

San José State University
Global Studies
Global Studies 1B – Spring 2020

Course and Contact Information

Instructor:	Mary Poffenroth, M.S.
Office Location:	DH447
Telephone:	For emergencies: 510-410-2406, Email is best.
Email:	mary.poffenroth@sjsu.edu It is best to email me any questions or concerns. For email, I will respond within a max 2 business days. Please do not expect a response late at night or on weekends. Your email must be in grammatically correct English, with proper salutations, in order to receive a response.
Office Hours:	Tuesday / Thursday 10:00 am to 12:00 noon Online or by appointment. We can meet via Zoom, Skype, or FaceTime
Class Days/Time:	Online
Classroom:	Online at http://www.sjsu.edu/at/ec/canvas/
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

Technology Intensive, Online Courses

This course is delivered online through Canvas. Success in the course requires active participation by logging in multiple times a week for updates, to complete assignments, take quizzes, review lectures and participate in discussions. If you are new to Canvas, please take some time to go through this great how-to tutorial created by our local neighbors Foothill College, <https://foothillcollege.instructure.com/courses/62> also check out What Makes a Successful Online Student? at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp>

Minimum Technology & Technology Skills: **You are required to have access to reliable computer technology, internet and up to date software/antivirus.** You must have basic computing skills and know how to use the internet, Canvas, a word processing program (such as MS Word) and a slide deck program (such as PowerPoint). You must also know how to create a short video and upload that video to a video hosting site like YouTube or Vimeo. ***All written submissions must be a PDF or .DOC or .DOCX file to canvas. Others will receive a zero.***

Course Description

This class is not self-paced. You will have deadlines and they will not be adjusted unless there is an issue that affects the entire class. Online classes, although more convenient for lecture attendance than in-person, are still as rigorous. If you cannot meet the demands and timing of the course, as set forth in the schedule below, please consider taking a different course. All deadlines are in Pacific Standard Time (PST).

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 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. You may not duplicate, screenshot, or save any materials for dissemination to any other parties.

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. This GELO is assessed using Life Science in a Global World Activity #1: The Scientific Method, the Ecological Population Models assignment, Analyze Your Energy Use assignment, and the Literature Review Paper. These assignments address GELO #1 in the following specific ways:

Life Science in a Global World Activity #1: The Scientific Method

In this activity the scientific method is covered in detail and students are asked to apply it to an everyday personal experience. Students visit an open-space natural ecosystem and must generate a few basic questions based on their observations. They then bring these observations and questions back to their computers to finish doing some preliminary research into the topic, construct a hypothesis, create an hypothetical research study and how they would analyze their results.

Ecological Population Models Assignment

Students are given hypothetical parameters for a kangaroo rat population over a span of 20 years, which includes birth rate, death rate, and initial population size. Students are instructed that there is no immigration/emigration for the sake of simplicity. Students are then required to calculate the growth of a population over time and plot the data on a graph. This allows them to observe the effect of the carrying capacity on population size and to distinguish between exponential growth and logistic growth. Lastly, this activity allows students the opportunity to use scientific methodology to answer questions about the hypothetical population.

Analyze Your Energy Use Assignment

Students are asked to calculate their personal energy usage through an online tool that asks a series of lifestyle questions. Once they are finished, they receive a composite score, which is then used to drive the assignment. Students are asked to analyze their results and apply them to the impact on the planet if every person used as much energy as they do, as well as how energy consumption directly and indirectly impacts the global environment.

Literature Review Paper

This assignment, worth 100 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 from a life science perspective. There are required to find, understand and cite at least 7 peer reviewed journal papers based on their topic.

- **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 created Oral Presentation Video assignment, and embedded exam questions. These assignments address GELO #2 in the following specific ways:

Literature Review Paper

As previously stated, this assignment, worth 100 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 from a life science perspective. There are required to find, understand and cite at least 7 peer reviewed journal papers based on their topic. It is within their topic, which they choose from a pre-set collection of possibilities, that students are able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues.

Student Created Oral Presentation Video

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 video and slide deck that examines the broader interdisciplinary implications of the same global topic that he/she addressed in the Literature Review

Paper. The oral presentation will be prepared according to the guidelines and grading criteria for this assignment, using the specified academic and digital format (see *Oral Presentation Guidelines* for details). Students have some creative freedom over how to deliver their oral presentation, but at minimum, the video must show a slide deck and the viewer can hear the student present on their topic through the a global lens.

- **GELO #3** – Recognize methods of science, in which quantitative, analytical reasoning techniques are used. This GELO is assessed using Life Science in a Global World Activity #1: The Scientific Method, the Ecological Population Models assignment, Analyze Your Energy Use assignment, and embedded exam questions. These assignments address GELO #3 in the following specific ways:

Life Science in a Global World Activity #1: The Scientific Method

As previously stated, this activity covers the scientific method in detail and students are asked to apply it to an everyday personal experience. Students visit an open-space natural ecosystem and must create a few basic questions based on their observations. They then bring these observations and questions back to their computers to finish doing some preliminary research into the topic, construct a hypothesis, create an hypothetical research study, and how they would analyze their results. During the online research phase of the assignment, students are asked to find and choose a current research method that they would like to explore in their hypothetical study.

Ecological Population Models assignment

As previously stated, students are given hypothetical parameters for a kangaroo rat population over a span of 20 years, which include birth rate, death rate, initial population size and advised on the absence of immigration/emigration. Students are then required to calculate the growth of a population over time and plot the data on a graph, to observe the effect of the carrying capacity on population size and to distinguish between exponential growth and logistic growth. This allows students the opportunity to apply simple analysis to quantitative data. They must also use analytical reasoning when they are asked to interpret their data set.

Analyze Your Energy Use assignment

As previously stated, students are asked to calculate their personal energy usage through an online tool that asks a series of lifestyle questions. Once they are finished, they receive a score. This score is then used to drive the assignment. Students are asked to analyze their results and apply them to the impact on the planet if every person used as much energy as they do as well as how energy consumption directly and indirectly impacts the global environment.

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.

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. However, I highly recommend you at minimum read the text below:

Recommended Text

Recommended : Write. Present. Create: Science Communication for Undergraduates (First Edition, Blue and Gold Cover) published and distributed by Cognella, Inc. I did in fact write this book and use it in my classes because I wrote it for you, my students! Curious about where the personal proceeds from any new sales of the book go? Check out what I wrote here: <https://www.marypoffenroth.com/proceeds> - I also provide many **free copies** in **MLK Library** for check out. You can definitely read the entire book during one check out period in course reserves in MLK Library (which is free of charge). Unfortunately, I am not able to provide digital free copies at this time due to copyright law constraints, as I do not own the copyright.

Multiple FREE copies are available for check out in MLK Library Courses Reserves and the general catalog.

If you wish to purchase, You can do so at any of these retailers:

Amazon (Perfect Bound): <http://amzn.to/2E2x04w>

Cognella (**Digital**/eBook and Perfect Bound): <https://store.cognella.com/81405-1b-060>

Spartan Bookstore (Loose Leaf)

Barnes & Noble (Special order in store or online).

Why is this material important: You will use this to help support your two large assignments – a literature review paper (100 points), an Oral Presentation Video (100 points) and overall student success. This will also greatly help you on the open note research methods quiz (25 points), but you can easily use the copies in the library if you do not wish to purchase. This resource is meant to support students who are new to communicating in the sciences and do not have experience with primary literature review papers and/or video/presentation creation. Not sure if you will need this book? Grab a free copy in course reserves checkout!

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 be actively engaged throughout the course, checking in weekly to access the assignments and participate in on-line discussions. Completing these weekly assignments, preparing your papers, and submitting your exams will be time-consuming. Consequently, the ability to manage your time will be instrumental in shaping your success in this course. The on-line nature of this course has advantages as well as challenges. The most obvious advantage is that it provides you with tremendous flexibility in how to conduct your work, but this flexibility can be challenging if you tend to procrastinate or are not self-disciplined about your studies. In addition, if you tend to process information better in person, you will need to adjust by getting into the habit of reviewing the instructions and guidelines carefully.

The best advice we can give is that you should develop a regular routine for the entire semester. This means checking in consistently to access the class materials and assignments, setting aside time each week to work on them as well as carving out additional time each week to prepare for your exams and/or work on your papers. You

are responsible for covering all of the assignments every week. If you cannot complete any of the assignments as specified in the guidelines, including weekly discussions, contact the Instructor as soon as possible to discuss the situation. If there are bona fide, documented reasons (such as emergency, illness, death of a loved one) for not completing an assignment, we will do our best to identify a reasonable solution for resolving the situation in a timely way.

Course Learning Activities

This is a lower-division GE course, taught fully on-line through Canvas. Together we will 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 a variety of assigned topics
- One paper (1,500 words) on assigned topics requiring the integration of common global content with a life sciences perspective
- One student created video presentation on a global issue & possible solutions
- two examinations (1 midterm | 1 final)

The online lectures highlight the points that are most important for students to understand, while the course resources (readings, videos, and website links) provide the detailed content of the course. The Instructor will also be available for regular on-line chat office hours to discuss questions throughout the semester.

Guidelines for completing each assignment and grading used are 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** – To assess 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) and “use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations” (GELO #1) and ways in which science influences and is influenced by complex societies, including political and moral issues (GELO #2). Students will prepare a literature review paper (1500 words) that examines an important global topic from a life science perspective. The paper should address one of five topics listed in the guidelines that explain the requirements and grading criteria for this assignment, using the specified academic format (see *Literature Review Paper Guidelines* for details). All submitted papers will be scanned by the Turnitin service (<http://turnitin.com/>) for online plagiarism evaluation before being graded. You must paraphrase all cited sources. Absolutely no “copy & pasting” directly from resources. Any paper over 30% unoriginal material will be closely examined by the instructor and a meeting may need to be held with the student.
- **Student Created Oral Presentation Video (10 minutes)** – 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 oral presentation video that examines the broader interdisciplinary implications of the same global topic that he/she addressed in the Literature Review Paper. The oral presentation should be prepared according to the guidelines and grading criteria for this assignment, using the specified academic and digital format (see *Oral Presentation Guidelines* for details). Students have some creative freedom over how to deliver their oral presentation, but at minimum, the video must show a slide deck and the viewer can hear the student present on their topic through a global lens.

- **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 (see *Midterm Exam Guidelines* for details). ***Note that you will need a reliable internet connection for the entire period of the exam, since you can only log on once, the exam has a time limit, and you must complete the exam in one sitting. You must start and finish the midterm before 11:59 pm PST on the day listed for the exam in the schedule.***
- **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 (see *Final Exam Guidelines* for details). ***Note that you will need a reliable internet connection for the entire period of the exam, since you can only log on once, the exam has a time limit, and you must complete the exam in one sitting. You must start and finish the midterm before 11:59 pm PST on the day listed for the exam in the schedule.***

The integration of ideas, concepts, and data is of central importance in this course. The midterm exam will cover material from the first half of the course, while the final exam will cover material from the second half of the course.

“Extra Credit”: One event OR 4 hours – whichever comes first

15 points to your overall grade at the end of the semester: You will have one opportunity to complete one extra credit volunteer day. Only one extra credit opportunity can be completed per student. In addition, **no previous volunteer experience is applicable** and you must do one of the pre-approved organizations on our webpage at <https://www.marypoffenroth.com/extra-credit>. Please read the details on this page carefully and follow the instructions. To receive credit you must do the following: attend one of the organization’s listed events <https://www.marypoffenroth.com/extra-credit>, it must be outdoors and at least 4 hours of volunteer time, unless the entire event is only 2 hours. While at the event, take your own picture there and have the coordinator sign off on the work hours sheet located under their name on our website. After you have gotten the signature on the completed worksheet (or if the organization has their own proof of volunteer sheet, that is acceptable too), write a one page, double-spaced, summary of your experience. You have the entire semester to complete this and the deadline to upload your completed form/picture/summary to Canvas is listed on our schedule at the end of this syllabus. Please scan/take a picture of your sign off sheet and place your summary, photo and sign off sheet image into ONE document when uploading into the Extra Credit folder on Canvas. You may upload these materials ANYTIME before the deadline, but not after. Extra credit points will be added to your overall grade at the end of the semester.

Are you outside of the Bay Area? No problem – email me a link of a similar volunteer opportunity as the ones above for approval.

Grading Information

Late Assignments

GLST 1B has a no late assignment policy. The only exemption to this policy is for the oral presentation video assignment and literature review paper. Due to their great point value, these two assignments will 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	B- = 80-81	D+ = 65-67
A- = 90-91	C+ = 78-79	D = 60-64
B+ = 88-89	C = 72-77	D- = 58-59
B = 82-87	C- = 68-71	F = < 57.9

Grading Information

Exams (2 at 75 pts. each)	150
Literature Review Writing Assignment	100
Oral Video Presentation	100
<u>Various Online Activities, Quizzes & Discussions (up to)</u>	<u>400</u>
Up to	750

Missed Exams

Exams cannot be made up. If there is a verifiable emergency that prevents you from taking your online exam, contact me immediately via email with the details of your emergency and we will go from there. Generally, for those students that have a verifiable emergency you will receive the average of your other exam in lieu of your one missed exam. If you do not have a verifiable/documented emergency then you will receive the average of your other exam minus a 20% penalty. These scores will be inputted at the end of the semester.

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

Learning in an on-line environment requires at least as much work as a comparable in-person lecture class. Students can enhance their success in this course by familiarizing themselves with all of the course materials and using them to proactively prepare for class sessions and assignments on a timely basis. There are also a number of generic skills that are especially critical for students to master if they want to thrive in college, where we expect students to be more self-disciplined than in high school. The most important skills for this particular course include:

- **Website** – San José State has adopted the Canvas Learning Management System (LMS) as the electronic interface that for all of its courses. Students should quickly learn how to access and navigate Canvas for this course, since all materials and regular communications are available only through this website.
- **Time Management** – There are a lot of competing demands associated with attending college (academic, social, personal, work, financial, commuting, etc) that often make it difficult for students to devote proper attention on their university responsibilities. Students should develop the skills and habits needed to effectively manage their time and priorities, which are particularly critical to succeed in on-line courses that don't require regular in-person attendance.
- **Study Skills** – Academic success involves more than viewing assigned lectures and/or covering assigned readings. Students should develop the skills and habits to focus on really understanding difficult material, which requires the ability to take good notes and synthesize points from the different resources we are using in this course.

Supplementary tutorials will be provided by campus experts on these and other generic academic skills to help you enhance your success in this course.

When preparing your papers, it is also important to remember that people who live and work in a global world must be able to communicate successfully with a broad variety of audiences. SJSU students are expected to write well, which usually requires several drafts before your papers are sufficiently polished to be shared with others. Students should pay close attention to the guidelines for each assignment, especially the templates for the two papers, and allow sufficient time for both writing and editing before submitting them. Most students find it helpful to seek feedback and suggestions from others (including classmates) to help finalize their work. The University offers assistance for students through group workshops and private consultations at the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>). In addition, you may want to check out the *Everyday Writer* online handbook recommended by the Writing Center (http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016) as well as the *Reading & Writing Strategies* section of the Peer Connections Spartan Success Portal (<http://www.sjsu.edu/getinvolved/leadsuccess/spartansuccess/index.html>).

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department or 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 digital and VHS camcorders; VHS and Beta videotape players; 16 mm, slide, overhead, DVD, CD, and audiotape players; sound systems; wireless microphones; projection screens; and computer monitors.

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 learn more about the numerous online resources offered by the SJSU Writing Center, visit its (<http://www.sjsu.edu/writingcenter>).

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/>"

Schedule

This is NOT a self-paced course that you can complete at your own speed and convenience. It involves regular weekly activities and specific assignments that must be submitted on time as indicated in the course schedule (at the end of this syllabus) and in the *Guidelines* for each of those assignments. Assignments for the semester are identified in the course schedule and electronic resource materials will be posted to Canvas in advance of their due dates. However, lectures (including presentation materials) will not be posted until the week they occur. Students are strongly advised to view the lectures and materials the week they are posted in order to remain current with course expectations.

GLST 1B - Online Lecture Schedule

Below is the lecture schedule. You must review the videos and complete the assignments/readings/discussions associated with that lecture unit number (found on Canvas) by 11:59 pm PST on the due dates listed below. **No late work will be accepted.** Lectures will be available to you a minimum of one week before they are due once the semester begins.

Mark all due dates in your calendar at the start of the semester. You may submit all work earlier than the final deadlines listed in this syllabus – which I highly encourage you to do.

Unit	Topic	Must be submitted no later than 11:59 pm PST on:
0	Course Welcome & Introduction	Jan 24
1	Research Methods & Netiquette	Jan 31
2	What is Global Citizenship?	Feb 7
3	Global Biodiversity: Challenges	Feb 14
4	Global Biodiversity: Connections	Feb 21
5	Global Resources: Challenges	Feb 28
6	Global Resources: Connections	Mar 6
7	Global Populations: Challenges Literature Review Paper Peer Feedback Discussion	Mar 13
8	Global Populations: Connections	Mar 20
9	Midterm Weeks 1 – 8 Start & Finish in Canvas between 12:01am-11:59pm PST	Mar 27
	Spring Break	March 30 – April 3
10	Global Economics: Challenges Submit Literature Review Paper Final Draft	Apr 10
11	Global Economics: Connections	Apr 17
12	Global Ethics & Geopolitics: Challenges	Apr 24
	Oral Presentation Due: Post & Submit	May 1
13	Global Ethics & Geopolitics: Connections	May 8
14	Global Citizenship – Where Do We Go From Here?	May 11
15	Submit Your Summaries of Fellow Presentations Extra Credit Due	May 11
	Final Exam Weeks 9-16 Start & Finish in Canvas between 12:01am-11:59pm PST	May 13