

**San José State University
Anthropology Department
ANTH 187, Global Citizenship, Section 3, Spring 2009**

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Office Hours:	Monday/Wednesday 12:00pm-3:00pm
Class Days/Time:	Monday 3:00pm-5:45pm
Classroom:	Clark Hall 204

Course Description

This is an applied seminar for people who are interested in learning about global affairs and how to help build a more sustainable world. We will examine the increasingly complex nature of our evolving global society, with particular attention to emerging tensions between modern and traditional societies, and the mix of complicated issues that are challenging the future of human progress. We will also examine the adverse consequences that are likely to occur if these challenges are not appropriately resolved, the use of a systems approach for addressing them in more integrated ways, and the paramount need for better collaboration among diverse sets of critical stakeholders around the world. Our focus throughout the course will be on exploring the characteristics of global citizenship, with an emphasis on leadership, communication, and systems thinking as fundamental core competencies.

Course Goals and Student Learning Objectives

This course is intended to help students develop a coherent framework for exploring the interaction of complex global concerns and working with others to make the world a better place. Our learning objectives reflect these general goals. Upon successful completion of the course, students will be able to demonstrate:

- an understanding of the nature and practice of citizenship in a global context
- a broader sense of the world as an interconnected whole, including critical global challenges and strategies for improving them
- an appreciation of the important roles that leadership, communication, and systems thinking play in enhancing the practice of global citizenship
- a recognition of the ethical and social responsibility dimensions of global citizenship

- an ability to apply the knowledge and skills learned in this course to work with diverse sets of stakeholders on complex issues that transcend local and national boundaries

Our primary goal is to increase participants' aptitudes for becoming more effective change agents and better global citizens.

Course Content Learning Outcomes

This is an upper-division exploratory seminar, in which students are expected to help each other individually and collectively accomplish these course learning objectives through an integrated systemic teaching-learning framework. Together we will learn about global citizenship by becoming global citizens, through a combination of teaching, research, and practice that includes the following teaching-learning activities:

- formation of small learning teams to lead class discussions and conduct team projects
- weekly presentations by the course instructors and invited guests
- weekly reading assignments and interactive student-led discussions of readings
- weekly email submissions by the teams on key learning questions/points
- variety of other classroom activities (videos, simulations, virtual conferencing, etc)
- team projects that investigate specific regions of the world, analyze the most important strategic issues facing those regions, and develop strategic action plans for improving those challenges in an integrated fashion
- individual reflective synthesis papers to pull together and evaluate lessons learned from the semester's experience

We will spend the first few weeks of the semester collaboratively designing the course as a whole, finalizing the course schedule, and completing personal learning contracts.

Students will demonstrate their relative mastery of course learning objectives through their performance on the following assignments (as specified in their learning contracts):

- team project, including the delivery of three formal 15-minute class presentations and submission of a final project PowerPoint report (??%-??%)
- individual reflective synthesis paper (??%-??%)
- regular and responsible participation in completing the readings, engaging in class discussions, contributing to weekly emails, and conducting team projects (??%-??%)

We have prepared guidelines for all course assignments, which are available in electronic form on the course website; they provide detailed rubrics and templates for completing the assignments and specify the criteria for grading those assignments so we can evaluate student learning on a clear and consistent basis.

Department Learning Objectives

Knowledge

- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.

- Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- Knowledge of the history of anthropological thought and its place in modern intellectual history.
- Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

Skills

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

Professional Values

- Knowledge of political and ethical implications of social research.

Required Texts/Readings

Textbook

Adams, J. Michael & Carfagna, Angelo. *Coming of Age in a Globalized World: The Next Generation*. Bloomfield: Kumarian Press, 2006.

Appiah, Kwame A. *Cosmopolitanism: Ethics in a World of Strangers*. New York: Norton, 2006.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

An integrated set of course materials are available in electronic form on the course website, including detailed guidelines for all assignments that include specific grading criteria for each assignment. Students should familiarize themselves with these materials and use them to proactively prepare for class sessions and assignments on a timely basis. Assignments will be penalized 10% each week they are late, unless there are compelling circumstances. When preparing these assignments, it is important to remember that people who live and work in a globalizing world must be able to communicate successfully with a broad variety

of audiences. SJSU graduates are expected to write well and deliver effective presentations, which usually require several iterations to refine before work is sufficiently polished to be shared with others. Students should pay close attention to the guidelines and templates for each assignment, particularly in terms of ensuring that they are submitted in the appropriate format for that assignment. It is also helpful to seek feedback and suggestions from others (including members of the learning teams) to help finalize your work. In addition, the University offers assistance for students through group workshops and individual consultations at the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

University Policies

Academic integrity

SJSU expects all students enrolled in the University, whether on a matriculated or extended education basis, to act in accordance with accepted academic and professional standards for integrity at all times. Official University policy states that:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found online (<http://www2.sjsu.edu/senate/S04-12.pdf>).

The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people's ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas (from the Internet, textbooks, magazines, lectures, or student papers) and incorporate them into your own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as your own. This is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

Campus Policy in Compliance with the American Disabilities Act

SJSU also recognizes that some students may require special accommodations to participate in a particular course. If any student in this course needs such assistance and/or would like to share emergency medical information, especially as it might affect potential safety issues like evacuation procedures, please contact me privately as soon as possible so we can decide how to proceed. Presidential Directive 97-03 requires that students with disabilities register at the Disability Resource Center (924-6000) to establish a record of their disability so they can utilize the University's resources.

ANTH 187 / Global Citizenship, Spring 2009, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
Week 11	1/26	Course Introduction, Systemic Learning
Week 2	2/2	Global Citizenship, <i>Story of Stuff</i>
Week 3	2/9	Systemic Course Design, Project Teams
Week 4	2/16	US & World – Views From a Distance, Wagnleitner Talk
Week 5	2/23	Systemic Global Dilemma
Week 6	3/2	Roots of Global World
Week 7	3/9	Team Presentations #1
Week 8	3/16	Systemic Global Challenges
Week 9	3/23	☺ Holiday ☺
Week 10	3/30	Strategic Global Issues
Week 11	4/6	Critical Forcing Functions
Week 12	4/13	Team Presentations #2
Week 13	4/20	Systemic Global Strategies
Week 14	4/27	America's Role in the World
Week 15	5/4	Systemic Global Citizenship
Week 16	5/11	Team Presentations #3
Final	5/20	Final Examination Period, Reflective Syntheses

Week	Date	Topics, Readings, Assignments, Deadlines
Exam		