San José State University
Department of Global Studies
GLST 179, Capstone Seminar in Global Studies
Spring 2022

Course and Contact Information

Instructor:	Dr. Bernadette White
Office Location:	Zoom
Telephone:	Please contact me via email
Email:	bernadette.white@sjsu.edu
Office Hours:	By Appointment
Class Days/Time:	Tuesdays 4:30 pm – 7:15 pm
Classroom:	Dudley Moorhead Hall Room 164
Prerequisites:	Completion of GLST 1A, Senior Standing

Course Description

The light is at the end of the tunnel and graduation is just around the corner- are you ready? This course is designed for Seniors in Global Studies to help synthesize the research work, internships, or study abroad activities that students have completed during their time at San Jose State and prepare them for what is next after graduation.

Whether you are going to graduate school, entering the workforce, or still not sure what is next, this course will allow you to interface with professionals in the field, with guest presenters, and workshop your research papers, resume/CV, and cover letter with your classmates and the professor. Ultimately, students will be creating their own personal webpage to highlight their work over their time at San Jose State, and writing and presenting a penultimate paper on a topic of their choosing.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELOs):

Upon successful completion of this course, students will be able to
GELO 1: *Understand the concept of globalization, forms of globalization, and their positive and negative aspects.*
GELO 2: *Understand the concept and responsibilities of global citizenship.*
GELO 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.*
GELO 4: *Understand the interdisciplinary and holistic nature of global studies—that every academic discipline can contribute to the understanding of global phenomena.*
GELO 5: *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 abilities:

- Identify and retrieve a variety of potential sources for information.
- 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.
- Be familiar with various research tools such as index, catalog, database, or search engines.

Global Studies Program Learning Outcomes

This course will achieve the Global Studies Program Leaning Outcomes in the following ways:

- 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 solutionsto 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.

Required Texts

- Boo, Katherine. 2014. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity.* ISBN: 9780812979329
- brown, adrienne maree. 2017. *Emergent Strategy: Shaping Chang, Changing Worlds.* ISBN: 9781849352604
- Giridharadas, Anand. 2019. *Winners Take All: The Elite Charade of Changing the World.* ISBN: 9781101972670
- Haidt, Jonathan. 2006. *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom.* ISBN: 9780465028023
- Subramaniam, Mathangi. 2019. *A People's History of Heaven.* ISBN: 978-1-61620-758-8
- Zizek, Slavoj. 2021. *Pandemic!: Chronicles of a Time Lost.* ISBN: 978-1509549078
- Throughout the course, there will also be required readings posted on Canvas.
- *Optional Texts:*
    - Becker, Howard S. and Richards, Pamela. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article, 2nd Edition.* ISBN: 9780226041322
    - Zizek, Savoj. 2020. *Pandemic!: COVID-19 Shakes the World.* ISBN: 978-1-509-54610-7.

Course Requirements and Assessment

Participation and Class Discussion and In-Class Written Assignments: (15%) (GELOs 1,2,3,4,5)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. 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. Occasionally, there will also be in-class writing assignments, to test your knowledge of the readings.

Participation is especially important for presentations by guest speakers and for in-class workshops on your peers' research and writing. Students will also be asked to lead class discussions on materials read for the course.

For in class discussions and in-class writing assignments, 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. . (GELOs 1,2,3,4,5)

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

Job/Grad School Preparedness Assignments (10%): One aim of this course is to help you have the skills and resources for your post-undergraduate career. These assignments include:

- Resume/CV
- Cover Letter
- LinkedIn Profile

Blog Post Assignments: (15%) (GELOs 1,2,3,4,5) You will need to write at least a 1,000-1,500 word "blog" post, that will eventually be posted to the website you are building for the course. As much as possible, these blog posts should be related to the final major paper you will be writing in this course. There will be a few of the blogs that will be based on a prompts, such as the below:

- ***Personal Brand/Vision-*** *based on work we will be doing in class.*
- ***Data/Primary Resource Analysis-*** *this can be analysis of data or a primary source related to your final paper topic.*
- ***Interview with an Expert-*** *interview someone that is an expert or has experience or knowledge in relation to you final paper OR interview someone that is related to your future career/academic plans.*
- ***Book Reviews:*** *for each of the books we are reading for the course, you will be writing a book review.*

Assignments for the Final Paper: (10%)(GELOs 1,3,4,5)

- Project proposal: As part of the final project, you will write a short (1-2 page) proposal for the topic on which you would like to write your final paper.
- Annotated Bibliography: Prior to writing your creative term paper, you will compile an annotated bibliography of at least 10 sources, 5 of which must be academic sources. A guideline to what an annotated bibliography entails will be available on Canvas

- Final Presentation: As a conclusion to the course, you will present on your final research topic to your classmates.

Final Website/Portfolio (25%) (GELOs 1,2,3,4,5) This final website will reflect your personal brand and include blog posts based on materials from this course, as well as a section highlighting your past work at San Jose State (5 best research papers). There will be a mid-term check-in on your website before Spring Break.

Final paper of 20-25 pages (25%)(GELOs 1,2,3,4,5) In a final paper for the course, write a major research paper that is the summation of your studies at San Jose State.

Assignment	Percentage
Participation/Discussion	15%
Short Paper Assignments	25%
Final Paper Assignments	10%
Final Paper and Website	50%

93-100 points = A (93%-100%)	**73-76 points = C (73%-76.9%)**
90-92 points = A- (90%-92.9%)	**70-72 points = C- (70%-72.9%)**
87-89 points = B+ (87%-89.9%)	**67-69 points = D+ (67%-69.9%)**
83-86 points = B (83%-86.9%)	**63-66 points = D (63%-66.9%)**
80-82 points = B- (80%-82.9%)	**60-62 points = D- (60%-62.9%)**
77-79 points = C+ (77%-79.9%)	**0-59 points = F (0%-59.9%)**

This course must be passed with a C or better as a CSU graduation requirement. 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 for more details.

Late assignments: You will lose one full letter grade on an assignment for each day it is late. In extreme circumstances, you may arrange for a later due date without penalty, but you must communicate with me about it as far in advance as possible, and you are not guaranteed an extension. Do not take advantage of this!

Grammar/mechanics: Although this is not a writing class, I expect you to communicate clearly and cleanly, 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 snuff. On occasion, I may return a paper to you and ask that you visit the WC, then resubmit, if there are serious errors that impede meaning or show a lack of effort.

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 try 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. Periodically, I will post important announcements, so please check Canvas frequently.

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.

Lateness/Leaving Early: If you know ahead of time that you will be late to class or your will need to leave early, please information a hand of time.

Electronic devices: Please do not let your electronic devices become a distraction. I understand if you would like to use them for taking notes or accessing the readings, but please stay engaged.

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 and SJSU current semester's Policies and Procedures. 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. The Late Drop Policy is linked here**.** 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.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 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."

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 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 is linked here.

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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances

require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7.

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 here.

GLST179 - Capstone Seminar in Global Studies,

Spring 2022, Course Schedule

This schedule is subject to change with fair notice so please check Canvas for latest course information. Readings listed are for that day's class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1	Syllabus Day! Who's your instructor? And who is in the class? Readings: • "The Promise" by C. Wright Mills [On Canvas] • Juergensmeyer, M. "What is global studies?" [On Canvas]
2	2/8	Presentation from LinkedIn: Best Practices for using LinkedIn and Building Your Network Presentation by Umayr Sufi. Umayr is a Community Development Specialist for Microsoft, and often presents in the community on how to best utilize Microsoft products like LinkedIn. **PLEASE DRESS PROFESSIONALLY FOR HEADSHOTS IF YOU DO NOT ALREADY HAVE A PHOTO FOR YOUR LINKEDIN- We will take some time to take photos for you.** 2nd Half of Class: Taking Stock – Your Body of Work at San Jose State • During the first part of the class, you will discuss the work you have done during your time at San Jose State and what direction you are thinking of taking for your final research project. Creating your Personal Brand: • During the second half of the class, you will also set up your Weebly or WordPress sites. This website will be part of your final project for the course. This is a website that you can hopefully use in the future, and can be a way to acquire a new skillset. • We will also go through setting up a LinkedIn account, if you have not already done so. If you have already created an account, we will start building your network. Readings: • Personal Branding Workbook by PWC

		• "Overcoming the Network Gap to Build Socially Diverse Workplaces," by Adi Gaskell in *Forbes* • "Race and Networks in the Job Search Process" by David S. Pedulla and Devah Pager in *American Sociological Review* [On Canvas] *Assignment Due by Next Class: Personal Branding Statement:* Based on the exercises from the PWC, write up a summary of your personal brand, your goals, and where you see yourself in the future. This should be a 1,000-1,500 word write up. *Paper Proposal for Final Research Paper* *After this class, please also send the link to or connect with the Professor on LinkedIn*
3	2/15	Resume/CV Writing Workshop- Presentation by the Career Center Please be sure to have your resume ready for this workshop. It will be helpful as you take notes and make additions/edits/changes to your resume. If you are going to be attending graduate school after SJSU, you may write a CV. After the presentation, you will work with your classmates to edit/workshop your resume/CV. *Assignment: Updated Resume/CV (due after the class and before the next meeting)*
5	2/22	Preparing for Graduate School- presentation from the SJSU Graduate School *Assignment Due: Cover Letter/Statement of Purpose* Depending on your next steps after SJSU, you will either write a Statement of Purpose or a Cover Letter. For the Cover Letter, I would suggest you search Indeed.com or another job site for a job that is in line with what you wish to do after SJSU, and write your letter geared towards that job.
6	3/1	Presentation from Cat Cvengros on Peace Corps Ms. Cvengros is the VP of Development and Marketing at Second Harvest of Silicon Valley. Upon graduating from undergraduate, she entered the Peace Corps, where she did 2 years of service in Armenia. Ms. Cvengros will share about her journey to join the Peace Corps and experiences while serving. Second Half of Class: Discussion: *Pandemic!: Chronicles of a Time Lost.*

		Assignment: Book Review of *Pandemic!: Chronicles of a Time Lost*
7	3/8	Guest Speaker: Jeff Rangel, Palo Alto Networks Mr. Rangel will share his expertise and knowledge about working in the field of Corporate Social Responsibility. Mr. Rangel is the Sr. Director of Global Corporate Responsibility at Palo Alto Networks, headquartered in Santa Clara, CA. For the second half of the course, you will have a crash course on Narrative Interviewing Methods. *Assignment Due: Annotated Bibliography* Reading: Review the following on Palo Alto Networks' Corporate Social Responsibility: • Diversity and Inclusion • In the Community • Code of Ethics Also Read: "Community Social Capital and Corporate Social Responsibility" by Chun Keung Hoi, Qiang Wu and Hao Zhang in *Journal of Business Ethics* [On Canvas] "Qualitative Research Methods: Interviewing as a way of learning and knowing." By Johanna Rivano Eckerdal in the *Journal of the European Association for Health Information and Libraries* [On Canvas] "Introduction to Qualitative Interviewing" by Svend Brinkmann from Qualitative Interviewing: Understanding Qualitative Research [On Canvas]
8	3/15	Presentation on a Law Career: Luke Liss, Attorney at Wilson Sonsini Goodrich & Rosati Mr. Liss works at Wilson Sonsini Goodrich & Rosati, a law firm based in Palo Alto. He is part of the Pro Bono Legal Counsel.
9	3/22	Discussion of *Behind the Beautiful Forevers* and *A People's History of Heaven* Discussion: *Behind the Beautiful Forevers* and *A People's History of Heaven* Readings: • *Behind the Beautiful Forevers* by Katherine Boo • *A People's History of Heaven* by Mathangi Subramanian • *The Problem with Fixers* by Priyanka Borpujari

		Assignment Due: Comparative Book Review of Behind the Beautiful Forevers and A People's History of Heaven. This is a review that will go on your "blog." This should be 1,000- 1,500 word
10	3/29	SPRING BREAK – No Class
11	4/5	Content Analysis Drill Discussion of Happiness Hypothesis *Assignment Due:* • *First Website Check-In* • *Happiness Hypothesis Book Review* Reading: •Chapter 7: Content Analysis from *Practical Research Methods for Media and Cultural Studies [On Canvas]*
12	4/12	Job and Internship Search Workshop: Presentation by the Career Center Best Practices in Giving Speeches • Practice by giving and impromptu speech. *Assignment Due: Expert Interview*
13	4/19	Non-Profit Career Discussion: Panel Discussion with Non-Profit Professionals • Discussion of *Winners Take All* with: • Daniel, Vanessa. 2019. "Philanthropists Bench Women of Colors, the MVPs of Social Change." *New York Times.* • Darian-Smith, E. "Global studies: The handmaiden of neoliberalism?" *Globalizations*. 12 (2) 2015, pp. 164-168. [On Canvas] *Assignment Due:* • *Winners Take All Book Review* • *Assignment Due: Data/Primary Research Analysis:* This should be a 1,000 word analysis of a primary source related to your final research topic.
14	4/26	Career Center- Interviewing Practice Discussion of *Emergent Strategies* Reading: • *Emergent Strategies* • Hanson, S., "Who are "We"? An Important Question for Geography's Future," *Annals of the Association of the American Geographers.* 94 (4)

		2004. pp 715-722. [On Canvas] *Assignment Due:* • *Emergent Strategies Review*
15	5/3	Final Presentations
16	5/10	Final Presentations
17	5/20	Final Paper and Website are Due