

# Geography and Global Studies

## GLST 167 Changing Ecologies of Globalization

### Contact Information

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<b>Office Hours:</b>	Tuesday 3-4:30 and by appointment
<b>Class Days/Time:</b>	MW 1500-1615
<b>Classroom:</b>	CL 224

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates. If you need to contact me via email put GLST 167 and your full name in the subject line. Email without this information may not receive a prompt response.

### Course Description

This course examines the environmental and human issues and challenges from 1492 to the present. We will focus on global environmental shifts and their relationship to social, demographic, cultural, and political change. The voyages of Vasco de Gama and Christopher Columbus heralded the age of early globalization with its violent exchange of peoples, microbes, technologies, and colonial politics. This also foreshadowed the beginning of the Age of Empire when the world became connected by European capitalism and its attendant environmental and social problems. We will explore the human interaction with the natural environment in all its complexities, including interaction with nonhuman animals, agriculture and engineered landscapes, contagions and demographic shifts, oceans and fisheries, and industrial pollution.

### Course Goals and Learning Objectives

#### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1 *Demonstrate understanding of the development of capitalism and its impact on the environment and human culture.*

CLO 2 *Critically evaluate social scientific, historical, and ecological theories and how they help us understand that “nature” is an agent of history.*

CLO3 *Explain how the environment shapes human society and culture and how humans shape the environment.*

## Required Texts/Readings

### Textbook

Alfred Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 1900-1900*. Cambridge University Press, 2013. ISBN: 9780521546188. This book is available as an e-book through online bookstores.

Brett Walker, *The Lost Wolves of Japan*. University of Washington Press, 2009. ISBN: 9780295989938. This book is available to students and faculty as an eBook through MLK Library.

J.R. McNeill, *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. W.W. Norton & Co., 2001. ISBN: 9780393321838. This book is available as an e-book through online bookstores.

### Library Liaison

Nile Monday, [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu), 408-808-2041

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” However, participation can and will be used in this course as a criterion for grading.

**Essay #1:** 100 Points. Using material from lectures on the origins of the modern world, and the video “Guns, Germs, and Steel,” (National Geographic documentary), and only this once using reliable web sources (a majority of the essay must be based on lecture and the documentary), explain the unequal distribution of wealth and power in the modern world. According to these two sources, what role has the environment – whether nonhuman animals, microbes, or ecologies – played in the origins of the modern world? (CLO 1, 2, 3)

This paper should be 4-5 pages or a minimum of 1,000 words, carefully proofread, with analysis based in the two sources.

**Essay #2:** 150 points. This essay will incorporate analysis after reading *Ecological Imperialism* and watching “The End of the Line” and “The Cove”. Drawing on the 3 sources, explain how the colonization of Earth by humans in general, but Western Europeans (or their ideals) in particular, has transformed global ecosystems, including the world’s oceans.

This paper should be 5-6 pages or a minimum of 1,250 words, 12-point font, carefully proofread, and analysis based on the three sources. (CLO 2,3)

**Essay #3:** 150 points. This essay will incorporate analysis of *The Lost Wolves of Japan* and *Something New Under the Sun*, as well as “Darwin’s Nightmare” and “King Corn.” Drawing on these sources, explain how modern, late nineteenth and twentieth-century history has witnessed human driven, or anthropogenic, environmental change on a scale heretofore unseen. What drives environmental change in the modern world? What makes it distinctive? (CLO 1,2,3)

This paper should be 5-6 pages or a minimum of 1,250 words, 12-point font, carefully proofread, and analysis based on the four sources.

**Exams:** There will be a Greenbook final exam in this course. It is comprised of a single in-class essay question. You must clearly support and defend in a written essay what you have gained in this course and how you might apply that to your postgraduate goals. It will be up to you to determine and track what you think can be used as evidence over the semester to cite specific examples in your essay to support your position. You will be allowed to bring one page of handwritten notes into the final exam to aid with your essay writing, however you will not be allowed to bring a pre-written essay. (100 points) (CLO 1,2,3)

**Video Reviews:** Documentary films will be shown periodically in class. Twice during the semester you will demonstrate in writing that you have thought critically about narratives or images seen in a film from a global perspective. Each essay must be 3 typed pages (double-spaced, 12-point Times New Roman font, with 1” margins on all sides) summarizing new facts gained along with a thought-provoking critique of the film. Essays must include a total word count at the end (750 words minimum). (100 points; 2@50)

**Participation:** 100 points. Active, engaged participation in lecture discussion as well as group discussion is imperative to your overall grade in this course so good attendance is expected. A sign-in sheet will be passed around at the beginning of class and it will be your responsibility to be sure your name is on the sheet. You will be graded on participation in class discussion, quizzes, and in-class writing assignments. Participation grades cannot be made up under any conditions. In order to earn participation points it is imperative that you are in class and don’t miss unannounced quizzes and in-class work.

**Correct use of English is a fundamental requirement for your papers to be graded. If errors in English make it difficult for a grader to understand your sentences, or excessively slow down grading to mark your technical errors, your paper will be returned to you for further work on its English, and your grade for the paper will be deferred until it is resubmitted with corrected English.**

**If your assignment is returned for an excessive number of grammatical errors, you will be allowed to rewrite and resubmit it within two weeks of the original return date. If not resubmitted by the end of two weeks, you will receive a zero (0) for the writing assignment.**

### **Tips for Success**

- ✓ Read the syllabus carefully, and write down the exam dates and the due dates for assignments in your calendar.
- ✓ Take good notes in lecture and discussion.
- ✓ Keep up with the readings. Lecture will not make sense unless you have done the readings. You should expect to spend about 3-4 hours outside of class each week on required reading, ideally in a couple of uninterrupted sessions.
- ✓ Use a dictionary and an encyclopedia when you need them. You can find free dictionaries and encyclopedias online.
- ✓ Get started on the essay assignments at least two weeks before they are due.
- ✓ Consider forming a study group. Students who study together do better and have more fun.
- ✓ Take advantage of my office hours. I am there to help!

**Late Policy:** As a general rule, I do not accept late work. I expect all work to be submitted on time and in the required format. Do not leave assignments to the last minute, which usually results in poor work and possibly not getting finished on time. If you have a **verifiable** emergency that precludes your submitting your work on time you must contact me in advance and be prepared to show documentation. This documentation must be from a doctor, campus official, court, law enforcement, or other official verification of your situation. It cannot be a parent or person otherwise related to you. It must specifically state that you were unable to attend class on the date of an exam or assignment due date.

### **Grading Policy**

I find grading one of the most difficult parts of teaching, because students have different strengths and weaknesses and different skill sets. My firm expectation is that your work reflects the fact that you are advanced students in a top university. Please be sure your effort is equal to the task. I do expect correct format, spelling, grammar, punctuation, and citations. If you have any concerns about your writing please visit the writing center early and often!

### **Grade Scale:**

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

## **Grades will be based on the following:**

Essay 1	100
Essay 2	150
Essay 3	150
Final Exam	100
Participation	100
Video Reviews	100
<b>Total Points</b>	<b>700</b>

## **University Policies**

### **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/](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/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “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.”
  - You must acquire permission in writing or orally stating whether it for the whole semester or on a class-by-class basis.
  - 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.

“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.”

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. 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.

### **Campus Policy in Compliance with the American Disabilities Act**

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving

your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## GLST 167 Course Schedule

*A syllabus is a working document, designed to be flexible in order to adapt to changing needs of the class. I reserve the right to make changes to the assignments, due dates, schedule, readings, etc. and will give fair notice in advance of changes taking effect.*

### Course Schedule

Date	Topics, Readings, Assignments, Deadlines
1/26-28	<b>Introduction, syllabus, expectations</b> <b>Empires and Nations</b> <b>Organization peoples and histories: Empires, nature, nations</b> Video: <i>Guns, Germs, and Steel</i>
2/2-2/4	<b>Agricultural Transition</b> <b>Engineering plants and animals. Livestock and immunology.</b> Video: <i>Guns, Germs, and Steel</i>
2/9-2/11	<b>Agriculture and Creating Civilizations</b> Crosby, <i>Ecological Imperialism</i> , 1-69
2/16-2/18	<b>Ideas of Nature: Western Thought; Eastern Thought</b> Crosby, <i>Ecological Imperialism</i> , 70-170 <b>Essay #1 Due 2/16</b>
2/23-2/25	<b>Development and Environment: Imperial China; Modern Japan</b> Crosby, <i>Ecological Imperialism</i> , 171-268 Video: <i>End of the Line</i>
3/2-3/4	<b>Development and Environment: Early Modern Europe</b> Crosby, <i>Ecological Imperialism</i> , 269-311
3/9-3/11	<b>Fabricating and Infecting Empire: Microbial Agents</b> Discuss <i>Ecological Imperialism</i> Walker, <i>The Lost Wolves of Japan</i> , xi-95
3/16-3/18	<b>Technologies of Domination: Controlling &amp; Emptying Oceans</b> Walker, <i>The Lost Wolves of Japan</i> , 96-183 <b>Essay #2 Due 3/16</b>
<b>SPRING BREAK MARCH 23-27</b>	
3/30 – 4/1	<b>Global Politics of Whaling</b> Video: <i>The Cove</i> Walker, <i>The Lost Wolves of Japan</i> , 184-234
4/6-4/8	<b>Extinction and Near Extinctions</b> Discuss <i>The Lost Wolves of Japan</i> McNeill, <i>Something New Under the Sun</i> , xxi-83



<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4/13-4/15	<b>Out of Africa</b> Video: <i>Darwin's Nightmare</i> McNeill, <i>Something New Under the Sun</i> , 84-91
4/20-4/22	<b>Energy Fixations</b> McNeill, <i>Something New Under the Sun</i> , 192-266
4/27-4/29	<b>Food Systems</b> Video: <i>King Corn</i> McNeill, <i>Something New Under the Sun</i> , 267-362
5/4-5/6	<b>Modernity, Progress, Saving the Planet</b> Discuss: <i>Something New Under the Sun</i> <b>Essay #3 Due</b>
5/11-5/13	<b>Course Wrap up and Review</b>
<b>Final Exam Friday May 15 12:15-2:30</b>	

## **BIBLIOGRAPHY**

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