

**San José State University**  
**College of Social Sciences, Department of Geography & Global Studies**  
**#29790, GLST179 – Capstone Seminar in Global Studies, Section 02,**  
**Spring, 2017**

**Course and Contact Information**

<b>Instructor:</b>	Kerry Rohrmeier, Ph.D.
<b>Office Location:</b>	Washington Square Hall (WSQ) 111-E
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<b>Office Hours:</b>	Tuesday 4:00-6:00 pm, and by appointment
<b>Class Days/Time:</b>	Tuesday 6:00-8:50 pm
<b>Classroom:</b>	Clark Hall 224
<b>Prerequisites:</b>	Completion of GLST 1A, Senior Standing

**MYSJSU**

This is a lecture course with many in-class 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 and geographic thought 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 Geography students will have a portfolio that demonstrates:

- GEOG PLO 1. Understanding of and ability to analyze spatial relationships.

- GEOG PLO 2. Understanding of and ability to analyze and critique human and environment interactions.
- GEOG PLO 3. Ability to define and use basic geography tools and techniques.
- GEOG PLO 4. Ability to analyze and compare/contrast global regions.
- GEOG PLO 5. Ability to read and understand research literature and engage in productive research activities.
- GEOG PLO6. Professional communication skills.

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.
- Klosterman, Chuck. 2016. *But what if we're wrong?: Thinking about the present as if it were the past* London: Penguin Books.
- You will also be re-reading the most impactful book from your undergraduate experience in either a GLST or GEOG course held no later than Spring 2016.

### **Required Technology Accounts**

You need to have the following accounts active during this course.

- LinkedIn <http://linkedin.com>
- 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/>

### **Library Liaison**

You can seek assistance from Nyle Monday in the MLK library at [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu) or (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.

- 1) Active **Participation** during all in-class exercises is mandatory and imperative to one's overall success in this course. These participations will be varied from reading *discussions*, *artwork creation*, *peer reviews*, *guest speakers*, *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 book you found to be pivotal in your early GEOG or GLST education. The one you loved most (note: not the one from last semester)! Dig up what you wrote about this book, and revisit the assignment by rereading the book through a capstone lens – that of a senior on the cusp of graduation, and as one having greater wisdom and expanded perspective now. Then **Rewrite** this assignment. To get full credit you must turn in three parts in 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 to this writing displaying all mark ups, and 3) your final draft.
- 3) Professional development materials are necessary for postgraduate academic or career success. 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. There are many excellent web resources and tutorials available to assist with your professional development and personal statement preparations, but take advantage of the SJSU career center too.
- 4) The **Ignite Talk** is an opportunity to inform an audience about progress or changes in a contemporary human rights issue. Ignite (sometimes called spark) style presentations cover highly specific topics and are told in a 20-slide, 5-minute format. Slides must be automated to display and forward every 15-seconds without speaker intervention. This is fast, so the speaker must be well rehearsed and all technology polished. Talks will be recorded using professional video equipment so be sure to look professional and create a shining example of your verbal communication skills to include in your portfolio. To enhance the aesthetic quality of your slides you will be **Collaborating** with an advanced photography (also a graduating senior) student at another university. This will be excellent practice using modern communication technologies and engaging in business collaborations. These photographers are 'hired' to produce 30 images on your selected issue. You must use at least 17 of these images on your presentation slides, and no more than one image is allowed per slide. As evidence of your collaborations you must screenshot five video conference calls [time/date displayed] prior to the final image delivery date on 3/10.
- 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 8.5x11" paper and put on display for student competition.
- 6) Two **Books**, both popular reads, have been selected to accompany academic readings for conference-style discussion or debate. Students will be addressing text-specific questions selected and moderated by the instructor. The goal is for readers to tackle different perspectives or 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 the world regional cuisines sampled during the previous week as prepared by local restaurants. Bring enough to share with twenty-two classmates.

- 8) A complete and impressive **Portfolio**, using portfolio, which highlights the breadth of your knowledge, skills, and experiences while in the Department of Geography & Global Studies is the expectation of this course. 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 or GEOG work must be flawlessly revised per previous instructor feedback. Examples of previous coursework: professional reports such as activated alleyways, a technology white paper, infographic, maps/charts/figures, recorded presentations, writings (in all languages spoken), code, story maps, review articles, statement of research, National Parks landscape photography, artworks, etc.). Consider your portfolio audience and curate your work for interesting, eye-catching content. The Ignite video, science visualization, and PLO artwork 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
Participation @ 15 class sessions + Final	400 (25 each)
*Rewriting Sample	100
*CV/Resume + Cover Letter	100 (50 each)
*Personal Statement	100
*Letter of Recommendation(s)	20
<i>Born a Crime</i>	80
*Ignite Presentation	125
5 Ignite Collaborations	25
*Science Visualization	50
<i>But What if We're Wrong?</i>	80
Potluck	40
Complete Portfolio	300
<b>TOTAL</b>	<b>1,420</b>

\*New material to be created for your inclusion in your portfolio. Other components will be revised versions of previous GLST or GEOG 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 and 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/>"

## 29790 / GLST179 - Capstone Seminar in Global Studies, Spring 2017, 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	1/31	Syllabus & Signups Twitter Exercise on Global Issues Account setups
2	2/7	<u>Introduction:</u> Geographic & Global Thought Discussions 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>
3	2/14	Studio Day 1 Exercises: <ul style="list-style-type: none"> <li>• Inventorying and revising your existing work for portfolio PLO submission</li> <li>• Previous book rewriting peer-review</li> <li>• Predicting your life fulfillment @ 30, 40 and 50</li> <li>• SWOT Analysis of public sector, private sector, NGO and grad school</li> </ul>
4	2/21	Studio Day 2 Exercises: <ul style="list-style-type: none"> <li>• Cover letter peer review</li> <li>• Resume peer review</li> <li>• Personal statement peer review</li> <li>• Bring a letter of recommendation</li> </ul> TV: "An idiot abroad – China" [43 min]
5	2/28	<u>Capstone Theme 1: Politics &amp; Society:</u> Readings: <ul style="list-style-type: none"> <li>• Cisneros, N.A. "Indigenous visions of self-determination: Healing &amp; historical trauma in Native America." <i>Global Studies Journal</i>, 2, 2014, pp. 1-14. (UCSB Grad Student)</li> <li>• Sen, A. 23 Nov 2001. "A world not neatly divided." <i>The New York Times</i>.</li> </ul> Discussion topic: "Bridging power through music" Film: <i>Amandla!: A Revolution in Four Part Harmony</i> [103 min]
6	3/7	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	3/14	<u>Capstone Theme 2: Economies &amp; Technologies</u> Readings: <ul style="list-style-type: none"> <li>• Adcock, Kimberly. "Globalization, Women's Empowerment &amp; Sustainable Growth: Development Theory with a Vagina." <i>Global Studies Journal</i>, 1, 2013, pp. 115-130. (UCSB Grad Student)</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>Smith, N. "History and philosophy of geography: real wars, theory wars". <i>Progress in Human Geography</i>, 16(2), 1992, pp. 257-271.</li> </ul> Guest Speaker, Cassie Hansen – Geographic Information Officer, <i>FireWhat!</i> Discussion topic: "Gender gaps in technology"
8	3/21	Ignite Presentations on Contemporary Human Rights Issues (video for portfolio)
9	3/28	SPRING BREAK – No Class
10	4/4 Kerry @AAG	<u>Capstone Theme 3: Analyzing Spaces &amp; Environments</u> Reading: TBA by Dr. Davis "Loving the Ugliers" research talk Discussion topic: "Intelligent species" Exercise: Science visualization contest (graphic for portfolio)
11	4/11	Reading: Kitroeff, N. 25 Sept. 2016. "Robots could replace 1.7 million American truckers in the next decade" <i>The Los Angeles Times</i> . Guest Speaker, Sondra Rosenberg – Planning Director, NDOT Discussion Topic "Gender gaps in public leadership"
12	4/18	Reading (Canvas): Szakolczai, A. "Liminality and experience: Structuring transitory situations and transformative events. <i>International Political Anthropology</i> . 2 (1) 2009, pp. 141-172. "Spark Your Vision, Urban Geography of the Burn" research talk Discussion topic: Why is utopia portrayed, and in part enacted, as whitespace? Let's examine the New West from a race and indigenous ethnicity perspective
13	4/25	<u>Capstone Theme 4: Celebrating Histories &amp; Culture</u> Reading: Klosterman, C. 2016. <i>But what if we're wrong?: Thinking about the present as if it were the past</i> Exercise: Book Q&A Discussion topic: Cultural shifts in civil rights and LGBT rights
14	5/2	Reading: Berger, J. <i>Ways of Seeing</i> . Chapter 1. London: BBC and Penguin Books, 1977 (1972), pp. 7-33. Guest Artist, Riley Polek-Davis "Beautiful sadness" Food: World cuisine samples and prep for next week when you make it
15	5/9	Readings: <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> Guest Speaker, TBA Food: "Now you try cooking it" potluck dinner
16	5/16	<u>Conclusions: Considering the Future</u> Readings: <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> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li data-bbox="397 174 1432 279">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. (UCB Grad Student)</li> </ul>
Final Exam	5/23	Portfolio Due Watch <i>Samsara</i> 5:15-7:30 pm in WSQ109