

PULSE



THE BUSINESS AND SOCIETY STUDENT MAGAZINE

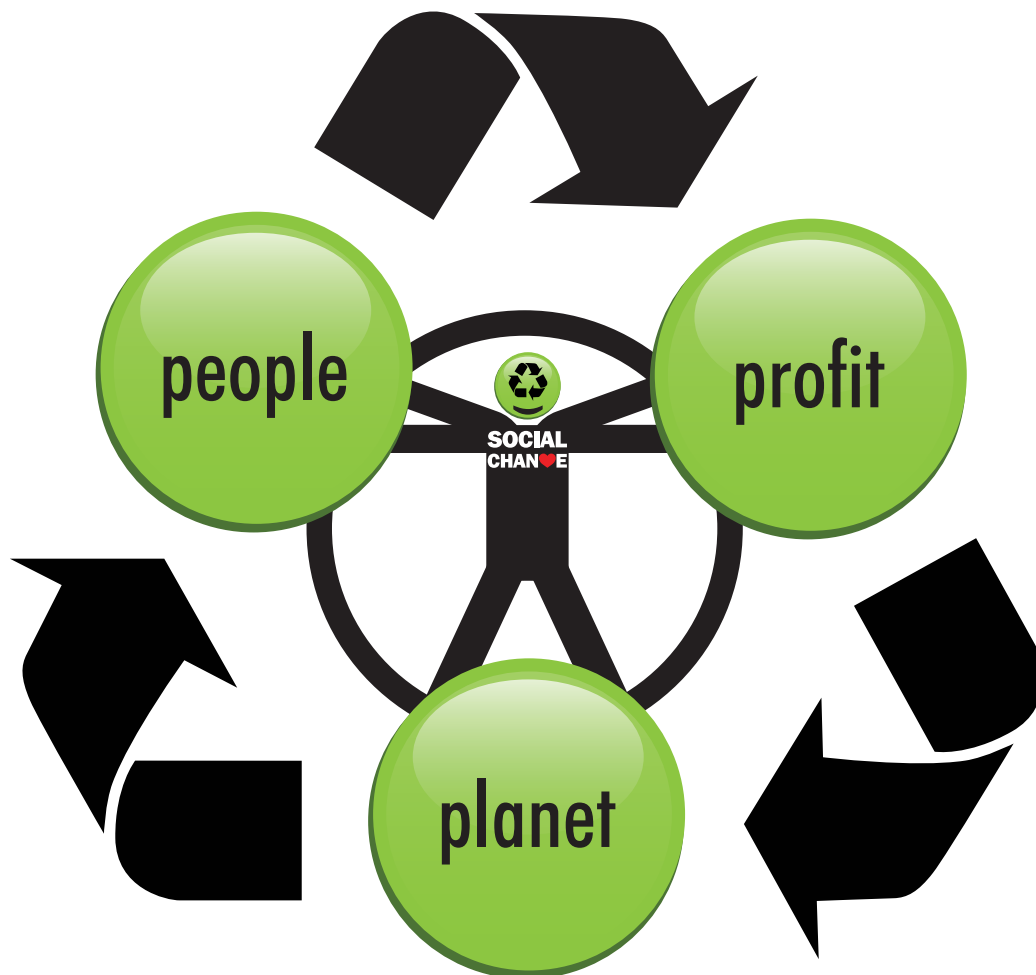
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Division of Social Science at York University

<http://www.arts.yorku.ca/sosc/bus0>

SOCIAL CHANGE:

THE SEARCH FOR NEW WAYS IN NEW TIMES



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EDITORS

Our search for new ways in new times

"Everyone thinks of changing the world, but no one thinks of changing himself"

- Leo Tolstoy

As we begin the 21st century, how many of us can say that the human race is facing a new direction? Are the social problems and social transformations we are facing today different from the ones in our past? Social change has occurred throughout history and has been studied in a variety of different contexts. In looking at globalization, democratization, development and economic growth; the various perspectives and discourses, whether ideological, economic, political or social, have shaped the way in which we view and understand our world. Social change stands as a paradigm, shaping our physical, intellectual, and moral values. For that reason, we must study exactly what causes this phenomenon, and carefully analyze our human condition and the ways in which we define our lives.

The topic of this year's Pulse Magazine is dedicated to understanding and identifying social change and how economic and political shifts have affected our community and social sphere. With enlightening contributions from students and professors, this issue will show how individuals, corporations, and society as a whole have responded to the changes we are experiencing. Our aim is to develop the concept that "social change" is not only an observable fact belonging to history, but a phenomenon in constant motion that can be shaped by the creative and inspired minds of each and every one of us - human beings.

Cheers,

Gil Almeida and Daniel Cipollone

Co-Editors in Chief, The PULSE

SOCIAL DESIGN



2009

Business and Society Student Club in collaboration with
SOCIAL DESIGN

Meet the BUSO Faculty

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Research Interests: Social Economy, Cooperatives, Social and Political Theory

Noteworthy "Social Changes": Ethical Economics, Environmental Concern

Current "Acts of Green": Green Home (geothermal heating, energyguide appliances, low-flush toilets, recycling, organic and local food, "green" cleaners etc.)

Summer Reading Recommendations: Deep Economy, Magna Charta Manifesto

Advice for New Students: Come and see your coordinator before you choose your courses



Mark Peacock
Assistant Professor, Division
of Social Science
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Research Interests: Ancient economies; history of economic thought; ethics and economics; philosophical and methodological issues in economics

Noteworthy "Social Changes": If I wanted to change society, I would not have become an academic.

Current "Acts of Green": Living in North America without a car

Summer Reading Recommendations: Dostoyevsky's Notes from Underground

Advice for New Students: Don't become a major in Business & Society if you are interested in business. Read prospectuses very carefully and do not believe the propaganda which York (or any other university) issues in its name.



John Simoulidis
Sessional Assistant
Professor, Division of
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Research Interests: Marxian Political Economy

Noteworthy "Social Changes": I'll skip this one since the question is ambiguous. How have I changed? What social changes have I participated in? Which social changes do I think are most urgently needed? It would take some time to answer the last one.

Current "Acts of Green": Trying hard to be a 'conscious consumer' – buying local, sustainable and fairly traded goods as possible. I try to express this to students too – insofar as this is effective, teaching can be an 'act of green'.

Summer Reading Recommendations: George Monbiot's 'Heat', J. M. Coetzee, 'Life and Times of Michael K', Aeschylus, 'Orestia' Trilogy

Advice for New Students: Knowledge is not the accumulation of propositions that are 'true', but the result of a process of thinking. Don't trust me on this.

Meet the BUSO STUDENT CLUB



Gil Almeida

President of the BUSOSC

Email: gil_mda@yorku.ca

Research Interests: Ethics and economics; history of political thought

Noteworthy "Social Changes": do the green "thing"

Current "Acts of Green": Having a bicycle instead of a car, recycling at home, buying fair trade products and volunteering at Toronto Green Community

Summer Reading Recommendations: Don Quixote, Miguel de Cervantes

Advice for New Students: Get to know your professors better. I have learned a lot from the discussions that took place outside the classroom. Some of these debates can certainly inspire you, challenge your views, and off course, help you understand your course readings



Daniel Cipollone

VP Finance

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Research Interests: Political Economy, Political Theory, Corporate Governance and Business Law

Noteworthy "Social Changes": Fair Trade, Access to Freshwater Debate

Current "Acts of Green": Using my BUSO Water Canteen, Publishing the First On-line Edition of the Pulse, working and studying in natural light when possible, using recycled paper and eco-friendly ink

Summer Reading Recommendations: The Great Transformation by Karl Polanyi. It will help you in fourth year

Advice for New Students: Ask lots of questions

Future Plans: Osgoode Hall Law School



Yulia Korolitsky

VP Social

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Research Interests: Non sector and its role in the current market situation, "greenwashing," issues related to the mismanagement of corporate social responsibility.

Noteworthy "Social Changes": seeing a lot more awareness about the impact our daily lives have on the environment. The trend of do-gooder communities that are created online and call for action – many people need to feel like they are not alone on their "green" missions and that is a great way to get involved.

Current "Acts of Green": I always bring my own bag when going shopping, my travel mug and BUSO canteen go with me pretty much everywhere. I really watch what I print and make sure to turn the lights off when I leave a room.

Summer Reading Recommendations: Oh, the places you will go! by Dr. Seuss – there is no better inspirational book out there!

Advice for New Students: really take the time to enjoy the university experience – sign up for as many clubs as you can, don't forget the BUSO Student Club and spend time on campus outside of the classroom/library.

Future Plans: a career that will allow me to love my job, make an impact and let me travel for work.

Meet our BUSO executives in one of our peer Mentoring Sections:

Executive Director: Brian Ginsberg

VP communication: Kristal Ramsay

Check our website for more information: <http://www.yorku.ca/busoclub>

Visit us at 101C Vanier College

HOW SOCIAL DESIGN IS RETHINKING AND REDESIGNING OUR WORLD

Important links:

[HTTP://WWW.DESIGNEDEDUCATION.CA](http://www.designededucation.ca)

[HTTP://WWW.TYPEFORCHANGE.ORG](http://www.typeforchange.org)

[HTTP://DESIGNEDEDUCATION2.NING.COM](http://designededucation2.ning.com)



Pause, and think about this for a moment: Every decision you make every day, has consequences on the world around you, and on the world of others. Under this notion Gustavo Machado has chosen his career as a social designer. He says that he would rather call himself an “educator” with a utopian dream: “redesign the world”. After almost 20 years of successful practice in advertising, design and new media, developing projects for global companies and receiving international accolades for his work, Gustavo realized that it was time to change. The challenges that our planet are facing nowadays require a new breed of designers that are not just capable of

addressing complex problems, but also find solutions that will not compromise future generations. His passion for education and humanity led him to share his knowledge through *DesignEducation.ca*, and to pursue a Masters Degree focused on social and sustainable design at the Miami International University. Upon graduation, Gustavo is planning to keep to his teaching as well as to develop projects for ethical companies and organizations around the globe.

According to Gustavo design education must move quickly in order to respond to urgent environmental pressures. Climate change is a severe problem that will require a response from all sectors of society. Design

education is one way of embracing change, which is to engage ourselves in the concept of ecological literacy; communicating key concepts of environmental sustainability, and initiating a wide-reaching social learning process. Social design puts design in a key position in the collective response to global environmental imperatives. The following articles in this edition of the PULSE magazine present you ecological systems, new concepts, and new tools that can help you design the world. Please use them and, like Gustavo, become a player in the transition to a sustainable world ■

Gustavo Machado is an award-winning designer and educator with over 15 years of experience in print and new media.

He has a diverse background encompassing corporate identity projects, advertising campaigns, Web site design and presentations.

His professional life includes work for several clients and industries, from B2B to entertainment.

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MADAGASCAR



If you're reading this, you're probably in the BUSO program and taking a break from all the arguments, doctrines and theories from Polanyi, Habermas, Locke, Aristotle and the rest. Texts like these certainly take a toll on you, but for a good reason: to see where we are going as people, and to tool yourselves in order do something about the problems of today and of tomorrow. It is necessary to have a grasp of the past; what and why has been done to get to where we are today.

Academia helps us to understand and contemplate, but most people prefer to take a more active approach by living and experiencing. I suggest getting out there and try to make a change. Seeing first hand the different dynamics in play, and getting to know the people affected by what's going on, add entirely new dimensions to the discussions, lectures and assignments.

One option to get yourself out in the open is to find work with an organization that operates in the field. For me, it was the World Wildlife Fund and its Explore Program. Having been selected to participate, WWF dropped me along with

five other ambitious participants in various communities in the moist forests of Southeast Madagascar - for me at the time: "in the middle of nowhere".

In this part of the world what were once rich forests, are now all disappearing for a myriad of reasons. Globally, large tracts are cleared by multinationals for timber and monocultural crops to supply the international commodity markets. Locally, smaller patches are cleared by subsistence farmers, for building materials, for cooking fuel, for livestock pastures, and for new rice fields because they can't afford alternatives and because slash and burn agriculture is the easiest way to sustain their families.

Whoever is responsible and for whatever reasons, rampant deforestation brings with it undeniably disastrous consequences for the island's unique and diverse wildlife.

But as the plants, birds, insects and mammals go, so too do the ecological benefits they provide - life-saving medicines, carbon conversion, pollination,

nutrient-rich soil, water purification, and natural forest regeneration.

Evidently, Madagascar is not just an island paradise, where rebellious zoo animals seek refuge. It's where the plethora of subsistence farmers toiling away in 21st century Africa gives me the idea of what life must have been like in the 17th century and 18th century in England or North America, when and where people endured similarly harsh living conditions. It's where South Korean conglomerate Daewoo had reportedly leased half of Madagascar's farmland for 99 years to build corn and palm oil plantations for export back home and abroad, reminiscent of the East India Company's activities. It's where despite structural adjustment programs, privatization, and foreign investment from industrialized countries, the majority of Malagasy still "survive" with practically nothing. It's where impoverished and destitute folks challenge the notion of "rational economic man" by offering to give and share of what little they have.

Here in North America, the WWF is the global conservation organization that urges us to save the polar bears and dolphins. But in remote outposts halfway around the world, it is a local economic development organization. In fact, only a handful of my Malagasy colleagues were trained in the environmental fields and just a small proportion of the work I did was actually related to biological conservation.

Indeed, to achieve its objective in protecting biodiversity and ensuring the sustainable use of natural resources, the WWF simply cannot ignore the underlying cause - economic poverty.

While the protection of endangered lemurs is a major priority of the WWF, equally so are the grassroots projects aiming to improve the socio-economic situation of the people who live around them. By engaging with the locals, the WWF is developing alternatives to slash and burn cultivation, introducing food security projects, equipping them with income-generating skills, teaching them literacy skills in their native language, and raising awareness on a host of issues. The aim is to make the local communities more resilient to their economic environment, so that they can better manage their forest, once it has been restored.

My role was to help the WWF empower the locals so that they can help themselves. Though the list of things I did was endless, as a foreigner, I ultimately served as the locals' link with the outside world. Not necessarily to tell them right from wrong or what to do, but rather to give them new ideas and perspectives to work with, and to provide a challenge to some of their ingrained and unquestioned beliefs and mentalities.



In the end, what they learned from me can't compare to what they taught me. For that, I don't regret any of the sacrifices I made to live 3 months in Madagascar. If you want to make the sacrifice, go for it.

This issue of pulse is all about change in the world. If you wish to push it forward, no matter how big or small, you have to explore the world - every nook and cranny, whether it's here or on the other side of the planet. By experiencing the reality of things and knowing what you're dealing with, one is more inclined and better prepared to change ■

by Arthur Chan

- **Graduated from the Business and Society Program in 2008**
- **Involved in the Community Forest Project in Midongy du Sud, South-Eastern Madagascar with the WWF**
- **Pulse magazine chief editor in 2008**

Business and Society

Annual Lecture, 2008

The corporate accountability agenda will give CSR a new perspective because corporations will not be free to create their own standards or to choose which standards to follow in key areas. Legal and voluntary mechanisms should be used to implement social and economic development. Drawing upon Utting's analysis, the new CSR agenda is based on the approach that interaction between different political and legal actors should guide business practices.

CSR is the idea that business decisions should account for the well being of society by taking into account their social, economic and environmental impacts.

Utting explained that the CAM is a crucial aspect in communicating the social and environmental effects of a company's actions. He focused on the need to integrate national and international agencies with intergovernmental organizations in order to form a system in which the articulation of voluntary and legal approaches will promote an infrastructure for governance, workplace democracy and new forms of "participatory ownership". The new corporate accountability agenda is therefore an important element in defining how these myriad agents will guide a firm's operations in a legal framework. It is important to accentuate and define how the new corporate accountability agenda can distinctively promote development and not yield the same

fundamental obscurities of the other phases of CSR as a theoretical model.

Regarding their origins and scope, the CAM is a more critical model. Given CSR's trajectory of emergence, there have been a variety of blurred concepts offered as models for CSR, which harbor serious problems, one of them related exclusively to CSR's theoretical level and regards its application and relation to business and society. During the early 1960s, CSR was a fusion of philanthropy, moral behavior, "gratitude" and minimal commitments required for the public interest. How corporations should behave, taking into consideration their financial, economical and social impact, was never a clear claim. CSR flourished along with a plethora of debates. One of them concerns whether corporations should be morally responsible. These discussions were provoked by the difficulty in understanding what role firms play in society, and more importantly, if one may

expect them to behave in a "socially responsible" manner.

After the 1980s, CSR took a "neoliberal turn" that drove its agenda toward policy deregulation and market-driven alternatives. As a concept, CSR has constantly been subject to change - from a neoliberal spirit, to a more self-driven model, based on self regulation and voluntary initiatives.

Nonetheless, as presented by Utting, the new corporate accountability agenda is rewriting CSR, a model where governments, NGO's, parliamentary committees, and shareholders are all united to promote development. As supporter of the CAM, Utting believes that both voluntary initiatives and binding regulation have a critical model that calls for a deeper structural and institutional change, which aims to limit corporate power ■

By Gil Almeida

Peter Utting

Peter Utting delivered this year's Business and Society Annual Lecture. Utting is the Deputy Director of the United Nations Research Institute for Sustainable Development (UNRISD). His seminar addressed the possibility of a "post-CSR agenda", a new corporate accountability program and international regulation of TNCs.



Economics Curriculum & Social Change

by Inbal Marcovitch

After graduating from the business and society program and working throughout my undergraduate degree at the Faculty of Education at York University, I became curious about how curriculum can shape and develop critical thinking and a sense of empowerment in students. I was particularly fascinated with conversations about citizenship, advocacy and social change that took place in economy classrooms. Many times, these conversations ended with a fellow student claiming that there is nothing to be done about the state of current affairs since “it was all in the hands of the market”. Almost as if the market had it’s own brain and is a self functioning “know it all” entity.

Troubled by these type of statements, I started looking at various undergraduate programs across Ontario in an attempt to explore what are the main theoretical frameworks that are being taught in undergraduate programs. What is it that makes young students feel so powerless, and gives control to the “market”? Assessing the exposure degree of undergraduate economics students to alternative economic models within their program, could explain this attitude; if there is only one worldview that a student knows of to explain the world, then there might not be an opportunity in this worldview to empower students to make a difference, or think critically, ‘outside the box’ about other worldviews and possibilities.

Researching and comparing the undergraduate economics programs in 18

Ontario universities, showed the following trends:

Courses Offered:

1. The number of heterodox economics courses ranges between zero and four, with a median of 0.5
2. Most universities (16) that offer heterodox economics courses actually offer a theoretical course on the history of economic thought, rather than a practical approach that uses various theories to analyze current and past events. Only four out of 18 universities offer what seem to be practice based heterodox economics courses
3. Most universities (12) offer zero to two economic history courses. The share of these courses, as part of an undergraduate economics program, ranges between 0% to 10.17%, with a median of 4.5%
4. Many of the heterodox economics courses and some of the economic history courses are not offered on a consistent basis and are not part of the course requirements

Course descriptions and outlines:

1. All the course outlines that were available online (11) in Ontario universities directly correspond to the chapters in the introductory textbook
2. There are four books which are the most popular: The Principals of Microeconomics by Mankiw et al (2008) is the most popular book and is

used by five universities; followed by the books Microeconomics and Macroeconomics by Ragan, and Lipsey (2008), and the Principals of Macroeconomics by Mankiw et al (2008)

3. All the textbooks refer to economics as a science and have less than 2% of the text dedicated to the historical contexts in which economic thought and systems were developed, or to alternative economic theories to the neo-classical model

This inquiry shows that economics programs in Ontario universities focus on neo-classical theory and teach very little about heterodox economic theory. Heterodox economic theories are included in four-year undergraduate economic programs in few Ontario universities and to a little extent. Therefore, there is very little exposure of undergraduate students to alternative economics models within the formal structure of the economics programs.

As a result, the first impression economics students might get is that neo-classical economics is a discipline based on a single truth that is inherent to our society, rather than a theory that is a product of human thought and that is one of many theories; this initial impression is not being challenged in most programs. In the introductory courses, students who are able to provide answers that are ‘rational and true’ are rewarded, versus students who are

about to identify 'subjective individual and social values' (Feiner and Roberts, 1990, p. 168). Hence, alternative problem solving and creative thinking are not encouraged activities in introductory economics courses. Since only a few elective courses that are offered in second to fourth year teach alternative economic theories and economic thought, economics students are seldom challenged with the fundamental theoretical framework or asked to compare and evaluate competing theoretical models during their undergraduate degree. This disregard of alternative theories indicates the lack of comparative critical thinking skills in the undergraduate economics curriculum.

Much was written about the purpose of the contemporary undergraduate liberal arts education, which includes economics education. However, two objectives should be emphasized in the context of economics curriculum: education for democratic citizenship and education to critical thinking. These two objectives of undergraduate education are important to note in the context of economics education since according to research, they are lacking in the current economics curriculum (Feiner and Roberts, 1990).

One characteristic of citizenship and participation in democratic society is pluralism and allowing a social dialog between competing ideas. This value is not reflected in the economics curriculum on three levels. First, the lack of pluralism is expressed in the unified textbooks that mostly do not mention the institutional historical development of issues with economic implications (Feiner and Roberts, 1990). Second, people who are mentioned in the textbooks and are considered to be 'different' than the 'rational' consumer are described as abnormalities, a view that does not promote openness and pluralistic values. The third level of rejecting pluralism

and diversity of thought is by teaching a single, unified theoretical framework, as reflected from the analysis of textbooks by Feiner and Roberts (1990) and from this analysis of undergraduate economics programs in Ontario.



A second objective that is important by itself, but also is a means to achieve the above goal of democratic citizenship is distilling critical inquiry and critical thinking skills among students (Axelrod, 2002). In undergraduate economics curriculum the way critical thinking skills are developed is within the mainstream neo-classical theoretical framework; in times students are being given the option of learning different neo-classical models to be used in intermediate macroeconomics (Erekson et al, 1996) and advanced policy oriented economics courses that allow student to engage in problem solving from various perspectives (Feiner and Roberts, 1995). However, these choices are still bounded within the neo-classical framework, and do not provide a completely different paradigm with different value system which the students can analyze and evaluate. Therefore, students do not have the opportunity to deeply understand opposing opinions and develop the ability to argue for and against each opinion, which is, according to Feiner and Roberst (1995), the manifestation of critical thinking skills. Hence, the current curriculum in undergraduate economics courses provides

a very limited opportunity to be engaged in a critical inquiry (Feiner and Roberts, 1995).

Since in the undergraduate economics education the objectives of critical inquiry and citizenship are lacking, the university is not fulfilling its contractual obligation to its undergraduate economics students, which is proving education that develops critical thinking skills and democratic citizenship.

Teaching from a single theoretical framework in Ontario undergraduate economics programs, when alternative models are known and available, has a second ethical implication that is far reaching than the contractual obligation of the university to its students. By teaching a single economic theory, economics educators limit innovation, the ability to synthesize and integrate various ideas and creativity among students, future scholars and educators. Contrary to what critics argue (Gartner, 2001; Erekson et al, 1996), it is not relevant whether the alternative economics models are workable or not, or are applicable to the labour market. From a broader perspective, new knowledge is a product of the synthesis of all the knowledge gain prior to innovation by society. Similarly, in economics, innovation was based on the knowledge of past scholars and did not emerge out of a vacuum (Blaug, 2001, p.156). Therefore, the prevention of the continuation of certain body of knowledge is comparable to consciously limiting innovation. Innovation is the creation of new ways to understand the world; coming to a new consciousness. In order to innovate, there is a need to know what knowledge is currently prevalent, what knowledge had been implemented and did not work well in the past, and what knowledge had never come to implementation stage. Without knowing what there is, and was, in the world it is difficult to come up with new ideas.



Therefore, alternative models to the current undergraduate economics programs should take into account the two principals of democratic citizenship and critical inquiry and thinking as guiding principles when developing the undergraduate curriculum.

These principals can be integrated in the following ways:

1. Offer courses on heterodox economics topics. For example, the University of Ottawa offers a course titled "Intro to Marxian Political Economy". In this course students learn how to analyze various economic issues using Marxian analysis, rather than the neo-classical
2. Include heterodox economics in the curriculum by offering a writing course about the evolution of economic thought. This type of course allows students to appreciate and become familiar with the development of neo-classical economics and the variety of other economics views, and their implications to the way economic analysis is currently done
3. Integrate heterodox economics by incorporating some of the alternative theories and themes within the conventional courses. This approach is a more integrated and holistic approach to economics learning and teaching, which recognizes the variety of economic theories, and allows students to examine, evaluate, and apply various theories in a comparative manner. In addition, this approach provides a social context and allows the students to engage in a comparative critical analysis about the various theoretical models, and the way they apply to economic issues

Table I: Economics Undergraduate Courses Offered in Ontario Universities in Economics Programs

University Name	Number of Economics Courses	Number of Heterodox	Number of Economics History Courses	Heterodox Courses as a Percentage of Total Courses	Economic History Courses as a Percentage of Total Courses
Algoma University	7	0	0	0.0%	0.0%
Brock University	61	2	3	3.3%	4.9%
Carlton University	93	1	2	1.1%	2.2%
Lakehead University	31	1	2	3.2%	6.5%
Laurentian University	40	4	0	10%	0%
McMaster University	43	1	2	2.3%	4.7%
Nipissing University	16	0	0	0.0%	0.0%
Queen's University	50	0	3	0.0%	6.0%
Ryerson University	51	2	4	3.9%	7.8%
Trent University	31	0	0	0.0%	0.0%
University of Toronto	59	1	6	1.7%	10.2%
University of Guelph	72	0	5	0.0%	6.9%
University of Ottawa	109	2	6	1.8%	5.5%
University of Windsor	32	0	0	0.0%	0.0%
Waterloo University	23	0	1	0.0%	4.3%
Western University	54	1	1	1.9%	1.9%
Wilfrid Laurier University	36	0	2	0.0%	5.6%
York University	59	0	1	0.0%	1.7%

Table II: Distribution of Ontario Universities According the Number of Heterodox and Economic History Courses Offered

	Number of Universities Offering	Number Universities Offering
	Heterodox Courses	Economic History Courses
No Courses	9	5
One Course	5	3
Two Courses	3	4
Three Courses	0	2
Four Courses	1	1
Five Courses	0	1
Six Courses	0	2
Total Number of Ontario Universities	18	18

Table III: Economics Textbooks Used in Ontario Universities

	Textbook Title	Authors	Number of pages Dedicated to Heterodox Economics	Total Number of Pages	Percentage of Heterodox Economics as a Share of Total Book Pages	Instructional Aids *	Number of universities that use the textbook
1	Principals of Microeconomics	Mankiw, Kneebone, McKenzie and Rowe (2008)	0	529	0.00%	yes	5
2	Principals of Macroeconomics	Mankiw, Kneebone, McKenzie and Rowe (2008)	0	463	0.00%	yes	5
3	Microeconomics	C. Ragan, and R. G. Lipsey	10	863	1.16%	yes	4
4	Macroeconomics	C. Ragan, and R. G. Lipsey(2008)	10	924	1.08%	yes	4
5	Microeconomics	Collander and Sephton (1996)	8	486	1.65%	yes	1
6	Microeconomics	Curtis, Irving and Begg (2007)	0	336	0.00%	yes	2
7	Economics: Canada in the Global Environment	Parkin and Bade (2006)	0	832	0.00%	yes	2
8	Principals of Microeconomics	Frank, Bernanke, Osberg, Cross, MacLean (2005)	2	480	0.42%	yes	1
9	The making of Economic Society	Heilbroner and Milberg (2006)	20	228	8.77%	no	1

*Instructional aides include study guide, on-line tutorials, quizzes, and Power Point presentations for instructors

Table IV: Summary of Courses Offered in Ontario Universities

	Number of Economics Courses	Number of Heterodox	Number of Economics History Courses	Heterodox Courses as a Percentage of Total Courses	Economic History Courses as a Percentage of Total Courses
Average	48.16	0.833	2.111	1.62%	3.78%
Minimum	7	0	0	0.00%	0.00%
Maximum	109	2	6	10%	10.17%
Median	46.5	0.5	2	0.54%	4.50%

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bECOME tHE sOCIAL cHANGE

by Eyal Rosenblum

The house looks like any other house on the street. It is large and like a maze, filled with art, funny posters and a seemingly endless stream of people. The voices speak of love, post-modernism, music, current events and every political topic imaginable. Boredom is rarely present, and several NGO's call it their meeting space aside from those who call it home.

Nobody wants to hear any more ideology. They don't want to engage in ideological discussions, they don't want to form their own personal beliefs and they will do everything they can to try and poke holes in any ideology that springs up at them. Most likely, this reaction brings fear. Fear of the damage that old ideologies have left imprinted on our fragile world. This is because the path between ideology and implementation is dark and not well travelled. Creating a personal ideology is similar to creating a list of values that you believe in, with a vision statement to go along with it. But where does the mission statement fit in? What steps do we take in our own lives to implement our personal ideology?

Last September, I was confronted with the opportunity to implement my ideology. Several of my close friends and I decided that we wanted to create a material reality for ourselves that spoke to our beliefs. We wanted to restructure our living arrangements to correlate with what we were looking to become. Our ideology,

which has been shaped by an entire life of learning and mutual experiences, had been refined into a few simple concepts. Creative expression, freedom, and intimate human relationships are at the core of our ideology. Knowing this, we were able to create structures in our lives that are in tune with our beliefs and our world-view. From our ideology, we created mechanisms that



force us to break down the walls that capitalism and ego have put up around us as individuals. In order for us to truly be a group that explores intimacy, we decided that we needed to break down the barriers that money has put on our lives. So we moved in together, set up a joint banking account, and began to live intentionally communal lives.

The way in which we have set up our socio-economic system is a little complicated and is constantly shifting as we all find out what our comfort level is. As of now, we are all generally stable in terms of income and

so we split all of our expenses five ways. Earlier last year, there was important work for me to do for a fledgling youth organization but there was not enough money to pay me. So we chose to run ourselves a progressive tax system, whereby we put in a percentage according to our income. This way we could manipulate my time to ensure that I was doing work that we all deemed important and I would still have the ability to live a comfortable lifestyle. Furthermore, we have a separate budget that we put towards our own social and cultural activities. Each week we have about four hours that we spend together where someone is responsible for running some kind of activity. These activities range from going to a baseball game, to discussing homelessness through a Marxist lens, to understanding our

insecurities and how we cope with them. Every other night we have a check-in, where we tell the group how our day was and what are plans are for the next day ■

Carbon Taxes: Beneficial to Business and the Environment

by Lawrie Gluck

There is now consensus amongst the scientific community that anthropogenic emissions of greenhouse gases (Carbon Dioxide, Methane, Nitrous Oxide, and Chlorofluorocarbons)

are increasing the Earth's global average surface temperature. **The increased concentration of greenhouse gases in the atmosphere has been largely correlated to the industrial revolution**

The concentration of greenhouse gases in the atmosphere was approximately 280 parts per million (ppm) in pre-industrial times. The current concentration of greenhouse gases in the atmosphere is approximately 380 ppm. The increased concentration of greenhouse gases in the atmosphere has been largely correlated to the industrial revolution. The global economy has become heavily reliant on carbon-intensive products. After the industrial revolution, the use of fossil fuels in the energy, manufacturing, agricultural and transportation sectors has grown rapidly. In addition, there has been widespread deforestation in developed and developing countries.

The expected effects of global climatic change will be devastating. It is predicted that there will be a dramatic rise in sea levels, loss of fertile agricultural lands, the spread of vector-borne disease, the loss of biodiversity, increased incidence of extreme weather events, mass migration, and substantial economic costs.

Greenhouse gas emissions are considered a negative externality to the production process. Negative externalities can be defined as actions taken by producers that result in

unintended consequences for other stakeholders. In this case, business operations are creating greenhouse gas emissions, which are a leading cause of global climatic change. When negative externalities are present the societal cost of production (which is the cost to society, when including environmental degradation and social impacts along with more traditionally defined production costs like raw materials, labour costs, etc.) is higher than the private cost of production (which only includes traditionally defined production costs). This creates a resource allocation problem.

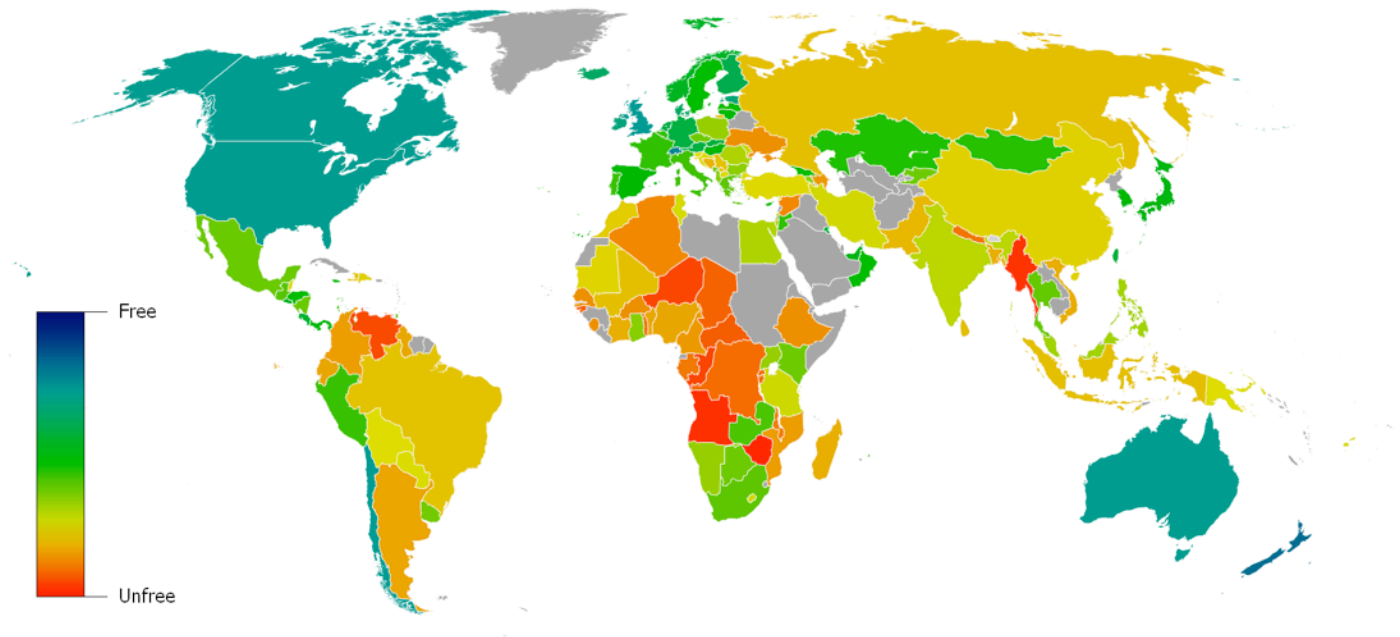
In order to effectively reduce greenhouse gas emissions in Ontario the cost of negative externalities must be incorporated within the private costs of producers. A carbon tax could be introduced to serve this purpose. The introduction of a carbon tax (that is equal to the marginal cost of greenhouse gas emissions) would raise producer's private costs to equal societal costs. However, there seems to be strong opposition to the introduction of a carbon tax from the business community. This is likely

caused by the perception that a carbon tax would increase a corporation's tax burden.

A carbon tax can be designed whereby the tax revenue would be recycled back to businesses by reducing corporate taxes (for example, capital formation tax). Furthermore, the carbon tax would be initially implemented at a relatively low rate and increase until it reaches the marginal cost of greenhouse gas emissions in order to offer producers the time necessary to change their production processes. Therefore, a corporation could, in fact, reduce its tax burden by "greening" its production processes.

Overall, a carbon tax can have a distinctly positive effect on many businesses. If it is well designed, businesses will have the incentive to adjust their behavior such that it more closely corresponds and aligns with the new tax structure. Corporations will choose to "green" their production practices, which will result in environmental benefits, a decrease in corporate tax burden, and furthermore, a reduction of aggregate production costs ■

Is the “Free Market” promoting economic welfare?



Over the last two decades international markets around the world have become increasingly integrated. Following the “Economic Freedom of the World Index” (EFW) most of these changes happened due to political and economic reforms that have opened countries like China and India to the global market.

According to the “Annual Economic Freedom of the World Report” released by the Fraser Institute, economists use

38 variables to measure economic freedom in 141 nations. It states that it is “designed to measure the consistency of a nation’s institutions and policies with economic freedom. In order to achieve a high EFW rating, a country must provide secure protection of privately owned property, even-handed enforcement of contracts, and a stable monetary environment” (Gwartney

& Lawson, 2007, p.7). Economic freedom liberates people from dependence on government policies and allows them to make their own economic and political choices. The EFW explains that trade liberalization facilitates greater international competition, which in turn motivates firms to increase output by means of technological innovation. Advancements in technology creates demand for more

specialized labor, facilitates the interdependence of national economies, and generates more flow of goods and services within the global market. The intensification of global production across countries has decreased exchange rates so that it is more profitable to import and export goods whenever the price-value of production in a specific country is low. As soon as countries are open to political reforms and increase their “economic freedom,” it is easier to relocate

production and employment across countries. Without government protection, firms decide how much goods to demand and supply. Free economies adjust themselves according to market equilibrium and theoretically produce an increase in economic welfare for all participatory nations.

Following this “spirit” of free market doctrine, Any Rand, explains how capitalism promotes wealth and freedom to all individuals. In the book “The New Left: The Anti-Industrial Revolution,” she similarly approaches the neoliberal economic discourse of the EFW Index. Free market economies create opportunities for all citizens while envisioning the pursuit of economic well being for those who are less better off in the market economy. Like Adam Smith’s “invisible hand,” “self interest” generates “social interest”.

Free trade increases competition by encouraging producers to create more products at lower costs. For Any Rand the free market creates abundances because it enhances society's

standards of living as it turns out a better and more comfortable life. She also adds that "progress cannot be planned by government,

and it cannot be restricted or retarded (..) (Rand, p. 140). In this sense, the less government intervention we have in the market, the more we have foreign investment, which has become a key component of national development strategies for almost all the countries around the globe. However, is society better off with a free market as the indices of the "Economics of Freedom" charts describe?

In contrast to the EFW and Rand's perspective towards capitalism, free market, due to its processes of capital accumulation and specialization, can produce many social contradictions. In the way markets are structured, with governments reducing policies to stimulate and increase international trade, there is an urgent need to understand that the market itself is not going to provide a stable mechanism for economic welfare. The technological progress, capital accumulation, and the goods and services produced by the market are neither a fair measurement of economic growth nor economic welfare. Technological innovations that improve society's living standards are certainly overestimated by neoliberal doctrine. The market economy does not provide wealth; on the contrary, it creates inequalities. Oligopolies and monopolies are examples of how free trade

and markets are awash with imperfections. Workers on the other side do not experience economic freedom, but barriers to the free flow of labor. If there is no government intervention, as in the times of the Great Depression, the market will tend to create poorly outcomes. Paul Phillips emphasizes the fact that "the market

system will not provide adequate or socially acceptable supplies of education or health services" (Phillips, p.21). The "free-market economics, what we have called neoliberal thought, is a fragile and unreliable basis for guiding contemporary economy policy" (Phillips, p. 22). Because of the severe credit, banking, currency, and trade crisis we're currently experiencing, the free market has shown to be financially destabilizing and vulnerable. Hence the solution might not be to embrace free trade and economic freedom without taking into account its consequences. If there is any truth out there now, it is that we must share our moral responsibilities, which is not the same as just promoting "free trade" in favor of wealth and growth despite what the EFW suggests ■

by Anne Bartlett

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THINK BEFORE YOU DRINK.

SEE GREEN.

SEE A BETTER LIFE.



The growing consumption of bottled water has many people taking a closer look at the industry. With more than 10 billion plastic water bottles dumped in garbage landfills each year in the US alone, the association between bottled water and a healthy lifestyle is now in significant question. Concerned with these developments, the BUSO Student Association along with support from the faculty has launched a YorkU-wide initiative to limit the use of plastic water bottles on campus. Below are seven reasons to support the reduction of plastic water bottles:

1. **High Cost** - You are not getting a good deal when you buy bottled water. According to the Natural Resources Defense Council (NRDC), bottled water can cost up to 10,000 times more per gallon than tap water
2. **Excess Packaging** - In 2004, the global consumption of bottled water reached 154 billion liters. As you can imagine, this resulted in a huge accumulation of garbage. Sadly, about 90 percent of all water bottles will not be recycled
3. **Not Biodegradable** - Since most water bottles will not be recycled, one has to wonder what happens to the bottles being disposed of in the trash. Well, not much happens to them, as they are not biodegradable. Bottled water is the largest growth area among all drinks and it will take thousands of years to decompose
4. **Hurts the Public Water System** - As more people choose bottled water over tap water, there is less attention placed on municipal water systems. This is a bad thing, as we want cities to remain very diligent in providing the cleanest water possible.
5. **Water is Going Corporate** - As people continue to increase their consumption of bottled water, corporations are having trouble keeping up with demand. For that reason, they are starting to privatize municipal water sources, making the once-public resource a precious commodity. Local economies are greatly affected when public water systems become private
6. **Unsustainable Growth** - At the rate the bottled water industry is growing, the current demand will be completely unsustainable. A slumping economy, combined with the limited amount of water, will greatly impact the world's increasing demand for bottled water (just like everything else). One must consider whether or not it is even ethical to keep consuming bottle after bottle of any commercial drink
7. **Wasted Fossil Fuels** - Choosing bottled water over tap water contributes to wasted energy. Approximately 1.5 million gallons of oil are used each year to make plastic water bottles. That is enough to run 100,000 cars for a whole year! Mind you, that is just the bottle manufacturing and does not include the energy used while shipping product and extracting water

Daniel Cipollone

For more information, or to purchase your own BUSO Water Canteen, please contact the BUSO Student Association at busoclub@yorku.ca

Join the BUSO Club



It gives me an immense pleasure to be writing for the BUSOSC magazine. This website is a symbol of the continuing progress the club has been making over its short 3 years. From humble beginnings, the BUSOSC is now an important part of the Faculty of Arts student organizations and clubs. The club has not only progressed but also it has continued to evolve and improve student engagement for BUSO and Non-BUSO students. Every year the club sees new events and ideas being shaped from the previous one. Last year we had our first ever Career Day and Knocking Down Silos with Dave Howlett. This year the club has organized a peer mentoring section that is helping many students with their essays and research.

WONDERING WHAT BUSO STUDENTS DO AFTER THEY GRADUATE?

I graduated from York in 2008 with a BA in Specialized Economics. Yes, I am not from BUSO, however because the BUSO stream overlaps in so many dimensions I had many interactions with BUSO students in Econ lectures. It was later, that this interaction allowed me to find the club and later become a part of it. My appointment as Executive Director was always of choice as I wanted to learn skills to manage and to work with people.

Now, looking back and seeing our new team doing so well (with the website, events and all) I truly feel very proud of the club. As for me, I am working at the moment with Kings Apparel, a textile manufacturer based in Karachi, Pakistan. I am also pursuing an accounting degree (ACCA) to balance my all Economics training at YorkU. I want to pursue an MBA in years to come and hope to come back to Toronto in the fall to meet the club members in their new room in Vanier College. Kudos and Cheers for many good years to come!

Umair Memon

BUSO Executive Director 2007-2008

You can contact Umair:
umairmemon@kingsapparel.com

VISIT our office in 101C Vanier College

EMAIL us to find out about volunteering opportunities, academic events and much more... busoclub@yorku.ca

VISIT OUR WEBSITE
<http://www.yorku.ca/busoclub>

Our NEW executives for the year 2009-2010:

- Yulia Korolitsky, President
- Armin Ayrom, VP Finance
- Alicia Mohommed, Executive Director
- Rajani Kumar, VP Social
- Uche Amacchi, VP Communications
- Brittney Faulkner, Director Peer Mentoring

Good luck to all...

Building on BUSO...

Certificates

Co-operative Management Certificate

Students interested in developing or working for co-operatives can earn this certificate in nine months. For more information contact the Ontario Co-operative Association at:

Phone: 1-888-745-5521 or 519-763-8271

Email: ldavis@ontario.coop

Certificate in Human Resources Management

For more information contact: Monica Belcourt, Program Coordinator. monicab@yorku.ca

Certificate in Business Fundamentals

Students may earn a Certificate in Business Fundamentals in addition to fulfilling the requirements for an undergraduate Honours BA degree. In order to apply, students must have completed at least 54 credits, including the 12 credits that constitute the certificate, with a minimum overall GPA of 5.0.

Certificate in Non-Profit Management

Students may earn a Certificate in Non-Profit Management in addition to fulfilling the requirements for an undergraduate Honours BA degree. In order to apply, students must have completed at least 54 credits, including the 12 credits that constitute the certificate, with a minimum overall GPA of 5.0.

*For more information contact Josephine D'Souza at dsouza@yorku.ca

Important note: Students cannot earn both a Certificate in Business Fundamentals and a Certificate in Non-Profit Management.

...Building on BUSO

Interested in Studying Abroad?

Interested in Studying Abroad?

Ontario International Education Opportunity Scholarships

1000 eligible Ontario college/university students can receive up to \$2500.00 to study abroad for part of their post-secondary academic program.

For more information contact:

York International Exchange Programs

Email: exchange@yorku.ca

029 Vanier College, York University.

Website: <http://international.yorku.ca/exchange/>

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029 Vanier College, York University.

Important Sources of Funding for Graduate Studies

Ontario Graduate Scholarship (OGS) Program

These scholarships are awarded on behalf of the Ministry of Training, Colleges and Universities, and are designed to promote excellence in post-graduate studies at both the master's and doctoral levels. Each academic year 2000 students are awarded these highly prestigious and competitive awards. OGS' are valued at \$5,000 per term. Thus, you may receive \$10,000 for two consecutive terms or \$15,000 for three consecutive terms.

For more information and application details:
<http://osap.gov.on.ca>

Social Sciences and Humanities Research Council of Canada (SSHRC)

The Joseph-Armand Bombardier Canada Graduate Scholarship is a one-time non-renewable twelve-month award, valued at \$17,500, and tenable only at recognized Canadian universities.

For more information and application details:
<http://www.sshrc.ca/>

These scholarships, both OGS and SSHRC, are highly coveted and competition is intense. It is recommended that students prepare their applications well in advance and provide professors with ample time to prepare letters of reference.
By Daniel Cipollone