

**San José State University
Department of Geography and Global Studies
GLST 162, Contemporary Global Issues, Fall 2015**

Instructor:	Dr. Kate Antosik-Parsons
Office Location:	WSQ 111A
Telephone:	408-924-5425
Email:	Kate.antosik-parsons@sjsu.edu
Office Hours:	Wednesday, 1.00 pm– 2.00pm and by appointment.
Class Days/Time:	Wednesday, 3.00 pm – 5.45 pm
Classroom:	Clark Hall 224
Units:	3
Prerequisites:	Upper Division standing or Instructor Consent

Catalogue Description

Interdisciplinary approach to contemporary global issues. Understanding and analyzing global issues are the focus of the course. Students will explore, analyze, and articulate the unique challenges each of the issues pose to the global community in ways that will foster student's ability to understand and evaluate causes, consequences, and responses to global challenges.

Additional Course Description

This course examines key political, economic and social issues that impact the global community from the perspective of inequality, gender, race, class and sexualities. It focuses thematically on four specific areas: Social Justice, Mobility, Women and Queer/LGBT (Lesbian, Gay, Bisexual, Transgender). In a technological age where many of our everyday interactions are negotiated through a myriad of images from around the globe, and with an alarming immediacy, it is crucial to understand how these images work to construct, reinforce, or indeed, undermine how we interpret what we see and, in turn, how we connect it to our broader notions of global responsibility. Adopting an interdisciplinary approach we will critically engage with a range of images including, but not limited to, artworks, photographs, documentaries, films, print images, advertisements, popular culture, maps etc. Through careful examination, discussion and analysis of various images we will investigate how these images shape comprehension and perceptions of contemporary global issues and the challenges they articulate for the global community.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will:

CLO 1 Demonstrate comprehension of theoretical concepts, methods of analysis and their application in relation to social justice, mobility, women and Queer/LGBT issues.

CLO 2 Be able to think critically about inequalities and disparities that exist globally in relation to the topics covered.

CLO 3 Familiarize themselves with the relationship between power, seeing and knowledge and explain how this relates to challenges facing the global community.

CLO 4 Develop specific verbal and visual skills for observing, analyzing, describing and critiquing the visual image from a range of perspectives.

Required Texts/Readings

Required texts will be available in PDF format on Canvas. You are responsible for regularly checking the Canvas messaging system and your sjsu.edu email for any updates or announcements.

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>.

Assignments

Critical Reflection Response	150 (15%)
Facilitation of Classroom Discussion	150 (15%)
Class Participation Grade	100 (10%)
Final Essay Proposal/ Annotated Bibliography	200 (20%)
Final Essay Peer Review Session	50 (5%)
Final Essay	350 (35%)
Total Possible Points	1000

Critical Response – 150 points (15%)

Once during the semester, you will write a 2-2.5 page Critical Response Paper (CRP) based on the assigned readings and facilitate an engaging discussion of your CRP. Analyze and deconstruct the readings, take a stand and express your position based on what you know or are presently struggling with in relation to the arguments. This is to be a critical analysis of some of the main points of the author(s), and his/her/their arguments, not a summary. Furthermore, you must pose three open-ended discussion questions.

These questions will enable you to facilitate the classroom discussion. I will assign the readings in advance. You will be required to hand in this paper to me for grading purposes. (CLO 1)

Facilitation of Classroom Discussion 150 points (15%)

Two to three students will be assigned to facilitate each week. On the day you are assigned, you should be prepared to facilitate for 30-45 minutes during the class time. The three discussion questions that you pose, then, are twofold: they help you to dig deeper into the readings as well as provide you with opportunities to work with your peers. Everyone is to have read the text, so this gives you a strong advantage in facilitating discussions. For your facilitation you must also **select one image** that relates to the readings and/or the topic that we will cover that week in class. You are responsible for sourcing this image yourself, circulating this image to your fellow students by uploading it to Canvas, and bring a copy of it to class so that we may discuss it. This will form a crucial part of our discussion so please do not skip this step! (CLO 1, 2, 3, 4)

On the day the facilitation will roughly follow this format:

1. You will present your CRP to the class. Then, share your image and pose your three open-ended discussion questions to the class.
2. All other students (who are not presenting that day) will take out a piece of paper and spend a few minutes writing a **Response Reaction** based on what you have presented. These Response Reactions are to be handwritten and you must keep them for a later purpose (see final essay). I will not collect and grade them – but you will need them to form the basis of your reflection section in your final essay.
3. Next, you will facilitate a discussion based on the questions you have posed, the image that you have selected and the readings more broadly. It is your job to keep the discussion going.

Class Participation – 100 points (10%)

Your active participation in this class is essential to your success in this class. You are required to participate in lecture discussion and group discussions and will be assessed on your participation. Participating as a good listener while your peers are speaking is also critical. This is your role as members of the audience. Good listening requires effort and energy; “audience member” is not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and asking questions or offering comments. (CLO 2, 3)

When you are involved in a class discussion reflect on the following:

Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up? Are you aware of other people’s desire to join in the conversation? Do you make sure everyone has a chance to contribute? When you have an emotional reaction to something someone says, how do you handle it?

Final Essay Proposal / Annotated Bibliography– 200 points (20%) (DUE 10/21)

For your midterm, you will write a 2 page proposal for your final essay and an annotated bibliography with 5 academic sources. You must select at a minimum two journal articles and two books. These sources must be ones you find yourself, above and beyond the required reading for this course. More information will be provided to you during the semester. (CLO 1, 3)

Final Essay Peer Review Session – 50 points (5%) (DUE 12/02)

Bring in ideas and rough draft of your final essay for an in-class peer review session. Students will swap papers and provide feedback on in progress drafts. More information will be provided to you during in the semester. (CLO 1, 4)

Final Essay – 350 points (35%) (DUE 12/09)

For the Final Essay you will write a **5-7 page research paper** (not including citations and bibliography) on a topic of your choosing based on an aspect of the course. If you wish to select a different topic other than what you have previously proposed for your Final Essay Proposal/ Annotated Bibliography you may do so but **please note I will not be in a position to provide you feedback on a second proposal and/or rough draft of the final essay.**

For this essay you will select one or two images to discuss in relation to your selected topic. These cannot be images that we have discussed in any great detail throughout the course. Please remember that all images must be cited as you would a book or a journal article, attributing the author (photographer, artist etc) and where you found it.

In addition to the 5-7 page research paper, you will write a further **1-2 page reflection** on your learning in the course. Selecting five of your **Response Reactions** (the reactions you wrote after your classmates presented their critical reaction papers) you will identify themes that emerge from these responses and consider them in relation to your learning over the trajectory of the course.

This paper must include properly cited references and a bibliography formatted using Chicago Manual of Style Guidelines (see <http://www.chicagomanualofstyle.org/> for more details). More information will be provided to you during the semester. (CLO 1, 2, 3, 4).

Writing Guidelines

With the exception of in-class assignments, handwritten work will not be accepted. All written assignments must be typed, 1” margins, double-spaced, Times New Roman, 12pt font. Points will be deducted for spelling, grammar, and formatting mistakes. Please staple multiple pages together in left-hand corner.

Cover pages are not necessary. Please format papers with your information in the top corner of your paper with the following information: 1) Your Name, 2) Professor’s name, 3) Course number, 4) Date assignment is due. Title your assignment on the next line, centered. This is a standard writing convention and will be useful in your work in this and other courses. See example:

Your Name
Dr. Antosik-Parsons
GLST 162
September 15, 2015

Name of Assignment

Grading Policy

I grade using a point system. My grading system is very straight forward and simple. Your final grade is an accumulation of points you have earned throughout the semester. The grading scale is as follows: 900-939 = A-; 940-969 = A; 970-1000 = A+; 800-839 = B-; 840-869 = B; 870-899 = B+; 700-739 = C-; 740-769 = C; 770-799 = C+; 600-639 = D-; 640-669 = D; 670-699 = D+.

Late Policy

I do not accept late work. I expect all work to be submitted on time and in the required format. If you have a verifiable emergency that precludes your submitting your work on time you must contact me in advance and be prepared to show documentation. This documentation must be from a doctor, campus official, court, law enforcement, or other official verification of your situation. It cannot be a parent or person otherwise related to you.

Attendance

Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is essential to insure maximum benefit for all members of the class.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Classroom Protocol

We all come from different backgrounds and social locations. At times, we may not agree on the ways that we see and understand the world. Part of our task is to understand and work critically through our understanding of our behaviors, social processes and how we organize ourselves. Throughout this process, it is crucial that we remain respectful and engage in a healthy debate about ideas and theories. Racist, classist, sexist, homophobic remarks or anything that devalues other people’s lives and experiences will not be tolerated.

It is very important that we participate in discussions and readings so that we can reflect on our own and others’ experiences. If you are having difficulty understanding the

material or are having trouble with it, please say so. If you do not know, I encourage you to ask. It is easier for me to help you if I know where you are in the learning process.

Please be courteous of the other students in the classroom and avoid disrupting their right to a positive learning environment. Do not arrive late to class or leave early, engage in side conversations or pack your belongings before class has concluded. Do not leave your mobile devices on, send text messages on your phone, instant message, or surf the Internet during class, etc. Laptops are not allowed in class unless I specify that you may use them on specific in class assignments. If you anticipate arriving late to class or need to leave early from class, let me know before class begins.

Your active participation is crucial to the success of the course. I expect you to understand, make arguments and critically interrogate course readings.

Emailing the Instructor

In order for us to maximize our communication my preference is to be contacted by email. Email provides documentation for any contact between the instructor and students, and so I ask you to please adhere to these guidelines in mind when using email for this course:

- Be professional and focused in your communication. Format your emails like you would a business letter. This means including a greeting (ex. Dear Professor, Dear Dr. Antosik-Parsons), a body of the email that contains the clear purpose of your communication, and a closing (ex. Thank you, Regards, or Sincerely).
- Use Standard American English and avoid acronyms or abbreviations (e.g., u, ur, omg, lol, etc.). It is important that our written communication is as clear as possible. Do not include smiley faces or other emoticons.

Please allow 24-48 hours for a response. Also, I do not answer substantive questions about assignments 24 hours before they are due. This document is your first resource. It is unacceptable to email with questions to which you can find the answers for yourself.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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.
- “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.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website 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.

Campus Policy in Compliance with the American Disabilities Act

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

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 to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

GLST 162 / Contemporary Global Issues, Fall 2015, Course Schedule

This course schedule and the assigned readings are subject to change with fair notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/26	Introduction, Course Overview and Community Building
2	09/02	Foundational Ideas: Power, Privilege and Subjectivity Readings: Berger, "Ways of Seeing." 45-64. McIntosh, "White Privilege: Unpacking the Invisible Knapsack." 1-3.
3	09/09	Foundational Ideas: Representation and Looking Readings: Hall, "Representation." 1-47.
4	09/16	Social Justice: Human Rights Thomas, "We Are Not the World: U.S. Activism and Human Rights in the Twenty-First Century." 1121-1124. Hatfield and Rapson, "Social Justice and the Clash of Cultures." 172-175.
5	09/23	Social Justice: Free Speech Reading: Kamel, "Egypt's Ongoing Uprising and the Role of Social Media: Is there Development?" 78-91. Amini, "Battle of the Blogs." 34-35. Ethio-Zagol, "The Hazards of Dissent." 59-63.
6	09/30	Social Justice: Slavery Reading: Trodd, "Am I Still Not a Man and a Brother? Protest Memory in Contemporary Antislavery Visual Culture." 338-352 Johnson, "The New Slave Narrative: Advocacy and Human Rights in Stories of Contemporary Slavery." 242-258.
7	10/07	Mobility: Migration and Borders Reading: Anzaldua, "La conciencia de la mestiza / towards a new consciousness." 77-98. Williams and Boyce, "Fear, Loathing and the Everyday Geopolitics of Encounter in the Arizona Borderlands." 895-916.
8	10/14	Mobility: Refugees and Asylum Seekers Reading: Wittenborn, "Constructing the Forced Migrant and the Politics of Space and Place-making." 1142-1160. Perry and Aguis, "A Carpet of People in the Sea." 34-43.
9	10/21	Mobility: Human Trafficking Reading: Feingold, "Human Trafficking." 26- 30, 32. Bastia, "Stolen Lives or Lack of Rights? Gender, Migration and Trafficking." 20-47. Midterm Deadline: Final Essay Proposal and Annotated Bibliography Due

10	10/28	<p>Women: Sex Work</p> <p>Reading: Monto, "Prostitution, Sex Work, and Violence: Lessons From the Cambodian Context." 73-84.</p> <p>Gira Grant, "Let's Call Sex Work What it is – Work." 1-11.</p>
11	11/04	<p>Women: Sexual Politics and Reproductive Health</p> <p>Reading: Antosik-Parsons, "Bodily Remembrances: The Performance of Memory in Recent Works by Amanda Coogan." 6-20.</p> <p>Best, "Abortion Rights along the Irish-English Border and the Liminality of Women's Experiences." 423-437.</p>
12	11/11	<p>Women: Representations of Women</p> <p>Reading: McDonald, "Muslim women and the veil: Problems of image and voice in media representation." 7-23.</p> <p>Özcan, "Lingerie, Bikinis and the Headscarf." 427-442.</p>
13	11/18	<p>Queer/LGBT: Identities</p> <p>Alimahomed, "Thinking outside the rainbow: women of color redefining queer politics and identity." 151-168.</p> <p>Eguchi, "Ongoing Cross-National Identity Transformation: Living on the Queer Japan-U.S. Transnational Borderland." 977-993.</p>
14	11/25	<p>Queer/LGBT: Culture and Homosexuality</p> <p>Reading: King, "There are no Lesbians Here." 33-45.</p> <p>Carrillo, "Cultural Change, Hybridity and Male Homosexuality in Mexico." 223-238.</p>
15	12/02	<p>Queer/LGBT: Same-Sex Marriage</p> <p>Reading: Milani and Wolff, "Queer skin, straight masks: same sex weddings and the discursive construction of identities and affects on a South African website." 165-182.</p> <p>Spillane, "The Irish Rainbow." 5-8.</p> <p>Final Essay In Class Peer Review Session</p>
16	12/09	<p>Visuality and Contemporary Global Issues</p> <p>Deadline: Final Essay Due</p>