

Globalization, Sustainability and Justice
POLS462, Fall 2015

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Content of Course: The general puzzle that animates this course is whether and how social entities (e.g., organizations, cities, countries or others) define and pursue sustainability within a world political economy that is driven by certain visions of growth. We explore this puzzle by asking whether and how Fort Collins, a medium size city that wants to be a 'world class' city, defines and pursues sustainability. Thus, in the first part we will look at global-local dynamics in pursuing sustainability at the local level. In the second part of the course will clarify the dimensions of sustainability and some 'tools' for its implementation. In the third and longest part we will apply these ideas and tools to specific issues facing Northern Colorado and the Fort Collins area (please see Research Project below).

Learning Outcomes:

- 1) Critically explore the major global-local forces affecting the implementation of sustainability. *Means of assessment: examination, research, class participation, and written assignments.*
- 2) Familiarize you with the concept, dimensions and operationalization of sustainability. *Means of assessment: examination, class participation and written assignments.*
- 3) Apply these tools in exploring sustainability goals in Fort Collins. *Means of assessment: examination, research, class participation, and written assignments.*

Contact Hours and Outside Work. The class will meet from 10:00 to 10:50, MWF, starting Monday August 24th and ending Friday, December 11th. On an average week you should plan on 2 hours of outside work (e.g., reading, studying, writing) for each credit (this is a three credit class). When preparing for examinations and/or are required to do research you should budget 3 hours of outside work per credit.

Information and Class Operation. The course will be based on visuals, readings, lectures, discussions, and research. Please note that the lectures will interpret, complement, and add to the readings; they will not merely summarize them. The lectures will be largely short and each reading will be discussed on the day it has been assigned. Equally importantly, your own research will be a central part of the course information. Some additional material may be assigned during the first two parts of the course. The third part will be based on your research. The guidelines will be discussed early in the course.

Groups: There will be two sets of groups during the semester. During the first half of the course (approximately) we will divide the class into **Discussion and Collaboration Groups**. We will organize these groups by Monday, August 31st. These groups will consist of 6-7 people and will serve a variety of purposes including: discussions of class material; research; mutual support. I will ask you to provide peer evaluation mid semester which will be used to decide on the incentive evaluation (please see below). **Project Groups (Task Forces)** will be organized during October and their numbers and membership will depend on number of topics that we choose. I will also ask for a peer evaluation for the project groups that will be used for calculating the incentive and the overall grade of the project.

Discussions of Class Materials: In-class discussions are a central element of this class and I hope that we will have them during every session. In addition to ad hoc discussions, however, there will also be a number of **systematic discussions** that will take place in two steps: group discussions followed by whole class discussions.

The goals of these discussions will be to broadly outline and bring together a set of chapters or readings and to connect them with the lectures or the research you have done or are doing. These discussions will also be of great use in preparing your examinations and research essay. In order to do that we will normally address specific questions that I will post on Canvas. I will ask each group to provide a short summary of each scheduled discussion, **prepared by a different person each time**. These summaries are due, electronically, by the next class session and will also be taken into account in the incentive evaluation (please see below).

Research Project (overview – please see guidelines after schedule): Sustainability policies are subject to local and translocal dynamics anywhere in the world. They are even more so in places, like Fort Collins, which see themselves as sustainability leaders and an up and coming medium city in the world. In the course of the semester we will refine the aspects of these two issue areas that we will use to apply what we learn during the first two parts of the course. Our first goal will be to identify and evaluate local practices to determine whether they meet sustainability criteria. The second is to suggest specific ways for improving local practices to meet sustainability goals with special attention to global-local linkages. Each one of you will join one of several Task Forces. As you will note sustainability is a contested concept not unlike any other policy area. Accordingly, each Task Force has to identify the major stakeholders associated with the issue they are dealing with. The Task Force's recommendations, therefore, should reflect the negotiations amongst those stakeholders. This may mean that a Task Force will be unable to develop common recommendations, thus resulting in more than one set of recommendations. In any event, the scope and scale of your recommendations will be something that you will need to decide on. In all cases your work should reflect understanding of broad concepts, should be based on the realities facing Fort Collins and its region, and should employ research about concepts and practices that go beyond our city. Detailed guidelines will be distributed in due course.

Class Assignments. There will be **two (2) take-home examinations and a research project** (that will include an individual research essay, a visual for the project presentations, and related contribution to group project). The take-home examinations will be largely based on class material with some important project-related research built into them. The assignments aim at familiarizing you with the issues chosen for the projects. The project will be largely based on research, presentations and discussions, and some foundational readings. Information on the research projects and the related deliverables will be provided in due course.

Evaluation. The two take-home essays will be worth **30%** of your grade each. The project (your research essay, project updates, and your contribution to collective research) will be worth **40%**. A significant portion of the project grade will be based on the quality (rather than quantity) of your contributions to your groups, attendance and contribution to any working sessions, the class presentations, and the timeliness of your work. Thus peer evaluations will play a central role. The non-submission of any examination, assignment or paper will result in a failing grade. Late submissions will result in lowering your grade by one letter grade per day (i.e., A-, B+, B, etc). I use the +/- system, e.g., 89-91=A-; 92-96=A, 97-100=A+.

Participation, Attendance and Timeliness: Attendance will be taken regularly. Outstanding participation is defined by not more than three (3) absences, by attending **all** working sessions, presentations and discussions, consistent and productive commentary, by diligent research, and by the timely completion of the assignments. **Missing any two (2) presentations, working or discussion sessions during the third part of the course or any nine (9) sessions overall will result in a failing grade in the class.** Otherwise your attendance will have no impact. Absences will not be counted only if there is some university reason, an emergency or a chronic problem, provided that you compensate by not missing any more than the unavoidable class sessions. It is your responsibility to provide written evidence the soonest possible. Absences due to personal reasons (e.g., weddings, family reunions, travel, etc) will not be excused. **Please note that these policies will be followed very strictly.**

Incentive: Regular attendance - defined as three (3) absences or less of regular class sessions and one (1) absence or less of all scheduled discussions, research/collaboration, or presentations/discussions- constructive participation in group and class discussions, good preparation of at least one discussion summary, and timelines of assignments will result in your best grade in the examinations, research outline or research essay weighing as 10% more and the worst as 10% less. The two peer evaluations that I will request will play a **key** role in determining whether you are eligible for this incentive.

Class Etiquette and Disruptive Behavior: Only those electronic devices that can be used to also take notes can be visible in class. I am requesting that smartphones and similar electronic devices not be visible or used in class.

Academic Integrity. This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

Readings:

Hess, David (2009) *Localist Movements in the Global Economy*. The MIT Press.

Additional readings for this class will be available on or through the course’s Canvas page (unless a weblink is provided in the syllabus).

SCHEDULE

August 24	Goals of course Preview of course
PART I:	LOCALIZING THE GLOBAL – GLOBALIZING THE LOCAL
August 26	Localism Hess (2009), “Introduction.”
August 28	Globalization and Localist Solutions Hess (2009) “Global Problems and Localist Solutions.” (ch 1)
August 31	Economic Development and Localism Hess (2009) “Economic Development and Localist Knowledge.” (ch 2)
September 2	Local Economic Development and the Environment Opp, Susan and Jeffery Osgood (2013) Chapters from Local Economic Development and Environment (Canvas, Part I)

- September 4** **Localism and Just Sustainability**
- Hess (2009) “Can Localism be Just and Sustainable?” (ch 3)
- September 7** **Labor Day**
- September 9** **Globalization and Localist Solutions**
- Hess (2009) “Policies for an Alternative Economy.” (ch 8)
- September 11** **Globalization and Localist Solutions**
- Hess (2009) “Conclusion”
- September 14** **“Capturing Value”**
- Dicken, “Capturing Value’ Within Global Production Networks” (ch 8 in his *Global Shift*, 7th ed). (Canvas, Part I)
- September 16** **Localization – Competition**
- Porter, Michael. 1998. Clusters and the New Economics of Competition. *Harvard Business Review* 76 (6) (Nov-Dec): 77-90. [Canvas Part I]
- September 18** **Fort Collins in the World [on your own]**
- [recommended] Wikipedia (2015) Fort Collins at https://en.wikipedia.org/wiki/Fort_Collins,_Colorado
- Fort Collins (2014) Larimer County Labor Force: A Snapshot at <http://www.fcgov.com/business/pdf/labor-force-study-final-2014.pdf>
- Shields, Martin and Maturana (2012) *Primary Employment in Larimer Country* (Canvas, Part I)
- International Trade Administration (2015) Colorado – Exports, Jobs, and Foreign Investment at <http://www.trade.gov/mas/ian/statereports/states/co.pdf>
- September 21** **Fort Collins: Visions [on your own]**
- City of Fort Collins (2015) Organizational Chart at <http://www.fcgov.com/file-gateway/?id=112>
- Fort Collins (2012) *City Plan Summary* at: <http://www.fcgov.com/planfortcollins/pdf/pfc-summary.pdf>
- Explore Plan Fort Collins at <http://www.fcgov.com/planfortcollins/>

September 23 **Fort Collins: Visions**

City of Fort Collins (2015) *Strategic Plan* at
<http://www.fcgov.com/citymanager/pdf/strategic-plan-2015.pdf>

September 25 **Fort Collins: Visions**

Synthesis

September 27 (Sun) **First Essay Due**

PART II **SUSTAINABLE DEVELOPMENT: DIMENSIONS AND INDICATORS**

September 28 **Sustainable Development: History and Dimensions**

World Commission on Environment and Development (1987). “Chairman’s Forward” and “From One Earth to One World” from *Our Common Future* (Oxford University Press). (Canvas, Part II)

[recommended] Kates, Robert, Thomas Parris and Anthony Leiserowitz (2005). What is Sustainable Development? Goals, Indicators, Values and Practice. *Environment* 47(3): 8-21. (Canvas, Part II)

Paper copies of first essay due at beginning of class session

September 30 **Sustainable Development: A Contested Concept**

Connelly, Steve (2007). Mapping Sustainable Development as a Contested Concept. *Local Environment* 12(3): 259-278. (Canvas, Part II)

October 2 **Dimensions and Indicators for Local Communities [on your own]**

Sustainable Measures (2014), “Sustainability 101 – Sustainable Development” at
<http://www.sustainablemeasures.com/sustainability>

October 5 **Fort Collins: Environmental Sustainability Practices and Goals**

Interview with Chief Sustainability Officer Jacqueline Kozak-Thiel at
<https://www.youtube.com/watch?v=5bVSOWexgEk&feature=youtu.be>

[Review relevant parts of City of Fort Collins (2015) *Strategic Plan* at
<http://www.fcgov.com/citymanager/pdf/strategic-plan-2015.pdf>

Explore environment at <http://www.fcgov.com/enviro/>

October 7 **Fort Collins: Environmental Sustainability Practices and Goals**

Fort Collins (2014) *Climate Action Plan* at
<http://www.fcgov.com/common/pdfs/spotlight-pdf.php?id=1092>

Interview on Full Circle – Climate Action Plan at <http://www.fcgov.com/climateprotection/>

Explore <http://www.fcgov.com/climateprotection/>

October 9 The Fourth Pillar: Democracy

Swyngedouw, Erik. 2010. Apocalypse Forever? Post-Political Populism and the Spectre of Climate Change. *Theory, Culture and Society* 27 (2-3): 213-232.

Project Groups, First Iteration

October 12 Environmental Justice

Hampton, Greg (1999) Environmental Equity and Public Participation. *Policy Sciences* 32(2): 163-174.

Stakeholder Analysis

Guidance Note. *Stakeholder Analysis* (Canvas, Part II)

October 14 Fort Collins: Social Sustainability Practices and Goals

BBC Research and Consulting (April 2014) *Fort Collins Social Sustainability Gaps Analysis* (Introduction, Housing, Persons Living in Poverty and Conclusions)

Explore Social Sustainability at <http://www.fcgov.com/socialsustainability/>

October 16 Fort Collins: Social Sustainability Practices and Goals

City of Fort Collins, Social Sustainability Department (2015) Draft Strategic Plan at <http://www.fcgov.com/sustainability/pdf/SSDStrategicPlanDraft2015.pdf>

October 19 Social Justice

ICMA (2014) Advancing Social Equity Goals to Achieve Sustainability (ppt, pp 1-26. Canvas Part II).

ICMA (2014) *Advancing Social Equity in Fort Collins, Colorado at http://icma.org/en/results/sustainable_communities/projects/advancing_social_equity_goals_to_achieve_sustainability*

Project Groups, Second Iteration

October 21 Fort Collins: Economic Health

Fort Collins (2015) *Economic Health Strategic Plan* at <http://www.fcgov.com/business/pdf/FC-Economic-Health-Strategic-Plan-LR.pdf>

Explore Business at <http://www.fcgov.com/business/>

October 23	Fort Collins: Economic Health TIP Strategies (2014) Labor Market Profile for the City of Fort Collins at http://www.fcgov.com/business/pdf/2014-09-30-Fort-Collins-labor-study-FINAL.pdf Project Groups, Final Iteration
October 26	Alternatives? Kallis, Giorgos. 2010. In Defence of Degrowth. <i>Ecological Economics</i> 70: 873-880. [electronic]
October 28	Alternatives? Jackson, Tim. 2011. Societal Transformations for a Sustainable Economy. <i>Natural Resources Forum</i> 35: 165-174. [electronic]
October 30	Synthesis Project Process
Nov 1 (Sun)	Second Essay Due
PART III:	SUSTAINABLE FORT COLLINS IN THE WORLD
November 2- December 4	Research and Work on Project [Guidelines to be distributed and discussed]
December 7,9,11	Presentations (this will change depending on number of projects)
December 15	Synthesis [11:50-1:50 final time]
December 17	Group Projects Due
December 17	Project Essay Due

SUSTAINABLE FORT COLLINS

Globalization, Sustainability and Justice (POLS462, Fall 2015)

1. The Challenge

Developing sustainability strategies for Fort Collins with respect to: CSU community and affordable housing; social sustainability in Fort Collins/Lincoln Corridor; NISP project; Climate Action Plan.

2. The Goal

The goal is for each Task Force to try to negotiate an imaginative, significant and practical sustainability strategy in one of the areas above. These do not have to be detailed or comprehensive. Rather, your goal should be to:

1. Identify and evaluate local practices in these areas to determine whether they meet sustainability criteria. How are they influenced, related to, or reinforcing particular localization strategies.
2. Suggest specific ways for improving local practices to meet sustainability goals with special attention to localization strategies.
3. Identify appropriate indicators and/or best practices used by others or propose new ones that would be useful for our city and beyond to track improvement, stagnation or decline in terms of sustainability with respect to the practice that you propose. Relate to localization strategies.

3. The Process

For the purposes of the project we will divide the class into four Task Forces. Each task force will have to identify and negotiate the stakeholders that should participate.

Task Forces. The Task Forces should organize their procedures and ensure that each participant can play an important role and feel free to express his/her views. Each TF should have a reliable system of communication and information sharing. The contributions to the TF should be based on research and interpretation. Each TF is expected to hold meetings to negotiate their preferences in preparation for the class presentations and each member must carry out the relevant research and tasks. **Cohort evaluations of your participation in the efforts of the TF are key grading criteria.**

Research and Updating Meetings. The research should become increasingly more focused. Start by learning as much as you can about the issue (you already know some but spend another week). Try to identify key stakeholders (see below) and decide who will look into their views in more depth. Identify persons that you may want to contact because of their knowledge or their role in the particular issue (e.g., people whose names keep appearing in the information you gather). I will help you contact them. **Do not contact anyone without my approval** but aim to contact people by mid November or earlier.

Stakeholders. Each Task Force should consist of the most important stakeholders. Which stakeholders and why they are considered important enough to be included is something that each Task Force has to negotiate. Once chosen, each stakeholder must ensure that her/his views do reflect those of the relevant stakeholder. This will require research and interpretation.

Choices: While each Task Force should try to reach common ground this may not be possible or may be only partially so. Such outcomes are acceptable provided you can clarify the reasons for disagreement or indecision. Similarly, you should be able to clarify the reasons for agreement.

4. The Communication of the Results

4.1 Presentation

Each Task Force will present the results of its negotiations during specified class meetings. Please plan to use a visual (such as a power point, prezi, poster, or video) that is detailed enough to present your project but not too detailed. The total time of each presentation should be a maximum of 25 minutes, followed by class discussion. Each one of you is expected to participate in the presentation but there is flexibility in how you can do it. For instance, some of you may do the presentation while other may be responsible for addressing questions from the floor. More information in the guidelines for the third essay.

If you Reach Agreement. If you reach an agreement we would like to know what its ingredients are and how you got to that agreement. What kinds of differences did you have to negotiate and how did you do that. What kinds of things did you leave out for the sake of reaching agreement? Was there some critical element or idea that helped you bridge your differences? How did the operation of your group influence the result?

If you Reach Partial Agreement. You should address the same questions as above. We would also be interested, however, in learning why you decided that there were some things that you could not agree on and why you raised them - rather than sweeping them under the carpet. Also, have you taken any measures to ensure that the items you disagree on do not affect the items you agree on? How did the operation of the group influence the result?

If you do not Reach an Agreement. Why could you not reach an agreement? Was it the result of a major philosophical difference or a series of particular differences? Was it about the ingredients of sustainable development or about the strategies/policies? How did the operation of the group influence the result?

4.2. Discussions

The Presentations will be followed by discussions. These discussions will be more free-flowing but everyone is expected to contribute.

4.3. The Visual:

Each group should prepare a collective visual. While you should specify, on the individual slides or group of slides, who took the lead on particular aspects this should be a collective product. However, I will pay close attention to what you say about each other's role in the cohort evaluations and will pay attention to your relative contribution in evaluating you.

4. 4. Paper

Each one of you will also have to write a paper (the third examination) along the lines above (more specific guidelines to be distributed later). While the papers will be informed by your collective work they will

be individual papers. As you will note in the relevant guidelines the papers must also reflect information from the presentations of the other Task Forces.

4.4. Evaluation

Each one of you will be evaluated on the content of the research essay (40%) your contribution to the group work, including the visual (40%), and your participation in the discussions (20%). I will ask members of each group to evaluate the contribution of their colleagues and their group in writing. These evaluations will play a central role in evaluating your contribution.

5. Sources of Information on Fort Collins

5.1 Media:

Fort Collins Coloradoan (<http://www.coloradoan.com/>)

BizWest (<http://bizwest.com/>)

KUNC (<http://www.kunc.org/>)

Rocky Mountain Collegian (<http://www.collegian.com>)

High Country News (<https://www.hcn.org/>) (Intermountain West)

Governing (National journal that deals with municipalities – e-journal through Library)

5.2 Public Entities:

City of Fort Collins (<http://www.fcgov.com/>)

City Council (<http://www.fcgov.com/cityleadership/>)

Council Meetings and other videos (<http://www.fcgov.com/cable14/>)

City of Fort Collins Planning at <http://www.fcgov.com/planning/>

City of Fort Collins on NISP at <http://www.fcgov.com/nispreview/>

City of Fort Collins, Student Housing Action Plan (<http://www.fcgov.com/planning/studenthousing.php>)

Downtown Development Authority (<http://www.downtownfortcollins.org>)

Fort Collins Utilities (<http://www.fcgov.com/utilities/what-we-do/light-power>)

Platte River Power Authority (<http://www.prpa.org>)

Larimer County (<http://www.co.larimer.co.us/>)

Northern Water at <http://www.northernwater.org/WaterProjects/NISP.aspx>

US Army Corp of Engineers at
<http://www.nwo.usace.army.mil/Missions/RegulatoryProgram/Colorado/EISNISP>

Colorado State University:

ACSU (<http://ascsu.colostate.edu>)

Housing (<http://housing.colostate.edu>)

Institutional Research, Planning and Effectiveness (<http://www.ir.colostate.edu>)

Facilities Management (<https://www.fm.colostate.edu/construction/>)

5.3 Business

FC Chamber of Commerce (www.fcchamber.org)

Fort Collins Works at <http://fortcollinsworks.com/>

Northern Colorado Legislative Alliance at <http://ncla.biz/>.

Fort Collins Board of Realtors website at <http://fcb.org/> may prove useful.

5.4 Civil Society:

Community Action Network for Peace, Justice and the Environment at <http://fccan.org/>,

NoCo Food Cluster at <http://www.nocofoodcluster.com/he>

Rocky Mountain Sustainable Living Association at <http://www.sustainablelivingassociation.org/>

Save the Poudre at <http://www.savethepoudre.org>

Urban Lab at <http://urbanlab.colostate.edu/>

Community Foundation of Northern Colorado at <http://www.nocofoundation.org/index.cfm>