

San José State University
Global Studies
Global Studies 1B – Spring 2022

Course and Contact Information

Instructor:	Marcelo S. Rocha da Silva, M.A. and M.B.A. .
Office Location:	Washington Square Hall (WSQ) 118
Email:	marcelo.silva@sjsu.edu
Office Hours:	Zoom, by appointment
Class Days/Time:	Tuesdays and Thursdays, 1:30pm-2:45pm
Classroom:	Dudley Moorhead Hall (DMH) 226B (distance learning until February 10, 2022)
Prerequisites:	None
GE/SJSU Studies Category:	Area B2 – Life Sciences

*Read the entire syllabus, as it is a contract between you and your instructor.
Your continued enrollment in this course implies that you agree to all terms in this contract.*

Course Format:

This is an in-person course based on lectures, advanced readings (including peer-reviewed papers), and in-class discussions. Students are expected to:

1. Attend all classes and participate in the discussions.
2. Facilitate one (1) class discussion.
3. Read the required publications and come to class prepared to provide comments and raise questions about them.
4. Use Canvas for out-of-class discussion, assignment submissions and online classes.
5. Perform a practical interdisciplinary research assignment informed by an interdisciplinary literature review.
6. Orally present by the end of the semester how they intend to use one or more scientific methods to address a complex social environmental problem in their communities.

Due to possible COVID-19 restrictions, some classes might be taught via Zoom according to SJSU guidelines.

Course Description

This is a lower-division general education course in Area B2 (Life Sciences *without* a lab) for students who are interested in learning more about the evolving nature of our global world. **There will be biology content in this course, through the lens of a global community.** The course focuses on global citizenship as an important way to develop the basic knowledge, skills, tools, and values that are needed for people to live and work in our hyper-complex interdependent world. It examines the nature and impact of globalization through an introductory exploration of major global challenges that are shaping human progress on a finite planet with diminishing room and resources. In this course we will investigate human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. GLST 1B examines scientific ways for understanding global phenomena and for developing policies to achieve positive outcomes of globalization. Interdisciplinary approaches and new analytical models will be presented to increase the student's ability to understand and interact with current global issues, which are essential to becoming a competent global citizen in the 21st century.

Course Goals

The principal goal of this course is to help students become better global citizens – people who are both informed about important global affairs and engaged in building a more sustainable world. Students will develop coherent frameworks for understanding complex global concerns and for working with diverse stakeholders to improve the common good, through a combination of lectures, resources, and complementary learning activities.

GE Learning Outcomes (GELO)

The GE Learning Outcomes (GELOs) provide measurable objectives that are specific to Area B2. Upon successful completion of this course, students will be able to:

- **GELO #1** – Use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations.
- **GELO #2** – Demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues. This GELO is assessed using the Literature Review Paper, the student Oral Presentation assignment, and embedded exam questions.
- **GELO #3** – Recognize methods of science, in which quantitative and analytical reasoning techniques are used.

Those goals are achieved by the following specific assignments:

Learning journals

By the end of each unit, students are expected to submit a learning journal. In these one-page assignments, students should summarize and connect what they learn from the required readings, class discussions, and observations outside the classroom. Learning journals are confidential and will be seen only by the instructor. The purpose of this assignment is to encourage students to make connections between concepts and perspectives from different disciplines, including those of life/physical sciences and social sciences. In doing so, the instructor will be able to monitor the evolution of the students' skills to understand how political and moral issues influence and are influenced by science, and how local phenomena reproduce and are shaped by global processes (**GELO #2**).

Interdisciplinary research practice

In this activity students will investigate and choose one or more scientific methods that they consider appropriate to study a social environmental problem identified in their everyday personal experience. Students are asked to visit an ecosystem and formulate a few basic questions based on their observations. Those questions should focus on possible interrelationships between local social environmental phenomena and global processes, such as global inequality, climate change, neoliberal capitalism, etc. After this, they should construct a hypothesis and a plan of data collection and analysis. In doing so, students will be able to recognize and learn how to use methods of science in which quantitative and analytical reasoning techniques are used (**GELO #1 and 3**) to question existing explanations, and simultaneously demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues (**GELO #2**).

Literature Review Paper

The interdisciplinary research practice should be informed by an interdisciplinary literature review. This assignment, worth 20 points, assesses how well students have learned to “identify and analyze important global challenges, including their positive and negative aspects, and the significant interactions among them” (CLO #2) while using the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations. Students prepare a literature review paper (1500 words) that examines an important global topic. They are required to find, understand and cite at least 10 peer reviewed journal papers based on their topic. Three of the papers should have a social science approach or an interdisciplinary perspective that combines life/physical sciences and social sciences. This assignment should enable students to critically demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues, and explain the limitations of a single theoretical perspective in addressing complex socio-environmental problems.

Student Oral Presentation

To assess how well students have learned to “demonstrate an ability to integrate knowledge from two or more fields of study or disciplinary perspectives by independently relating examples, facts, and/or theories to understand different global challenges” (CLO #3) and “demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues” (GELO #2), students will prepare an oral presentation that examines the broader interdisciplinary implications of the same local/global topic that they addressed in the Interdisciplinary Research Practice and Literature Review Paper. The oral presentation will be prepared according to the guidelines and grading criteria for this assignment (rubrics will be available on Canvas). Students have some creative freedom over how to deliver their oral presentation.

Course Learning Outcomes (CLO)

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

- **CLO #1** – Describe the major features of globalization, including its diverse impacts on people and the planet around the world.
- **CLO #2** – Identify and analyze important global challenges, including their positive and negative aspects, and the significant interactions among them.
- **CLO #3** – Demonstrate an ability to integrate knowledge from two or more fields of study or disciplinary perspectives by independently relating examples, facts, and/or theories to understand different global challenges.
- **CLO #4** – Recognize the principal characteristics of global citizenship and its role in helping humanity build a better world.

Contacting Lecturer

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 email me, I will respond to you as soon as possible. However, please ask any questions during class, as others may have the same question.

Required Texts/Readings

There are no required purchases for this course. All viewings, readings, and listens will be open-source and found hyperlinked/downloadable in Canvas.

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students are expected to complete all the assignments before the deadline. Any student who cannot complete an assignment in time, including weekly discussions, should contact the Instructor as soon as possible to discuss the situation.

Course Learning Activities

During this course, we will critically examine the nature of global citizenship and explore the world's major global challenges through the following combination of teaching-learning activities:

- Weekly lectures by course faculty
- Weekly readings/viewings from course resources
- Weekly interactive discussions and/or exercises on assigned topics
- At least one discussion led by each student (in pairs)
- One interdisciplinary research project on a local/global issue
- One literature review paper (1,500 words)
- One student oral presentation about their project
- Two examinations (1 midterm | 1 final)

Guidelines for completing each assignment and grading used will be available in electronic form in Canvas, like all other course materials. These guidelines not only make it easier for students to understand what is expected, but they also make it easier for faculty to evaluate student learning on a fair and consistent basis.

Both the Core Learning Outcomes (CLOs) and the GE Learning Outcomes (GELOs) reflect the overall course goals. These measurable objectives will be assessed through the following graded assignments in ways that integrate the two sets of learning outcomes:

- **Literature Review Paper** – The paper should follow the guidelines on requirements, grading criteria and academic format (rubrics will be available on Canvas). In case of **any** evidence of plagiarism, papers will be graded zero. Authors therefore should pay attention to appropriate use of paraphrases and citations.

- **Student Oral Presentation (10 minutes)** – The oral presentation should follow the guidelines and grading criteria for this assignment (rubrics will be available on Canvas).
- **Midterm Exam** – To assess how well students have learned to “describe the major features of globalization, including its diverse impacts on people and the planet around the world” (CLO #1) and “recognize methods of science, in which quantitative analytical reasoning techniques are used” (GELO #3), students will answer separate embedded questions for each of these two learning outcomes on the midterm exam (rubrics will be available on Canvas). The midterm exam will cover material from the first half of the course.
- **Final Exam** – To assess how well students have learned to “recognize the principal characteristics of global citizenship and its role in helping humanity build a better world” (CLO #1) and “recognize methods of science, in which quantitative analytical reasoning techniques are used” (GELO #3), students will answer separate embedded questions for each of these two learning outcomes on the final exam (rubrics will be available on Canvas). The final exam will cover material from the second half of the course.

Grading Information

Late Assignments

GLST 1B has a no late assignment policy. The only exception to this policy is for the literature review paper, which may be accepted late at a penalty of 10% deduction per calendar day late.

Letter grades

(with +/-) will be determined using the following scale (standard rounding rules apply where .1-.49 is rounded down, .5-.99 is rounded up):

%

A+ = 98 - 100

A = 92-97

A- = 90-91

B+ = 88-89

B = 82-87

B- = 80-81

C+ = 78-79

C = 72-77

C- = 68-71

D+ = 65-67

D = 60-64

D- = 58-59

F = < 57.9

Grading Information

Exams (2 at 15 pts. each)	30
Literature Review Writing Assignment	20
Oral Presentation	16
Learning Journals	14
Participation in class (including leading discussion)	20

Up to 100

Incompletes

Incompletes are permitted only if a student is in good standing (has a passing grade), has completed at least two-thirds of the course, and has a verifiable serious and compelling reason to take an incomplete. An incomplete is not given due to poor performance.

Classroom Protocol

Students are expected to familiarize themselves with all course materials and use them to prepare for class sessions and assignments on a timely basis.

This course covers issues and topics that can potentially inspire strong and opposing responses for some students. As members of a learning community, we require respect for one another's thoughts. **No demeaning language and comments or harassment of any kind** (sexual, racial, class, sexual preference, gender, etc.) between students or towards/from the instructor will be allowed in this class. Everyone's comments, questions, and concerns are valid even when you do not agree with them.

University Policies

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 1B - Lecture Schedule

Week	Unit	Topic	Readings	Assignments
1 1/27		Course Welcome & Introduction		
2 2/1 and 2/3	Critical Global Citizenship in the Anthropocene	Globalization and Critical Global Citizenship	Santos, 2017. Toward an Other Globalization: From the Single Thought to Universal Conscience - Chapters 1 and 2 Mikander, 2016. Globalization as continuing colonialism: Critical global citizenship education in an unequal world.	

			Dunford, 2017. Toward a decolonial global ethics.	
3 2/8 and 2/10		The Anthropocene: colonialisms, global capitalism and environmental disruption	<p>Steffen et al, 2007. The Anthropocene: are humans now overwhelming the great forces of nature?</p> <p>Simpson, 2020. The Anthropocene as colonial discourse.</p> <p>What is the Anthropocene and are we in it? https://www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/#:~:text=According%20to%20the%20International%20Union,the%20last%20major%20ice%20age.</p>	<p>By the end of the class on 2/8, students should tell the instructor which problem they intend to address, and where.</p> <p>Learning journal due on 2/11 at 11:59pm</p>
4 2/15 and 2/17	The Earth systems	Understanding global phenomena from an Earth systems approach	<p>Unnithan <i>et al.</i>, 2015. Earth System Science—Past Experiences and Future Trends. In <i>Towards an Interdisciplinary Approach in Earth System Science: Advances of a Helmholtz Graduate Research School</i>.</p> <p>Lohmann., 2015. Progress in Earth System Science: What Does It Take to Make Our Ideas Clear? In <i>Towards an Interdisciplinary Approach in Earth System Science: Advances of a Helmholtz Graduate Research School</i>.</p> <p>Runge et al., 2019. Inferring causation from time series in Earth system sciences.</p>	<p>Learning journal due on 2/18 at 11:59pm</p>
5	The global climate crisis	Climate change as a biophysical process	Chapter 2: What is climate change?	

2/22 and 2/24			Climate change: How do we know? climate.nasa.gov/evidence Dean et al 2018. Methane feedback to the Global Climate System in a Warmer world.	
6 3/1 and 3/3		The socio-economic causes and impacts of climate change	No class on March 1. Thomas <i>et al.</i> , 2018. Explaining differential vulnerability to climate change: A social science review Whyte 2016. Is it Colonial Déjà Vu? Indigenous Peoples and Climate Injustice	Learning journal due on 3/4 at 11:59pm
7 3/8 and 3/10		Assessing global biodiversity	Baillie <i>et al.</i> , 2008. Toward monitoring global biodiversity. Dickens <i>et al.</i> , 2020. Evaluating the Global State of Ecosystems and Natural Resources: Within and Beyond the SDGs	Literature review paper - first draft due on 3/8 at 11:59pm
8 3/15 and 3/17	Global biodiversity	Threats to global biodiversity	Elizabeth Kolbert (2015). The Sixth Extinction Lovejoy and Hannah, 2019. Changing the Biosphere Breshears et al. 2019. Rapid Broad-Scale Ecosystem Changes and Their Consequences for Biodiversity	Learning journal due on 3/18 at 11:59pm
9 3/22 and 3/24			No readings required.	Midterm Exam on 3/24 Literature Review Paper

				Peer Feedback due on 3/27 at 11:59pm
Spring Break 3/28 - 4/1				
11 4/5 and 4/7	Overpopulation and overconsumption	Is population growth still a problem?	<p>Toth and Szigeti, 2016. The historical ecological footprint: From overpopulation to over-consumption</p> <p>Hendrixson and Hartmann, 2019. Threats and burdens: Challenging scarcity-driven narratives of “overpopulation”</p> <p>Boateng, 2021. A critique of overpopulation as a cause of pathologies in African cities: Evidence from building collapse in Ghana</p>	Learning journal due on 4/8 at 11:59pm
12 4/12 and 4/ 14	The unequal and unsustainable global economy	Free trade, international aid, and underdevelopment	<p>Lockwood, 2021. The international political economy of global inequality</p> <p>Siddiqui, 2019. The Political Economy of Inequality and the issue of ‘Catching-up’</p>	Literature Review Paper - Peer-reviewed Version due on 4/15 at 11:59pm
13 4/19 and 4/21		Global capitalism and the climate crisis	<p>Gifford, 2020. Climate finance justice: International perspectives on climate policy, social justice, and capital.</p> <p>O'Brien & Leichenko, 2000. Double exposure: assessing the impacts of climate change within the context of economic globalization.</p> <p>Newell and Paterson, 2009. The politics of the carbon economy.</p>	Learning journal due on 4/22 at 11:59pm

<p>14</p> <p>4/26 and 4/28</p>	<p>Global politics</p>	<p>International institutions and national priorities in the face of global environmental challenges</p>	<p>Rajão & Duarte, 2018. Performing postcolonial identities at the United Nations' climate negotiations</p> <p>Lyon, 2018. Complexity ethics and UNFCCC practices for 1.5 C climate change</p> <p>Lee <i>at al.</i>, 2021. Toward a More Expansive Discourse in a Changing World: An Analysis of Political Leaders' Speeches on Biodiversity</p>	<p>Learning journal due on 4/29 at 11:59pm</p> <p>Final Literature Review Paper due on 5/1 at 11:59pm</p>
<p>15</p> <p>5/3 and 5/5</p>	<p>Final presentations</p>			
<p>16</p> <p>5/10 and 5/12</p>	<p>Final presentations</p>			
<p>FINAL EXAM May 23, 2022</p>				