

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

Instructor	Bruce Olszewski
Office Location	Washington Square Hall 115D
Telephone	(408) 924-5350
Email	Bruce.Olszewski@sjsu.edu
Office Hours	Tues and Thurs 2:45-4:00 and Friday by appointment
Class Days/Time	Access on-line modules <u>every Wednesday</u>
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

From the Canvas learning management system, please **access this asynchronous course EACH and EVERY Wednesday. In the order material is presented, work through each item in the weekly MODULE and submit assignments by the following Wednesday (this gives everyone at least one weekend to complete the work).** There is typically, but not always a week between the assignment date and the due date. **The modules are your primary “textbook.” Read all the material in them in the order they are presented. Due dates are listed in Canvas.**

Classroom Format

This on-line course requires and expects about 2 hours and 45 minutes of weekly participation. This is the equivalent of two weekly in-person meetings. Homework, including completing readings and assignments take place outside of the classroom. Students are expected to be fully engaged with learning the course material by fully attending each class, completing assignments, and meeting deadlines. Grades will likely be adjusted should minimum class times not be met.

Modules include lectures, supplemental readings, videos, assignments (including a comprehensive paper and a final exam), and the posting of comments (discussions). There is no tolerance for late work and **all work MUST be spell and grammar checked and formatted correctly.** There may be unscheduled activities as well, such as discussions of breaking environmental news. Course notifications, schedule updates, live or on-line 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 and are **expected to read or listen to each and every lecture.**

The course is designed to expand and grow with information from each lecture, reading, and assignment in the order they are provided. As such, students are expected to attend each week.

Failure to do so may result in a grade reduction of 1-9 points (up to a full letter grade). 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.* To do well with the final paper, students must know material from the entire course.

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, environmental careers, 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.

Course Description

This course is about the intertwining issues of science and social science that are associated with 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, the economy, and the environment: an increase in the consumption and discard of products has resulted in increased negative environmental impacts. The wasting of resources in the supply chain (manufacturing, packaging, distribution) and end-of-life product "management" presents opportunities for resource efficiency and reduced impacts on people and the environment impacts.

Awareness of this issue leads to creating opportunities for improving the efficient use of resources and resulting in a reduction of negative environmental impacts. 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 required readings can be found on the course web site.)

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 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!

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.

Technical Issues

For technical issues that you may encounter, 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.

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!

It is expected that students engage in learning. A course that meets 1x per week requires 2 hours and 45 of class time. As such, students are expected to attend each week. *Failure to meet minimum attendance standards may result in a grade reduction of 1-9 points (up to a full letter grade).*

Work must be submitted to Canvas where it will be reviewed for plagiarism by TurnItIn.com or the Canvas LMS. Failure to spell and grammar check work may result in the loss of 1 letter grade per assignment. 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 will be 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 (PAD)* (see the schedule for deadline) for *one missed paper*. PAD may not be used to resubmit a paper. There is no amnesty for missed discussions.

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. *Always enter 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!*

Assignments

Specific instructions for the assignments are 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	<u>SEE SPECIFIC INSTRUCTIONS ON COURSE WEBSITE FOR EACH ASSIGNMENT</u>
	5	<u>Syllabus Exam</u> : This is a multiple choice T/F quiz that assures understanding of the course syllabus.
	10	<u>Writing Assignment</u> : Understanding Globalization (Dauvergne).
	10	<u>Writing Assignment: Global Poverty, Social Equity, and the Environment (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>Midterm + Industrial Ecology</u> : Respond to a list of questions from previous modules and on the science, technology, and social components of industrial systems that mimic ecological systems.
	12	<u>Comments/Discussions</u> : Respond to questions in the discussion section in each module. Full credit requires entering one original comment a response to one student comment. Quality and depth required!
	20	<u>Science-focused assignments</u> : Science-Pseudoscience Paper: (Assesses SLO 2 “distinguish science from pseudoscience”)-10 points Life Cycle Assessment Paper: (Assesses SLO 3 “apply a scientific approach to answer questions about earth and environment”)-10 points
		<u>Paper Amnesty Day</u> : 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	<u>Comprehensive Final Paper (1500 words)</u> : <i>This paper includes material from the entire course.</i> 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 1 “demonstrate an understanding of the methods and limits of scientific investigation)
	18	<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.
	100	<u>TOTAL</u>
	6.5	<u>EXTRA CREDIT</u> : Multiple opportunities for extra credit are posted on Canvas.
	106.5	Points possible. Final grade determined on 100-point total.

GRADING STANDARDS FOR WRITTEN ASSIGNMENTS

Written assignments 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	10	5		
14-15	9-10	5	A	<ul style="list-style-type: none"> Content criteria: Outstanding response with superior supporting examples or evidence; logical analysis, reasoning, and explanation;

				<p>clear mastery of content; includes relevant principles and details; excellent citation form and use.</p> <ul style="list-style-type: none"> • Writing criteria: Meets criteria below, plus demonstrates superior grammatical correctness and sense of personal style. Clear prose, easily read.
13-13.9	8-9	4.5	A- to B+	<ul style="list-style-type: none"> • 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	7-8	4	B	<ul style="list-style-type: none"> • 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	6-7	3.5	C	<ul style="list-style-type: none"> • 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	5-6	2.5	D	<ul style="list-style-type: none"> • 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	0-5	0-2.0	F	<ul style="list-style-type: none"> • Content criteria: Response is missing or not submitted, or does not address the question. • Writing criteria: Similar to 2, but even harder to read.

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) and a possible adjustment related to minimum attendance standards mentioned previously. 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 94
A-	< 93.9	to 90
B+	< 89.9	to 88
B	< 87.9	to 84

B-	< 83.9	to 80
C+	< 79.9	to 78
C	< 77.9	to 74
C-	< 73.9	to 70
D+	< 69.9	to 64
D	< 63.9	to 56
D-	< 55.9	to 50
F	< 50	to 0

CLASSROOM PROTOCOL

Each Wednesday, students are expected to access the online course and to complete the assigned readings, lectures, videos and assignments. Complete ALL of coursework in each of the on-line modules in the order they are listed. 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. Class members that are engaged with the material and keep up with the course work make for a good learning experience.

Enrolled students can find this course on Canvas. From Canvas, access the course website, go to the modules tab which can be found on the left side of your computer screen. In the modules simply follow each subcomponent within each module. The subcomponents include: 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 week's 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 successfully 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.

Overview of Due Dates

Due dates for each assignment are listed in Canvas. Deadlines for assignments are at 11:59 p.m. ***Excepting serious health issues, 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. 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!

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](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

PROF. OLSZEWSKI

ENVS 152 COURSE SCHEDULE-OVERVIEW (SUBJECT TO CHANGE !!)

SEE COURSE WEBSITE (CANVAS) FOR DUE DATES, ASSIGNMENTS, AND READINGS

2:45 OF CLASS TIME IS REQUIRED EACH WEEK

WEEK	CLASS CONTENT	READINGS AND ASSIGNMENTS
Section 1: Fundamentals		
1.	PowerPoint Lectures (narrated or non-narrated) 1. Welcome to the course! 2. Syllabus (Green Sheet), Schedule 3. Meet your Professor 4. Viewing comments on assignments 5. Overcoming procrastination 6. Overview of Environmental Issues 7. Principles of Sustainability 8. Environmental Worldviews	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Syllabus exam</i> • Discussions • Extra Credit
2.	PowerPoint Lectures (narrated or non-narrated) 1. Scientific Principles: Matter, Energy, Ecosystems 2. Scientific Method, Critical Thinking and Total Environmental Perspective	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussions • Extra Credit
Section 2: Primary Issues		
3.	PowerPoint Lectures (narrated or non-narrated) 1. A Brief History of Trade: Before the 20 th Century 2. A Brief History of Global Trade: After the 20 th Century	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Dauvergne: Understanding the relationship between globalization and the environment</i> • Discussion

WEEK	CLASS CONTENT	READINGS AND ASSIGNMENTS
		<ul style="list-style-type: none"> • Extra Credit
4.	PowerPoint Lectures (narrated or non-narrated) 1. Globalization and Introduction to the World Trade Organization (WTO) 2. Global Impacts: Science vs. Pseudoscience	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Science vs Pseudoscience</i> • Discussion • Extra Credit
5.	PowerPoint Lectures (narrated or non-narrated) 1. Measuring the Global Footprint 2. Ecological Impacts: Food Footprint	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion • Extra Credit
6.	PowerPoint Lectures (narrated or non-narrated) 1. Global Poverty, Trade, and Social Equity 2. Guest Lecture: Tanya Bakhrui; Women and Globalization	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Global Poverty, Social Equity, and the Environment</i> • Discussion • Extra Credit
7.	PowerPoint Lectures (narrated or non-narrated) 1. Economics Sustainable Growth and Poverty 2. The World Bank	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion • Extra Credit
Section 3: Potential Solutions to Issues of Global Sustainability		
8.	PowerPoint Lectures (narrated or non-narrated) 1. Circular Economy and Industrial Ecology 2. Eco-Design Strategies	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials • <i>Midterm: Preceding Modules and Industrial Ecology</i> • Discussion • Extra Credit
9.	PowerPoint Lectures (narrated or non-narrated) and Industrial Ecology (PowerPoint Lectures (narrated or non-narrated) 1. Life Cycle Assessment 2. Guest Lecture: Arvinder Loomba, Supply Chains 3. Transportation	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Life Cycle Analysis (LCA): A Comparison of Paper and Plastic Bags</i> • Discussion • Extra Credit
10.	PowerPoint Lectures (narrated or non-narrated) 1. Mid-Course Review 2. Global Trade Organizations: USMCA (formerly NAFTA) 3. Global Trade Organizations: The World Trade Organization	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion

WEEK	CLASS CONTENT	READINGS AND ASSIGNMENTS
	4. Global Trade Organizations: China's Entrance into the WTO	<ul style="list-style-type: none"> • Extra Credit
11.	PowerPoint Lectures (narrated or non-narrated) <ol style="list-style-type: none"> 1. Extended Producer Responsibility (EPR) 2. The Green Dot, Dual System Deutschland (DSD) 3. Guest Lecture: Herbert Schueneman, Packaging and the Environment 	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion • Extra Credit
12.	PowerPoint Lectures (narrated or non-narrated) <ol style="list-style-type: none"> 1. Ag Commodities and the Environment: Global Trade in Coffee 2. Free and Fair Trade: Banana's Chocolate and Coffee 	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion • Extra Credit
13.	PowerPoint Lectures (narrated or non-narrated) Institutionalizing Sustainability in Globalization, Part 1 <ol style="list-style-type: none"> 1. Exploring Sustainability 2. Corporate Self-Management: ISO, WEEE, RoHS: Self-Management vs. Govt. Regulation 	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Paper Amnesty Day (75% Credit Max)</i> • Discussion • Extra Credit
14.	Institutionalizing Sustainability in Globalization, Part 2 PowerPoint Lectures (narrated or non-narrated) <ol style="list-style-type: none"> 1. Environmental Justice 2. Green Building 3. California Electronic Waste Act 	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • <i>Final Paper: Comprehensive Course Paper</i> • Discussion • Extra Credit
15.	PowerPoint Lectures (narrated or non-narrated) <ol style="list-style-type: none"> 1. Guest Lecture, Suzy Ross: Eco-Tourism 	READINGS AND VIDEOS: SEE CANVAS <ul style="list-style-type: none"> • PowerPoint Lectures • SEE CANVAS for Required Readings and Video Materials • Final Exam Study Guide ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Discussion • Extra Credit
16.	<ul style="list-style-type: none"> • Final exam, on-line • There is no make up for the final exam 	ASSIGNMENT(S)--Due Dates on Canvas <ul style="list-style-type: none"> • Final Exam