

San José State University
Department of Environmental Studies
GLST 162, Contemporary Global Issues, 01, Fall, 2021

Course and Contact Information

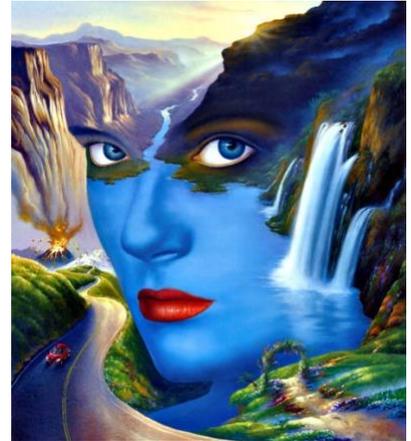
Instructor: Dr. Kathryn Davis

Office Location: Not on campus for Fall Semester

Email: Contact me through Canvas Inbox

Office Hours: Weds 4-5, Thurs 10:30-11:30 AM (Zoom)

Class Days/Time: Thursday 9:00-10:15 PM, (Zoom)



Artwork: "Mother Nature" by Jim Warren

Course Description

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 now a global pandemic that doesn't appear to be going away any time soon as it continues to mutate. 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.

This semester I invite you to join me in bringing focus closer to home, closer to our lives, in the hope that we will see that we share commonality with people in other places who live under vastly different conditions. Issues that, barely two decades ago, seemed distant and disconnected are now thrust upon us as we are bombarded with social media, "talking heads" on programs that we might not even consider news shows. When did it come about that so many of us started to form opinions and passionate responses based on what someone on social media or television or radio thinks? We'll read two books this semester that will challenge us to think about what informs our sense of compassion and focus? We will start here, in this place, and together think, talk, share, and write critically about our world.

Catalog: 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 students' ability to understand and evaluate causes, consequences, and responses to global challenges.

Course Format

This is a **hybrid** online course with meetings via Zoom on Thursday 9:00 – 10:15 AM. Students are expected to attend all class meetings and be prepared for in-class discussion. Reading all assigned materials before class time will help to advance our discussions. This class will run as a seminar.

Class discussions will be extended beyond our in-class conversations through interaction on Packback – a discussion modality available to our class and found in the Canvas menu for our class. These are required discussions and account for a sizable portion of your grade.

Contacting Dr. Davis

Please contact me through Canvas Inbox and not my campus email. I am teaching four online classes this semester and the most efficient way for us to communicate is through Canvas. When you use Inbox the Canvas system tells me who you are and what class you are in. When you send me an email, I will respond to you within 24-48 hours, except on weekends. *I do not respond to emails on weekends* (from Friday 6 PM to Monday 9 AM). When applicable, I will post an announcement or message everyone in the class if I feel your question or concern will benefit or affect everyone (and in this case, you will not receive an individual response.)

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. (Assigned reading and group presentations)
2. Explain how individuals or groups in the U.S. and elsewhere have responded to the experience of discrimination and inequality. (Assigned reading, student-led discussions, group presentations, reflection essay)
3. Analyze institutional and cultural changes in one or more human societies over time. (Assigned reading, presentations, student-led discussion)
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). (Written and oral discussion, reading, reflection essay)

Required Texts/Readings (Required - Delete the word “Required” in final draft)

Textbook

Isabel Wilkerson. *Caste: The Origins of Our Discontents*. NY: Random House, 2020. NOTE: This book is available free as an eBook through the MLK Library.

Arundhati Roy. *Azadi: Freedom. Fascism. Fiction*. Chicago: Haymarket Books, 2020.

Course Requirements and Assignments

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below may result in a loss of credit points for each assignment.

1. First Week Assignments (30 pts)

These very short assignments will help orient you to the course and Canvas. There is a deadline so please be aware they need to be completed this first week!

2. **Participation (70 pts):** Your participation grade is determined by your active participation during class. This means that you participate in the in-class activities by fostering discussion with your classmates, answering questions, participating in weekly discussions, and being fully present during class time. I will expect that you have your video turned on during class. **IF** there is a reason you feel you cannot do this then talk to me right away and we can decide about it together.
3. **Packback Reading Discussions (300 pts):**

You will be expected to participate in weekly discussion assignments during the semester (50 pts each). Active participation in the online discussions helps create a learning community and gives you opportunities to work with and get to know other students. The topic of each discussion is a reading from our textbook. These discussions also provide an opportunity to exchange ideas and learn from your classmates. This assignment will take place in *Packback*. The link to Packback can be found on our Canvas site.

 - ✓ Begin your Packback posting with an *open-ended question* for your classmates to think about and respond to – the question cannot be answered with a yes or no.
 - ✓ Write a 250-word (minimum) reflection on the reading. This must include something that you do not want to forget from the reading. Expressing an opinion is not enough. I will be looking for critical thinking and inquiry as well as depth of engagement. I will also look for how well you support your comments with reference to the course reading (no quotes) and any outside material that you might include (no quotes). All sources, including our books, must be properly cited.
 - ✓ Respond to 2 classmate’s questions. Each of your responses to classmates must include a compliment, a comment, a connection, an answer to their question, and a question their posting brought up for you. These responses must be written in narrative form, not a list or bullet points (100 word minimum for each response).

Contributions to discussion must be:

- ✓ **Substantive in content.** While it’s nice to give brief feedback like “thanks” and “good idea” to your classmates and such messages are not discouraged, they do not count toward your graded contributions.
 - ✓ **Address your classmates by name.**
 - ✓ **Posts should be relevant** to the topic discussed in the reading for that discussion.
 - ✓ **Are thoughtful and well composed.** Spelling and grammar both count as does punctuation and vocabulary appropriate for a university-level course.
 - ✓ **Extend the conversation in meaningful ways.** Don’t just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. You might introduce a new point of view or piece of information that furthers the discussion.
4. **Student-led in-class Discussion (100 pts):** Groups of 2-3 students will be responsible for leading a class discussion of assigned chapters in our books. Your classmates will have completed the reading and posted their thoughts on Packback so you should feel confident that they will be prepared to participate in class discussion. It is up to you to come with questions and discussion topics, some of which might be drawn from your classmate’s Packback postings. Classmate’s must be acknowledged – for example, you might say something like “Dr. Davis posed a question that I’d like us to talk about.” – then ask the question. *You are not giving a lecture, but merely instigating and directing discussion.* The group’s grade will be based on the quality of presentation, knowledge and understanding of the material, as well as overall class discussion.

Groups will be assigned randomly to help you work with classmates you may not yet know.

5. Final Reflection (100 pts)

In lieu of a final exam, you will be asked to write a reflection essay that synthesizes ideas, thoughts, information from throughout course reading and discussion. More detailed information will be available on Canvas.

“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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

✓ MLA:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

✓ APA:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_formatting.html

✓ CHICAGO:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](https://sjsu.edu/senate/docs/F15-7.pdf) at sjsu.edu/senate/docs/F15-7.pdf. *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

You are plagiarizing or cheating if you:

- ✓ For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- ✓ For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- ✓ For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- ✓ Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.
- ✓ Recycle a paper you wrote for another class.
- ✓ Copy from a classmate or use someone else’s work as if it were your own.
- ✓ Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Classroom as Community

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our classroom, other virtual spaces, our practices, and our interactions be antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

A significant part of university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. Our conversations may not always be easy; we sometimes will make mistakes in our speaking or writing and listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **Always we will need to show respect for others.**

Grading Information

Assignment	Point Value
Student-led In-Class Discussion	100
Packback Discussions	300 (12 @ 25)
Participation (Zoom discussions)	70
Final Exam	100
First Week Assignments	30
Total	600

Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>100%</i>
<i>A</i>	<i>95 to 99%</i>
<i>A minus</i>	<i>90 to 94%</i>
<i>B plus</i>	<i>87 to 89%</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

NOTE: Attendance is not part of your grade evaluation per [University policy F69-24](https://www.sjsu.edu/senatedocs/F69.24.pdf) at [sjsu.edu/senatedocs/F69.24.pdf](https://www.sjsu.edu/senatedocs/F69.24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Late Work

All assignments are due by the due date and time listed in the course calendar. Late work is NOT accepted. Exceptions may be considered in rare circumstances for legitimate and documented circumstances (medical emergency, death in the family) with proper documentation.

Extra Credit

Students are responsible for recording the details of any offered extra credit assignments that may be offered.

Classroom Guidelines

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another’s thoughts and address comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Harassment of any kind (sexual, racial, class, sexual preference, gender, gender identity, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

Here are some guidelines for “Netiquette”, or the etiquette of cyberspace:

- **Remember the human:** When you communicate electronically, all you see is a computer screen. You don’t have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words – lonely written words – are all you’ve got. That goes for your correspondence as well. Remember the Prime Directive of Netiquette: Those are real people out there. Ask yourself, “would I say this to the person’s face?” If the answer is no, rewrite and reread. Repeat the process until you are sure that you’d feel as comfortable saying these words in person as you do sending them through cyberspace.
- **Adhere to the same standards of behavior online that you follow in real life:**
 - **Be ethical:** if you encounter an ethical dilemma in cyberspace consult the code you follow in your life. Chances are good you’ll find the answer.
 - **Don’t break the law:** If you’re tempted to do something that’s illegal in cyberspace, chances are it’s also bad Netiquette.
- **Know where you are in cyberspace:** When you enter a domain of cyberspace that’s new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate. In this case, you are in an online classroom, and you should behave the same as you would behave in a live classroom.
- **Respect other people’s time and bandwidth:** When you send email or post to a discussion group, you’re taking up other people’s time (or hoping to). It’s your responsibility to ensure that the time they spend reading your posting isn’t wasted. Use correct grammar, spelling, punctuation and make sure your posting is well organized and coherent.

- **Make yourself look good online:** You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. For most people who choose to communicate online, this is an advantage; if they didn't enjoy using the written word, they wouldn't be there. So, spelling and grammar do count.
- **Share your expert knowledge:** The strength of cyberspace is in its numbers. The reason asking questions online works is that a lot of knowledgeable people are reading the questions. And, if even a few of them offer intelligent answers, the sum total of world knowledge increases. The internet itself was founded and grew because scientists wanted to share information. Ask questions when you need an answer, and always share what you learn with your classmates or help answer their questions.
- **Help keep flame wars under control:** 'Flaming' is what people do when they express a strongly held opinion without holding back emotion. It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective. People are welcome to their opinions and strong emotions. Flame wars result when contrary opinions are argued back and forth in a flaming manner. Agree or disagree professionally, and if you can, support your opinions with facts. Respect the opinions and emotions of your classmates.
- **Respect other people's privacy:** Do not share your classmate's personal information in any open communication in an online classroom. This includes discussions, or group emails. And do not share a classmate's personal information with your instructor unless the classmate has given you permission.

Failure to meet classroom guidelines expectations will result in a loss of up to 10% from your final course grade.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Class Access Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an Accessible Education Center accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the [Accessible Education Center](#) (408-924-6000; aec-info@sjsu.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications or accommodations.

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GLST 162 /Contemporary Global Issues, Fall 2021, Course Schedule

This schedule is subject to change with notice posted on Canvas as an announcement or via email (Canvas Inbox).

Week	Date	Topics & Reading	Assignments & Due Dates
1	8/19	<i>Introduction, course organization and format, expectations</i>	
2	8/26	<i>Caste: The Origins of Our Discontents</i> Part 1: “Toxins in the Permafrost and Heat Rising All Around”	<i>Packback Discussion:</i> ✓ Posting Due Fri. 8/27 , 11:59 PM ✓ Response Due Sun. 8/29 , 11:59 PM
3	9/2	<i>Caste: The Origins of Our Discontents</i> Part 2: “The Arbitrary Construction of Human Divisions”	Dr. Davis leads discussion of Part 1 and 2 <i>Packback Discussion:</i> ✓ Posting Due Tues. 8/31, 11:59 PM ✓ Response Due Fri. 9/3, 11:59 PM
4	9/9	<i>Caste: The Origins of Our Discontents</i> Part 3: “The Eight Pillars of Caste”	Group 1 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 9/7, 11:59 PM ✓ Response Due Fri. 9/10, 11:59 PM
5	9/16	<i>Caste: The Origins of Our Discontents</i> Part 4: “The Tentacles of Caste”	Group 2 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 9/14, 11:59 PM ✓ Response Due Fri. 9/17, 11:59 PM
6	9/23	No Zoom Meeting This Week	No Assignments Due this week
7	9/30	<i>Caste: The Origins of Our Discontents</i> Part 5: “The Consequences of Caste”	Group 3 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 9/28, 11:59 PM ✓ Response Due Fri. 10/1, 11:59 PM
8	10/7	<i>Caste: The Origins of Our Discontents</i> Part 6: “Backlash”	Group 4 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 10/5, 11:59 PM ✓ Response Due Fri. 10/8, 11:59 PM
9	10/14	<i>Caste: The Origins of Our Discontents</i> Part 7: “Awakening”	Group 5 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 10/12, 11:59 PM ✓ Response Due Fri. 10/15, 11:59 PM

Week	Date	Topics & Reading	Assignments & Due Dates
10	10/21	<i>Azadi: Freedom. Fascism. Fiction</i> Chapter 1: “In What Language Does Rain Fall Over Tormented Cities? The Weather Underground in <i>The Ministry of Utmost Happiness</i> ” Chapter 2: Election Season in a Dangerous Democracy	Group 6 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 10/19, 11:59 PM ✓ Response Due Fri. 10/22, 11:59 PM
11	10/28	<i>Azadi: Freedom. Fascism. Fiction</i> Chapter 3: “Our Captured, Wounded Hearts” Chapter 4: “The Language of Literature”	Group 7 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 10/26, 11:59 PM ✓ Response Due Fri. 10/29, 11:59 PM
12	11/4	<i>Azadi: Freedom. Fascism. Fiction</i> Chapter 5: “The Silence is the Loudest Sound” Chapter 6: “Intimations of an Ending: The Rise and Rise of the Hindu Nation”	Group 8 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 11/2, 11:59 PM ✓ Response Due Fri. 11/5, 11:59 PM
13	11/11	Campus Closed – Veterans Day No Class	No assignments this week
14	11/18	<i>Azadi: Freedom. Fascism. Fiction</i> Chapter 7: “The Graveyard Talks Back: Fiction in the Time of Fake News” Chapter 8: “There is Fire in the Ducts, the System is Failing”	Group 9 Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 11/16, 11:59 PM ✓ Response Due Fri. 11/19, 11:59 PM
15	11/25	No Zoom, Reading or Assignments Due this week - Holiday	
16	12/2	<i>Azadi: Freedom. Fascism. Fiction</i> Chapter 9: The Pandemic is a Portal Class Wrap-up and Final Thoughts	Dr. Davis Leads Discussion <i>Packback Discussion:</i> ✓ Posting Due Tues. 11/30, 11:59 PM ✓ Response Due Fri. 12/3, 11:59 PM
Final Exam	Final Examination Opens Wednesday 12/8 8:00 AM, Closes Friday 12/8 9:30 AM		