Globalization Program

Syllabus

Last updated 30 November 2024

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Part 1: Course Overview

Course Information:

Course title: Global, Cultural, and Environmental Issues

Course catalog # and section: GLI 320

Credit hours: 3.0

Semester: Fall 2024

Course Meeting Time: Monday & Wednesday 3:30 PM – 4:50 PM

Course Meeting Location: SOCBEHAV SCI S228 WESTCAMPUS

General education designation(s) (SBC): STAS

Prerequisites: GLI 211

Required Course Textbooks and Materials:

Listed in schedule (all free)

Ghosh, Amitav - *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: The University of Chicago Press, 2021. ($11.00 used)

Schweblin, Samanta- *Fever Dream: A Novel* (Original title: *Distancia de rescate*). New York: Riverhead Books, 2018. ($6.24 used)

Recommended Course Readings and Materials:

Cunha, Euclides da. *The Amazon: Land without History*. Trans. Ronald Souza. Oxford: Oxford University Press, 2006.

Kopenawa, Davi and Bruce Albert. *The Falling Sky: Words of a Yanomami Shaman*. Trans. Nicholas Elliott and Alison Dundy. Cambridge: Harvard University Press, 2013.

Rush, Elizabeth - *Rising: Dispatches from the New American Shore*. Minneapolis: Milkweed Editions, 2018.

Course Description: Provides a critical understanding of how environmental problems and conflicts have roots in global social processes (such as culture, community, and political and economic inequality), and how these social forces in turn bear on the ways individuals and groups understand environmental problems and politically mobilize to change them. Specific emphases of the course deal with the links, at a global scale, between environmental degradation and various social problems like violence, spreading of disease, and international migration.

Course Expectations: This is an active learning course. Although some lecturing will take place, students are expected to have completed readings assigned for each day

prior to the class. Students are also expected to engage with one another in class exercise and to be fully present while in the class.

Instructor Information:

Instructor name: Professor Liliana Dávalos (Ecology and Evolution)

Instructors' Stony Brook email: liliana.davalos@stonybrook.edu

Instructor's phone number: 631 632 1554

Office location and hours: Prof. Dávalos 630 Life Sciences Bldg., Wednesdays 1 -2 PM and by appointment.

TA Information: Brenda Delamonica, brenda.delamonica@ stonybrook.edu, office hours Friday 2-3

Join Zoom Meeting

https://stonybrook.zoom.us/j/96721411351?pwd=4JB5Eqy6Pa3epsXEB7ibZn970u8bhr. 1

Meeting ID: 967 2141 1351

Passcode: 503672

Classroom Expectations and Information:

- **Class attendance:** As an in-person active learning, partially flipped class, we aim for your attendance and participation for all classes. We understand, however, that there will be inevitable challenges and ask that you take appropriate measures to prevent the spread of infectious disease in the classroom. We will not ask for a doctor's note, or an explanation, we instead ask that you take responsibility for your education. Therefore, if you miss class, we urge you to check Brightspace to catch up on class materials. If your circumstances are such that you miss more than two classes in a row, reach out to us so we can facilitate your catching up with the material.
- **Class participation:** Our course requires thoughtful and engaging participation in class discussions, which may occur in class and online. Expressing your ideas and voices while completing the in-class work is important for your success in this course.
- **Class cancellation or delay:** If our class is canceled, you will be notified via Brightspace Announcements and/or by your stonybrook.edu email. In the event of inclement weather, you can check www.stonybrook.edu for updates on weather related delays or cancellations.
- **Classroom environment:** It is important for everyone that we maintain a positive and respectful learning environment both in class and online. We treat others and

their ideas and experiences with respect and tolerance. If you have concerns about the material or class discussions, please contact us.

- *Generative AI:* Generative AI (such as chatGPT) is both a significant source of carbon emissions and a source of unmitigated bullshit. It also tends to produce middling results based on statistical compression of the uncredited, unpaid, collective works of humans for hundreds of years. Some believe these tools can be a valuable resource when used properly and responsibly. But our experience is that generative AI is poor at producing anything but the most elementary scripting code, mediocre at writing and lacking in style (unless asked for the style of a known author which would have been considered plagiarism had the tech industry not stolen the world's intellectual property); it performs best when guided by one's expert and hard-earned knowledge. Knowledge you will lack if you rely on generative AI to do the work for you. You should research and discover generative AI's limitations before using it in coursework, see above. For instance, it can sometimes help you phrase ideas, but it is very bad at generating ideas or solving problems. For GLI 320, you are generally allowed to use generative AI. However, you may not simply copy and paste content from generative AI into an assignment unless instructed otherwise; if used, it must be quoted and attributed. Failure to follow this policy will result in referral to the academic judiciary.
- *Instructor email and office hours:* We are accessible via email and will make every effort to respond as quickly as we can. When sending emails include the course number in the subject line. Use your stonybrook.edu email address for all course-related communication. If you would like to speak to us, you may come to our office hours or schedule an in-person or virtual (Zoom) meeting.

Review some Academic Success Strategies and visit the Student Resources page to ensure that you are successful in this course.

Technical Requirements:

Having a reliable computer and Internet connection throughout the term will benefit you. **Caution!** It may not be possible to submit the files required for your assignments using a smartphone or tablet. Blackboard, for example, has limited functionality on mobile devices. If you need to borrow a laptop, please visit SBU's Laptop Loan Program.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Brightspace you can:
- Phone: 631-632-9800 M-F 9:00-5:00 (device support, Wi-Fi, software, hardware, logins)
- Submit a help request ticket: https://it.stonybrook.edu/services/itsm
- Email blackboard@stonybrook.edu

Part 2: Course Learning Outcomes

Upon completion of the course, students will be able to:
1. Analyze connections between biological and chemical planetary systems and human social, cultural, and economic systems.
2. Build confidence in understanding and evaluating the primary research literature across diverse fields.
3. Critically approach the different responses that writers, artists and intellectuals have given to our current environmental emergency, grasping the manners in which environmental changes have transformed aesthetics and critical thinking in the humanities.
4. Possess a basic historical understanding of political and economic trends that have contributed to our present discussions regarding the environment.
5. Recognize how different disciplines in the sciences and humanities contribute to our understanding of Anthropocene environmental issues.
6. Apply the central notions discussed throughout the course to the cultural, ecological, and political dynamics of the Amazon region in South America, one of the most biodiverse places on earth.
7. Generate a research-based globalization story map applying abstract scholarly concepts of globalization and the Anthropocene to real-world experiences and knowledge.

<u>How to Succeed in this Course:</u>

- Prepare in advance for each class by consulting the schedule and completing prep tasks at least one day ahead

- Complete all assigned readings, writing and video for the course

- Fully engage in group activities, breakout groups, and all group work in class

- Complete relevant work for missed classes

- Dedicate time outside class to completing assignments and the class project.

Part 3: Course Schedule

There is a possibility that unforeseen events will make schedule changes necessary. Any changes will be clearly noted in course Announcements and/or through Stony Brook email.

Date	Topic	Learning objective	Pre-Class	In-Class	Due before class
26-Aug	Unit 1 Anthropocene: Class 1: Globalization stories	Connect personal trajectory and class.			
28-Aug	Class 2: Anthropocene: recent past and future.	Outline at least 3 ways in which own life will be different in 2050. Must include 2 of 5 Anthropocene issues.	https://youtu.be/30LcZqRfPRY	(Jones et al., 2008; Steffen et al., 2015)	pre-lecture video questions
2-Sep	**Labor Day**		No Classes		
4-Sep	Class 3: Anthropocene: how did it start?	Summarize 3 ways Anthropocene differs from rest of Holocene.	https://libguides.usc.edu/evaluate/scholarlyarticles	(Crutzen, 2002)	
9-Sep	Class 4: Anthropocene: shifting baselines.	Apply shifting baseline concept to 2 Anthropocene issues.	https://oceana.org/blog/daniel-pauly-and-george-monbiot-conversation-about-shifting-baselines-syndrome ; https://www.wnycstudios.org/podcasts/otm/episodes/shifting-baselines	(Soga and Gaston, 2018)	
11-Sep	Unit 2 People & resources: Class 5: Start storymaps	Identify personal experience/ journey/ story as focal point for StoryMap.	https://www.esri.com/arcgis-blog/products/arcgis-StoryMaps/sharing-collaboration/planning-and-outlining-your-story-map-how-to-set-yourself-up-for-success/	Globalization StoryMap pitch and Using rubrics.	Online discussion: which Anthropocene?

16-Sep	Class 6: Population vs. food	Recognize the difference between linear and exponential curves.	https://media.hhmi.org/biointeractive/click/populationdynamics/#/	An Essay on the Principle of Population (excerpt); The Conditions of Agricultural Growth (excerpt)	
18-Sep	Class 7: More people, how much food?	Compare two models of human resource use.			Online discussion: thoughts on existing StoryMaps.
23-Sep	Class 8: human niche construction	Apply the concept of niche construction to agriculture.	https://extendedevolutionarysynthesis.com/why-is-human-niche-construction-reshaping-planet-earth/	https://www.discovermagazine.com/planet-earth/the-worst-mistake-in-the-history-of-the-human-race	Submit your StoryMap topic
25-Sep	Class 9: Green Revolution	Evaluate a range of impacts of the Green Revolution.	Evenson & Gollin 20023	(Goltz et al., 2020; Karunarathne et al., 2020; Pielke & Linner, 2019; Pimentel, 1996; Rudel et al., 2009; Stevenson et al., 2013)	
30-Sep	Unit 3: Climate disruption: Class 10: Start The Nutmeg's Curse	Connect the concepts of political economy to political ecology.	Ghosh, Ch. 4 "Terraforming" and Ch. 8 "Fossilized forests." Follow reading guides on Brightspace.	Group discussion of reading, sharing findings with class.	
2-Oct	Class 11: Fossil fuels as commodities of modernity	Analyze how the continued use of fossil fuels relates to geopolitical status quo.	Ghosh, Ch. 10 "Father of all things" and Ch. 12 "A fog of numbers." Select two excerpts from the ones in your reading guide.		Self-assessment I
7-Oct	Class 12: Discover how climate disruption alters narratives of place.	Discuss style, perspective, and compare narrative forms to approach climate change	Rush, *Rising*, "Connecting the Dots"	Follow reading guide on Brightspace to group discussion comparing text studied with "Divining Rod", also by Rush	
9-Oct	Class 13: Climate action against climate hazards	Define climate hazards to children and propose solutions	Children+in+poverty+-+Climate+crisis.pdf (squarespace.com) Read sections 1-3, 4-5 optional	Complete the forms and come up with questions for the speaker	Submit at least one question to forum

14-Oct	**Fall break**		No Classes		
16-Oct	Class 14: Rising part 2	Discuss creative non-fiction narratives on climate change and rising seas.	Rush, *Rising*, "The Password".	Establish comparisons between the text prepared at home and a different text by Elizabeth Rush.	
21-Oct	Class 15: Outline your StoryMap	Discuss and prepare the outline of your StoryMap.	First-person non-fiction narrative that portrays Anthropocene change in everyday life (1-2 pp)	Group work on outlines, submission later that day.	Submit your StoryMap outline.
23-Oct	Unit 4: Monoculture and pollution: Class 16: Start Fever Dream	Connect contemporary global fiction to environmental issues.	Samanta Schweblin, begin reading *Fever Dream*. Follow reading guide on Brightspace.	Individual and group work about *Fever Dream*.	
28-Oct	Class 17: Continue Fever Dream	Provide a context for the novel as a link psychology and global change.	Schweblin, finish reading. Follow reading guide on Brightspace. Research examples of fictions of the environment in film and literature.	Continue discussion of *Fever Dream.* discuss critical approaches to the novel.	
30-Oct	Class 18: Science and non-science of Fever Dream	Examine the fiction of Fever Dream in scientific context.	Determine how close a novel is to impacts measured by scientists.	Propose alternative endings for the novel or continue the narrative.	
4-Nov	Unit 5: Trade, capital, economies: Class 19: two globalizations	Compare and contrast globalization as a global political project and structural trade globalization.	https://www.weforum.org/agenda/2016/12/are-we-missing-the-economic-big-picture/	(Babb, 2013; Chase-Dunn et al. 2000; Cherif et al., 2020; Gill, 2002)	
6-Nov	Class 20: commodities and development	Define commodities, provide at least three examples of globally traded commodities, relate two global commodity flows to two distinct global	https://www.npr.org/2014/06/02/318098940/commodities-traders-the-secret-club-that-runs-that-world ; commodities video	(Cramb et al., 2016; Manzi, 2020; Ordway et al., 2017; Schutte & Naher, 2020)	Self-assessment II

		environmental issues.			
11-Nov	Class 21: 1989–2008	Identify key historical differences in capital & finance, commodities & manufactures, and labor mobility at two time points.	Watch video in Brightspace	Research and peer review.	
13-Nov	Class 22: risks and rewards.	Apply Rodrik's trilemma to connect structural and political globalization to political instability.	https://www.projectstatecraft.org/post/rodrik-s-trilemma-and-its-consequences ; https://rodrik.typepad.com/dani_rodriks_weblog/2007/06/the-inescapable.html (optional)	https://oxfamblogs.org/fp2p/inequality-and-the-future-of-capitalism-in-conversation-with-branko-milanovic/ ; https://crookedtimber.org/2019/06/09/can-globalization-be-reversed-part-1-trade-wonkish/	
18-Nov	Unit 6: Biodiversity: Class 23: services, loss: ecosystem services	Outline at least three ecosystem services founded on biological diversity (biodiversity).	(Cardinale et al., 2012)	Potato blight, grazing land management, *Thermus aquaticus*.	Draft globalization StoryMap 1 & peer review (in class)
20-Nov	Class 24: three frameworks	Determine how constructs on people and biodiversity influence conservation efforts.		(Mace, 2014)	
25-Nov	Class 25: Biodiversity: emerging infectious diseases and pandemics	Apply the triangle of emergent infectious disease to multiple recent zoonotic diseases.			Draft globalization StoryMap 2 & peer review (in class)

27-Nov	**Thanksgiving Break**		No Classes		
2-Dec	Unit 7: The Amazon: Class 26: Indigenous narratives from the Amazon	Critique the nature-culture divide.	Kopenawa, pp. 34-54; Interview with Davi Kopenawa Yanomami on Climate Change - YouTube	Group discussion of excerpts from Kopenawa. Share with class.	
4-Dec	Class 27: Contemporary issues in the Amazon	Discuss the sociocultural drivers of transformation in the Amazon.	They owned an island, now they are urban poor: the tragedy of Altamira	The Middle People; The Amazon Is Fast Approaching a Point of No Return	Online discussion: What's the Amazon for you?
9-Dec	Unit 7, Class 28: Contemporary Amazon	Contrast the deep history of the region with today's transformation.	Watch the documentary *Ancient Builders of the Amazon* on PBS.	Establish relationships between Kopenawa's ideas and the film that you prepared for today.	StoryMap due, Self-assessment III posted

Part 4: Grading and Late Work Policies

Assessment and Grading:

This course is "ungraded." This does not mean the course is pass/fail, though. You will still receive a letter grade on your transcript at the end of the semester. However, and unlike in traditionally graded classes, your grade will be determined based on your own self-assessment of your learning and effort in the class, with the possibility of adjustments up or down from us instructors.

During the semester, you will be asked to answer three short self-reflection questionnaires, which will include a series of questions regarding your work in the course. Specifically, you will be asked to:
- Talk about the work you have done in the course. E.g., How much effort did you commit to the reading and listening materials, the engagement activities, the comprehension checks, the class videos, and the class projects?
- Talk about your successes and struggles in the course. E.g., When did you feel most successful in the class? What challenges did you encounter with the concepts, the assignments, or the logistics of the course?
- Talk about opportunities for improvement. E.g., What steps could you take to deepen your understanding of course concepts or increase your engagement in the class?
- Propose the grade you feel you should receive in the course (up to that point), based on your: level of engagement; comprehension of the course material; quality of your daily reflective assignments; and quality of your final project.
- Briefly explain why you would give yourself that grade.

When assigning final grades, we will try to reflect your assessment of your own performance and progress in this course. However, we reserve the right to alter your proposed grade as appropriate, based on our own evaluation of your performance and progress in the course. If needed, we will contact you to set up a meeting to discuss your work in the course.

'My globalization story' project:

An important component of the class involves relating course content to student life. Since globalization is an inherently spatial process connecting geographically distant locales, we will use a geographic tool called a StoryMap. The schedule includes project milestones and completion, and we will devote class time to project development. While we will spend some time in class generating StoryMap ideas, students are encouraged to explore different potential project topics outside class. For example, the geographic origin or ultimate fate of household products and resulting pollution, personal or family migration stories, or how livestock have large and global environmental footprints. **Note**: these are examples and lack a personal component, your StoryMap is expected to embrace your own experience and that of communities you care about while connecting it to larger globalization issues.

Feedback on submitted work:

While this course is ungraded, we will provide feedback for formative assessment. We will strive to provide feedback on submitted work within one week of the deadline for submission. These assessments will include:

Activity/Assignment	Percentage	Due Date
Pre-class review	1.5% each (22.5% total)	See modules, must do 15 of 18
In-class exercises	2.5% each (25% total)	In class, must submit 10 of 14
Online discussion	2.5% each (5% total)	See schedule, must do 2 of 3
Self assessment 1	5%	Week 5
Self assessment 2	10%	Week 10
Self assessment 3	12.5%	Week 14
Storymap project	20%	See schedule
Total	100%	

Pre-class review:

In-class participation requires preparation. Each week there will be at least one opportunity to evaluate pre-class preparation. This work will be submitted online prior to the class. For flexibility, the lowest three grades will be dropped.

In-class exercises:

Completion of in-class exercises will be count toward 30% of your total grade. Do your best to complete all in-class assignments. For flexibility, the lowest four grades will be dropped.

Viewing Grades on Blackboard: Points and feedback for graded activities will be posted to the My Grades area.

Letter Grades:

Letter Grade	Points or Percentage
A	*≥ 93*
A-	*90-92.9*
B+	*87-89.9*
B	*83-86.9*
B-	*80-82.9*
C+	*77-79.9*
C	*70-76.9*
D	*60-69.9*
F	*< 60*

- Additional information
  - [Undergraduate Grading System](#)
  - [Graduate Grading System](#)

Attendance Policy:

As an in-person, active learning, partially flipped class, we are counting on your attendance and participation. We understand, however, that there will be inevitable challenges as we move through another semester of disruptions. Therefore, if you miss class, we urge you to check Brightspace to catch up on class materials. If your circumstances are such that you miss more than two classes in a row, **reach out to us** so we can facilitate your catching up with the material.

Late Work/Retake Policy:

Precisely because of the challenges we all face, you have the option to submit work late for partial credit. Ideally, we would like to *hear in advance if you are going to miss a deadline*. You do not need to specify a reason why you will miss the deadline, just let us know so we can accommodate you. This also applies to regular class activities. If your circumstances are such that you miss more than two classes in a row, reach out to us so we can facilitate your catching up with the material. However, work submitted >10 days late *without an advance request*, or later than *the date specified in advance for late work*, will be completely discounted. Intermediate cases (e.g., 2 days late without advance warning) will receive partial credit.

Part 5: University and Course Policies

University Policies:

Student Accessibility Support Center Statement:

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Inion Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities and search Fire Safety and Evacuation and Disabilities.

Academic Integrity Statement:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Course Policies:

Understand When You May Drop This Course:

If you need to drop or withdraw from the course, it is your responsibility to be aware of the tuition liability deadlines listed on the registrar's Academic Calendar. Before making the decision to drop/withdraw you may want to [contact me or] refer to the University's policies:
- Undergraduate Course Load and Course Withdrawal Policy
- Graduate Course Changes Policy

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible. You should also read the University's policies that apply to you:
Undergraduate Bulletin
Graduate Bulletin

Course Materials and Copyright Statement:

Course material accessed from BlackBoard, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from

these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.