

**San José State University**  
**GLST 162: Contemporary Global Issues (Sec 1: No 45789)**  
**Fall 2016**

**Contact Information**

<b>Instructor:</b>	Lisa Stenmark
<b>Office Location:</b>	Clark 414J
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<b>Office Hours:</b>	Tu 12-2
<b>Class Days/Time:</b>	Th 1:30 - 2:45
<b>Classroom:</b>	Clark 224
<b>Prerequisites:</b>	Upper Division Standing or Instructors Consent

**Course Format**

This is a hybrid class, meaning a significant portion of this class will be done online. Please see schedule for details. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking Canvas for any updates.

**Official Course 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. Pre-requisite: Upper Division standing or Instructor Consent

**Course Goals and Learning Objectives**

By successfully completing this course, students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign languages.

- This includes:
  - understanding what the various disciplines are and their disciplinary perspectives;
  - the ability to locate, evaluate, analyze, synthesize, and interpret and integrate a variety of sources, texts, and images, from a variety of disciplines;
  - the ability to adapt, test, and apply skills, abilities, theories or methodologies gained in one context to solve problems, derive insights and explore issues in other contexts;
  - ability to recognize and assess their own disciplinary, social and personal perspectives and how they contribute and obscure their understanding.
- Demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

**Course Requirements, Assignments and Grading Policy**

The following are the requirements for this course (see handouts for description and rubrics for each assignment).

Intellectual Autobiography	50 points
Cultural/Social Autobiography	50 points (total)
Quizzes (4@15 pts ea)	60 points (total)
Worksheets (20 pts ea – top 7)	140 points (total)
Online Forum (15 pts ea – top 10)	150 points (total)
Projects (25, 25, 100)	<u>150 points</u>
Total:	600 Points

I use a grade point system to assign the final grade:

379 or less/fail, 380/D; 400/D+; 420/C-; 440/C; 460/C+; 480/B-; 500/B; 520/B+; 540/A-; 560/A)

**Classroom (and Internet) Protocol: A Disputational Friendship and Argumentative Companionship**

Our goal is to create an environment in which we can cultivate what Hannah Arendt called a “disputational friendship.” Don't mistake being argumentative with being disputatious. Disputatiousness can be heated—and I do expect that you will present and perhaps defend your perspective vigorously—but it is an informed argument, which should be backed up with solid examples and sound reasoning. But, the friendship part of this is important. This

doesn't mean being buddy-buddy with each other, nor does it mean that you need to like one another (it's not that kind of friendship). It means that we share responsibility for the tone and tenor of the classroom. For that reason, we treat each other with respect, and we treat this space with respect as well. This is pretty broad, but at minimum it means being attentive to one another, and trying to understand each other especially when our ideas and experiences are different (these are the best friends because they provide an opportunity for disputation and thus greater understanding! Remember, "understanding is not agreement it's just understanding.") It also means that language that is racist, classist, sexist, homophobic or otherwise "personal" will not be tolerated (it's the umpire rule: say whatever you want about the call, but if you say it about the ump, your outta here). Finally, do not arrive late or leave early, engage in side conversations or pack your belongings before class ends (go to the bathroom before class starts!), and don't text/surf the web, etc.

### **Contacting the Instructor**

The best way to contact me is by Canvas.

### **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 the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **NOTE ON PLAGIARISM**

I take plagiarism (the use of someone else's ideas, words, or materials without proper credit and documentation) seriously. Learn to properly cite sources. If you are in doubt, consult a manual (*i.e.*, Chicago) or ask. If you are tempted, think twice. Not only are you robbing yourself of knowledge, and the opportunity to surprise yourself with how very smart you are, but your chances of getting caught are VERY high, because I have a deeply suspicious nature and am quite devious. Plagiarism will result in a failure on the assignment, a possible F for the course and even more serious University penalties. I REPORT ALL CASES OF PLAGIARISM REGARDLESS OF THE PENALTIES IN THE CLASS. THERE ARE NO EXCEPTIONS. If you have a question about plagiarism, ask. You can also look at the library web site, [http://www.sjlibrary.org/services/literacy/info\\_comp/plagiarism.htm](http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm) or take the tutorial, <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

### **Required Texts/Readings**

Online Coursepack

Adler, How to Read A Book

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Date	Topics, Readings, Assignments and Deadline
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**Week 1 Introduction**

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Thursday: Intro to class, What is Interdisciplinary? (Storytelling/"Epistemic Terrains")

**Week 2 Just the Facts, Ma'am"**

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9/6 Last day to Drop

**Readings:** Adler (chaps 1-9), Repko

Tuesday Online Discussion

(Online) Quiz (see Canvas for Details)

Thursday Review terms, quiz. Handout and discuss Worksheet and Intellectual Autobiography  
How to Read Science, Science Assignment

**Week 3 Blinding me with Science!**

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9/13 Last day to Add

**Readings:** Fausto-Sterling

Tuesday Online Discussion

(Online) [Biology](#) (intro to biology); [Crash Course: Biology and Ecology](#)

Quiz (see Canvas for Instructions)

Thursday Discuss Fausto-Sterling  
Introduce Fiction (Handouts)

Due: Worksheet: Fausto-Sterling  
Intellectual Autobiography

**Week 4 Perspective is more than discipline (Culture)**

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**Readings:** Le Guin, Solitude

Harding, Is Science Multicultural?

Tuesday Online Discussion

(Online)

Thursday Discuss Readings

Due: Worksheets: Le Guin and Harding

**Week 5 Perspective is more than discipline (Social Location)**

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**Readings:** Critical Race Theory (Excerpts)

Wise: Exploring the Depth of White Racist Socialization;

Unpacking the Invisible Knapsack; Racism in Toyland

Tuesday [Herskovitz at the Heart of Blackness](#)

(Online) Online Discussion

Quiz (see Canvas for Details)

Thursday Discuss Readings

Due: Cultural/Social Autobiography

**Week 6 Culture Religion and Tolerance**

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**Readings:** Hurd, "[Beyond Religious Freedom \(Introduction\)](#)," [Believing in Religious Freedom](#)

Wendy Brown. Religious Freedom's Oxymoronic Edge;

Saba Mahmood, "[Religious freedom, Minority Rights, and Geopolitics](#)"

Tuesday [Understanding Human Culture](#)

(Online) Online Discussion

Thursday Discuss Readings

Due: Worksheets: Hurd, Brown, Mahmood

**Week 7 Migration and Immigration: Artists, Activists and other Troublemakers**

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**Readings:** Law Review “Impossible Subjects;” Readings on Dorothea Lange (see Canvas for Links), Jackson, “Towards Diversity that Works,” Living Illegal (excerpts)

Tuesday Online Discussion

(Online)

Thursday Discuss Readings

Due: Worksheets: Law Review, Jackson

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**Week 8** Global Economics, Development, Poverty

**Readings:** Stiglitz, (TBA)  
“A Short History of Modern Finance: Link by Link.” [The Economist UN Chronicle – Beyond 2015](#)

Tuesday WATCH: [NAFTA in Mexico](#)

(Online) Online Discussion

Quiz (see Canvas for Details)

Thursday Watch: [Today we have the power?](#)

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**Week 9** Religious Violence and Genocide

**Readings:** Barkun, “Religious Violence and the Myth of Fundamentalism,” Sivan, “The Enclave Culture”; What does Isis Want?

Tuesday Watch: [Frontline: Syria, Behind the Lines](#) (there are multiple versions at the library, and online)

(Online) Online Discussion

Thursday Discussion: Readings and What’s Missing, Assign Research

Due: Worksheets: Barkun, Silvan

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**Week 10** What’s Missing?

**Readings:** TBA (Individual Research)

Tuesday Online Discussion

(Online)

Thursday Discuss Research

DUE: [Project 1](#)

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**Week 11** Global Warming

**Readings:** [Hulme](#)  
*Parable of the Sower* (Optional)

Tuesday Watch : [Climate Refugees](#)

(Online) Online Discussion

Thursday Discuss Readings

DUE: Worksheet: Hulme

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**Week 12** What’s Missing?

**Readings:** TBA (Individual Research)

Tuesday Online Discussion

(Online)

Thursday Discuss Research

DUE: [Project 2](#)

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**Week 13-6** **GROUP PROJECTS**

**Readings:** TBA

FINAL EXAM: [Final Projects Due](#)