

**San José State University**  
**CoSS/Department of Geography & Global Studies**  
**GLST 164, Advanced Seminar in Global Citizenship, Section 02, Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Avantika Rohatgi
<b>Office Location:</b>	Faculty Offices Building, 107
<b>Telephone:</b>	(408) 924-4488
<b>Email:</b>	Avantika.Rohatgi@sjsu.edu
<b>Office Hours:</b>	TR 1:30-2:30 pm and by appointment
<b>Class Days/Time:</b>	M 12-1:15 pm W: Online component
<b>Classroom:</b>	Sweeney Hall 315
<b>Prerequisites:</b>	Upper Division Standing or Instructor Consent

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This is a hybrid course. This means that we will meet 50 percent of the time in the classroom and 50 percent online. In addition to our weekly class meeting, you will be required to complete online learning activities that will be equal to the second class meeting. Many course resources will be found on the GLST 164 Canvas webpage. Use your 9-digit SJSU ID and password to login to the site. You are responsible for regularly checking the website for the latest information and communication. Weekly assignments will be due on Canvas on dates and times shown in the Course Schedule. Each week, you are expected to be a well-prepared, engaged participant in the classroom and an engaged, responsive participant online. A reliable Internet connection and access to a computer is required for this course.

**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 website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Please check regularly with the messaging system through the Canvas website to learn of any updates. The best and quickest way to reach me is via SJSU e-mail. I try to respond to all e-mails within 24 hours. Please **do not** contact me via the Canvas site, and do not leave voicemail messages on my office phone number.

**Office Hours** are an important avenue for the students to receive assistance and clarification. Please visit me during my office hours to apprise me of your learning, educational goals, concerns and expectations. I will be happy to discuss your progress and performance in class and will look forward to meeting you.

## 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”.

## Section-Specific Course Description

*Advanced Seminar in Global Citizenship* is a highly interactive hybrid course that aims to equip students with knowledge and competencies which will enable them to work and participate as global citizens. The course has been designed to inspire students to examine the concept of “global citizenship” and develop their own “understanding of this complex and contested notion, of barriers and bridges to global citizenship, and to be able to recognize and develop informed perspectives relating to issues of key concern to the international community.” We will achieve these ends through readings that examine the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions. In addition, we will also look at current news sources and other mediums including YouTube clips, visual texts and interactive online resources. Students will explore questions relating to the universality of human rights, cultural exceptionalism, achievement of a global identity, women’s and internet rights and other relevant concerns in the world today that will offer them opportunities to reflect and write about real issues with awareness and engagement. They will learn to consider the impact they can have as individual global citizens, as well as their unique and collective responsibilities within their local, national and international communities.

Importantly, this course aims at creating learning experiences for students that achieve what Jack Mezirow has described as “transformative learning” – a process by which learners “participate in informed debate and critical reflection on their own and others’ shared experiences in ways that permit transformations of perspective and choice of action”. By encouraging students to discuss and debate over issues of global citizenship, the course encourages them to be informed, make responsible choices, and take action with a vision of the global impact their actions will make. Drawing on the experiences of each student in a collaborative environment of communal learning makes the pedagogy of the course, like its content, one of global citizenship.

## GE Learning Outcomes (GELO)

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

1. understand the concept of globalization, forms of globalization, and its positive and negative aspects.
2. comprehend the concept and responsibilities of global citizenship.
3. 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.
4. utilize their skills in reading, writing, critical thinking and analysis to communicate their understanding of global problems, both in writing and verbal communication.
5. arrive at solutions to issues confronting the global community, both through writing and action.

## Course Learning Outcomes (CLO)

The course has been designed so that students

- understand the concept of “global citizenship” and develop their own definition of this complex and contested notion.
- develop a broad understanding of issues of key concern to the international community.
- develop skills for critical thinking and analysis.

- experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights.
- develop attitudes of empathy, solidarity and respect for differences and diversity.
- enact their responsibilities, as global citizens, within their local, national and international communities.

### **Literacy Objectives:**

Upon successful completion of this course, students will have attained the abilities to:

- Identify a variety of potential sources for information.
- Find and retrieve information from various sources.
- Critically evaluate the information retrieved and its source before using it.
- Demonstrate competence in analyzing information, comparing and synthesizing with other sources.
- Be acquainted with various types of information sources including magazine articles, academic journals, news sources, books, websites, and video.
- Become familiar with various research tools, databases, or search engines.

### **Global Studies Program Learning Outcomes**

- **Knowledge:** Students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign language.
- **Research Skills and 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 and Values:** Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

### **Textbook**

- Rohatgi, Avantika. *Global Rights and Perceptions: Call to Awareness and Action*. 2nd edition. San Diego: Cognella, 2016. (ISBN: 978-1-63487-356-7)
- Kristof, Nicholas and WuDunn, Sheryl. *Half the Sky* (1<sup>st</sup> edition – 2009). (ISBN #: 978-0-307-26714-6)
- Harden, Blaine. *Escape from Camp 14*. (Reprint Edition – 2013). (ISBN: 978-0143122913), published by Penguin Books.

### **Other Readings**

Can be found on Canvas.

### **Other technology requirements / equipment / material**

A computer with adequate Wi-Fi connection for accessing reading material and online submissions.

### **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>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “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.”

**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 on 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. If you do not attend class, you will miss out on opportunities to earn participation points. (GELOs 1-5)

Class participation is assessed as follows:

A=Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities, and cannot be made up if you miss a class.

**Presentations:** Each student will be required to do **two** oral researched presentations during the semester. One will be based on an author/ topic from *Global Rights and Perceptions*. You will also be expected to generate class discussion based on the reading/author that you choose. The second will be a joint presentation with a classmate in response to an Explore question within the reading module assigned to you from *Globalization*. More details on these will be forthcoming. **Missed presentations cannot be made up.** (GELOs 1, 2, 3, 4, 5)

**Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project on Human Rights that includes a research paper and a multimodal presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit. (GELOS 1, 2, 3, 4, 5)

**Online Discussions:** Students are responsible for posting responses every week to one or more readings in our textbooks. Each response must be **100 words minimum and posted by Wednesday, 11:59 PM**, so your classmates will have a chance to look over the comments and prepare for the upcoming in-class discussion. If you do not post a response, you will lose points for that day. This exercise will help generate conversation on Canvas, allow you to get your thoughts in order for the next in-class discussion, and facilitate your ability to earn participation points by ensuring you are prepared for each discussion in advance. **Please do not simply summarize the readings; you should make connections, analyze, ask questions, explore your understanding of the reading, etc. Utilize critical thinking to dig beneath the surface.** If you are not sure what to talk about, you can always engage in a thoughtful online discussion based on a classmate’s post or, you may use the questions at the end of each chapter as a jumping-off point. (GELOs 1, 2, 3, 4)

**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, and profile someone whom 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 the assignment to show me that you understand the concepts we have gone over. Again, I will go over the specific requirements when I assign each paper. The second will be a media analysis based on the movie you will watch (GELOs 1, 3, 4).

**Final Paper:** For you final project, you will research a global human rights issue and write an original paper on its background and suggest actions to combat the issue as a global citizen. You must develop a multi-modal presentation to accompany the project. More details will follow. (GELOs 1,2, 3, 4, 5)

**NOTE:** Part of your paper grade will be the in-class peer workshop toward the end of the semester. You will lose this part of your final paper grade if you do not participate in the workshop and provide constructive feedback to your peer partner.

**Project Proposal:** As part of the final project, you will write a short (1-2 page) pitch with a thesis, detailing the project you plan to conduct for your final paper. You will also discuss your research plan and how you will successfully complete the project. If you do not submit a proposal and receive my approval, I will not accept the final paper. (GELOs 3, 4)

**Final Examination or Evaluation:** There is no final exam in this course. Your final project and presentation will take the place of the final exam.

**Due Dates**

**No late or electronic papers will be accepted. No exceptions. Papers (hard copies) not turned in on due dates will receive a grade of F.** In-class essays can only be made up if the student has given significant rationale along with advance notice, or can provide official documentation from a physician. **In-class assignments including peer reviews and any class presentations cannot be made up.**

<b>Assignment</b>	<b>Percentage</b>
Participation	10%
Online Responses	20%
Author Presentation & Discussion Leadership	10%
Short Paper	10%
Media Analysis	10%
Group Project	15%
Final Project	20%
Final Presentation	5%

**Grading Information**

**This course must be passed with a C or better as a CSU graduation requirement.**

**Name: Range:**

A	100%	to 94.0%
A-	< 94.0%	to 90.0%
B+	< 90.0%	to 87.0%
B	< 87.0%	to 84.0%
B-	< 84.0%	to 80.0%
C+	< 80.0%	to 77.0%

**Name: Range:**

C	< 77.0%	to 74.0%
C-	< 74.0%	to 70.0%
D+	< 70.0%	to 67.0%
D	< 67.0%	to 64.0%
D-	< 64.0%	to 61.0%
F	< 61.0%	to 0.0%

**Grammar/ Mechanics:** Although this is not a writing class, I expect you to communicate clearly, turning in polished and proofread assignments. If you have difficulty with mechanics, please visit the Writing Center in CL 126. It is your responsibility to do so if you know your writing skills aren't quite up to par. On occasion, I may ask that you visit the WC, if there are serious errors that impede meaning or show a lack of effort.

**Extra Credit:** You may attend up to two events on or off campus for extra credit, provided you write a polished, thoughtful 1-2 page reflection about the event. The event must in some way relate to, or inform the spirit of our class.

More guidelines on grading information and class attendance can be received from the following two university policies:

- University Syllabus Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- University Attendance and Participation policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

## **Classroom Protocol**

### **Email Etiquette**

When contacting me via email at [avantika.rohatgi@sjsu.edu](mailto:avantika.rohatgi@sjsu.edu), please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information (Jane Doe, GLST 164), and the subject of your email. Begin emails with appropriate formality: Dear/Hi Dr. Rohatgi (or Professor Rohatgi) and conclude your email with a salutation and your name.

Be aware I will not answer questions via email that can be found in the syllabus. I also will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss a class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours. I do not answer these via email. I do not accept electronic papers except the reflection assignments which are to be submitted online through Canvas – I will not accept any assignments via email. If you want me to look at a rough draft of an assignment or paper, you must bring it to me in person and we will go through it together. I will not do this via email either.

## **Classroom Protocol**

- Assigned readings must be completed prior to class for active participation in class discussions.
- Civility and courtesy is expected toward others. While we may not always agree with other perspectives and opinions, classroom respect is expected and mandatory.
- All mobile devices (phones and tablets) must be silenced and stowed away. No laptops or tablets are allowed unless approved in advance by the instructor, or to access class readings and presentations. No participation credit will be given if electronic devices are used in class for anything other than course work.
- Arriving late or leaving early is unacceptable unless there is a true emergency. 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 will have a negative effect on your course participation grade.
- Attendance: 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. Don't email me asking what you missed—if I don't respond, you likely asked me a question that you should first ask a classmate.

- Tardiness: 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 rude to the instructor and your classmates, and I will call you on it.
- Please do not bring food to class. Covered drinks are acceptable. Please complete your restroom visits prior to coming to class.

### **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.”
  - 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.”

### **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/>

## GLST 164 / Advanced Seminar and Global Citizenship / Spring 2018 Course Schedule

*Note: All readings, responses, online components and presentation preparation must be completed before the class meeting. This schedule is subject to change with notice posted on Canvas and conveyed in class, when possible.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	W Jan 24 Online	Read the syllabus and bring any questions to class.
2	M Jan 29 Class	Introduction to the course; discuss syllabus and expectations
2	W Jan 31 Online	<b>Module # 1: Global Citizenship</b> <b>Readings:</b> <i>Why Does Global Citizenship Matter?</i> (Green, Canvas) <i>Are Human Rights Universal?</i> (Franck, GR&P pp. 1-12)
3	M Feb 5 Class	<b>Presentations:</b> Green, Franck (GR&P) Discuss Readings
3	W Feb 7 Online	<b>Module # 2: : Women's Media Rights</b> <b>Readings:</b> : <i>Women Sportscasters</i> (Grubb, Billiot, GR&P pp. 13-21) <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne, GR&P pp. 23 -27)
4	M Feb 12 Class	<b>Presentations:</b> Grubb, Billiot, Kilbourne (GR&P) <b>Short Paper 1 Due.</b> Discuss Readings
4	W Feb 14 Online	<b>Module # 3: Gender Matters</b> <b>Readings:</b> <i>The Marriage Business</i> (Khan, GR&P pp. 39-45) <i>The Meaning of the F- Word</i> (Winterson, et al GR&P pp 29-38), <i>It's Time for the Global Village to Stand Up for Our Children</i> (Day, GR&P pp. 73-75)
5	M Feb 19 Class	<b>Presentations:</b> Winterson, Murray, Bindel, Khan, Day.(GR&P) Discuss Readings.
5	W Feb 21 Online	<b>Module # 4 : Egregious Violations</b> <b>Readings:</b> <i>Human Trafficking and Slavery</i> (Masci, GR&P pp. 81-114) <i>Acid Attacks</i> (Spremich GR&P pp. 139-148) <i>Female Genital Mutilation</i> (Lachino, GR&P 127 - 131)
6	M Feb 26 Class	<b>Presentations:</b> Masci, Acid Attacks, FGM (GR&P) Discuss Readings.
6	W Feb 28 Online	<b>Module # 4: Egregious Violations Contd.</b> <i>Half the Sky</i> (Chapters to be announced)
7	M Mar 5 Class	<b>Presentations:</b> Nicholas Kristof, Sheryl Wu Dunn



		Discuss Readings. Collaborative Project Assigned.
7	W Mar 7 Online	Work on Project
8	M Mar 12 Class	<b>Module #5: Blind Racism</b> Assign Media Analysis <b>Watch Movie: <i>My Name Is Khan</i></b>
8	W Mar 14 Online	Work on Media Analysis
9	M Mar 19 Class	<b>TBA</b>
9	M Mar 21 Online	Work on Project
10	M/W Mar 26/28	<i>Spring Break</i>
11	M Apr 2 Class	<b>Human Rights Collaborative Project Due.</b>
11	W Apr 4 Online	<b>Module # 6: Technology and Ethics</b> <b>Readings:</b> <i>Is Google Making Us Stupid?</i> (Carr, GR&P pp. 53-61), <i>Are We Ready for the World's First Robot Chauffeurs?</i> (Facultad, GR&P pp. 63-68) <i>Don't Fear the Pirates</i> (Hunt, GR&P pp.47-51)
12	M Apr 9 Class	<b>Presentations:</b> Carr, Facultad, Hunt Discuss Readings
12	W Apr 11 Online	<b>Module #7: Autocratic Repression</b> Read <i>Escape From Camp 14</i> Part 1
13	M Apr 16 Class	<b>Discuss</b> <i>Escape From Camp 14</i> , Part 1 Presentation: Blaine Harden
13	W Apr 18 online	Complete Reading <i>Escape From Camp 14</i> .
14	M Apr 23 Class	Discussion on Camp 14 Contd. Final Paper Assignment and Expectations.
14	W Apr 25 Online	<b>Module # 8 : Power of Social Media</b> <b>Readings:</b> <i>Cyberbullying: Who's to Blame and What Can Be Done</i> (Weiss, GR&P pp 167 - 175) <i>The Case For Empathy</i> (Goddard, GR&P pp 177 - 179)
15	M Apr 30 Class	Presentations: Weiss, Goddard (GR&P) Discuss Readings
15	W May 2 Online	Complete Draft of Final Paper.

16	M May 7 Class	Peer Review Workshop On Final Paper
16	W May 9 Online	Work on Final Presentations
17	M May 14 Class	<b>Final Project Due: Paper and Presentations</b>
Final Exam	Wednesday, May 16 Time 9:45 -12 Noon	Venue: Classroom Culminating Activity: Class presentations continued. Evaluative assessment. <b>Attendance mandatory.</b>