

San Jose State University
College of Social Sciences / Environmental Studies Dept
EnvS 152, Section 80/81: Global Distribution of Goods and the Environment, Fall 2015

Instructor:	Bruce Olszewski
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Office Hours:	Tues and Thurs 1:30-3:30 and Friday by appt
Class Days/Time:	On-Line: Access modules each Thursday, submit assignments Wednesdays
Classroom:	http://www.sjsu.edu/at/ec/canvas/
Prerequisites	SJSU requires the completion of all core GE courses, a passing WST score, and upper division standing (56 units completed) to enroll in SJSU Studies courses such as this one.
GE/SJSU Studies Category:	Area R: Earth and Environment

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. The rapid increase in the production and distribution of goods worldwide has led to fundamental changes in the relationship between societies, an increase in the consumption and discarding of resources resulting in significant environmental impacts. In this course, we will study the implications of global trade on the environment 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 organizations 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. Students 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.

Course Goals and Learning Objectives

This course fulfills the requirement for SJSU Studies Area R. As such, this course will incorporate issues of diversity into the topics. Assignments include over 3000 words of writing assignments. Course material will help 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.

Required Readings

Note: All readings with the exception of Steger can be found on the course web site.

Steger, Manfred, B. Globalization: A Very Short Introduction (Very Short Introductions). 2009. Oxford University Press, New York. **(Order through Amazon.com or other book seller immediately.)**

Dauvergne, P. 2008. Globalization and the Environment. Pg. 366-389. In J. Ravenhill, ed., Global Environmental Policy. Oxford University Press, New York.
www.politics.ubc.ca/fileadmin/template/main/images/departments/poli_sci/Faculty/dauvergne/15_Cha14.pdf. Accessed on January 20, 2009. (on the class website)

Erhenfeld, D. 2005. The Environmental Limits to Globalization. Conservation Biology 19:318-326. (on the class website)

World Wildlife Fund (WWF). 2008. Living Planet Report. Gland, Switzerland.
http://www.panda.org/news_facts/publications/living_planet_report. Accessed on January 20, 2009. (on the class website)

The Levin Institute. ND. Globalization 101.org. www.globalization101.org. Accessed on August, 2015

Carnegie Mellon Green Design Institute. ND. Economic Input-Output Life Cycle Assessment.
www.eiolca.net. Accessed on November 17, 2009.

Other readings assigned throughout the course will be on the course website or on-line sources.

Recommended Readings

1. Brower, Michael and Warren, Leon. 1999. The Consumer's Guide to Effective Environmental Choices. Three Rivers Press, New York.
2. 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.
3. Friedman, Thomas, L. (2005) The World is Flat. Farrar, Straus and Giroux.
4. Perkins, John. (2006) Confessions of an Economic Hit Man. Plume, San Francisco.
5. Hawken, P., A. Lovins, and L.H. Lovins, Natural Capitalism: Creating the Next Industrial Revolution, Boston: Little, Brown and Company. 1999.
6. International Standards Organization (2004). Environmental Management Systems General Guidelines on principles, systems, and supporting techniques. IOS, Geneva.
7. 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.
8. McDonough, W. and M. Braungart, Cradle to Cradle, New York: North Point Press, 2002.
9. Stillwell, J.E., Cauty, R.C., Kopf, P.S. and Montrone, A.M. (1991). Packaging for the Environment – a partnership for progress, American Management Association, New York.
10. Selke, S.E.M. (1994). Packaging and the Environment, 2nd. Ed., Technomic Publishing Co., Lancaster, PA.
11. A Miniature Guide for Students on How to Study and Learn. Order this pamphlet on www.criticalthinking.org. It's about \$6 and could be the best \$6 you spent in college!

CLASSROOM PROTOCOL

Student Responsibilities

Welcome to this on-line course! Class members must visit the course website weekly, review lectures and readings, contribute to discussions, and *complete all assignments*. Students who are regularly engaged and keep up with the course work create a good learning experience. Be a responsible class member by being prepared and engaged.

Attend and participate each class. Take care not to fall behind as we have a continuous work load where one module's work leads directly to understanding the following module and so on. Complete the assigned lectures, readings, and assignments in the order they are provided. Discuss course content and share your well-reasoned thoughts on-line (in the "Discussion" section). Always take good notes. Prepare, research, and write assignments EARLY leaving plenty of time for editing and asking questions. *Take the time to achieve quality work*. Review and edit assignments before submitting them for grading and carefully read each lecture, follow instructions *exactly*, ask questions whenever there is doubt, turn assignments in on time knowing that late assignments are not accepted. Seek clarity on assignments and/or course topics by asking questions of the Professor and take advantage of office visits. Don't rely on students for information—that's what educators are paid for. *Please DO see me during office hours*. To successfully accomplish this course and other life commitments, establish a personal weekly schedule NOW and to include daily study and writing time for this and every course. Establish a personal schedule using something like Google Calendar. Make your investment in learning a highest life priority. If at any time there are questions about course material or to discuss an issue, or to discuss an assignment, know that you are always welcome to drop in for an office visit. No question is too big or small!

Be certain to see the "welcoming page" section of the course web site at least twice weekly and/or your Canvas email for the possibility of important course announcements.

Using your time effectively and relying on technology: Be prepared for the inevitability of problems with technology. Computer technology is notoriously unreliable and a variety of problems may impact the submission of homework and accessing the online course. Hard drive and thumb drive failures happen with regularity! Internet connections fail! Viruses contaminate computers and laptops get stolen or lost! Clocks are often set to the wrong time causing missed deadlines. To reduce the impacts of missing deadlines and to survive a technology disaster, plan and *conduct regular backups of your computer now!* Get a back-up system or back up your computer on the cloud—now!

Misunderstanding due dates or losing work on your computer IS NOT an acceptable reason for missing deadlines. Be certain to have and use a quality virus protection program and back up frequently. Computer disasters happen—none of us are exceptions and it's wise to be proactive. Clocks are often set incorrectly and upload failures leads to missing deadlines. To thwart technology problems that affect grades, always engage in the course EARLY. Submit discussions and assignments to the course website EARLY. AVOID TURNING IN ASSIGNMENTS WHEN ONLY MINUTES REMAIN TO THE DEADLINE—as this is a common reason for late papers and/or failed uploads. Even when late by seconds, late papers will NOT be accepted.

Top reasons for students doing poorly are not turning in assignments and failing to follow instructions. Be proactive, carefully consider your work, edit writings, submit assignments early and enjoy NOT feeling the pressure of a deadline while doing quality work. *Top reasons for doing well is consistent engagement with the course materials, meeting deadlines, seeing the Prof to answer questions, and sharing what you learn with others*. Make it a good experience by being a committed student, having a personal schedule, and being prepared for computer problems.

Classroom Format

This is an on-line course and we may have an in-person meeting or study sessions pending the availability of a room. The Final Exam is also online. Live in-person meetings, if any, will be announced on the course web site and/or by email to your Canvas account. Study sessions are optional to attend, yet highly advisable. Students who attend regularly report appreciation for them. Course material is communicated via the course web site. Weekly participation and exchange of ideas is expected and there is no tolerance for late discussions. The course is designed to expand and grow with information from each lecture, reading, and assignment in the order they are provided. Take your time to read and think through the lectures; engage with the material. *Using a comprehensive, progressive approach, each topic builds on the previous one leading to a comprehensive final essay*

and exam. The schedule lists lectures, supplemental readings, videos, individual papers, the posting of comments (discussions), a comprehensive paper, and a final exam. There may be unscheduled activities as well, such as discussions of breaking environmental news.

Accessing the Course

The course is on the Canvas Learning Management System (LMS). To access the course:

- **Login URL:** <https://sjsu.instructure.com> Please note that it should NOT have the “www” at the start of the URL like many other websites.
- **Username:** Your SJSU 9-digit ID number.
- **Password:** Self-generated password for your SJSUOne account.
- **Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that students visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL:<https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

Canvas Learning Management System (LMS): Computing Skills, Our Course, Attendance, and Postings

Students are expected to have basic computer skills including proficiency with the operating system of their computer, software used in the course (word processing, possibly some Excel, Adobe Acrobat), access and use of a web browser, access to the Canvas LMS (see above), and knowledge of engaging in on-line discussions and uploading documents. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues must be directed to the SJSU help desk.

Overview of Due Dates

Attend Class Weekly on Thursday and submit assignments by the following Wednesday at 11:59 p.m. Access the course materials on-line at any time for about a week, review the lecture(s), see the reading(s) and video(s), get the assignment(s) and post original comment to lectures by the posted due date. See the course website for due dates and assignments.

Students must attend our virtual class each session just as you would a regular course, excepting you have a few days to see and participate in the material (lectures, readings, discussions, assignments) for the week. *See the Modules tab on Canvas to access course lectures, readings, discussions, and assignments. Complete each Module and the materials within them in the order they are provided.* Course notifications and schedule updates, if any, will be made on the home page section of the course website. *Look to the welcome (home) page section when visiting the site each day.*

Each class session (a module) begins on Thursdays and is followed by a Wednesday assignment deadline at 11:59 p.m. Please note there are no deadline extensions. Students have a few days and the weekend to complete assignments and to drop in for an office visit, if needed. Class materials can be accessed anytime the day a module is available and until the due date. The flow of the course including due dates for each component of the course is on Canvas. Lectures, discussions, and assignments have time-limited availability. Be certain to meet all of the deadlines.

ASSIGNMENTS AND GRADING POLICY

All course assignments must be posted using Canvas, *do not email homework to my email address*. All papers are checked for plagiarism using TurnItIn.com or the Canvas LMS. PLEASE do not be tempted to copy any part of any paper, phrases, student paper, book, magazine, article, published or unpublished work, or to use Wikipedia, ever. TurnItIn.com (or the Canvas LMS) records every paper ever turned in to it. Plagiarism is reported to the College Dean who then determines action against the offending party.

Material is time-dated on the web site. Do not delay in meeting deadlines for submitting discussions and assignments. Do not wait until the last minute to prepare assignments or post responses. Plan on when you work to complete assignments. Many simply can't be done in a few hours. Additionally, problems inevitably occur; computer failures, stolen computers, website goes down, web service provider problem, power failures, lost material, family issues, computer virus, cat peed on my computer again, and the list goes on. Many have tempted fate, and regretted it! *No excuses and no reasoned explanations for late posts or papers will be accepted.* **START EARLY—YOU HAVE A MULTI-DAY WINDOW** to complete work--use the time wisely.

Discussions

Students are required to participate in 'discussions' so we may benefit from the group's interaction on every course topic. Discussions are written responses to the questions posed about weekly lectures and videos. Questions are posed for each module, often one for lecture and another for a video. Students are to *respond to the question and respond to one comment made by a fellow student by posting their comments in the "Discussion" tab. This means everyone provides two discussions per lecture/video.* These postings are analogous to being in class and discussing the Prof's lectures, weekly reading materials, and comments from other students; it's just that we're writing our thoughts on the course site. Discussions help us determine what is learned from the course material. It's not a problem to miss a few, as extra credit is built-in (exceeding the minimum point requirement, about 10, earns students extra credit points). Comments should be three or four sentences, and never more than a paragraph. Be sure to arrive to the Discussions prepared to comment on lectures and/or text book, videos. Poorly reasoned thoughts or merely agreeing with another student's comment are not acceptable.

Due Dates, Late Papers and Make-Up Exam Policies

All assignments are due by deadlines listed on the course website. Students are greatly encouraged to submit work EARLY to avoid possible problems that inevitably come up (computer failures, system down, lost or stolen hardware, etc.). Students report procrastination and being overwhelmed as major reasons for poor performance. Avoid this by getting started when assignments are made, even if you don't finish at that moment. I encourage you to schedule time for homework and studying for this course, now, and to follow through. Do well!

Papers must be submitted to Canvas where they will be reviewed by TurnItIn.com or the Canvas LMS. Do not submit papers to my personal email or the course email tab. Late papers will not be accepted.

Exams, Assignments, and Extra Credit

Multiple assignments help with learning the course material and reduce the stress of having to perform well on infrequent, high point value exams and assignments for the course grade. 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. They lead to a comprehensive final essay and a final exam. Missing an assignment and being late are key reasons why some students have a poor final course grade. Be consistently on time and you'll do well!

Course Grading

The course grade is determined from a maximum of 100 possible points. Accumulated points that fall within the grade scale below determine the semester grade, not a percentage. Grades are performance-based with one exception--a grade *may* be moved up by one-third of a grade (e.g. C+ to a B-) if a student has turned all

assignments, showed improvement throughout the course, attended regularly and participated. Students may earn extra credit depending on the number of quality "Discussion" postings and with the final exam.

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-		

Rubrics for Written Assignments

All formal writing assignments will be graded according to these standards. Assignments are assessed for both the quality of the content and the clarity of writing.

Score	~Grade	Content criteria
10	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.
9	A- to B+	Good, solid response that uses excellent supporting examples or evidence; excellent reasoning and explanations; good citation form and use.
8-8.5	B	Solid response that meets minimum required by assignment. Reasoning and explanations are very good. .
7.5	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.
3-5	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
10	A	Meets criteria for 4 (below), plus demonstrates superior grammatical correctness and sense of personal style. Effortlessly readable prose.
9	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.
8-8.5	B	Reasonably effective organization of paragraphs and paper; serviceable prose; numerous errors of grammar or spelling; reads like a first draft.
7.5	C	Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling.
3-5	D	Similar to 2, but even harder to read.

Office Visits

Please drop in for a visit if you'd like to discuss something. This could be some help with an assignment, explaining material from the course, or anything else. Please do not delay, particularly if a deadline is coming up. *Do not rely on the advice of other students* as they are often mistaken (if I had a dollar for every piece of bad advice I've heard!). I'd like to work with your situation and see you successfully through the course. Call or email me ASAP or drop in during office hours using the information on the first page and let's find a reasonable solution.

Assignments

Specific instructions for the assignments listed in the following table will be available on the course website. Please drop in for a visit or email the instructor early should you have questions about any assignment (one week prior to deadline). *Follow instructions exactly.* Expectations for writing include citing primary sources, avoiding plagiarism, and meeting basic formatting standards, and following instructions. All papers will be reviewed by TurnItIn.com or the Canvas LMS which will note plagiarism and report it to the instructor.

ASSIGNMENTS LIST

↓ Record your scores here

Points	Points	<u>NOTE: SEE SEPARATE HANDOUTS FOR SPECIFIC INSTRUCTIONS.</u>
	5	<u>Writing Assignment: Understanding Globalization.</u>
	10	<u>Writing Assignment: Global Poverty (2000 words):</u> This assignment is designed to help students learn about this issue and organizing data from a literature review into an essay. It is intended as a mechanism to obtain and concentrate key elements from readings into a format that identifies issues, terms and to identify potential solutions from a reading while also developing word processing skills. This assignment prepares students for “deeper” projects later in the semester. (Assesses Diversity Goal)
	10	<u>Writing Assignment: Industrial Ecology (2000 words):</u> Same format as above, on the science, technology, and social components of industrial systems mimicking ecological systems (Assesses SLO3)
	15	<u>Posted Comments (Discussion):</u> Post 1 original comment for each PowerPoint lecture and respond to one student comment for each lecture. ½ point for each valid comment = 15 points. Extra credit is built-in for students that discuss each lecture and respond to student comments.
	5	EXTRA CREDIT: <i>Possible</i> extra credit with the final exam and extra posted comments.
	30	<i>Science-focused assignments:</i> Science-Pseudoscience Paper: Assesses (Asses SLO 1 and 2)-10 points Ecological Footprint Paper: (Assess SLO 3)-10 points Life Cycle Assessment Paper: (Assess SLO 1 and 3)-10 points
	15	<u>Comprehensive Paper (1500 words):</u> Review and analyze science and social science components of the course in a comprehensive final paper. Students 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. The paper should be no more than 4 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. A study guide will be provided. The exam will be on-line on the date the university determines from its schedule for our class. Look for it on the course website. Extra credit may be available.
	105	Total your score here (Grades based on 100 points)

UNIVERSITY POLICIES

Achieving Success

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Consent for Recording of Class and Public Sharing of Instructor Material Policy (S12-7)

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Requests for permission of any type of course recording must be made to the instructor by email. Requests are approved only when responded to in writing by the instructor. *Requests must specify the time period including the student name, student ID number, semester, date of request, course name and number, start and end date of the recording or recording period.* One semester is the maximum. In classes where active participation of

students or guests may be on the recording, permission of those students or guests should be obtained as well. [Intellectual Property \(S12-7\)](#)

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy. 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." Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors. I suggest going through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm> .

Disabilities Policy

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability

Course Schedule

Classroom discussions, exams, lectures, and reading assignments, and due dates are on the course website.