

**San José State University**  
**College of Social Sciences, Global Studies**  
**#24728, GLST179 – Capstone Seminar in Global Studies, Spring, 2019**

**Course and Contact Information**

<b>Instructor:</b>	Kerry Rohrmeier, Ph.D.
<b>Office Location:</b>	Washington Square Hall (WSQ) 113-A
<b>Telephone:</b>	(408) 924-5497, but email yields faster response
<b>Email:</b>	<a href="mailto:kerry.rohrmeier@sjsu.edu">kerry.rohrmeier@sjsu.edu</a>
<b>Office Hours:</b>	Thursdays 2:00-3:00 pm, and by appointment
<b>Class Days/Time:</b>	Thursdays 3-5:45 pm
<b>Classroom:</b>	Clark Hall 224
<b>Prerequisites:</b>	Completion of GLST 1A, Senior Standing

**MYSJSU**

This is a lecture course with many active learning exercises. All course resources can be found on the GLST179 [Canvas](#) webpage using your 9-digit SJSU ID and password. You are responsible for regularly checking this website for the latest information and communication. Please log in and follow the ‘Getting Started’ steps. It is easiest to reach me via email, but do consult the syllabus first, or you might receive an “it’s in the syllabus,” reply.

**Course Description**

University Catalog: Course is designed for majors to help them gain coherence in their theoretical knowledge, factual grounding, international living, personal aptitudes, and career aspirations. It will also give them experience in interdisciplinary research through preparation of a major scholarly paper. The format includes discussion, group analysis, visiting professors, and individual work.

This is a capstone course examining global studies that also delves into interconnected themes and critical assessment of issues affecting the contemporary world. The outcome of this course is to assess the degree to which students have individually achieved department Program Learning Objectives (PLO) specified for its majors. This course also aims to prepare graduates for postgrad productivity, so in addition to capstone discussions and exercises each student will develop a CV or resume, cover letter, and portfolio. Thus, the course will be a nice balance between theoretical discussions and action-based exercises.

**Course Goals**

Upon successful completion of this course Global Studies students will have a portfolio that demonstrates:

- GLST PLO 1. An interdisciplinary understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign language.
- GLST PLO 2. The ability to write, speak, research, and critically analyze complex global events and processes of globalization.

- GLST PLO 3. Analysis, synthesis, and interpretation of texts, images, and experiences, demonstrating quantitative literacy, innovation of thought and creation of theoretical or practical solutions to global problems.
- GLST PLO 4. A critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

## Required Readings

Weekly required academic articles are provided to you on Canvas. Additional materials are listed below:

### Other Readings (Print or Audiobook):

- Noah, Trevor. 2016. *Born a crime: Stories from a South African childhood*. New York: Spiegel and Grau.
- Westover, Tara. 2018. *Educated: A memoir*. University of Minnesota Press. Random House.
- Cantu, Francisco. 2018. *The line becomes a river: Dispatches from the Border*. Riverhead Books.
- You will also be re-reading and re-writing the most impactful work from your undergraduate experience in a GLST course

## Required Technology Accounts

You need to have the following account to be active during this course.

- Portfolium <http://www.sjsu.edu/at/ec/Portfolium/>

Students should also take advantage of all that Spartan Career Center offers <http://www.sjsu.edu/careercenter/>

## 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.

- 1) Active **Participation** during all in-class exercises is mandatory and imperative to your overall success in this course. There are several class sessions when you will be presenting your assignments to get credit. These participations will be varied from reading *discussions, peer reviews, food, film, and studio experiences* and cannot be made up if absent.
- 2) During your undergraduate education, you have done considerable reading and writing. Select the reading most pivotal to your early GLST education. Choose one you loved (note: not just one assigned last semester)! Dig up what you wrote and revisit this assignment with a capstone lens – meaning that of a senior on the cusp of graduation, and as a student possessing greater wisdom and expanded perspective. Then **Rewrite** your assignment in 500 words. To get full credit you submit three parts as one pdf file in the following order: 1) a short description of the original assignment followed by your original submission, 2) a track changes revision displaying all edits, and 3) your final rewrite.
- 3) Professional development materials are necessary for postgraduate academic and professional successes. You will prepare a **Resume or Curriculum Vitae** (depending on whether you plan to pursue employment or graduate school respectively) plus a captivating **Cover Letter** telling a reader what you have achieved and the proven attributes/skills you can bring to an opportunity. You will also write a 500-word **Personal Statement** that tells us who you are and why you are a top candidate for this position or program. There are many excellent web resources and tutorials available to assist with your professional development and personal statement preparations but do take advantage of the SJSU career center.

- 4) An **Ignite Talk** is an opportunity to hook an audience on a topic. You will select a contemporary human rights issue from a list provided. Ignite (sometimes called spark talks) are presentations are specific and told in a 20-slide, 5-minute format. Slides must be automated to only display images and forward every 15-seconds without being touched by the speaker. This is fast, so the speaker must be well rehearsed, and all technology polished. Talks can be recorded so be sure to look professional and create a shining example of your verbal communication skills.
- 5) In a world of viral sound bites and headlines complex information must be communicated for immediate comprehension. This is often best achieved through graphics, infographics, charts, graph, and maps (not just words on a page). Each student must create a **Visualization** to convey scientific findings from the headline “Our trashy technosphere: people appear to have deposited a layer of waste across Earth’s surface that weighs 100,000 times more than all of humanity.” This will be printed in color on 8.5’ x 11’ paper and put on display for student competition.
- 6) Three **Books**, all popular reads, have been selected to accompany academic readings for conference-style discussion and debate. Students will be addressing text-specific questions selected and moderated by the instructor. The goal is for readers to tackle different perspectives and approaches to answering each question.
- 7) To celebrate food culture, we will have a **Potluck** dinner. Students will be tasked to recreate (from scratch using authentic ingredients) a dish from world regional cuisines sampled during the previous week as prepared by local restaurants. Students will create a story map about the dish and experience using Google Tour Builder. Bring enough to share with twenty others.
- 8) A complete and impressive **Portfolio**, using Portfolium, which highlights the breadth of your knowledge, skills, and experiences gained while in Global Studies. It is the expectation of this course that each student portfolio must contain: at least one assignment submission per PLO, plus all professional development materials (resume/CV, cover letter, and letter of recommendation), the re-writing sample, and a personal statement. Any submission from existing GLST work must be flawlessly revised per previous instructor feedback. Examples of previous coursework: reports or papers, infographic, maps/charts/figures, recorded presentations, writings (in any languages spoken), code, story maps, review articles, statement of research, landscape photography, or artworks. Consider your audience and curate your Portfolium for interesting, eye-catching content. The Ignite video and science visualization created during this course may make for wonderful new additions to your portfolio.

### Final Exam

During the final exam, we will watch *Samsara* and interpret how this non-narrative experimental film represents your understanding of the world based on experiences and studies while at SJSU.

### Grading Policy

	Points Possible
14 Online & Class Participation Exercises 25 pts each	350
*Rewriting Assignment	100
*CV/Resume	50
*Cover Letter	50
*Personal Statement	100

*Letter of Recommendation	20
<i>Born a Crime: Stories from a South African Childhood</i>	80
*Ignite Presentation	120
<i>The Line Becomes a River: Dispatches from the Border</i>	80
*Science Visualization	40
<i>Educated: A Memoir</i>	80
Potluck & Story Map	80
Complete Portfolio	300
<i>Samsara</i>	50
<b>TOTAL</b>	<b>1,500</b>

\*New material to be created for your inclusion in your portfolio. Other components will be revised versions of previous GLST coursework.

#### SCALE:

<b>A+</b> = ≥98%	<b>A</b> = 94-97%	<b>A-</b> = 90-93%
<b>B+</b> = 87-89%	<b>B</b> = 84-86%	<b>B-</b> = 80-83%
<b>C+</b> = 77-79%	<b>C</b> = 74-76%	<b>C-</b> = 70-73%
<b>D+</b> = 67-69%	<b>D</b> = 60-66%	<b>D-</b> = 51-59%
		<b>F</b> = ≤50%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. **Late work is not accepted.** If you have questions about your final grade, please make an appointment to see me.

#### Classroom Protocol

- Attendance is mandatory.
- On-time arrival is good practice and polite.
- There will be appropriate time to use technology and electronic devices, but when the instructor is speaking, or guests are lecturing then these distractions will be confiscated.
- Background materials must be reviewed prior to dates listed for successful participation in discussions and lectures.
- Always be respectful of your classmates, even when your opinions differ.

#### 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/>

## 24728 / GLST179 - Capstone Seminar in Global Studies, Spring 2019, Course Schedule

*This schedule is subject to change with fair notice so please check Canvas for latest course information.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Syllabus & Signups Who's your instructor? Twitter Exercise on Global Issues Portfolium Account setup
2	1/31	<u>Introduction: Geographic &amp; Global Thought Discussions</u> Readings: <ul style="list-style-type: none"> <li>• Aspinall, R. "A century of physical geography research in the annals". <i>Annals of the Association of American Geographers</i>, 100 (5) 2010, pp.1049-1059.</li> <li>• Cano, B. "Lowriding through new spaces." <i>Global Studies Journal</i> 3, 2015, pp. 28-36. (UCSB Undergrad)</li> <li>• Juergensmeyer, M. "What is global studies?"</li> <li>• Kobayashi, A. "People, place, and region: 100 years of human geography in the Annals". <i>Annals of the Association of American Geographers</i>, 100 (5) 2010, pp.1095-1106.</li> </ul> Exercises <ul style="list-style-type: none"> <li>• Inventorying and revising your existing work for portfolio PLO submission</li> <li>• Predicting your life fulfillment @ 30, 40 and 50</li> </ul>
3	2/7 (online)	Rewriting assignment (bring a printed copy to class on 2/14) Submit your Letter of Recommendation
4	2/14	Review Day <ul style="list-style-type: none"> <li>• Cover letter peer review</li> <li>• Resume peer review</li> <li>• Personal statement peer review</li> <li>• Rewriting Assignment peer review</li> </ul> Exercise: SWOT Analysis of public sector, private sector, NGO and grad school Enjoy TV: "An idiot abroad – China" [43 min]
5	2/21 (online)	Revised portfolio assignments due
6	2/28	<u>Capstone Theme 1: Politics &amp; Society:</u> Reading: Noah, T. (2016) <i>Born a Crime: Stories from a South African Childhood</i> Exercise: Book Q&A TV: "Parts Unknown – South Africa" [42 min]
7	3/7 (online)	<u>Capstone Theme 2: Analyzing Spaces &amp; Environments</u> Due 3/7: science visualization submission Due 3/10: vote for your favorite poster
8	3/14	Practice Impromptu Speaking in preparation for Ignite session on Human Rights
9	3/21	Ignite Presentations on Contemporary Human Rights Issues
10	3/28	No Class
11	4/4	SPRING BREAK – No Class
12	4/11	Reading: <i>The Line Becomes a River: Dispatches from the Border</i>
13	4/18 (event)	Attend: On campus Earth Day events (to be announced)

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/25	<p><u>Capstone Theme 3: Celebrating Histories &amp; Culture</u>            Reading: <i>Educated: A memoir</i>            Exercise: Book Q&amp;A            Food: World cuisine samples and prep for next week when you make it            Start your food Story Map</p>
15	5/2	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Choi, A. “What Americans can learn from other food cultures” Ideas. Ted 2014</li> <li>• (Google Books) Counihan, C. “Why food? Why culture? Why cow? Introduction to the Third Edition” in <i>Food and Culture: a Reader</i>. 2013. New York: Routledge.</li> </ul> <p>Food: “Now you try cooking it” potluck dinner and story map presentation</p>
16	5/9 (online)	<p><u>Conclusions: Considering the Future</u>            Readings:</p> <ul style="list-style-type: none"> <li>• Darian-Smith, E. “Global studies: The handmaiden of neoliberalism?” <i>Globalizations</i>. 12 (2) 2015, pp. 164-168.</li> <li>• Hanson, S., “Who are “We”? An Important Question for Geography’s Future,” <i>Annals of the Association of the American Geographers</i>. 94 (4) 2004. pp 715-722.</li> <li>• Harman, J. “Whither Geography?” <i>The Professional Geographer</i>. 55 (4) 2003, pp. 415-421.</li> <li>• Sainburg, Estrella. “The influence of perceived gender roles on the use of water services in Chiapas, Mexico.” <i>Global Studies Journal</i>. 4, 2016, pp. 15-27.</li> </ul>
Final Exam	Tues 5/21	<p>Portfolio Due            Watch <i>Samsara</i> 2:45-5 pm in WSQ109</p>