

**San José State University  
CoSS/Geography and Global Studies  
GLST 179, Senior Seminar, Spring, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Professor Kathryn Davis
<b>Office Location:</b>	118 WSQ Hall
<b>Telephone:</b>	(408) (924-5485)
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<b>Office Hours:</b>	Monday 2-4; Thursday 10-12 – you must make an appointment for my office hours at <a href="mailto:profdavis@youcanbook.me">Office Hours Appointment</a> (profdavis@youcanbook.me)
<b>Class Days/Time:</b>	Thursday 3:00-5:45
<b>Classroom:</b>	CL224
<b>Prerequisites:</b>	<b>GLST 1A, Senior Standing</b>

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and the course site on Canvas to learn of any updates.

**Course Description**

*(Catalog Description):* Course is designed for majors to help them to 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.

*(Course specific description):* This research seminar fulfills the senior capstone requirement for the Global Studies major. Through readings, weekly discussions and individual consultation, this seminar provides students the opportunity to produce a significant paper of original research on a topic dealing with a contemporary global issue relating to culture, media and the arts; or science, environment, and technology. Globalization will provide the overarching perspective into these related issues.

**Learning Outcomes**

**Program Learning Outcomes**

Knowledge

Students will engage in interdisciplinary studies and demonstrate understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign languages.

Research Skills/Methods

Students will demonstrate the ability to write, speak, research, and critically analyze complex global events and processes of globalization.

### Critical Thinking Skills

Students will analyze, synthesize, and interpret texts, images and experiences, demonstrating quantitative literacy, innovation of thought and creation of theoretical or practical solutions to global problems.

### Perspectives/Values

Students will demonstrate critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

### **Course Learning Outcomes (CLO)**

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

1. Assess the broad array of cultural and scientific issues facing state and non-state actors in our contemporary era of globalization. This course will enable students to do so through reading and responding to a number of short scholarly articles that engage with the broad field of globalization, as well as by devoting significant time to class discussion.
2. Demonstrate competence with using university resources in academic research. This course will encourage students to benefit from individual consultation with the instructor and fellow students in narrowing and sharpening topics and arguments, as well as offer guidance from library and writing center specialists.
3. Demonstrate mastery of a topic of contemporary global importance. Through the research and writing of a major paper, this course will require students to become conversant with the existing literature on a subject as well as make use of primary documents in order to craft a persuasive argument and provide evidentiary support.
4. Integrate knowledge gained from previous global studies courses and study abroad experience.
5. Synthesize research and convey it in multiple formats. In addition to the research paper, students will present their findings to the rest of the class in a brief oral presentation toward the end of the semester.

### **Required Texts/Readings**

#### **Textbook**

Frank J. Lechner and John Boli (eds). *The Globalization Reader*. 5<sup>th</sup> Edition. ISBN: 978-1118733554.  
Katharine Brooks, ED.D. *You Majored in What? Mapping Your Path from Chaos to Career*.

#### **Library Liaison (Optional)**

Nyle Monday. [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu) (408) 808-2041.

### **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>.

- **Reading Responses (25 percent):** In the first 6 weeks of class, students are expected to read articles from the required text (see course schedule). You will write a response to the readings for the week. Each response should be about 900-1,000 words long (about one and a half pages single spaced and should provide a thoughtful reaction to the readings for the week and to any connections that you see to issues we have previously considered. It should be written for the other members of the course and submitted to the Discussion Board on Canvas by 5 PM on Wednesday so that the rest of us can look at it

before we meet. Only 5 count toward your grade, which means you can skip one week of submitting, but not one week of reading!

- **Attendance/Participation (10 percent of course grade):** Students are expected to attend class each week and participate actively in discussion, whether concerning the weekly reading or fellow students' work. Attendance is not enough to earn credit – you must *actively* participate. Contributing effectively means helping to facilitate collective exchanges in which everyone in the room feels encouraged to participate, comfortable taking intellectual risks, and willing to talk through questions, doubts, differences, and disagreements.
- **E-portfolio (15 percent of course grade):** Part of this grade will include creating an e-Portfolio on Portfolium. This free to students at SJSU and something you will be able to keep as an alumnus. You'll include documents from your time as a student that demonstrate how you have met the Program Learning Outcomes for Global Studies. You'll also include an updated resume and reflective essay about your education in the program and an essay about your dream job. *Sign up for your Portfolium account right away.* In addition, assignments from *You Majored in What?* will be factored into this part of the course grade.
- **Class Research Project on a Human Rights Topic (50 percent of course grade):** You will be asked to hand in three pieces of writing that relate the broad concerns of the course to the specifics of our research project.
  - ✓ **Annotated Bibliography (10%):** 1,000-word (about three pages double-spaced) 1 page should be detailed description of your assigned part of the project. The description should detail the scope of your project, a tentative argument, and an annotated bibliography of at least 5 sources from books and/or academic journals. Instructions for writing an annotated bibliography will be posted on Canvas. Due in class on 3/17.
  - ✓ **Scaffolding Assignments (10%):** Each of you will be given shorter assignments to work on individually or in smaller groups that will contribute to the structure and content of our report.
  - ✓ **Comprehensive Report and Presentation (30%):** The class will prepare a comprehensive report on the topic we select at the second class meeting on Feb 4. This report will be fully edited and cited with appropriate endnotes. Our goal is to complete a polished, publishable report of approximately 30-35 pages minimum. We will present our research in a forum on campus toward the end of the semester – date/location TBA.

## Written Work

My firm expectation for written work is that your work reflects the fact that you are advanced students at a top university. At this stage in your education you should have the skills to write upper division university level papers. Please be sure your effort is equal to the task. I have noticed a worrying trend in recent years; the ability to write and communicate in a clear, concise, and professional manner appears to be degrading precipitously. This concerns me a great deal and is indeed one of the motivations for my having numerous written assignments due over the course of a semester. You can only improve with practice, and I seek to give you a lot of practice. *Please realize that anything submitted to me at any time must be free of any grammatical, formatting, or referencing errors.* Submitting a well-written assignment tells me you care about the content and the way you present yourself. Poor writing creates a haze between you and your audience, leaving the reader to conclude you do not understand the subject matter you are attempting to convey. Submitting anything that is poorly written will therefore result in zero points awarded for that assignment. Succeeding in this class is entirely your choice. Submitting a well-written assignment is a clear signal to me that you have chosen to succeed. If you have any questions at all about what constitutes a well-written assignment, please do not hesitate to seek out help or advice from me or the Writing Center tutors.

## Accepted Formats for Assignments

The default format for submitting materials for this class is a printed hard copy as well as an electronic copy submitted on Canvas. If you encounter an emergency and are unable to attend class the day an assignment is due, uploading the file in Canvas will prove that you completed the work on time. However, **I will not grade this electronic submission**. You are still responsible for submitting a hard copy of the assignment to me as soon as possible following your absence. The hard copy must be exactly the same as the file submitted on Canvas. Failure to submit a hard copy constitutes a missed assignment and will result in zero points. This does not apply to reading responses, which are to be posted in Discussions on Canvas.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

## **Grading Policy**

- **Overall semester averages** will earn the following letter grades:

93-100 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-

- Below 60 receives a failing grade for the course.
- **Extra credit** – there is no extra credit available for this course.
- **Late work** – all assignments are due as stated on the course schedule and late work will NOT be accepted. The one exception for written work is in the case of a documented serious medical condition or family emergency. You must talk to me about this in advance of the due date. Participation is imperative and cannot be made up for any reason.

## ***What Letter Grades Mean***

### **A – Outstanding. Excellent.**

Indicates work that achieves the qualities mentioned for other letter grades *and* adds something original, creative, or imaginative to the problem under discussion. This work demonstrates thorough knowledge of concepts and frameworks and exceptional (writing/speaking) skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Students working in this context participate thoughtfully and extensively in class discussions and group exercises.

### **B – Good. Competent.**

Indicates work that demonstrates an ability to make connections across diverse sources of information. This work indicates good, above average, level of knowledge of concepts and frameworks together with considerable (writing/speaking) skill in using them to satisfy course requirements. Students working in this context participate regularly in class discussions and group exercises.

### **C – Average. Fairly Competent**

Indicates work that is operating at a memorize-and-regurgitate level. This work demonstrates basic, acceptable level of knowledge of concepts and frameworks together with some (writing/speaking) skill in using these concepts to satisfy course requirements. Students working in this context participate in class discussions and group exercises.

### **D – Below Expectations. Passing.**

Indicates a student who has minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Students working in this context do not participate in class discussion or do so by employing communication skills below what is expected of college students.

### **F – Well Below Expectations. Failure.**

Indicates work that has little or no understanding of concepts and frameworks. Students working in this context fail to participate appropriately in classroom discussion and group exercises. Students working in this context are encouraged to seek out assistance from appropriate resources for improvement.

### **Attendance and Participation**

Your participation is required for the entire session of each class. While attendance is not used as a criterion for grading, it is impossible to participate if you are not present – both physically and mentally. Participation in this course accounts for ten percent of your total grade. It is vital that you do the readings in advance and come to class with questions, opinions, and analyses (agreements and disagreements) – in other words, be prepared to participate in an intellectual debate and discussion.

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.

### **Grade Appeals**

If you believe your work has been graded wrongly, you can appeal the grade in writing only if you do so before the next class meeting. Comparisons to other students’ graded assignments will not be accepted as evidence for the complaint. The written statement must provide the *specific reasons* for reconsidering the grade and your assessment of the particular grade the assignment deserves. The original copy of the graded assignment must be submitted with the written request. When the appeal has been made according to these guidelines, the assignment will be re-graded. The new grade may be the same or higher than the original grade. It will be final. *Keep all work in this course until after semester grades have been posted.* If you have questions about your final grade, you can bring in past work and meet with me, and if necessary, corrections will be made.

### **Classroom Protocol and Expectations**

- All assigned reading must be completed prior to class for active participation in class discussions.
- Silence all mobile devices (phones and tablets) and keep them out of reach and view.
- Success is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. **You have the potential to succeed in this course.**
- Respect is one of the foundations of an environment conducive to learning. This class will have a positive and respectful learning environment. In class discussions, everyone should be courteous and respectful of others: disrespectful comments or behavior will not be tolerated. This includes silencing your cell phones, avoiding web surfing, arriving on time for trips, lectures, etc.

- You must be a curious and skeptical learner. Do not necessarily accept what I or any other expert tells you. Check out and independently verify what you are hearing. Explore what this new information may mean. Ask questions. Always.
- One of the most important aspects of learning is being an active learner. As you listen to your classmates, be attentive and supportive. Everyone has something valuable to contribute to our class and your success.
- Our discussions will build from the readings so it is necessary that you **complete all readings before the assigned date**. Please realize that while we will not necessarily be able to discuss all aspects of each reading in class, you are responsible for all of this content.
- Times are tough and we talk about a lot of potentially depressing subjects in this course. Despite this, we all need to stay positive. Humor and a wry take on things help your overall comprehension, enjoyment, and ability to focus. (Please keep in mind your instructor is incredibly funny!)
- I am always open to feedback as to how I can best meet your needs as a student. Please do not be afraid to make suggestions on how this course can be improved or adjusted.
- Attend all class sessions, arriving **before** the start of class. If you are late, enter the room quietly and take the first available seat. Get your materials out quietly. If you are habitually late be aware that it may have a negative effect on your participation grade.

### **How to do well in this course:**

Focus on learning, not on your grade. Make sure you **complete all of your assignments on time** and do a thorough job. If you interact with the material and complete the course assignments, you should easily be able to pass this class. Please note, however, that merely submitting something for each assignment does not guarantee a passing grade. Rather, submitting materials on time is only the starting point for demonstrating your understanding and mastery of the particular subject at hand.

## GLST 179 / Senior Seminar, Spring 2016, Course Schedule

This schedule is subject to change with fair notice, via announcement in class and/or posting on Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Introduction; course expectations
2	2/4	<p><b>Defining Globalization</b>  <b>READ:</b> GR 7-50; 86-102 (Note GR = <i>Globalization Reader</i> throughout)            The Hidden Promise: Liberty Renewed; How to Judge Globalism; The Elusive Concept of Globalisation; Jihad vs. McWorld; The Clash of Civilizations; Globalization as a Problem; Disjuncture and Difference in the Global Cultural Economy  <b>E-portfolio Discussion</b> – what is included and what is not. Demonstration of Portfolium.</p>
3	2/11	<p><b>Human Rights and INGOs</b>  <b>READ:</b> GR 309-360; 555-560            The Emergence and Transformation of the International Women’s Movement; The Evolution of Debates over Female Genital Cutting; Women’s Human Rights and the Muslim Question; Iran’s One Million Signatures Campaign; World Culture in the World Polity: A Century of International Non-Governmental Organizations; Closing the Corruption Casino: The Imperatives of a Multilateral Approach; Trading Diamonds Responsibly: Institutional Explanations for Corporate Social Responsibility; Poverty Capital: Microfinance and the Making of Development; The Global Justice Movement</p>
4	2/18	<p><b>Global Media</b>  <b>READ:</b> GR 361-412            Cultural Imperialism; Mapping Global Media Flow and Contra-Flow; Hybridity and the Rise of Korean Popular Culture in Asia; Watching Big Brother at Work: A Production Study of <i>Big Brother</i> Australia; Bollywood versus Hollywood: Battle of the Dream Factories; Why Hollywood Rules the World, and Whether We Should Care</p>
5	2/25	<p><b>Experiencing Globalization; Religion</b>  <b>READ:</b> GR 105-137; 156-161; 415-455            Waves in the History of Globalization; How Sushi Went Global; McDonald’s in Hong Kong; The Transnational Villagers; Crazy Like Us: The Globalization of the American Psyche; Bin Laden and Other Thoroughly Modern Muslims; Globalised Islam: The Search for a New Ummah; The Christian Revolution; American Evangelicals: The Overlooked Globalizers and Their Unintended Gospel of Modernity; Globalizing Catholicism and the Return to a “Universal” Church; Religious Rejections of Globalization</p>
6	3/3	<p><b>Globalization and Identity</b>  <b>READ:</b> GR 457-495            Moral Choices and Global Desires: Feminine Identity in a Transnational Realm;</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		Global/Indian: Cultural Politics in the IT Workplace; Strategic Inauthenticity; Orange Nation: Soccer and National Identity in the Netherlands; Cosmopolitans and Locals in World Culture; World Citizenship Defined
7	3/10	<b>Environmentalism and Social Justice</b> <b>READ:</b> GR 497-541; 566-574 Greenpeace and Political Globalism; Environmental Advocacy Networks; Toward Democratic Governance for Sustainable Development: Transnational Civil Society Organizing around Big Dams; Ozone Depletion; Forest Stewardship Council; Speech of the IPCC Chairman, Rajendra K. Pachauri, at the opening session of the World Economic Forum, Davos, Switzerland; Ecological Balance in an Era of Globalization
8	3/17	<b>Description and Annotated Bibliography Due</b> Writing Review 3-4:15
9	3/24	Research Project – Reading, Activity TBA Read: Brooks Ch. 3 complete all exercises
10	3/31	<b>Spring Break – No Classes</b>
11	4/7	Research Project – Reading, Activity TBA Read: Brooks Ch. 4 complete all exercises
12	4/14	Research Project – Reading, Activity TBA
13	4/21	Research Project – Reading, Activity TBA Read: Brooks Ch. 6 complete all exercises
14	4/28	Research Project – Reading, Activity TBA Read: Brooks Ch. 8 Resume due
15	5/5	Research Project – Reading, Activity TBA
16	5/12	Research Project – Reading, Activity TBA Read: Brooks Ch. 10 complete all exercises
Final Exam	5/23	<b>Monday 5/23: 2:45-5:00 PM</b>



## 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. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/](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](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.

## **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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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. (Note: You need to have a QR Reader to scan this code.)

