San Jose State University
College of Social Sciences / Environmental Studies
EnvS 152, Globalization and the Environment, Spring 2019

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Office Hours	Tues and Thurs 1:30-3:30 and Friday by appointment
Class Days/Time	Access on-line modules *every Wednesday*
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 issues of science, social science and global trade and the impact that trade has on society and the environment. The rapid increase in the worldwide production and distribution of goods has led to fundamental changes in the relationship between society and the environment. There is an increase in the consumption and discard of products. The wasting of resources in manufacturing, distribution, and product end-of-life causes significant environmental impacts. Awareness of this issue leads to creating opportunities for improved efficiency in resource use. In this course we will study the implications of global trade on the environment and we will investigate how science is used to assess the impacts of products. We will also investigate solutions to the environmental problems caused by global trade. We will study the impact that business, international organizations, and trade agreements has on the design of products and how we may choose to reduce the negative impacts that trade has on poverty, human rights, and human health. 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 a society that can strive to sustain the natural environment and respect human rights while in the pursuit of profit.

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 can be found on the course web site.

Dauvernge, 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 course website)

Erhenfeld, D. 2005. The Environmental Limits to Globalization. Conservation Biology 19:318-326. (On the course 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 course 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, 2015.

Recommended Readings

1. Christoff, Peter and Eckersley, Robyn. 2013. Globalization and the Environment. Rowan & Littlefield Publishers, U.K.
2. Levinson, Marc. 2006. The Box: how shipping Containers Made the World Smaller and the World Economy Bigger. Princeton University Press, Princeton.
3. Brower, Michael and Warren, Leon. 1999. The Consumer's Guide to Effective Environmental Choices. Three Rivers Press, New York.
4. 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.
5. Friedman, Thomas, L. (2005) The World is Flat. Farrar, Straus and Giroux.
6. Perkins, John. (2006) Confessions of an Economic Hit Man. Plume, San Francisco.
7. Hawken, P., A. Lovins, and L.H. Lovins, Natural Capitalism: Creating the Next Industrial Revolution, Boston: Little, Brown and Company. 1999.
8. International Standards Organization (2004). Environmental Management Systems General Guidelines on principles, systems, and supporting techniques. IOS, Geneva.
9. 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.
10. McDonough, W. and M. Braungart, Cradle to Cradle, New York: North Point Press, 2002.
11. 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.
12. Selke, S.E.M. (1994). Packaging and the Environment, 2nd. Ed., Technomic Publishing Co., Lancaster, PA.
13. Steger, Manfred, B. Globalization: A Very Short Introduction (Very Short Introductions). 2009. Oxford University Press, New York.
14. 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

Students are expected to access the online course weekly and complete the assigned readings, lectures, videos and assignments <u>each Wednesday in each of the on-line modules in the order they are listed</u>. Assignments are generally due the following Wednesday. *Engage thoroughly with each module, enter a thoughtful discussion of each assigned reading and/or video, take good notes for exams and assignments and make a personal commitment to quality. Let's have some fun too.* Class members that are engaged with the material and keep up with the course work make for a good learning experience.

Once you are at the course website, always start with the <u>modules</u> (see the tabs on the left of the screen). Then, simply follow each subcomponent within each module: lecture(s), readings and/or video, discussions, and assignments. Read every lecture, watch every video, engage in each discussion, and for each written assignment take plenty of time to follow instructions and to edit your work before submitting it for grading.

Use the discussion section in the module to share your well-reasoned thoughts of the weeks lecture. ALWAYS start other writing assignments on the day they are assigned. This leaves plenty of time for research, writing, editing, asking questions and meeting deadlines. Seek clarity on assignments and/or course topics by asking questions of the professor. Don't rely on students for information—that's what educators are paid for. *Please DO see me during office hours.*

To successful accomplish this course while managing other life commitments, establish a personal weekly schedule NOW. It should include daily study and writing time for this and every course and I encourage you use something like Google Calendar. Make your investment in learning a highest life priority. If at any time there are questions about course material or 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 weekly and/or your Canvas email for the possibility of important course announcements.

Technology is finicky: 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. Missing a deadline by a few seconds, misunderstanding due dates, power outages, or losing work on your computer IS NOT an acceptable reason for missing deadlines. To thwart technology problems always engage in the course EARLY. Submit discussions and assignments to the course website EARLY. DO NOT wait until only minutes before submitting work. The most common reason for failed uploads is missing deadlines by seconds.

Computer disasters happen. None of us are exceptions and it's wise to be proactive. Hard drive and thumb drive failures happen with regularity! Internet connections fail! Viruses contaminate computers! Laptops get stolen, lost and dropped! 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 weekly backups of your computer NOW*! Be certain to have and use a quality virus protection program.

Most students do quite well in this course. Top reasons for students doing poorly are missing deadlines and failing to follow instructions. Always begin course work each and every Wednesday. Enjoy NOT feeling the pressure of a deadline by starting early, carefully considering what you are learning, editing your writings, and submitting assignments early. The t*op 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 to survive computer problems.

Classroom Format

This on-line course requires weekly participation. There is no tolerance for late work. ***Access the course each Wednesday and work through each item in the weekly MODULE in the order material is presented***. ***The modules are your primary "textbook." Read all the material in them. Due dates are listed in Canvas.*** Modules include lectures, supplemental readings, videos, assignments (including a comprehensive paper and a final exam), and the posting of comments (discussions). There may be unscheduled activities as well, such as discussions of breaking environmental news. Course notifications, schedule updates, live in-person meetings (if any), will be announced on the course web site (*look at the welcome/home page section each day)* and/or by email to your Canvas email account. Live meetings, if any, are optional to attend, yet highly advisable. Students who attend them appreciate them! Students must attend our virtual class weekly just as you would a live course.

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 and leads to a comprehensive final essay and exam*.

Accessing the Course

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

- ***Be certain you are using an approved browsers, see:***
  https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support
  - ***Chrome*** *70 and 71*
  - ***Firefox*** *63 and 64 (Extended Releases are not supported)*
  - ***Flash*** *31 and 32 (used for recording or viewing audio/video and uploading files)*
  - ***Internet Explorer*** *11 (Windows only—functionally supported; may exhibit slight visual differences from other browsers, but these differences do not restrict product functionality)*
  - ***Edge*** *42 and 44 (Windows only)*
  - ***Respondus Lockdown Browser*** *(supporting the latest system requirements)*
  - ***Safari*** *11 and 12 (Macintosh only)*
  - *You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available.*
  - *Some supported browsers may still produce a banner stating. Your browser does not meet the minimum requirements for Canvas. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies.*
  - ***Not using the correct browser will cause uploading problems!***
- **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:** You must have a self-generated password to access 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) and Computing Skills

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

Due dates for each assignment are listed in Canvas. **Deadlines for assignments are at 11:59 p.m.** ***No excuses and no reasoned explanations for late posts or papers will be accepted. Always submit assignments well in advance of the deadline***. Never wait until only a few minutes remain to the deadline! Technical and personal issues inevitably occur that interfere with completing the assigned work; computer failures, stolen computers, website goes down, web service provider problem, power failures, lost material, family issues, computer virus, cat peed on my computer, and the list goes on. Every semester some students tempt fate by ignoring this advice and regretted it! START assignments when they are assigned. As in the "real world," missing a deadline by even 1 minute makes the assignment unacceptable.

Prior to a deadline, you may access the course materials at any time, review the lecture(s), see the reading(s) and video(s), get the assignment (s) and post original comments to lectures.

ASSIGNMENTS AND GRADING POLICY

Multiple assignments help with learning the course material and reduces the stress of having to perform well on infrequent, high value exams and assignments. Missing an assignment and being late are key reasons why some students have a poor final course grade. Be consistently on time, take advantage of extra credit opportunities, and you'll do well! Assignments are briefly reviewed in the table below.

Work must be submitted to Canvas where it will be reviewed for plagiarism by TurnItin.com or the Canvas LMS. Do not submit papers to my personal email or the course email tab. 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.

Due Dates, Late Papers and Make-Up Exam Policies

All assignments are due by the deadlines listed on the course website. Students may use Paper Amnesty Day (see the schedule) for one missed paper (it is not available for discussions). Students are greatly encouraged to submit work EARLY to avoid possible problems that inevitably come up (computer failures, system down, lost or stolen hardware, unexpected personal issues, etc.). Students report procrastination and being

overwhelmed as major reasons for poor performance. I encourage you to schedule time for SLEEP, homework, studying, commuting, attending class, etc. Take care of yourself and do well!

Discussions

In each module there are discussion where students are required to share ideas about lectures, readings, and or videos so we may benefit from the group's interaction. Discussions are written responses to the questions posed about weekly material. These postings are analogous to being in class and having a classroom discussion, only better! Everyone gets to participate equally. There are often multiple discussions within a module: one for each lecture, videos or reading. Always entered two comments for each discussion: *respond to the question AND respond to one comment made by a fellow student. Post your comments in the "Discussion" tab.* Comments should be three or four sentences, and never more than a paragraph. Always use good grammar and be clear and direct. Be sure to arrive to the Discussions prepared to comment on lectures and/or text book, videos by having read and studied the weekly material. Poorly reasoned thoughts or merely agreeing with another student's comment are not acceptable. *It's not a problem to miss a few discussions, as extra credit discussions are available!*

GRADING STANDARDS FOR WRITTEN ASSIGNMENTS

Written assignments (excluding examinations) are valued at ***either 5 or 15 points***. They will be graded according to the content and the clarity of your writing using the following standards as noted in the table below.

Scale (Points)		*Grade*	*Content and Writing Standards*
15	***5***		
14-15	5	A	• **Content criteria**: 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. • **Writing criteria:** Meets criteria below, plus demonstrates superior grammatical correctness and sense of personal style. Clear prose, easily read.
13-13.9	4.5	A- to B+	• **Content criteria**: Good, solid response that uses excellent supporting examples or evidence; excellent reasoning and explanations; good citation form and use. • **Writing criteria**: Meets criteria for 4, plus demonstrates superior grammatical correctness and sense of personal style. Clear prose, easily read.
12-12.9	4	B	• **Content criteria**: Solid response that meets minimum required by assignment. Reasoning and explanations are adequate. • **Writing criteria:** 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.
10.5-11.9	3.5	C	• **Content criteria**: 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.

			• **Writing criteria**: Reasonably effective organization of paragraphs and paper; serviceable prose; numerous errors of grammar or spelling; reads like a first draft.
7.5-10.5	2.5	D	• **Content criteria**: 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. • **Writing criteria:** Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling.
0-7.5	0-2.0	F	• **Content criteria**: Response is missing or not submitted, or does not address the question. • **Writing criteria:** Similar to 2, but even harder to read.

Assignments

Specific instructions for the assignments listed in the following table are 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	**SEE SPECIFIC INSTRUCTIONS ON COURSE WEBSITE FOR EACH ASSIGNMENT**
	5	Writing Assignment: Understanding Globalization.
	7	Syllabus Exam: This is a multiple choice T/F quiz that assures understanding of the course syllabus.
	10	Writing Assignment: Global Poverty (2000 words): 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	Writing Assignment: Industrial Ecology (2000 words): Respond to a list of questions on the science, technology, and social components of industrial systems that mimic ecological systems (Assesses SLO3)
	15	Posted Comments (Discussion): Post 1 original comment for each PowerPoint lecture and respond to one student comment for each lecture. 1/4 point for each valid comment, 1/2 point per discussion.
	20	*Science-focused assignments*: Science-Pseudoscience Paper: (Assesses SLO 1 and 2)-10 points Life Cycle Assessment Paper: (Assesses SLO 1 and 3)-10 points

		Paper Amnesty Day: One missed assignment may be submitted for up to 75% of the value of the paper. Excludes discussions, the final exam, and the final paper.
	15	*Comprehensive Final Paper (1500 words)*: ***This paper includes material from the entire course.*** 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 about 4-6 pages in length. (Assesses SLO 3)
	20	*Final Exam*: 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.
	5	EXTRA CREDIT: Multiple opportunities for extra credit are posted on Canvas (primarily in the Discussions and Final Exam). There is a limit of 5 points (5% of the grade).
	105	Points possible. Final grade determined on 100 point total.

FINAL COURSE GRADING

A fair and impartial classroom is our goal. Points are not added or deducted because of personality traits. Your final grade is determined by the points earned (not percent) with one exception: the final course grade may move up by one degree (example: from a B+ to an A-) if a student has turned in all assignments, showed improvement throughout the course, participated in discussions, attended regularly and has nearly reached the next tier. Accumulated points that fall within the grade scale below determine your semester grade. SJSU requires a "C or better average in the nine units of upper division GE (Areas R, S, and V)."

A	100	to 93
A-	< 93	to 90
B+	< 90	to 88
B	< 88	to 84
B-	< 84	to 80
C+	< 80	to 78
C	< 78	to 74
C-	< 74	to 70
D+	< 70	to 64
D	< 64	to 56
D-	< 56	to 50
F	< 50	to 0

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. D*o 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.

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

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. 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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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, 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 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 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 (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.