

San José State University
Department of Global Studies
GLST 164: Advanced Seminar in Global Citizenship, Section 1
Spring 2015

Course and Contact Information

Instructor:	Jessy Goodman
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Office Hours:	1:00-2:00 pm Tuesdays and by appointment
Class Days/Time:	Tuesdays, 3:00-5:45 pm
Classroom:	DMH 208
Prerequisites:	Upper-division standing or instructor consent

Access to Course Materials on Canvas

Course materials such as syllabus, handouts, assignment instructions, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking this Canvas messaging system (and your sjsu.edu email account) to learn of any updates or announcements to the Canvas site.

Course Description

[This course is] designed to encourage and inspire students to develop their own understanding of the concept of global citizenship and to develop informed perspectives related to concerns of the global community. Students will be asked to consider the impact they may have, as well as their individual and collective responsibilities, as global citizens, within their local, national, and global communities (university catalog description).

In this class, we will focus on readings and other materials that address diverse conditions around the world and concepts relating to modern globalization, as well as ways you as students can relate to and understand how our world works in relation to a complicated network of globalizing factors. Topics we cover may include labor, gender issues, human rights, food, capitalism, conflict, and more. In addition to selections from the course texts, we will also look at current news sources and other mediums, including videos, visual texts, and interactive online resources. Group discussions will be an important part of helping you to dig into complex global concepts. The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, the goal of this course is to encourage you to consider the world from the perspective of a “global citizen”—a resident not only of San Jose, California, or America, but of an increasingly interconnected world. Note that while Salzburg Scholars make up much of this class, it is first and foremost a Global Studies course. If you are not attending the Salzburg conference this year, don’t worry—you will still learn plenty of valuable information that will apply to your field.

Finally, strong communication skills are necessary to navigate the complex concepts we will discuss, and though this is not a writing class, instruction will also focus on effective writing. Even the strongest ideas are not valuable if they cannot be conveyed clearly, a skill that is especially important as we navigate our ever-changing world.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to

LO1: *understand the concept of globalization, forms of globalization, and their positive and negative aspects.*

LO2: *understand the concept and responsibilities of global citizenship.*

LO3: *understand the implications of such global issues as gender, energy, climate change, cultural diversity, poverty, health, peace & war, terrorism, security, human rights, migration, food security, etc.*

LO4: *understand the interdisciplinary and holistic nature of global studies—that every academic discipline can contribute to the understanding of global phenomena.*

LO5: *utilize newly-developed skills in reading, writing, critical thinking and analysis to communicate their understanding problems confronting the global community, both in writing and verbal communication.*

Literacy Objectives

Upon successful completion of this course, students will have attained the following skills:

- 1) Identify a variety of potential sources for information.
- 2) Find and retrieve information from various sources.
- 3) Critically evaluate the information retrieved and its source before using it.
- 4) Demonstrate competence in analyzing information, comparing and synthesizing with other sources.
- 5) Be acquainted with various types of information sources including magazine articles, academic journals, news sources, books, websites, and video.
- 6) Be familiar with various research tools such as index, catalog, database, or search engines.

Required Texts/Readings

Textbooks

Appiah, Kwame Anthony. *Cosmopolitanism: Ethics in a World of Strangers*. New York: Norton, 2006. (ISBN: 978039307971)

Smallman, Shawn and Kimberley Brown. *Introduction to International & Global Studies*. Chapel Hill: University of North Carolina Press, 2011. (ISBN: 0807871753)

Yousafzai, Malala. *I Am Malala*. New York: Little, Brown and Co., 2013. (ISBN: 9780316403467)

Other Readings

Other readings, when required, will be posted on the Canvas website for this course. Videos/movies will be shown in class or made available online.

Library Liaison

Kathryn Blackmer Reyes

Phone: (408) 808-2097

Email: Kathryn.BlackmerReyes@sjsu.edu

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Participation:

Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom. Participation will make up a significant portion of your grade.

Online Discussions:

Each week, all students are responsible for posting answers to the assigned chapters' questions on Canvas. I will post all of the questions from the end of each chapter, and you are responsible for answering ONE from EACH chapter. This must be done by midnight the day before class so the discussion facilitators have time to read through the responses. If you do not post, you will lose points for that day.

In-class Discussion Facilitation:

Each week, two groups will facilitate the discussion questions I have posted on Canvas (the questions at the end of each chapter). Each group will be responsible for two chapters during the course of the semester (see schedule). As facilitators, your job is to read through your classmates' responses on Canvas so you have an idea of what the class is interested in discussing and to come up with follow-up questions. Be creative as you try to come up with ways to engage your classmates in a discussion of the issues/chapter you are assigned. Expect to spend about 30 minutes *per chapter* during the discussion portion of each class.

Guest Speakers:

We are lucky enough to have guest speakers from a variety of disciplines this semester, including the head of the director of the Salzburg Program at SJSU, the faculty advisor for this year's Salzburg group, and a filmmaker from Los Angeles (to name a few). I expect you to be present, respectful, and prepared to ask questions and share your thoughts when our guests visit. These visits will not include lectures but instead will allow the speaker to convey their unique perspectives on globalization and global citizenship, leading into an egalitarian round-table discussion focusing on *your* input and ideas. Your contribution to these discussions will directly affect your participation grade.

Presentations:

We will have two group presentations during the course of the semester. The first will be a “cultural investigation” that involves researching and presenting a taste of the art, music, literature, etc., of a particular culture. This will also require you to contact and interview a student cultural group on campus (preferably attending one of their events as well), linking the ideas of global citizenship with our local cultural landscape. The second presentation will require you to research a local issue in the Bay Area (anything from homelessness to pollution to political clashes and beyond) and tie it to a similar issue in the larger world. More information on these presentations will be provided as the dates approach.

Short Papers:

You will write two short papers this semester: one in which you define what global citizenship is to you, based on our class discussions so far, and a second in which you profile someone who you consider to be a prime example of a “global citizen.” Be creative—I don’t want you to regurgitate what we discuss in class, but instead interpret it to show me that you understand the concepts we have gone over. Again, I will go over the specific requirements when I assign the papers.

Creative Term Paper:

Because literature is often a powerful tool of cross-cultural communication and understanding, for your final project you will research and create your own piece of literature. Do not be fooled: this paper will still fulfill the function and workload of a typical term paper (while allowing you to be creative and flex muscles not often used in a global studies course). We will read several pieces of short fiction representing various cultures and global issues, discuss the research involved in their creation, and come up with strategies to apply those research skills to your own global-minded stories. You may choose your topics from a list I will provide or present another option to me for approval. The final product will include a one-page analysis of how your story relates to the issues of globalization/global citizenship that we have discussed in class and how it represents the specific global issue you have chosen. I am open to other creative projects, but they must also include a one-page written analysis. Your presentation on our scheduled final day will consist of you telling your classmates a bit about your project and what you learned in the course of your research.

NOTE: Part of your paper grade is the in-class peer workshop we will conduct toward the end of the semester. You will lose 25% of your final paper grade if you do not participate in the workshop and provide constructive feedback to your peer partner.

Research Pre-write:

As part of the final project, you will write a short (2-3 page) mini-paper detailing the research you have done for your project in straightforward, academic terms to help you better familiarize yourself with your topic. This will be turned in with the annotated bibliography, below.

Annotated Bibliography:

Prior to writing your creative term paper, you will compile an annotated bibliography with the sources that have informed your story. I will not accept your final paper if you have not turned in this assignment. Please contact the GLST library liaison if you need assistance in your research. We will discuss the requirements for this assignment later in the semester.

Classroom Protocol

Sensitivity:

Because of this course’s focus on global issues, we will sometimes discuss difficult, polarizing, or controversial issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I *do* expect is that you listen to and respond to differing opinions,

from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes.

Canvas:

You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, the syllabus, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. Later in the semester, you will also be expected to post and respond to discussion questions on Canvas. You will need to post materials for your grammar and reading presentations as well. Periodically, I will post important announcements, so please check Canvas frequently. You must print all readings from Canvas and bring them to class the day they are assigned so we can discuss them or have another way to access them in class.

Absences:

If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class. You will not receive participation credit for days you miss unless you inform me before class meets that you are ill or have an extenuating circumstance and make arrangements to complete the class work. You will exchange contact information with other students on the first day of class.

Lateness:

If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is incredibly rude to the instructor and your classmates, and I will call you on it.

Electronic devices:

Cell phones, iPods, laptops, tablets, etc. are not allowed in class except to access the required readings. Otherwise, silence all devices, put them away before class begins, and do not take them out again until class has finished. You will receive no participation credit for the day if you use your devices for anything other than coursework in class.

How to be successful in this course

1. **Completion of all work** is required in order to pass the course.
2. Put effort into your work and **do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early and often. The tutors there are amazingly good—Please have your tutor send an email to me outlining what you worked on.
3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.
4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.
5. **Ask for help.** Please come by my office hours. I will make appointments with you if my office hours are not workable for you. I am happy to talk to you, and will schedule an alternative time convenient for us both. **I am here to help, i want to help, but i can't help you if you don't ask.**

Grading Policy

Course assignments will be weighted as follows:

- In-class participation/online discussion: 20%
- Discussion leadership: 5%
- 2 presentations (10x2): 20%
- 2 short papers (10x2): 20%
- Term paper: 20%
- Annotated bibliography and research pre-write: 10%
- Final presentation: 5%

Grading Breakdown

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

Late assignments:

Late assignments will be docked a full grade per day late—except under extenuating circumstances, which you must inform me of *beforehand* if at all possible. If you are struggling, please talk to me—do not put your head in the sand and hope the assignment goes away. I would rather help you ahead of time than dock points after the fact.

Extra credit:

I will make available a list of literary events that you may attend for extra credit. I will also share information on global and cultural events on campus as it becomes available. If you hear of an event that I have not mentioned but that relates to our class, check with me to see if it qualifies for extra credit. Please note that you may only attend two events for extra credit (though I encourage you to attend more), and to earn points you must write a *typed*, one-page reflection on the event.

Note that “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.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/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](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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Additional Student Resources

Technology Labs

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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.

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 <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 on grammar/style assistance: I am also a former senior writing specialist from the SJSU Writing Center and am available during my office hours to offer similar assistance should you find it difficult to get an appointment at the WC. Please be sure to schedule this time with me beforehand so I can prepare any necessary materials.**

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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. Peer Connections has 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 <http://peerconnections.sjsu.edu> for more information.

Accessible Education Center

Effective August 12, 2013, the Disability Resource Center (DRC) will have a new name: the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center’s new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities’ full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University’s continued commitment to increasing accessibility and inclusivity on campus. For more information, please contact the office at (408) 924-6000 (voice) or (408) 924-5990 (TTY).

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>.

IMPORTANT: Schedule subject to change with fair notice; notice will be given via either Canvas or email, or in class. **Expect more readings to be added to the assignments listed, especially as current world events occur or if our class discourse opens up new areas of discussion.**

All readings must be read by the day they are listed (not the following class meeting).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Introductions Syllabus review Form discussion-facilitation groups Country quiz
2	2/3	Read Smallman and Brown, chpts. 1 & 2 (“Introduction” and “History”) Groups 1 & 2 facilitate discussion Watch “The Dangers of a Single Story” Ted Talk (in class) Global Citizenship Definition paper assigned
3	2/10	Global Citizenship Definition paper due Read “The Stool-Makers of Jobra Village” (Canvas) Read S&B chpts. 3 & 4 (“Security” and “Economic Globalization”) Groups 3 & 4 facilitate discussion Guest Speaker: Dr. Bill Reckmeyer
4	2/17	Read S&B chpts. 5 & 6 (“Political Globalization” and “Cultural Globalization”) Groups 5 & 6 facilitate discussion Read “Gendercide Crisis” article (Canvas) Begin watching <i>Half the Sky</i> (in class) Cultural Presentation assigned
5	2/24	Read “Slicing Up Development” article (Canvas) Read S&B chpts. 7 & 8 (“Development” and “Food”) Groups 1 & 2 facilitate discussion Guest Speaker: Dennis Jaehne Review prompt for final creative project
6	3/3	Read S&B chpts. 9 & 10 (“Health” and “Energy”) Groups 3 & 4 facilitate discussion Read short stories Discuss research strategies for stories/final creative project Continue <i>Half the Sky</i> (if time allows)
7	3/10	Read S&B chpts. 11 & 12 (“Environment” and “Where to Go Next”) Groups 5 & 6 facilitate discussion Cultural Presentations Topics due for final project Annotated Bibliography and Research Pre-write assigned
8	3/17	Read S&B chpts. 13 & 14 (“Conclusion” and “Language”—chpt. 14 available on Canvas) Open discussion

Week	Date	Topics, Readings, Assignments, Deadlines
		Cultural Presentations Local Issue Presentation assigned
9	3/24	NO CLASS – SPRING RECESS!
10	3/31	NO CLASS – CESAR CHAVEZ DAY
11	4/7	Read <i>I Am Malala</i> (in its entirety) Global Citizen Profile paper assigned
12	4/14	Read <i>Cosmopolitanism</i> chpts. 1-3 Local Issue Presentations
13	4/21	Read <i>Cosmopolitanism</i> chpts. 4-6 Watch <i>Spanish Lake</i> (in class) Global Citizen Profile paper due Local Issue Presentations
	EVENT	SJSU Second Annual Cultural Showcase – Student union ballroom <ul style="list-style-type: none"> • Volunteers needed (see me) • You are <i>strongly</i> encouraged to attend
14	4/28	Read <i>Cosmopolitanism</i> chpts. 7-10 Finish <i>Spanish Lake</i> (if necessary) Annotated Bibliography and Research Pre-write due
15	5/5	Guest Speaker: Matt Smith, producer of <i>Spanish Lake</i> (tentative date) Catch-up (if needed)
16	5/12	Term paper workshop – FIRST DRAFT DUE Watch <i>Water Wars</i>
Final Exam	Monday, 5/18	DMH 208, 2:45-5:00 pm Guest speaker: Rep. from Study Abroad (tentative date) Final draft of term paper due Final Presentations