

San José State University

Department of Geography and Global Studies GEOG 199/Global Studies 179: Senior Seminar

Instructor:	Kathrine Richardson
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Office Hours:	Wednesdays, 1-3
Class Days/Time:	TR 3:00 – 5:45 p.m.
Classroom:	Clark Hall 224/WSQ 113 (Geog./GS Computer Lab)
Prerequisites:	None

Course Description

This is a capstone course whose stated goals involve an examination of the history of geographic and global studies thought and themes with emphasis on critical assessment of issues affecting current trends. More importantly, discussions are intended to summarize and integrate each student's understanding of the two disciplines. We specifically examine and assess the degree to which each student has achieved the stated goals and objectives for global studies and geography majors, as articulated by the department (see description below). I also see this course as a jumping off point for you as you prepare for the next stage of your life. Thus, over the duration of the course, in addition to discussions of key geographical and global thoughts and themes, we will also work on developing your CV, cover letters, learning how to conduct informational interviews, and working on laying a foundation to attain your specific career goals (five year range) with an undergraduate degree in Geography/Global Studies. Thus, the course will be a nice balance between theoretical discussions, and action based activities that help to pull together what you have learned (and where you want to go with your professional life) into a presentable and accessible format (the e-portfolios), both for you and for others. Students are provided guidance in preparing e-portfolios of their undergraduate education, which are required as part of this seminar.

Course Learning Objectives

The learning objectives for this course are in a sense equivalent to the objectives for the program. Students are expected to gauge the degree to which they have met these objectives, and to provide evidence in the form of reports, papers, maps, etc. that comprise an electronic portfolio. The learning objectives of the program are the following: (next page)

CLO 1 - Demonstrate ability to research a geographical problem and communicate the results effectively as written, graphic, and oral presentations. (Eportfolios)

CLO 2 - Demonstrate effective use of a minimum of two of the major analytical techniques associated with geography/Global Studies (quantitative methods, cartography, remote sensing, GIS, qualitative methods, proficiency in a foreign language and so on) (Eportfolios and narrative essay)

CLO 3 - Demonstrate an understanding of the history of geographical/Global Studies thought, including varying philosophical approaches and methodologies, and how this influences the profession. (Readings, write-ups, and in class exercises)

CLO 4 - Plan for a possible career in geography, global studies, or a related discipline, (preparation of a resume, the writing of an ideal job description, a life wanderings map, one minute commercials, and an electronic portfolio).

CLO 5 - Prepare for lifelong learning (and working!) in fields relating to geography and global studies by becoming familiar with geographic journals and types of professions, lines of work, and upcoming challenges to society that need the expertise of geographers and global studies experts. (Informational interviews, readings, life wanderings map, narrative essay, and eportfolios).

Credit Hours

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings.

Assignments include weekly readings (~30 hours), writing assignments (dream job, resume, and map wanderings) (~12 hours), term eportfolio and presentation (~19 hours), preparing for, conducting, and assessing an informational interview (~8 hours/exam), preparation for in-class engagements and other activities (~19 hours). These assignments may require work beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes.

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Kathrine.Richardson>. You are responsible for regularly checking with the messaging system through MySJSU

Required Texts/Readings

Textbooks

Required Reading:

We will be reading critical pieces from both the disciplines of Geography and Global Studies. For Geography, we will be reading a seminal piece written by Carl Sauer in 1954 and published in the *Annals* for the second week of class. The majority of articles that we will read come from the December 2004 issue of the *Annals*, which

features key geographers reflecting and writing about various aspects of the discipline and practice of “Geography, and where it might be headed in the future. You can access the Annals through Knight Library (December 2004 vol 94 Issue 4). For the Global Studies articles, the two articles will be posted on my web site. All other reading materials I will place in a binder marked “Geography 199/Global Studies 179” and place it in the Geography Seminar Room. Please be sure to put the materials back in the binder after you have copied it.

The Career Center has also pulled together an excellent electronic packet that has great examples of cover letters, resumes, thank you letters and so on that will be a tremendous benefit to your job search. It can be accessed at http://www.sjsu.edu/careercenter/job_internship_guide.pdf .

Finally, we will also be using two books this semester. The first of the two will help you “Map out” where you want to go in your professional life. Thus, we will be reading portions of the following book:

Brooks, Katherine (2009) *You Majored in What? Mapping your Path from Chaos to Career* (2nd edition) Plume: New York, New York.

It is available at the SJSU bookstore and Amazon.com. We will have a few exercises that will help you figure out where you want to be headed in your life, and how to frame and sell your story in a job interview.

The second book is a book on “Modern” manners, yes, manners..... I am simply appalled at the lack of grace and class that people have in this day and age, so we are going to have a few in class exercise dedicated to Modern Manners. The book I have chosen is written by Liv Tyler (yes, THAT Liv Tyler....) and her grandmother Dorothea Johnson, a manners and protocol expert based in Washington D.C. The proper citation for this book is

Johnson, Dorothea and Liv Tyler (2013) *Modern Manners: Tools to Take You to the Top*. Potter Style: New York. ISBN: 9780770434083. The SJSU Bookstore is carrying copies of the book as well as Amazon.com.

Assignments and Grading Policy

I believe that teaching development effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, I’ve tried to structure the course requirements and grade distribution accordingly.

a. Projects (70% Total)[CLOs 1, 2, 4, & 5]: An ideal job description [10%] (due 2/6), a resume [10%] (due 2/6), a Wanderings Map [10%] (due 3/10) a narrative essay [10%] (due 4/3) and a completed electronic portfolio [30%] (due 5/8) are required at the end of this seminar. Progress on completing this portfolio is assessed periodically during the seminar. Work from Geography and Global Studies courses and other relevant courses can be included in this portfolio. A minimum of six items must be included, which are chosen by the student to indicate the degree to which the student has met the learning objectives of the geography program, as described above. A narrative essay is also a required component of the portfolio. This essay is a self-evaluation describing whether the student feels he or she did or did not meet the goals of the department and why. At the end of the semester, each student is required to present a selection of this work to the class.

d. Write-ups (20%)[CLOs 3, 5]: Write-ups must be completed as scheduled. Each comprises 10% of the total grade. Each write-up (one to two pages) summarizes and evaluates the assigned readings. (I will usually give you a question or two to be reading for in the essay.)

e. Class Participation (10%) [CLOs 1, 3, & 5]: Participation will assure completion of the remaining credit and may positively influence borderline grades. Participation includes regular attendance, response to questions,

initiation of discussion, participation in discussion, and active listening. **Reading the assigned material prior to class is critical in achieving good class participation marks.**

Grading Policy

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class.

Course grades will be determined using the following point values:

Class Requirement	Possible Points
Assignments (Resume, Dream job, Wanderings Maps -10% each)	30%
Initial portfolio submission	15%
Narrative essay	10%
Final portfolio submission	15%
Write-ups	20%
Class Participation	10%
Total	100%

Grade Scale

Percent	Letter Grade	Percent	Letter Grade
95-100	A	77-79	C+
90-94	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	<60	F

Classroom Protocol

As your professor, I make a concerted effort to be prepared to class and to conduct ourselves in a responsible and professional manner. While I know that emergencies can arise, I expect the same from you – that you arrive on time, read the materials, and are ready to participate in the day’s activities. I encourage you to take notes either in writing or on a computer, but ask that you not multitask, surf the web or use cell phones while in class so that your full attention is devoted to our in-class activities and discussion. While missing a class should not adversely impact your grade, missing a few could have a negative impact, as there will be intermittent in-class assignments and activities in which you will be expected to participate.

University Policies

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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.

This schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	Discussion: Class outline and requirements Read pages 1-47 of Brooks. Global Studies articles to be reading: Amartya Sen, "A World Not Neatly Divided." and Lin, et al "Localizing the Global: Exploring the Transnational Ties That Bind in New Immigrant Communities." Answer the question, "Why is the World not Neatly Divided?", for the Sens article, and "How do local ties bind

Week	Date	Topics, Readings, Assignments, Deadlines
		newcomers to the global?" for the Lin article.
2	1/29	Due first write-up of Sen and Lin readings. "Dream Job" and draft Resume Assignment Distributed. Read pages 1-48 of Brooks.
3	2/5	Due dream job assignment and draft resume. We will post the dream job in class for all to see and discuss them.
4	2/12	<p>Specialist from the Career Center (Denise Hamilton) will talk about resume writing, cover letters, and the informational interview. In class discuss of the Sauer and Murphy articles. Write-ups due at the end of class.</p> <p>Homework Assignment: One Minute Commercial. Read, Harman, J. "Whither Geography?," <i>The Professional Geographer</i>. 55 (4) 2003, pps. 415-421. Answer the question, "Where might geography be headed in the future? Will it wither or flourish?"; Hanson, S., "Who are "We"? An Important Question for Geography's Future," <i>Annals of the Association of the American Geographers</i>. Vol. 94, No. 4 (December 2004). Answer the questions, "Who is the "we" in geography?; Why are questions we ask so important?; and What is the geographic advantage?"</p>
5	2/19	<p>In class discussion of Harmon and Hanson articles/chapters. Write ups due at the end of class. One-minute commercial exercise. Visit to the Career Center at 4:30 p.m.</p> <p>Read pages 49-108 of Brooks. Map Wanderings Exercise Distributed.</p>
6	2/26	<p>Discussion/Introduction to the use of the software program that will enable us to develop our e-portfolio. Guest presenter, Angela Ivanov. Due: An initial submission of at least six reports, essays, projects, maps, or other work that had been previously submitted and assessed as part of a geography/global studies class. Completion of this initial submission comprises 15% of the total grade, and will be discounted at the rate of 5% for each week late. Each of the six pieces should contact a five to eight sentence paragraph addressing the following four questions: What is this piece of work? Why did you choose to include it? What is most interesting/important about it? What else you would you like to do with this piece of work if you had more time?.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	3/5	Guest Lecturer on informational interviews. Begin setting up the eportfolio as a Google Document . . Instructor will begin to return and discuss with students one on one portfolio submissions, indicating whether anything should be changed or augmented. Begin to work on your e-portfolios. Develop listing of possible informational interview contacts and e-portfolio workshop. E-portfolio workshop. Start thinking about people that you would like to include as participants in your informational interviews, and start working on informational interview questions. In class One Minutes Commercials exercise.
8	3/12	Eportfolio Workshop and Initial Map Wandering Presentations
9	3/19	Eportfolio Workshop
10	3/26	Spring Break
11	4/2	Eportfolio Workshop and Narrative Essays Due
12	4/9	Second Map Wanderings Exercise
13	4/16	Discussion: Opportunities in Geography/Global Studies, what have we learned as a class
14	4/23	Presentation and discussion of student portfolios
15	4/30	Presentation and discussion of student portfolios
16	5/7	Presentation and discussion of student portfolios
Final Exam	5/14	(Final) Presentation and discussion of student portfolios WSQ 113, 3:00 p.m.