

**EnvS 152: Global Distribution of Goods and the Environment****Section 1: Tu 1:30 – 4:15****Section 2: Th 1:30 - 4:15**

**Bruce Olszewski**, Environmental Studies Department  
**Office Hours:** MW 1:15-2:30 and Fri by appt

**Office:** WSQ 115D  
**Contact:** (408) 924-5350

Bruceo@email.sjsu.edu

**Lynne Trulio**, Environmental Studies Department  
**Office Hours:** W 10-12:00 and by appt

**Office:** Sci 50 (aka The Dungeon)  
**Contact:** ltrulio@earthlink.net

**Course Website:** <http://www.sherinb.net/sjsuenvs152>

**Prerequisites:** SJSU requires the completion of all Core GE courses, passing WST score, and upper division standing (56 units completed) to enroll in SJSU Studies courses such as this one.

**Course Description:** This course is about the intertwining science and social science issues related to global trade and its effects on societies and the environment. Over the past 50 years, the rapid increase in the production of goods and the ability to distribute those goods worldwide has leading to fundamental changes in societies and major impacts on the environment. But, overall, does the "globalization" of goods and services benefit or harm people and natural resources? In this course, we will study the implications of global trade on the environment--especially on energy use and biodiversity--and we will investigate how science is used in assessing the impacts of products and developing solutions to the environmental problems caused by global trade. We will also investigate the effect of international regulations and trade agreements on the design of products and associated concerns about poverty, human rights, human health, and the national and international politics of these issues. We hope you will come away with an appreciation of the global nature of the human enterprise and an understanding of how we can direct that enterprise to support healthy human societies and sustain the natural environment.

**GE Area R Course:** This course fulfills the requirement for SJSU Studies Area R. As such, this course will incorporate issues of diversity into the topics. Assignments will include over 3000 words of writing and allow students the chance to rewrite some papers based on feedback from the professors. We will also include material that helps students master these Student Learning Objectives (SLOs):

*Learning Objective 1:* A student should be able to demonstrate an understanding of the methods and limits of scientific investigation.

*Learning Objective 2:* A student should be able to distinguish science from pseudo-science.

*Learning Objective 3:* A student should be able to apply a scientific approach to answer questions about the earth and environment.

**Texts - Required**

Web sites and readings to be consulted in research will be discussed in class.

### Texts – Recommended

1. Esty, Daniel & Winston, Andrew. (2006) *Green to Gold – How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage*. Yale University Press, New Haven, CT.
2. Friedman, Thomas, L. (2005) *The World is Flat*. Farrar, Straus and Giroux.
3. Perkins, John. (2006) *Confessions of an Economic Hit Man*. Plume, San Francisco.
4. Hawken, P., A. Lovins, and L.H. Lovins, *Natural Capitalism: Creating the Next Industrial Revolution*, Boston: Little, Brown and Company. 1999.
5. International Standards Organization (2004). *Environmental Management Systems General Guidelines on principles, systems, and supporting techniques*. IOS, Geneva.
6. Lewis, H, Gertsakis, J., et al (2001). *design + environment — a global guide to designing greener goods*, Greenleaf Publishing, Ltd. Sheffield, UK. The book is available via <http://www.greenleaf-publishing.com/catlogue/dplusenv.htm> . About \$48, 5-12 working days to ship.
7. McDonough, W. and M. Braungart, *Cradle to Cradle*, New York: North Point Press, 2002.
8. Stillwell, J.E., Canty, R.C., Kopf, P.S. and Montrone, A.M. (1991). *Packaging for the Environment – a partnership for progress*, American Management Association, New York.
9. Selke, S.E.M. (1994). *Packaging and the Environment*, 2nd. Ed., Technomic Publishing Co., Lancaster, PA.
10. *A Miniature Guide for Students on How to Study and Learn*. Order this pamphlet on [www.criticalthinking.org](http://www.criticalthinking.org). It's about \$6 and could be the best \$6 you spent in college!

### Course Schedule

Classroom discussions, exams, lectures, and reading assignments, and due dates are on the accompanying *EnvS 152 Schedule*.

### Student Responsibilities

Attend each class meeting, keep up with the assignments and readings, and be respectful of course schedule. This course is carefully constructed to *build knowledge from each meeting and activity*. There is also a significant group project. *Missing a class causes disruption to this cycle of learning*. Please be a responsible class member, work hard, learn a lot, and have some fun too. Here are other recommendations:

- Come to each class prepared to discuss the readings.
- Actively participate in learning: Ask questions, provide opinions, and respond to questions asked in class.
- Attend each class to pick up class handouts.
- Take good notes. You'll need them for the final papers.
- Take the time to edit your work and write quality assignments.
- Pay attention to details in the schedule including due dates. They may change.
- Read assignment instructions carefully and seek clarity if you have questions.
- Start work immediately on assignments once they are received. If you have questions don't wait until the last minute before the assignment is due to ask for assistance or clarity.
- Turn assignments in on time--there are significant penalties if you don't.
- Students are expected to follow the honor code in all aspects of their work in the course, written and oral. In other words, DO NOT copy the work of others and treat each other with respect or there will be consequences as stated in the SJSU policies.

**Academic Integrity Policy**

Academic integrity requires that students not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html> . One serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy, "Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own." We will thoroughly discuss plagiarism and give clear requirements for each assignment. Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we'll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm> .

**Disabilities Policy**

It is the policy of San Jose State University to provide appropriate accommodations to students who have documented disabilities meeting the eligibility requirements of the Americans With Disabilities Act of 1990. This website provides information on how students need to document disabilities: [http://www.drc.sjsu.edu/student\\_services/document\\_disability.htm](http://www.drc.sjsu.edu/student_services/document_disability.htm) .

**Office Visits**

Please see one of the instructors of this course as soon as you think you need advice or have a problem. Please do not delay and do not rely on other students as we'd like to work with your situation if it's possible to see you successfully through course. If you would like to discuss an issue regarding the course, a student, instructor, an assignment, have a personal issue or have questions about a major or minor in Environmental Studies then please see one of us before or after class, call, or email us to schedule an office visit. We are reasonable people who will work out reasonable solutions. However, personal time management problems are not reasonable requests.

**Course Format**

The course has been designed with a mix of activities to keep the material interesting and the students engaged in learning. Do not miss classes as there are a variety of activities issues being discussed and it's easy to get confused. The schedule lists lectures, a library visit and research project, a group assignment and presentation, in-class writing, individual papers and topical summaries, a video, a group comprehensive presentation and a final exam. There will likely be unscheduled activities as well, such as discussions of news items about trade issues and breaking science/environment stories.

**EXAMS, ASSIGNMENTS, EXTRA CREDIT, AND COURSE SCHEDULE**

Multiple assignments reduce the stress of having to perform well on infrequent, high point value single-style exams/assignments. Assignments are designed to build the knowledge of environmental trade issues and the applied use of related science of chemical, physical and math skills progressively, leading to a comprehensive final essay and a final exam. In addition to

lectures, students will conduct research and express what they learn in a variety of formats, including essays, brief topical summaries, group work and presentations, science-oriented homework assignments, and the group comprehensive presentation and final examination.

### Assignments

Specific instructions will be distributed and/or available on the web for each assignment listed in the table on the following page. *Follow instructions exactly.* Expectations for writing include citing primary sources, avoiding plagiarism, and formatting according to instructions. Students will submit assignments, as required, to TurnItIn.com . The class ID is 2154435 and the password is earthday.

### ASSIGNMENTS LIST

↓ Record your scores here

Points	Points	<b>NOTE: SEE SEPARATE HANDOUTS FOR SPECIFIC INSTRUCTIONS.</b>
	5	<u>Topical Summary (TS), Global Poverty:</u> This assignment is designed to help students learn about the issue as well as how to organize literature reviews into essays. It is intended as a mechanism to obtain and concentrate key elements from readings into a format that clearly identifies issues, terms and to identify potential solutions from a reading. This assignment prepares students for “deeper” projects later in the semester. (Assesses Diversity Goal)
	5	<u>Topical Summary, Industrial Ecology:</u> Same format as above, on the science, technology, and social issues of industrial ecology. (Assesses SLO3)
	5	<u>Topical Summary Rewrite:</u> One original TS may be rewritten and resubmitted.
	5	<u>Project Paragraph:</u> Students will prepare a two-to-four paragraph description of the trade organization or concept they would like to study as part of a group project.
	0	<u>Group Project Outline (Schedule):</u> This is a simple in class writing assignment to get groups organized and to define specific member responsibilities (who will do what when?). No points will be earned, but points will be deducted if it is not turned in.
	5	<u>In-Class Writing:</u> To prepare for our foray into global trade and the distribution of goods, students will write an in-class essay on the issues of how the <i>science</i> of industrial ecology can impact the social and environmental issues and poverty (addressed in the first course lecture and in your first topical summary on global poverty). (Assesses SLO1)
	0	<u>Draft Group Topical Summary:</u> Provide a list of key terms, issues and information sources. Points will be deducted from each group member if this is not turned in.
	5	<u>Group Topical Summary (TS):</u> Using the same TS format as above, groups will prepare a Topical Summary (TS) for distribution to the class about a global trade organization or scientific issue related to trade.
	5	<u>Group TS Presentation:</u> Each group will provide a brief presentation to “teach” the class about a global trade organization, trade/technology related issue. Group presentations will be graded by an average of the score of the class, an average of the group’s self score, and of the teacher’s evaluation.
	30	<u>Science-focused assignments:</u> Students will be given several assignments that focus on science-based principles for assessing or reducing impacts of products. (Assesses SLOs 1 and 2)
	5	<u>Final Presentation:</u> This is a group effort that requires groups to show their understanding and mastery of the issues of the entire course as they describe as many social, political, environmental, and scientific issues as possible in a hypothetical but realistic situation as a product is conceived, packaged, and distributed from one country to another.
	15	<u>Comprehensive Paper:</u> Student will review and analyze science and social science components of the course in a comprehensive final paper. The paper should be no more than 5 pages in length. (Assesses SLO 3)
	15	<u>Final Exam:</u> The final exam will consist of about 30 short answer and multiple choice questions that will cover elements from the entire course.

### Due Dates, Late Papers and Make-Up Exam Policies

Assignments are due *in class* NOT BY EMAIL, within 10 minutes of the *beginning of class*. Papers arriving later than 10 minutes after class will lose 20%. Late papers (anytime after class) will not be accepted. *Attend each class as the schedule and due dates may change.* STUDENTS ARE RESPONSIBLE FOR DETERMINING IF ASSIGNMENT DATES HAVE CHANGED. DO NOT RELY ON FELLOW STUDENTS--RELY ON THE TEACHERS!

### GRADING

The course grade will be determined based on a maximum of 100 possible points. Accumulated points that fall within the grade scale below determine your semester grade. Grades are performance-based with one exception--we may move a grade up by one-third of a grade if a student has turned all assignments, showed improvement throughout the course, attended regularly and participated in discussions.

98 - 100	A+	81 - 86	B	68 - 69	C-	54 and less	F
91 - 97	A	79 - 80	B-	66 - 67	D+		
89 - 90	A-	77 - 78	C +	58 - 65	D		
87 - 88	B+	70 - 76	C	55 - 57	D-		

### Grading Standards for Written Assignments

All formal writing assignments will be graded according to these standards for assessing the quality of the content and the clarity of your writing.

Score	~Grade	Content criteria
5	A	Outstanding response with superior supporting examples or evidence; logical analysis, reasoning, and explanation; clear mastery of content; includes relevant principles and details; excellent citation form and use.
4	A- to B+	Good, solid response that uses excellent supporting examples or evidence; excellent reasoning and explanations; good citation form and use.
3	B	Solid response that meets minimum required by assignment. Reasoning and explanations are adequate.
2	C	Response is accurate but cursory, and does not meet the minimum required for completeness; some inaccuracies or reasoning flaws; response is too general, lacks specific evidence; all sources cited but form is incorrect.
1	D	Response doesn't effectively address the question; response fails to support assertions with data or examples; major flaws in reasoning; explanations are unclear; displays inadequate understanding of content; lack of citation.
0	F	Response is missing or not submitted, or does not address the question.

Score	~Grade	Writing criteria
5	A	Meets criteria for 4, plus demonstrates superior grammatical correctness and sense of personal style. Effortlessly readable prose.
4	A- to B+	Very effective organization of paragraphs and paper; interesting, varied sentences; good grammar (usage, punctuation, etc.); few spelling mistakes; does not read like a first draft.
3	B	Reasonably effective organization of paragraphs and paper; serviceable prose; numerous errors of grammar or spelling; reads like a first draft.
2	C	Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling.
1	D	Similar to 2, but even harder to read.