

**San José State University**  
**Geography and Global Studies**  
**GLST 167, Changing Ecologies of Globalization, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Professor Kathryn Davis
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<b>Office Hours:</b>	Tuesday 3-5 PM, Thursday 10:45-11:45 AM, and by other arrangement. You must put your name on my office hours list by visiting this site: <a href="http://profdavis.youcanbook.me">profdavis.youcanbook.me</a>
<b>Class Days/Time:</b>	T/TH 1:30-3:45 PM
<b>Classroom:</b>	CL 224

**Course Format**

**Contacting Professor Davis**

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. I **strongly recommend** that you contact me through Canvas. You will receive a quicker response and it is easier for me to keep track of our communication. When contacting me through Canvas the system will tell me who you are. If you need to contact me via email put GLST 167 and your full name in the subject line (too often an email address does not include a name). Email without this information may not receive a prompt response.

**Course Description**

This course examines environmental and human issues and challenges focusing on global environmental shifts and their relationship to social, demographic, cultural, and political change. Using scientific principles and investigation, we will explore human interactions with the natural environment in all its complexities, including interaction with nonhuman animals, agriculture and engineered landscapes, contagions and demographic shifts, and industrial pollution.

**Program Learning Outcomes**

PLO 1: Students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability and foreign language.

PLO 2: Students will demonstrate the ability to write, speak, research, and critically analyze complex global events and processes of globalization.

PLO 3: Students will analyze, synthesize, and interpret texts, images, and experiences, demonstrating quantitative literacy, innovation of thought, and creation of theoretical and practical solutions to global problems.

PLO 4: Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

### **Course Learning Outcomes (CLO)**

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

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

1. Critically evaluate social scientific, historical, and ecological theories and how they help us understand that “nature” is an agent of history.
  - a. The critical analysis of a research article assignment. In the assignment, students are asked to critically evaluate strengths and weaknesses of a peer reviewed article and analyze how it fits into a larger body of research on their chosen topic.
  - b. Student presentation of key ideas and questions from the assigned readings will allow students to demonstrate their understanding and ability to articulate, in writing, their successful achievement of this outcome. This will be demonstrated through in-class writing.
2. Explain how the environment shapes human society and culture and how humans shape the environment.
  - a. Student presentation of key ideas and questions from the assigned readings will allow students to demonstrate their ability to analyze and articulate, in a presentation format, their understanding of the relationship between humans and the non-human environment. This will be demonstrated through in-class writing.
  - b. Temporalities project will also allow students to demonstrate, both in writing and verbally, their ability to synthesize information and their analytical skills.
  - c. Take-home midterm exams will allow students to demonstrate their ability to synthesize material from a broad cross-section of disciplines and apply them to real world problems.
3. Assess the broad array of cultural and scientific issues facing state and non-state actors in the contemporary era of globalization.
  - a. Student presentation of key ideas and questions from the assigned readings will allow students to demonstrate their ability to analyze and articulate, in a presentation format, a broad area of issues, both cultural and scientific, that our global community faces. This will be demonstrated through in-class writing.
  - b. Take-home midterm exams will allow students to demonstrate their ability to synthesize material from a broad cross-section of disciplines and apply them to real world problems.

### **Required Texts/Readings**

#### **Textbook**

Naomi Oreskes and Erik Conway, *The Collapse of Western Civilization: A View From the Future*. Columbia University Press, 2014.

Billy G. Smith, *Ship of Death: A Voyage that Changed the Atlantic World*. Yale University Press, 2013.

## Other Readings

Additional readings will be placed on reserve at the MLK Library or available on Canvas.

## Course Requirements and Assignments

**Due Dates for Assignments can be found on the Course Schedule at the end of this syllabus.**

**Participation/Discussion: (CLO 1-3)** Active, engaged participation in class discussion is imperative to your overall grade in this course. Students are expected to attend each class and participate actively in discussion. Attending class is not enough to earn credit – you must *actively* participate. Contributing effectively means helping to facilitate collective exchanges in which everyone in the room feels encouraged to participate, comfortable taking intellectual risks, and willing to talk through questions, doubts, differences, and disagreements. 15% of the course grade.

- Come to class having read the material and ready to actively participate in class discussion.
- Most days, we will begin with a short, in-class writing assignment. Sometimes there will be a prompt to respond to and other times you will be asked to write about the most essential or illuminating ideas from the reading and include a discussion question that we may use to guide our class discussion.
- In-class writing will be limited to 5 minutes and cannot be made up for any reason.

**Two Take-Home Critical Analysis Essays on Readings: (CLO 2-3)** These are short papers of 1,250 words (minimum) each, reflecting upon 2 or more of the required readings up to that time in the semester. Each essay is an opportunity to explore questions raised by the course material. They allow room for you to shape your own inquiry and delve deeper into problems of interest to you. The purpose is to offer analysis, comparisons, and critiques of the ideas expressed, not to either recap what the authors are saying nor scrutinize their writing style. Readings must be addressed in a single, unified essay, not separate commentaries on each individual reading. Please use 1 inch margins, Times New Roman 12-point font and single spacing, no running header, page numbers at bottom right, and printed on a good printer. These papers are due the 9<sup>th</sup> and 13<sup>th</sup> weeks of class. 20% of course grade.

**Article Review: (CLO 1)** The purpose of the article review assignment is to help you learn to think critically about secondary source literature. Critiquing someone else's work will not only help you to understand and appreciate that person's work better but will also help you become a better critic of your own work (and therefore a better writer) as you become more sensitive to how others might see your writing. The article review should be 500-750 words (a little over is OK, but if it is shorter than 500 words or much longer than 750 words, you may lose points). Please use 1 inch margins, Times New Roman 12-point font and single spacing, no running header, page numbers at bottom right, and printed on a good printer. 20% of course grade.

**Temporalities Project: (CLO 2)** The major project provides an opportunity to imagine, and write about, the environmental history of the future to 2100. The goal of this project will be to prioritize risks and prescribe solutions for contemporary global environmental problems. Students will write their own history of the future modeled on the book by Naomi Oreskes and Eric Conway, *The Collapse of Western Civilization: A View from the Future*. This means the prediction cannot be purely speculative; students must justify their predictions using reliable sources to integrate scientific predictions and socio-historical trends. Sources must include at least 5 peer-reviewed journal articles, books, or book chapters (40% of course grade). Please use 1 inch margins, Times New Roman 12-point font and single spacing, no running header, page numbers at bottom right, and printed on a good printer. Students will present their project to the class as a formal conference talk (5% of course grade).

- PART I: In the third week, students will choose a general field of interest: i.e., the history of infectious disease. They will then choose a special topic within that field that is a relevant contemporary environmental problem, i.e., malaria control. Students will submit their proposal as a 250 – 400 word (minimum) essay that will eventually serve as the introduction to their paper. 5%
- PART II: Historical Analysis. In the 7<sup>th</sup> week students will submit a 1,000 (minimum) word historical analysis of their special topic. 10%
- PART III: Future Prediction. In the 12<sup>th</sup> week, students will submit a 1,500 (minimum) word history of the future of their special topic to 2100.
- After receiving extensive feedback from the instructor, students will, on the day of the final exam, submit a narrative that includes all 3 parts in a polished paper.
- During the weeks preceding and including when the final exam is scheduled, students will give a 10-minute presentation at our Future History Conference. Dress as if you are presenting at an academic conference. Collared shirts, no shorts, no tank-tops, no hats, etc. If in doubt ask me about dressing for a conference presentation. (5% of course grade)

Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **San Jose State University's Credit Hour Requirement.**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

The final exam or evaluation for this course will be a class “Future History Conference” at which each student will give a presentation on their Temporalities Project. Due to the size of the class, this conference will take place over 2-1/2 weeks of the semester as well as the day of the Final Exam. Final, polished draft of the paper is also due on the day the final exam is scheduled. **Do not** make plans to leave prior to the end of the final exam period. You must be in class during the hours the final is scheduled.

### **Grading Information**

#### **Grading Policy**

- Use inclusive language (i.e. be conscious of your use of gender pronouns and referents).
- Use “people” or “humankind” instead of “man” and “he or she” instead of simply “he”.
- Be honest. Use your own words and express your own thoughts. Don't fall into the habit of using others' words without giving them the proper credit. Avoid long quotes in your writing; work to express your understanding of an author's ideas in your own words.

*If an assignment is returned for an excessive number of grammatical or other writing errors, you will be allowed to rewrite and resubmit it within two weeks of the original return date. The grade you receive will include a 10% deduction. If not resubmitted by the end of two weeks, you will receive a zero (0) for the writing assignment.*

**Requests for re-grading:** I will make every effort to provide you with a grade that best reflects the quality of your work, and re-marking will be conducted at my discretion. If you wish to have your work (assignment or exam) re-marked, you will be asked to explain in writing, within at most 1 week after the work is initially returned, the reasons why it should be reviewed and the mark changed. Specifically show and defend where you think you lost points you should have received. I will respond to your request within 48 hours. If I agree to re-mark your work you will be required to meet with me during office hours to discuss. Please note that re-marking may result in a higher or lower grade.

**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 and discussion 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.
- ✓ 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!

**Determination of Grades**

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 expect correct format, spelling, grammar, punctuation, and citations. If you have any concerns about your writing, please visit the writing center early and often! Use Turabian, author-date, citation style.

Assessment will always be part of our academic and professional lives. Grades earned in this class reflect the instructor’s assessment of the student’s effort and quality of work. A grade of A+ is typically reserved for exceptional or distinguished work that exceeds the instructor’s expectations.

**Grade Scale:**

A+ = 100%	A = 99-95%	A- = 94-90%
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:**

Participation	15
Reflection Papers	20
Article Review	20
Temporalities Project	40
Presentation	5
<b>Total</b>	<b>100</b>

### **Important Note on Total Points**

There are only 100 total points available in this class. This means there is no padding and very little room for error. Skipping or not doing well on an assignment can affect your grade significantly.

**Late Policy:** As a rule, I do not usually 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.

### **Classroom Protocol**

*Please note the following:*

1. There is no extra credit work available for this course.
2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility.
3. Cell phones, and all other electronics, must be turned off and placed where they cannot be seen. Please, no text messaging, surfing websites, reading outside material, and the like during class. Computers are not allowed except when everyone is using them for a specific purpose as defined by the instructor.
4. I understand that you may have the required reading on an e-reader, phone, or laptop. Take notes by hand, when reading, and bring them to class with you. Writing rather than typing notes better helps you retain what you read. I suggest you keep a reading notebook specifically for this class so your notes are in one place and less likely to be misplaced or lost.
5. Announcements and instructions throughout the course (in class and on Canvas) will amplify, supplement, and possibly change the syllabus. Students are responsible for keeping up to date on these announcements and for understanding any changes.

Email is a medium that should be used carefully. I do not answer emails immediately on nights and weekends, although during the week between 7 am and 7 pm I try to answer that day or within 24 hours. Be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours, not email, for more complicated or in-depth discussions. I will not read drafts sent to me via email – bring it to my office and we can talk about it there.

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

# GLST 167 Changing Ecologies of Globalization, Spring 2017, Course Schedule

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

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	<ul style="list-style-type: none"> <li>Guatemala Study Abroad presentation</li> <li>Introduction, syllabus, expectations.</li> <li>Temporalities project introduction</li> <li>Start reading <i>Ship of Death</i></li> </ul>
2	1/31 – 2/2	Exploring the Scientific Method Reading: <ul style="list-style-type: none"> <li>Leon H. Albert, 1986. ““Scientific” Creationism as a Pseudoscience.” <i>Creation/Evolution Journal</i> pp. 25-34. (Canvas)</li> <li>Simon L. Lewis &amp; Mark A. Maslin. 2015. “Defining the Anthropocene.” <i>Nature</i> pp. 171-180. (Canvas)</li> </ul> TED Talk: Will Steffen, <a href="#">The Anthropocene</a> – we will watch this in class.
3	2/7 – 2/9	The View from the Future Reading: <ul style="list-style-type: none"> <li>Naomi Oreskes and Erik M. Conway. 2014. <i>The Collapse of Western Civilization: A View from the Future</i>. Pages vii-79.</li> </ul> <b>Due: 2/7</b> <ul style="list-style-type: none"> <li><i>Temporalities Project Part I</i></li> </ul>
4	2/14 – 2/16	Ecologies of Globalization: Understanding the Place of Environmental History Reading: <ul style="list-style-type: none"> <li>Linda Nash. 2005. “The Agency of Nature, the Nature of Agency.” Pages 67-70. (Canvas)</li> <li>J. Donald Hughes. 2001. “The Global Dimensions of Environmental History.” Pages 91-100. (Canvas)</li> <li>J.R. McNeill. 2003. “Observations on the Nature and Culture of Environmental History.” Pages 5-43. (Canvas)</li> </ul>
5	2/21 – 2/23	Imperial Expansion and Geographies of Empire Reading: <ul style="list-style-type: none"> <li>Philip D. Curtin. 1990. “The End of the “White Man’s Grave”? Nineteenth-Century Mortality in West Africa.” Pages 63-88. (Canvas)</li> <li>William Beinart. 2009. “Beyond the Colonial Paradigm: African History and Environmental History in Large-Scale Perspective.” Pages 211-228. (Canvas)</li> </ul> <b>Due 2/21</b> <ul style="list-style-type: none"> <li><i>Article Review</i></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/28 – 3/2	Ship of Death <ul style="list-style-type: none"> <li>This week we will discuss pages 1-156.</li> <li>Lecture: Contagion, Plague, Pandemic</li> </ul>
7	3/7 – 3/9	Ship of Death <ul style="list-style-type: none"> <li>This week we will discuss pages 157 – 256</li> </ul>
8	3/14 – 3/16	Race, Gender, Justice Read: <ul style="list-style-type: none"> <li>Rob Nixon, “Slow Violence, Gender, and the Environmentalism of the Poor.” Pages 128-146. (Canvas)</li> <li>Wanjira Maathai. “Women as drivers of forest restoration to combat climate change.” Pages 21-27. (Canvas)</li> </ul> <i>Hand out prompts for take-home critical analysis essay</i> <b>Due 3/14:</b> <i>Temporalities Project Part II</i>
9	3/21 – 3/23	Consuming Nature: Chemicals <b>Due 3/21:</b> Take-home critical analysis essay due on 3/21 at start of class Read: <ul style="list-style-type: none"> <li>Rachel Carson, “The Obligation to Endure.” Preface to <i>Silent Spring</i>. (Canvas)</li> <li>Nancy Langston. “Protecting our bodies from hormone-disrupting chemicals – a precautionary tale.” (Canvas)</li> <li>Nancy Langston. <i>Toxic Bodies</i>, Preface. (Canvas)</li> <li>Nancy Langston. <i>Toxic Bodies</i>, Precaution and the Lessons of History. (Canvas)</li> </ul>
<b>Spring Break 3/25 – 4/2</b>		
10	4/4 – 4/6	Global Catastrophe: The Ecology of the Bomb Read: <ul style="list-style-type: none"> <li>Jacob Hamlin. 2013. “Earth Under Surveillance.” Pages 86-107. (Canvas)</li> <li>Rachel Carson. 1962. “Introduction: A Fable for Tomorrow” and “The Obligation to Endure” (Canvas)</li> </ul>
11	4/11 – 4/13	Science and the Global Environment: Skeptics and Deniers Read: <ul style="list-style-type: none"> <li>Naomi Oreskes and Erik M. Conway. From <i>Merchants of Doubt</i>: “Introduction”, “Doubt is Our Product”, “Sowing the Seeds of Doubt: Acid Rain”, “Constructing a Counternarrative: The Fight Over the Ozone Hole”, and “The Denial of Global Warming”. (Canvas)</li> </ul>



Week	Date	Topics, Readings, Assignments, Deadlines
12	4/18 – 4/20	Global Pollution Read: <ul style="list-style-type: none"> <li>• Adriana Petryna. 2013. “Life Politics After Chernobyl.” Pages 10-32. (Canvas)</li> <li>• Gregg Mitman, Michelle Murphy, and Christopher Sellers. 2004. “A Cloud Over History.” Pages 1-17. (Canvas)</li> </ul> <b>Due 4/18:</b> Temporalities Project Part III <i>Handout prompts for critical analysis essay</i>
13	4/25 – 4/27	The Future Past of Planet Earth Read: <ul style="list-style-type: none"> <li>• Steffan, Crutzen, and McNeill. 2007. “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?.” Pages 614-621. (Canvas)</li> <li>• Roger Pielke, Jr. and Naomi Oreskes. 2005. “The Scientific Consensus on Climate Change.” Pages 952-954. (Canvas)</li> </ul> <b>Due 4/25:</b> Critical Analysis essay #2
14	5/2 – 5/4	Future History Conference Presentations – all presentations are due at the start of class on 5/2. PPT or Keynote only. Either email to Dr. Davis by 6PM on 5/1 or bring on flash drive to load onto my laptop.
15	5/9 – 5/11	Future History Conference Presentations
16	5/16	Future History Conference Presentations
Final Exam		Tuesday 5/23, 12:15 – 2:30. CL 224. Future History Conference – finish presentations. Final Draft of Paper is due – all 3 parts woven into a coherent narrative taking into consideration feedback from Dr. Davis