SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND INTERDISCIPLINARY SOCIAL SCIENCES

SPRING 2015

INSTRUCTOR: Peter Chua, Ph.D.
EMAIL: Use Canvas <Inbox> for all communication
OFFICE: Dudley Moorhead Hall (DHM) 223
OFFICE HOURS: Tues. & Thurs. 12:10-1:10 p.m., Tues. 3:50-5:50 p.m., and by appt.

SOCI 116-02
GLOBAL SOCIETY

CLASS MEETING: Tuesdays and Thursdays 9:00-10:15pm, DMH 231
COURSE WEBSITE: https://sjsu.instructure.com
FULLFILLS: SJSU Core General Education Area D3
(Social Science: Social Issues) Requirement
PREREQUISITE: SOCI 1 Introduction to Sociology and junior-level standing

ACCESSING THE COURSE WEBSITE

The SJSU eCampus department operates the web-based “Canvas by Instructure” learning management software. This course uses Canvas as the course website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit short assignments.

Make sure you have an appropriate and dependable web browser and software settings for your computer to access and use Canvas. To familiarize yourself with the login process and security, go to http://www.sjsu.edu/at/ec/canvas/index.html.

To log-in, use:
- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.
To reset your password, go to https://sjsuone.sjsu.edu/sjsuone/resetpassword/

Technical Support
Go to https://isupport.sjsu.edu/ecampus/ContentPages/Home.aspx. Contact me if you have course-specific questions.
COURSE DESCRIPTION

Global and international processes increasingly influence our lives, producing inequalities and challenges. Many of us living here in the United States take part routinely in shaping the directions of these social processes and outcomes. So this upper-division undergraduate course introduces to you ways to describe and analyze sociologically:

- Global and international processes,
- The impacts on various communities, particularly those in the Third World, and
- How communities actively respond to these issues.

This course seeks to enhance your understanding of human behavior and social interaction in the global context of value systems, economic structures, political institutions, social groups, and natural environments.

This semester we will read, discuss, and analyze concepts and engage in learning activities related to: (1) globalization and capitalism, (2) Third World development, (3) international power and inequalities, and (4) justice movements shaped by class, gender, racial-ethnic and migrant, and regional identities and affiliations.

READINGS AND MATERIALS

Required Readings

- **Sociology 116: Global Society Readings, Spring 2015.** Readings available at the Canvas site in PDF format for course participants.

Other Materials

- A dependable personal computer with capacity to access the Canvas site, library databases, and relevant websites.
- An office software suite with basic word-processing capacities as such Google Docs (available free at https://docs.google.com or https://drive.google.com), LibreOffice (available free at http://www.libreoffice.org), or Microsoft Office.
- Class handouts to be distributed during the semester.

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see http://library.sjsu.edu/online-tutorials/). To get online access to library databases, see http://library.sjsu.edu/get-library-card/my-library-account-pin-management. **Kathryn Blackmer Reyes** (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.
COURSE OBJECTIVES

Course Content Learning Outcomes (LOs)

This course qualifies as an Area D3 (Social Sciences – Social Issues) course, satisfying a General Education requirement. It is designed to enable you to achieve the following GE and specific learning outcomes:

- To identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

Specific Learning Outcomes:

**LO1:** Be able to examine global and national changes by analyzing how institutional forces create social inequalities and how justice movements seek social emancipation.

**LO2:** Be able to evaluate theories and explanations of global inequalities and Third World development.

Sample activities designed to assist you to meet these outcomes:

Mini-lectures, readings, active discussion, in-class exams, video documentaries, class exercises (such as the “global village” activity and analytical decision cases), paper assignment, presentations, and group projects.

- To place contemporary developments in cultural, historical, environmental, and spatial contexts, and to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

Specific Learning Outcome:

**LO3:** Be able to analyze various global and Third World issues through sociological concepts of power, social inequalities and social justice, and how social-identity groups promote beneficial changes culturally, economically, and politically.

Sample activities designed to assist you to meet these outcomes:

Mini-lectures, readings (on gender, regional, and migrant identities), active discussion (on brief daily assignments), in-class exams, video documentaries, class exercises (such as analytical decision cases), paper assignment, presentations, and group projects.

- To evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

Specific Learning Outcomes:

**LO4:** Be able to evaluate a variety of media reports and social science materials to formulate just and fair responses to global and international issues.
**LO5:** Be able to reflect critically on the relationship between the global rich and the global poor and formulate necessary structural changes.

**LO6:** Be able to enhance lifelong thinking, speaking, writing, and collaborative work skills in order to do community projects and social research, work in the public and social service sectors, and participate in struggle for meaningful change in our personal lives and social surroundings.

*Sample activities designed to assist you to meet these outcomes:*

Readings, active discussion, class exercises (such as “peer review” and in-class writing activities), paper assignment, presentations, and group projects (such as designing a newsletter).

The course incorporates the following content and activities appropriate to sociology to meet the competency goals and student learning objectives:

- Issues of diversity
- Writing assignments consisting of a minimum of 1,500 words in a language and style appropriate to sociology
- Active learning through class participation and discussions
- Assignments and class activities involving critical thinking skills, information competency, critical writing and reading skills, and effective group interactions.

**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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

*Active class participation (to assess LO#1, #2, #3, #4, #5, and #6):* Required readings and in-class activities provide introductory insights and important details on sociological analysis and practice on global and international concerns. *Take good notes on your questions.* Please bring your questions and the readings to class so we can discuss them closely. If you do not understand specific readings, I urge you strongly to meet with me in my office so we can discuss them more thoroughly. *Quizzes* on the readings will assess your preparation and understanding on the assigned readings. *Mini-lectures* focus on substantive materials and analysis and expand on the materials introduce in the readings. The lecture relates to but not necessarily covers every important aspect of the readings. Make sure not to form *improper habits* of passive listening, passive notetaking, and regurgitation.

Evaluation of class participation and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages,
emails, or online websites), reading any materials not related to the discussion, and not staying awake. You will not earn any credit related to participation if you miss ten class sessions.

**Analytical decision case participation (to assess LO#1, #2, #3, #4, #5, and #6):** A unique feature of this course will be the use of the analytical decision cases, a student-based collaborative technique of analytic discussion. A case is a narrative of an actual, or realistic, problem that typically (but not always) portrays actors confronted with the need to make a decision. Analytical case learning is an occasion to build analytic bridges between course theories, differing points of view, and real-world situation through role-playing and constructive debates. The objective of decision cases learning is to enhance your ability to formulate relevant analysis and appropriate practical solutions or action.

**In-class exams (to assess LO#1, #2, #3, #5, and #6):** The exams, which consist of short-answer and essay questions, evaluate your understanding of theoretical concepts, approaches, and applications.

**Small-group project and presentation on a local-global action plan (to assess LO#1, #2, #3, #4, #5, and #6):** The collaborative project and presentation expand on global and international issues raised in the readings and mini-lectures and allow for the sharpening of your analytical, speaking, and argumentative abilities. You will be asked to design a local action plan on how to contribute positively to global and international change and justice. Details given later will address the specific organization and content for the assignment.

**Final report on global justice and sustainability (to assess LO#1, #2, #3, #4, #5, and #6):** This assignment expands on issues raised in the readings and mini-lectures and to improve your thinking, speaking, and argumentative abilities. You will be expected to write and re-write a four-pages (about 1,500 words) paper on global and international issues. Learning to write well can be developed only through persistence and hard work. In addition to my specific suggestions and encouragement, there are university resources available to help you foster these skills. Details given later will address the specific organization and content for the assignment.

**GRADING POLICY**

**Evaluation Principles**

Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

**Determination of Your Course Grade**

The satisfactory completion of the following requirements determines your overall grade:

- **26%** Active participation & analytical creativity during reading discussion and in-class activities
- **24%** Four analytical decision case participation including preparation (6% each)
- **24%** Two in-class exams (12% each)
- **10%** Final report, due tentatively **May 12**
- **16%** Small-group project and presentation, starting tentatively **May 5**
### Grading Criteria (Adapted from Dr. Susan Murray)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>An “A+” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>An “A” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>An “A-” may show a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>A “B+” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>A “B” may show a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
</tbody>
</table>

**Request For An “Incomplete” Grade**

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are (a) passing the course with a C or better, (b) present a legitimate, non-academic reason to the instructor, and (c) have only one major assignment left to finish.

### PROMOTION OF CARING, ACCESSIBLE, ENRICHING AND MUTUALLY RESPECTFUL LEARNING ENVIRONMENT FOR ALL

**My pedagogical values…**

- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you though the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.

**As the instructor, I expect myself…**

- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonably, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment
As students, you are expected...

- To be motivated and have a positive attitude to learn the course materials
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- **To be prepared and participate verbally** every class session. This means that you are familiar with the assigned readings and are able to raise thoughtful questions that encourage an interactive-learning and student-centered discussion. We will seek to improve your participation skills during this course. The prerequisite for such active participation is attendance.
- **To complete required readings and assignments on time** — that is, before coming to class. Written work should be proofread and edited. Assignments are due at the beginning of class. There will substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the general sociology office; this is a College of Social Sciences policy. Do NOT submit them in my office.
- To be responsible in your learning and conduct yourself professionally by:
  - Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
  - Not disrupting the learning environment and the learning by your peers.
- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter
- To cooperate and collaborate with your peers in teams, in class, and outside of class
- **To practice academic integrity and owned your intellectual work.** Academic dishonesty such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledge to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas.
- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.
- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

**UNIVERSITY POLICIES**

Dropping and Adding Policy

Students are responsible for understanding the policies and procedures about add/drop, and so on. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. 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 at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course:

- “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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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 Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Note: Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU.

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) at http://www.sjsu.edu/drc/ to establish a record of their disability.
CAMPUS RESOURCES FOR STUDENT ACADEMIC SUCCESS

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. 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/.

SJSU Counseling Center

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**SOCI 116 SPRING 2015 SCHEDULE**

This is the tentative schedule, subject to change with fair notice through in-class announcements. Short readings are posted on the Canvas site.

Key to readings:
- **C** = Course readings posted on the Canvas website
- **BBU** = Augusta Dwyer’s *Broke But Unbroken*
- **WD** = Barry Baker’s *World Development*

1: JANUARY 22, COURSE INTRODUCTION

2: JANUARY 27, USING THE SOCIOLOGICAL IMAGINATION TO STUDY THIRD WORLD AND INTERNATIONAL RELATIONS

READ BEFORE CLASS:


“1: Development,” pp. 5-23 [WD]

3: JANUARY 29, CONTESTING PERSPECTIVES ON THIRD WORLD DEVELOPMENT (I): VESTIGIES OF MODERN COLONIALISM AND IMPERIALISM

READ BEFORE CLASS:

“2: Rich and Poor,” pp. 24-41 [WD]

Frank, Andre Gunter. 1968. Excerpts from Rostow’s *Stages of Economic Growth Through Escalation to Nuclear Destruction*. Ann Arbor, MI: REP. [C]

4: FEBRUARY 3, CONTESTING PERSPECTIVES ON THIRD WORLD DEVELOPMENT (II): VESTIGIES OF MODERN COLONIALISM AND IMPERIALISM

READ BEFORE CLASS:

“4: Globalization,” pp. 59-81 [WD]


5: FEBRUARY 5, STRUGGLES FOR NATIONAL SOVEREIGNTY AND DEMOCRACY

READ BEFORE CLASS:

“6: Aid and Debt Relief,” pp. 100-120 [WD]


OPTIONAL READING FOR YOUR REFERENCE:


6: FEBRUARY 10, CASE LEARNING AND DISCUSSION ON NATIONAL SOVEREIGNTY AND DEMOCRACY

READ BEFORE CLASS:

Framework For Applied Sociological Analysis: Flowchart [C]

Framework For Applied Sociological Analysis: Worksheet [C]


7: FEBRUARY 12, DEBATES ON INDUSTRIALIZATION AND TRADE RELATIONS IN THE THIRD WORLD (I)

READ BEFORE CLASS:

“3: Inequality,” pp. 42-58 [WD]


OPTIONAL READING FOR YOUR REFERENCE:


8: FEBRUARY 17, DEBATES ON INDUSTRIALIZATION AND TRADE RELATIONS IN THE THIRD WORLD (II)

READ BEFORE CLASS:

“7: Trade and Development,” pp. 121-138 [WD]


OPTIONAL READING FOR YOUR REFERENCE:


9: FEBRUARY 19, SOCIAL, CULTURAL, AND POLITICAL IMPACTS OF INDUSTRIALIZATION AND TRADE RELATIONS IN THE THIRD WORLD

READ BEFORE CLASS:

Basel Action Network. Excerpt from “Exporting Harm: The High-Tech Trashing of Asia.” [C]
Parsons, Adam. 2010. Excerpt from “A Summary of the Seven Myths.”

OPTIONAL READING FOR YOUR REFERENCE:


10: FEBRUARY 24, VARIETIES OF WORKER STRUGGLES IN THE THIRD WORLD

READ BEFORE CLASS:


Part 4 Argentina, pp. 119-146 [BBU]

OPTIONAL READING FOR YOUR REFERENCE:

11: FEBRUARY 26, CASE LEARNING AND DISCUSSION ON THE SOCIOLOGY OF NATIONAL INDUSTRIALIZATION AND TRADE RELATIONS

READ BEFORE CLASS:


12: MARCH 3, REVIEW

13: MARCH 5, MID-TERM EXAM

14: MARCH 10, DEBATES ON NATURAL RESOURCES AND FOOD SOVEREIGNTY IN THE THIRD WORLD (I)

READ BEFORE CLASS:


OPTIONAL READING FOR YOUR REFERENCE:

“5: Population,” pp. 82-99 [WD]

15: MARCH 12, DEBATES ON NATURAL RESOURCES AND FOOD SOVEREIGNTY IN THE THIRD WORLD (II)

READ BEFORE CLASS:


16: MARCH 17, SOCIAL, CULTURAL, AND POLITICAL IMPACTS OF NEOLIBERAL POLICIES RELATED TO THE ENVIRONMENT AND FOOD SECURITY IN THE THIRD WORLD

READ BEFORE CLASS:

Part 2 Indonesia, pp. 47-78 [BBU]

OPTIONAL READING FOR YOUR REFERENCE:

“8: Health and Development,” pp. 139-155 [WD]

“9: HIV, AIDS and Malaria,” pp. 156-170 [WD]
17: MARCH 19, VARIETIES OF PEASANT AND INDIGENOUS STRUGGLES IN THE THIRD WORLD

READ BEFORE CLASS:


Part 1 Brazil, pp. 13-46 [BBU]

OPTIONAL READING FOR YOUR REFERENCE:


18: MARCH 31, CAMPUS CLOSED: CESAR CHAVEZ DAY

19: APRIL 2, CASE LEARNING AND DICUSSION ON THE SOCIOLOGY OF NATURAL RESOURCES AND FOOD SOVEREIGNTY

READ BEFORE CLASS:


20: APRIL 7, DEBATES ON WOMEN, GENDER, AND SEXUALITY IN THE THIRD WORLD (I)

READ BEFORE CLASS:

“10: Gender and Development,” pp. 171-182 [WD]


21: APRIL 9, DEBATES ON WOMEN, GENDER, AND SEXUALITY IN THE THIRD WORLD (II)

READ BEFORE CLASS:


OPTIONAL CLASS:


22: APRIL 14, SOCIAL, CULTURAL, AND POLITICAL IMPACTS OF GENDER AND SEXUAL OPPRESSION IN THE THIRD WORLD

READ BEFORE CLASS:


23: APRIL 16, VARIETIES OF WOMEN’S STRUGGLES IN THE THIRD WORLD

24: APRIL 21, VARIETIES OF WOMEN’S STRUGGLES IN THE THIRD WORLD

READ BEFORE CLASS:
Part 3 India, pp. 79-117 [BBU]


OPTIONAL CLASS:


25: APRIL 23, CASE LEARNING AND DISCUSSION ON THE SOCIOLOGY OF GENDER AND SEXUAL OPPRESSION

READ BEFORE CLASS:
26: APRIL 28, VARIETIES OF INTERNATIONAL MIGRANT AND REFUGEE STRUGGLES

READ BEFORE CLASS:

“11: Migration,” pp. 183-196 [WD]


27: APRIL 30, RECAP DISCUSSION, BROKE BUT UNBROKEN

READ BEFORE CLASS:

Introduction and Conclusion, pp. 1-12 and 147-154 [BBU]

28: MAY 5, PRESENTATIONS

29: MAY 7, PRESENTATIONS

30: MAY 12, CLOSING REMARKS AND REVIEW

READ BEFORE CLASS:


ASSIGNMENT DUE:

Final Report

MAY 21 (Thursday, 7:15 a.m. – 9:30 a.m.), FINAL EXAM
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- Call 9-1-1 or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your name, the nature of the emergency, and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire, pull the building fire alarm lever, evacuate the area or building, and then call 9-11.
- Remain calm during an earthquake. “Duck, cover and hold” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- Tune to radio station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- Call 9-1-1. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- Assist the victim until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended. Be careful about contaminating yourself and others if hazardous materials may be involved.
- For minor first aid, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at 924-2222.

BUILDING EVACUATION

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets, prescription medicines and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. Do not smoke.
- Use the stairs. Do not use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY DIAL

9 – 1 – 1

For further information visit the University Police Web site at:
http://www.sjsu.edu/police/