Limitations of Government, Business, Not-for-Profit, and the Civil Society**

1. Tanzi, Vito (2011), “Forces that Changed the Role of the State” (Chap 3, pp 72-91) in *Government versus Markets*, Cambridge Univ Press.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8CDFmVUNYanJWVIU/edit?usp=sharing>
2. Friedman, Milton (1970) *The Social Responsibility of Business is to Increase its Profits*, *New York Times Magazine*, September 13, 1970  
<https://drive.google.com/file/d/0BwdYLbcEy4e8ZUVOMGdTeHl2WTg/edit?usp=sharing>
3. Atkinson, Jeffrey and Scurrah, Martin (2009), “Challenges and Questions” (Chapter 2), “Legitimacy, Accountability and Voice” (Chapter 9) in *Globalizing Social Justice: The Role of Non-Government Organizations in Bringing about Social Change*  
<https://drive.google.com/file/d/0BwdYLbcEy4e8QIJONEdDYVBsaTA/edit?usp=sharing>



4. Tanzi, Vito (2011) "The Economic Role of the State in the Future" (Chapter 14, pp 305-334) in *Government versus Markets*, Cambridge Univ Press.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8Vy12Mk55UWcwN2s/edit?usp=sharing>
5. Cox, Harvey (1999) *The Market as God*, The Atlantic, March 1, 1999.  
<http://www.theatlantic.com/magazine/archive/1999/03/the-market-as-god/306397/>

### Week 3 (Sept 24)

### Global Challenges: Income Inequality; Climate Change

#### Income Inequality

1. Milanovic, Branko (2011) "Essay I: Unequal People", "Essay II: Unequal Nations", "Essay III: Unequal World" in *The Haves and the Have-Nots*, Basic Books.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8TW9JcGg2dVJuUGM/edit?usp=sharing>  
<https://drive.google.com/file/d/0BwdYLbcEy4e8ZUkwdkdoWFdad1k/edit?usp=sharing>  
<https://drive.google.com/file/d/0BwdYLbcEy4e8UW5PeW1SX2t5WGc/edit?usp=sharing>
2. Dabla-Norris et al (2015) "Causes and Consequences of Income Inequality: A Global Perspective", International Monetary Fund  
<https://drive.google.com/file/d/0BwdYLbcEy4e8ZkY0dzgzM0dCNDQ/view?usp=sharing>
3. Hacker, Jacob and Loewentheil, Nathaniel (2013) "How Big Money Corrupts the Economy", *Democracy*, Issue #27, Winter 2013.  
<http://www.democracyjournal.org/27/how-big-money-corrupts-the-economy.php?page=all>
  - Leone, Vruno et al (1998) "Is Inequality Inherent in American Society?" (Chapter 1, pp. 10-71) in *Inequality: Opposing Viewpoints in Social Problems*, Greenhaven Press.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8dV9GUjFleIz4VUU/view?usp=sharing>
  - Gilens, Martin (2011) "Under the Influence", *Boston Review*, July 1, 2011  
<https://drive.google.com/file/d/0BwdYLbcEy4e8N2Nzb0RaMDJUzDQ/edit?usp=sharing>
  - Gilens, Martin (2013) *Affluence and Influence: Economic Inequality and Political Power in America*
  - Stiglitz, J (2013) *Inequality is a Choice*, *NY Times*, Oct 13, 2013  
<https://drive.google.com/file/d/0BwdYLbcEy4e8ZxcwZ1h1QWZlanc/edit?usp=sharing>
  - Van der Weide, Roy and Milanovic, Branko (2014) "Inequality is Bad for Growth of the Poor (But Not for That of the Rich)" *Policy Research Working Paper 6963*, World Bank Group.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8SUZSRTQyUjdlldHM/edit?usp=sharing>
  - Thomas Picketty (2014), "Inequality and Concentration: Preliminary Readings" (Chapter 7, pp 237-270), in *Capital in the 21<sup>st</sup> Century*, Harvard Univ Press.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8Z01sVDlhRW1Rb0E/edit?usp=sharing>
  - Thomas Picketty (2014), "A Global Tax on Capital" (Chapter 15, pp 515-540) in *Capital in the 21<sup>st</sup> Century*, Harvard Univ Press.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8SEftQjQ3SVcwMTq/edit?usp=sharing>

#### Climate Change and Environment

1. Nester, William (2010) "The Global Environmental Crisis", pp 211-242 in *Globalization, Wealth, and Power in the Twenty-First Century*, Palgrave MacMillan, 2010  
[Link here](#)
2. Davis, Steven, Caldeira, Ken and Matthews, Damon (2010) "Future CO2 Emissions and Climate Change from Existing Energy Infrastructure", *Science*, Vol 329, pp 1330-1333.  
<https://drive.google.com/file/d/0BwdYLbcEy4e8VDY2TzlzWGMxLVk/view?usp=sharing>
3. CASE STUDY: From Kyoto to Copenhagen to Cancun to Rangoon: Successes and Failures in International Climate Negotiations (Univ of Western Ontario, W11060) (2011)
4. Is Human Activity Primarily Responsible for Global Climate Change? (April 2015), ProCon.org  
<https://drive.google.com/file/d/0BwdYLbcEy4e8dXdNa2dnUHc5OEE/view?usp=sharing>

- Gordon, K. et al (2014), "Risky Business – A Climate Risk Assessment for the United States", Risky Business Project, June 2014.
- <https://drive.google.com/file/d/0BwdYLbcEy4e8V2I0eEVZaHFCbnc/view?usp=sharing>
- Gillis, Justin (2013) UN Climate Panel Endorses Ceiling on Carbon Emission (2013), NY Times, Sept 27, 2013
- [http://www.nytimes.com/2013/09/28/science/global-climate-change-report.html?pagewanted=1&\\_r=1&hp](http://www.nytimes.com/2013/09/28/science/global-climate-change-report.html?pagewanted=1&_r=1&hp)
- U.S.-China Joint Announcement on Climate Change, Nov 12, 2014.  
<https://www.whitehouse.gov/the-press-office/2014/11/11/us-china-joint-announcement-climate-change>
- Carlson, Ann & Fri, Robert (2013) "Designing a Durable Energy Policy", American Academy of Arts and Sciences, Winter 2013, pp 119-128  
<https://drive.google.com/file/d/0BwdYLbcEy4e8R0JJQW44UkR1RIU/view?usp=sharing>
- Hansen, James et al (2013) "Assessing 'Dangerous Climate Change': Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature"  
<https://drive.google.com/file/d/0BwdYLbcEy4e8eHBidy1ONjZleXc/view?usp=sharing>
- McKibben, Bill (2012) "Global Warming's Terrifying New Math", Rolling Stone, August 2, 2012  
<https://drive.google.com/file/d/0BwdYLbcEy4e8YIVrQTRFWU9kNGc/view?usp=sharing>

## **Week 4 (Sept 26)      Global Health; International Labor Dynamics**

### **Global Health**

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