

San José State University

Department of Environmental Studies GLST 167, Changing Ecologies of Globalization, Spring, 2022

[Schedule](#)

Course and Contact Information

Instructor: Ins. Mary Poffenroth

Office Hours: Monday 11:00 am to 3:00 pm Online or by appointment. We meet via Zoom, Skype, or FaceTime. Please email for a link to open timeslots.
Office Location: Online

Telephone: 408-924-4831 (email is best as I rarely check my VM on my office phone)

Email: mary.poffenroth@sjsu.edu

Email Expectations: Please refer to me as Ins. Poffenroth. It is best to email me any questions or concerns. For email,

only. The recordings are the intellectual property of the instructor; you have NOT been given any rights to reproduce or distribute the material.

- x 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.
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Course Requirements

In-class Assignments and Class Participation Overview

In class activities will be conducted throughout the semester. In most cases an assignment (written or otherwise) will accompany the activity. Participation in these activities is essential, and successful

Required Texts/Readings

Textbooks (in the order we will read): These are available as audiobooks and paperback

Jukes, H. (2020). *A Honeybee Heart Has Five Openings: A Year of Keeping Bees*. Pantheon, 2020.

Kassinger, R. (2019) *Slime: How Algae Created Us, Plague Us, and Just Might Save Us*. Boston: Houghton Mifflin Harcourt.

Harvell, D. (2019) *Ocean Outbreak: Confronting the Rising Tide of Marine Disease*. Oakland: University of California Press. [Get your free eBook copy here](#)

We will be reading Jukes and Kassinger in their totality and using Harvell in our end of term project.

Other Readings

Other readings (as listed on the course schedule) will be available on Canvas or library reserve in MLK.

Exams

There are no exams in this course (Woohoo!), because I believe that most exams are obsolete in the age of the internet ... except driving exams... those need to stay!

Assignments

I have created our class to be about actively learning content and skill building for your future in equal measure. I look forward to co-creating with you!

In Class Activities

Points vary per submission, up to 250 points for the entire term

In-class activities will be announced and executed during class time and can't be made up. Details and submission of in-class activities will be shared during class, will take place at different/multiple points throughout class, and will be submitted at a designated time during class.

- x Everyone gets two missed days compensated automatically entered at the end of the semester (i.e., I give you full credit for up to two missed lecture activities) to cover for illness or emergency or anything that you need the two days for (which could be used in the same week or separate).
- x No need to contact me unless you find you need to miss more than two days due to a documented emergency, then let's chat. The comped points are only for the in class – for everyone assignments.
- x If you miss your presentation, those points will not be comped under any circumstances. If you miss a presentation day you must contact me immediately and no later than 24 hours to discuss the situation.

Written Reading Reflection: Submitted to Canvas Before the Start of Every Class Session by All Students

10 points per submission

Twice each week before class begins for each assigned reading students will submit a reflection on the assigned reading. Please see the schedule/Canvas for dates and details.

Use the following headings (include the headings not the information in parentheses)

- x Citation in CSE Name Year Style with chapter titles
- x Summary of the central argument: (150 word minimum)
- x What is the significance of this week's reading? (100 word minimum)
- x Favorite/Most Significant Quote (yes, this is one time it is totally acceptable to copy and paste direct from the source).
- x What characters, stories, or ideas from the reading most stood out to you? Why? Can you draw any similarities or conclusions to your own life/popular culture / cultural zeitgeist? (50 word minimum)
- x What was most surprising, intriguing, or challenging to you about the reading? (50 word minimum)

This is an "all or nothing" assignment. There is no partial credit for including only some of the required elements. Occasionally I will respond directly to your submission, but not always.

Share to Class Reading Reflection: Once Per Student, Per Semester

20 points

On a date of your choosing, chosen in Canvas/Google Docs (link in Canvas), you will present the above information from that day's reading reflection to the class during class time. The presenting student will upload their notes / outline / script / slides into canvas for credit before the start of class. If you are scheduled and miss your assigned date, there is no makeup session. You will need to contact me immediately and for documented emergencies we will discuss your options.

x You can present with it without slides but needs your presentation needs to be live and cover the requirements restated below

x You must present (which means practice) and you may not read your notes/slides verbatim. You can refer to your notes now and again, but do not read word for word to the class.

x Your presentation should be at least 5 minutes and no more than 10. I will signal you when you are at 9 mins.

Your presentation should cover these topics:

- x Summary of the central argument
- x

Literature Review Paper

100 points. Late work is accepted at minus 10 points per calendar day.

Students will prepare a literature review paper (750 words) that examines an important global ecologies

- x Use “people” or “humankind” instead of “man” and “he or she” or “they” instead of simply “he”.
- x 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.
- x All work must be your own with work from others paraphrased and cited using CSE Name Year Style <https://www.marypoffenroth.com/cse>
- x Get regular writing support: here are some of my favorite resources that I use myself! <https://www.marypoffenroth.com/writingresources>

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 during the normal work week. Please note that re-marking may result in a higher or lower grade and you will not be able to choose. The re-marked score will be the final score.

Tips for Success

- 9 Read the syllabus carefully and write down due dates for assignments in your calendar.
- 9 Take good notes in lecture and discussion.
- 9 Keep up with the readings. Lecture and discussion will not make sense unless you have done the readings. You should expect to spend about 5-6 hours outside of class each week on required reading, ideally in a couple of uninterrupted sessions.
- 9 Use a dictionary and an encyclopedia when you need them to gain understanding of words, phrases, and concepts that are unfamiliar to you. You can find free dictionaries and encyclopedias online.
- 9 Take advantage of my office hours. I am there to help! I want to help! I love talking with students!

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:

| Assignment | Points |
|---|--------|
| In Class Activities (up to) | 250 |
| Reading Reflections (10 points each) | 220 |
| Student Presented Reading Reflection | 20 |
| Oral Presentation | 100 |
| Literature Review Paper | 100 |
| Ocean Outbreak Problem Based Learning Project | 200 |
| Total | 890 |

SJSU Policies & Procedures

Campus Policy in Compliance with the Americans with Disabilities Act

3. Assess the broad array of cultural and scientific issues facing state actors in the contemporary era of globalization.
 - a. Student presentation of key ideas and questions from the assigned readings.
 - b. Reading reflections

Our Schedule is on the Following Page

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|-----|--------|--|
| 11A | Apr 19 | Oral Presentation Day: Student # 18 Read, Reflect & Submit Before 3 pm PST A Honeybee Heart Has Five Openings (Chapter 5 Losing Sight) |
| 11B | Apr 21 | Oral Presentation Day: Student # 19 Read, Reflect & Submit Before 3 pm PST A Honeybee Heart Has Five Openings (Chapter 6 Swarm) |
| 12A | Apr 26 | Oral Presentation Day: Student # 20 Read, Reflect & Submit Before 3 pm PST A Honeybee Heart Has Five Openings (Chapter 7 Honey) |
| 12B | Apr 28 | A Global Threat to Marine Biodiversity Group Activity Time: Planning |
| 13A | May 3 | A Steady Path to Extinction Group Activity Time: Execution |
| 13B | May 5 | Food From the Ocean Imperiled Group Activity Time: Execution |
| 14A | May 10 | Ecological Domino Effects Group Activity Time: Finalize |
| 14B | May 12 | Group Videos Due to Canvas No Later Than Noon PST To Be Viewed in Class Last Day of Instruction |
| | May 17 | Study Day *No Class* |
| | May 18 | Final Exam Day Wednesday May 18, 2:45:00 pm PST |