

San José State University
Department of Environmental Studies, Global Studies Program
GLST 162: Contemporary Global Issues, Spring 2023

Course and Contact Information

Instructor:	Nadine Ann Skinner
Office Location:	TBA
Email:	nadine.skinner@sjsu.edu
Office Hours:	TBA, by appointment
Class Days/Time:	Monday/ Wednesday 3:00- 4:15
Classroom:	Dudley Moorhead Hall 357
GE/SJSU Studies Category:	V

Course Format

Faculty Web Page/ Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website.

Course Description

Interdisciplinary approach to contemporary global issues. Understanding and analyzing global issues are the focus of the course. Students will explore, analyze, and articulate the unique challenges each of the issues pose to the global community in ways that will foster student's ability to understand and evaluate causes, consequences, and responses to global challenges.

It can be overwhelming to try to analyze and understand the myriad of problems facing people, regions, nations, in the world today. Hunger, global warming, climate change, gender inequality, racism, arms trade, water rights, resource depletion, civil war, genocide, biodiversity loss, terrorism, education, global financial inequity, immigration, mass shootings, and global pandemics. We tend to look at these issues as outside ourselves, our nation, our region of the world. Much of it seems to be problems experienced elsewhere – wherever that is. In order to understand these issues, we need to first recognize shared commonality with people in other places who live under vastly different conditions, as global issues are not as distant and disconnected as they may have once seemed.

GE Learning Outcomes (GELO)

GLST 143 is an Area V course: Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, 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, and V shall be required of all students. See university Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

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

1. GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.
2. GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.
3. GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures.

Course Learning Outcomes (CLO)

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

1. Examine and explain how social, cultural, or political institutions influence individuals or groups.
2. Explain how individuals or groups in the U.S. and elsewhere have responded to the experience of discrimination and inequality.
3. Analyze institutional and cultural changes in one or more human societies over time.
4. Interpret and think critically about texts or other cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).

Required Texts/Readings

Readings

Various readings available as PDFs on Canvas as indicated in the course schedule.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

This course combines lectures, large and small group discussions, and large and small group activities. Each session will consist of three sections: presentation of materials, discussion, and activity. All course assignments are described in the syllabus and more details are provided in Canvas. The assignments in the course are as follows:

1. Reflection Papers (150 points)

After the first two sections of the course, students are required to submit a 500-750 word Reflection Essay on the readings for that section. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR

font. The paper should include **at least two (2) of the readings from the section**. This is not an essay. It will not be something that you will revise later on and improve. It is also not a summary of the readings. Instead, the Reflection Papers should include your thoughts about the reading in question. It may include questions about the reading, arguments on the issue raised by the author, relevant point not raised by the author, and connections with your own experiences. **Due dates for the Reflection Papers are:**

- **Reflection Paper # 1: Framing Global Issues (Feb. 15)**
- **Reflection Paper # 2: Globalization & Global Issues (Feb. 27)**

2. Global Advocacy Op-Ed (150 points)

In this assignment you will write a brief, persuasive essay on one of the global issues identified in class in the style of an op-ed. The aim is to make one clear argument: either a clear statement of an informed opinion or a specific call for action—that you support with evidence, focusing on one very specific global issue. Submit the assignment on Canvas as a Word (.doc or .docx) document. Type the paper, using 12-point font in TNR with 1-inch margins on all sides, and double line spacing. The Global Advocacy Op-Ed should be at least 750 words (and not more than 1,000 words), not including the list of references. This assignment will require you to develop and revise your argument.

- **Global Advocacy Op-Ed: First Draft (March 8)**
- **Global Advocacy Op-Ed: Final Draft is (March 22)**

3. Project Proposal (75 points)

Students will **work in pairs** to identify an issue that has local and global repercussions. Provide a brief overview of the impact of the issue in the Bay Area and how it connects to a similar issue in another country. Each pair will select a project based on their own interests and submit a proposal for their presentation to ensure that there is no overlap and that we have a mix of topics. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font. The Project Proposal should be 750-1,000 words and include: 1) the name of both partners working on the project, 2) a brief overview of the issues in both countries, 3) a brief map of the major stakeholders involved in the issue in each country, 4) any pertinent policies, and 5) a brief list of potential sources of information on the project (using Chicago Style citation).

- **Project Proposal Due April 10**

4. Interview Protocol (50 points)

Students will **work in pairs** to contact and interview a professional currently working on the issue. In class you will come up with a list of 1-2 primary research questions and 5-7 supplemental questions.

- **Interview Protocol Due April 17**

5. Storyboard (75 points)

Students will **work in pairs** to identify an issue that has local and global repercussions. Each pair will select a project based on their own interests and submit a story map to outline their presentation. A storyboard is a single page with boxes that flow in a logical order. With a storyboard, you'll be able to visualize the sequence of information before creating your presentation.

- **Storyboard Due April 26.**

6. Presentations (100 points)

Students will **work in pairs** to present a global issue in (1) the Bay Area and in (2) another country. Each presentation will be between 8-10 minutes, including time for questions. Presentations will need to answer: What is the issue? How does it impact the Bay Area? How does it impact the other community? What are the organizations/groups that are addressing the issue? What tactics and methods are being used to address the issue?

- **Presentations Due May 3, May 8, May 10.**

7. Final Project Report (200 points)

Students will **work in pairs** to report on a global issue in (1) the Bay Area and in (2) another country. The Report will contain the following sections: (1) Title, (2) Abstract, (3) Introduction, (4) Background, (5) Framework, (6) Methods, (7) Findings & Discussion, (8) Policy & Program Recommendations, (8) Conclusion, (9) Reference. The Final Paper should be between 2,250-2,500 words. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font, double spaced, with Chicago Style Citation.

- **Final Project Report Due May 17.**

8. Participation (200 points)

You are expected to participate fully and respectfully in class discussions and on discussion boards. We will be using a variety of tools to communicate including in class discussions, Canvas Discussion Boards, Zoom Chats, Canvas Announcements, and discussions on Zoom. You are expected to participate in each of these various formats. I expect that you will come prepared to talk, write, and think critically about the readings and videos assigned for each class period. This means you must complete assigned reading and videos before class. Participation is a critical aspect of this course, and you are expected to be active participants.

Grading Information

Determination of Grades

Grades will be calculated as followed:

- | | |
|-------------------------------------|--------------|
| 1. Reflection Papers (75 pts. each) | = 150 points |
| 2. Global Advocacy Op-Ed | = 150 points |
| 3. Project Proposal | = 75 points |
| 4. Interview Protocol | = 50 points |
| 5. Project Storyboard | = 75 points |
| 6. Presentation | = 100 points |
| 7. Final Report | = 200 points |
| 8. Participation | = 200 points |

Late work will be marked down by 1 point for every day that it is late. After 14 (14) days, late work will no longer be accepted. I will grant extensions of up to two weeks (14 days) for all assignments except the presentation. However, extension requests must be sent either via email or Canvas **prior** to the due date. All assignments should be submitted on Canvas and grades will be posted there as well. The grading scale is below:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

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

1. *Critical reading of course materials:* Students are expected to come to class having critically read each of the assigned readings and are expected to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor. Always use civil discourse in class. My hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives, and opinions. This course is a discussion and activity-based course, therefore it is important that everyone is engaged and willing to interact.
2. *Attendance:* Students are required to attend class, arrive on time, and stay for the duration of each class meeting. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to 1) inform me as soon as possible of your absence and 2) contact another student for missed materials. You are required to [conduct symptom monitoring every day](#) before traveling to (or, for on-campus residents, moving through) campus. Do not come to class if you have **ANY** symptoms potentially related to COVID-19, have tested positive for COVID-19, and/or are in the process of an isolation or quarantine period due to COVID-19. If needed or required by the university due to the ongoing health crises, we will switch to a remote format. Attendance will be required in any remote activities.
3. *Cell Phones:* Cell phones are to remain silent during class.

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 at <http://www.sjsu.edu/gup/syllabusinfo/>

Plagiarism

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances.

Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see <http://tutorials.sjlibrary.org/plagiarism/>.

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) <http://www.sjsu.edu/aec/> to establish a record of their disability.

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 area, 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 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 at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and the SJSU Writing Center on Facebook.

GLST 162: Contemporary Global Issues, Spring 2023

Course Schedule

The course schedule is subject to change with fair notice. All notifications of changes will be made available via Canvas and email.

Week	Date	Session Topics and Readings	Participation Topics and Assignment Deadlines
1	Jan 25	Introduction to the Course	
2	Jan 30	Framing Global Issues <i>Read:</i> <ul style="list-style-type: none"> Steger, Manfred B., “What Is Global Studies?”, in Mark Juergensmeyer et al. (eds) <i>The Oxford Handbook of Global Studies</i>, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018). 	
2	Feb 1	Framing Global Issues: Global Narratives <i>Watch:</i> <ul style="list-style-type: none"> Adichie, Chimamanda Ngozi. 2009. “The Danger of a Single Story” TEDGlobal, 18:34, https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en. 	
3	Feb 6	Framing Global Issues: Global Media <i>Read:</i> <ul style="list-style-type: none"> Workneh, Téwodros and H.L. Steeves. 2019. “Anthony Bourdain: Parts Unknown in Africa: Cultural brokerage, “going native,” and colonial nostalgia”. <i>International Journal of Communication</i>, 13, 5525–5547. <i>Watch:</i> <ul style="list-style-type: none"> Mama Hope. “African Men. Hollywood Stereotypes.” https://www.youtube.com/watch?v=qSElmEmEjb4&feature=emb_logo 	
3	Feb 8	Framing Global Issues: Global Actors <i>Read:</i> <ul style="list-style-type: none"> Alam, Shahidul. August 2007: “The Majority World Looks Back.” <i>New Internationalist</i>, 4-9. 	

		<ul style="list-style-type: none"> • May 2022. "Please Continue to Not Sponsor this Child." <i>New Internationalist</i>, 60-62 	
4	Feb 13	<p>Framing Global Issues: Contesting the Frames</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Reinsborough, Patrick. "Reframe the Issue". <i>Beautiful Trouble Toolbox</i>. https://beautifultrouble.org/toolbox/tool/reframe-the-issue • Endres, Danielle "Decolonization". <i>Beautiful Trouble Toolbox</i>. https://beautifultrouble.org/toolbox/tool/decolonization • Spear, Anne M. "Power in International Development Leadership", pp 38-43; 6 pages, In <i>Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability</i>. Edited by Thompson, Randal Joy, and Julia Storberg-Walker. 	
4	Feb 15	<p>A Shrinking World: Globalization</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Steger, Manfred. 2009. "The Political Dimension of Globalization. In <i>Globalization: A Very Short Introduction</i>, 79-91. Oxford: Oxford University Press. • Steger, Manfred. 2009. "The Economic Dimension of Globalization. In <i>Globalization: A Very Short Introduction</i>, 59-78. Oxford: Oxford University Press. 	Reflection Paper #1 Due
5	Feb 20	<p>A Shrinking World: Globalization</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Steger, Manfred. 2009. "The Cultural Dimension of Globalization. In <i>Globalization: A Very Short Introduction</i>, 59-78. Oxford: Oxford University Press. 	
5	Feb 22	<p>A Shrinking World: Globalization</p> <p><i>Watch:</i></p> <ul style="list-style-type: none"> • Bhattacharya, Arindam. 2018. TEDGlobal, 11:16, "Globalization isn't declining -- it's transforming." https://www.ted.com/talks/arindam_bhattacharya_globalization_isn_t_declining_it_s_transforming 	

6	Feb 27	<p>Global Issues: Sustainable Development Goals</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Transforming our world: the 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda <p>Note: This class will be asynchronous. Parts of the class require watching and responding to videos recorded at an earlier time.</p>	Reflection Paper #2 Due
6	March 1	<p>Global Issues: Poverty & Inequality</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Mohanty, Manoranjan, “Inequality from the Perspective of the Global South”, in Mark Juergensmeyer et al. (eds) <i>The Oxford Handbook of Global Studies</i>, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018 	
7	March 6	<p>Global Issues: Clean Water</p> <p><i>Watch:</i></p> <ul style="list-style-type: none"> Balsher Singh Sidhu. TED-Ed. “Are we running out of clean water?” https://www.ted.com/talks/balsher_singh_sidhu_are_we_running_out_of_clean_water?language=en 	
7	March 8	<p>Global Issues: Food Security</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Elver, Hilal, “Global Food Policies” in Mark Juergensmeyer et al. (eds) <i>The Oxford Handbook of Global Studies</i>, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018 	Global Advocacy Op-Ed First Draft Due
8	March 13	<p>Global Issues: Climate Change & the Environment</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Steger, Manfred. 2009. “The Ecological Dimension of Globalization. In <i>Globalization: A Very Short Introduction</i>, 59-78. Oxford: Oxford University Press. <p><i>Watch:</i></p> <ul style="list-style-type: none"> Selina Neirok Leem. 2021. TEDTalk. 6:11. “Climate change isn't a distant threat -- it's our reality”. 	

		https://www.ted.com/talks/selina_neirok_leem_climate_change_isn_t_a_distant_threat_it_s_our_reality	
8	March 15	<p>Global Issues: Global Health</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Koplan, Jeffrey P, T Christopher Bond, Michael H Merson, K Srinath Reddy, Mario Henry Rodriguez, Nelson K Sewankambo, and Judith N Wasserheit. “Towards a Common Definition of Global Health.” <i>The Lancet</i> 373, no. 9679 (2009): 1993–95. <p>Guest Speakers:</p> <p>Nophiwe Job, Research Analyst at Stanford University, Digital MEDIC South Africa https://www.linkedin.com/in/nophiwe-job-78b23239/</p> <p>Kira-Leigh Kuhnert, South Africa Program Manager at Digital MEDIC https://www.linkedin.com/in/kira-leigh-kuhnert-05b10257/</p> <p>Note: This class will be remote to accommodate our international guest. Parts of the class will include interviews recorded at an earlier time due to time zone differences.</p>	
9	March 20	<p>Global Issues: Peace & Justice</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Grove, Jairus, “War and Militarization” in Mark Juergensmeyer et al. (eds) <i>The Oxford Handbook of Global Studies</i>, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018). 	
9	March 22	<p>Global Issues: Education</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Galicia, Patricia. 2016. Poverty, corruption and racism in Guatemala’s primary schools reflect country’s social problems. Development and Cooperation. <p><i>Watch:</i></p> <ul style="list-style-type: none"> Makhtoum Abdalla. 2021. TED Salon. 9:01. “Education is a fundamental right for every child”. https://www.ted.com/talks/makhtoum_abdalla_education_is_a_fundamental_right_for_every_child 	Global Advocacy Op-Ed Final Draft Due

		<p>Guest Speaker: Katie Morrow, Executive Director & Co-Founder at Limitless Horizons Ixil https://www.linkedin.com/in/katie-morrow-24b89699/</p> <p>Note: This class will be remote to accommodate our international guest. Parts of the class will include interviews recorded at an earlier time due to time zone differences.</p>	
		Spring Break	
10	April 3	<p>Issue Exploration: Identification</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Battersby, Paul, “Problem Orientation”, in Mark Juergensmeyer et al. (eds) <i>The Oxford Handbook of Global Studies</i>, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018. 	
10	April 5	<p>Issue Exploration: Research & Mapping</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Kuttner, Paul “Do your research”. <i>Beautiful Trouble Toolbox</i>. https://beautifultrouble.org/toolbox/tool/do-your-research Boyd, Andrew “Power Mapping”. <i>Beautiful Trouble Toolbox</i>. https://beautifultrouble.org/toolbox/tool/power-mapping/ Julia Storberg-Walker. (2018). “Toward a Theory of Leading in International Development”. In <i>Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability</i>. Edited by Thompson, Randal Joy, and Julia Storberg-Walker. 	
11	April 10	<p>Issue Exploration: Policies & Problems</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> Stokey, E. & Zeckhauser, R. (1978) Thinking about policy choices and putting analysis to work. In Stokey and Zeckhauser, <i>A primer for policy analysis</i> New York: W.W. Norton and Company, p.3-7; p.320-329. 	Project Proposal Due
11	April 12	Issue Exploration: Developing a Proposal	

		Note: This class will be remote as Project Teams will meet during individual sessions to review their project proposal.	
12	April 17	Issue Exploration: Interviewing Stakeholders <i>Watch:</i> <ul style="list-style-type: none"> • Graham R Gibbs. “How to do a research interview.” 	Interview Protocol Due
12	April 19	Issue Exploration: Interviewing Stakeholders Note: This class will be remote as Project Teams will meet during individual sessions to review their interview protocols.	
13	April 24	Issue Exploration: Local & Global Strategies <i>Read:</i> <ul style="list-style-type: none"> • Fine, Janice. “Choose tactics that support your strategy”. <i>Beautiful Trouble Toolbox</i>. https://beautifultrouble.org/toolbox/tool/choose-tactics-that-support-your-strategy • David Mashzhu-Makota. (2018). “Chronicles of a Humanitarian Worker.” In <i>Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability</i>. Edited by Thompson, Randal Joy, and Julia Storberg-Walker. 	
13	April 26	Issue Exploration: Local & Global Strategies Note: This class will be remote as Project Teams will meet during individual sessions to review their Storyboards.	Storyboard Due
14	May 1	Issue Exploration: Leadership in Global Issues <i>Read:</i> <ul style="list-style-type: none"> • Iyabo Obasanjo. 2018. “Leadership in International Development.” In <i>Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability</i>. Edited by Thompson, Randal Joy, and Julia Storberg-Walker. 	
14	May 3	Review & Presentations	

15	May 8	Presentations	
15	May 10	Presentations	
16	May 15	Final Class	
16	May 17	Final Project Report	<i>Final Report Due</i>