

**San José State University**  
**College of Social Science/Geography**  
**Geography 112: Nations, Cultures, & Territorial Disputes**  
**Section 1, Fall 2015**

**Instructor:** Maureen Kelley  
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**Office Hours:** Mondays & Wednesdays 1045 to 1145 or by appointment  
**Class Days/Time:** Mondays & Wednesdays 1330 to 1445  
**Classroom:** Clark Hall 224  
**Prerequisites:** Completion of core GE, Satisfaction of Writing Skills Test, Upper division standing  
**GE/SJSU Studies:** Area V: Culture, Civilization & Global Understanding

### **Course Format**

Course lecture slides, assignments, and selected quizzes will be posted on the Geography 112-Section 2 Canvas web pages. You are responsible for regularly checking the website for the latest information and communication.

### **Course Description**

*In a world with rapidly diminishing resources; new conflicts are emerging based on factors such as ethnicity, economic opportunity, religion, and nationalism. Explore global circumstances leading to conflict.*

This course is a geographic exploration of some of the most pressing contemporary world issues in politics, economy, security, human-environment relations, and the interaction of cultures. Readings, films, in-class exercises and discussion are all used to gain a better understanding of these complex problems and their geographic dimensions. Students will develop their ability to think critically, independently, relationally, and contextually; and to communicate their views effectively, particularly in writing.

### **Area V Goals**

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.

## General Education Learning Outcomes (GELO)

**GELO 1: Students will be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the US.**

- Readings: *Human rights issues; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website  
Chapters 13–Free speech; 14–Islamic sectarianism; 6–Unrest in the Arab world; 2–Israeli-Palestinian conflict; 1–Chemical & biological warfare; 16–Climate change; 12–State capitalism; 8–Millennium development goals in textbook
- Assignments/Essays: 1–Human rights; 2–Unrest in the Middle East; 3–Israeli-Palestinian conflict; 5–DTRA; 6–Climate change
- Exercises/Group Activities: 2–Free speech; 3–Islamic sectarianism; 5–Food aid; 6–Capitalism; Exercise 7–MGD; 8–Sustainable development
- Videos: *The story of human rights; Arab Spring or Middle East chaos?; The shape of the future; DTRA and WWI: The first modern war; Are we changing planet Earth?*

**GELO2: Students will be able to identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.**

- Readings: *Human rights issues; War on Terror; Water & development; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website  
Chapters 13–Free speech; 14–Islamic sectarianism; 2–Israeli-Palestinian conflict; 3–Iraq & the War on Terror; 1–Chemical & biological warfare; 12–State capitalism in textbook
- Assignments/Essays: 1–Human rights; 3–Israeli-Palestinian conflict; 4–The rise of ISIS; 5–DTRA; 7–Water proposal
- Exercises/Group Activities: 1–Current events; 2–Free speech; 3–Islamic sectarianism; 5–Food aid; 6–Capitalism; 8–Sustainable development
- Videos: *The story of human rights; The shape of the future; The rise of ISIS; DTRA and WWI: The first modern war; Blue gold*

**GELO3: Explain how a culture outside the U.S. has changed in response to internal and external pressures.**

- Readings: *Human rights issues; War on Terror; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website  
Chapters 13–Free speech; 14–Islamic sectarianism; 6–Unrest in the Arab world; 2–Israeli-Palestinian conflict; 3–Iraq & the War on Terror; 16–Climate change; 12–State capitalism; 8–Millennium development goals in textbook
- Assignments/Essays: 1–Human rights; 2–Unrest in the Middle East; 3–Israeli-Palestinian conflict; 4–The rise of ISIS; 6–Climate change;
- Exercises/Group Activities: 1–Current events; 2–Free speech; 5–Food aid; 6–Capitalism; 7–MGD; 8–Sustainable development; 9–Saving Chad
- Videos: *The story of human rights; Arab Spring or Middle East chaos?; The shape of the future; The rise of ISIS; Are we changing planet Earth?*

## Course Learning Outcomes (CLO)

At the end of the course students should be able to:

### **CLO1: Identify the diversity of issues in an appropriate manner.**

- Readings: *Human rights issues; War on Terror; Biodiversity; Water & development; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website Chapters 13–Free speech; 14–Islamic sectarianism; 6–Unrest in the Arab world; 2–Israeli-Palestinian conflict; 3–Iraq & the War; 1–Chemical & biological warfare; on Terror; 16–Climate change; 12–State capitalism; 8–Millennium development goals in textbook
- Assignments/Essays: 1–Human rights; 2–Unrest in the Middle East; 3–Israeli-Palestinian conflict; 4–The rise of ISIS; 5–DTRA; 6–Climate change; 7–Water proposal
- Exercises/Group Activities: 1–Current events; 2–Free speech; 3–Islamic sectarianism; 4–Biodiversity; 5–Food aid; 6–Capitalism; 7–MGD; 8–Sustainable development; 9–Saving Chad
- Videos: *The story of human rights; Arab Spring or Middle East chaos?; The shape of the future; The rise of ISIS ; DTRA and WWI: The first modern war; Are we changing planet Earth?*

### **CLO2: Articulate and discuss their values and engage in civil discourse.**

- Readings: *Human rights issues; War on Terror; Water & development; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website Chapters 13–Free speech; 14–Islamic sectarianism; 6–Unrest in the Arab world; 2–Israeli-Palestinian conflict; 3–Iraq & the War on Terror; 1–Chemical & biological warfare; 16–Climate change; 12–State capitalism; 8–Millennium development goals in textbook
- Assignments/Essays: 1–Human rights; 2–Unrest in the Middle East; 3–Israeli-Palestinian conflict; 4–The rise of ISIS; 5–DTRA; 6–Climate change; 7–Water proposal
- Exercises/Group Activities: 2–Free speech; 3–Islamic sectarianism; 5–Food aid; 6–Capitalism; 7–MGD; 8–Sustainable development; 9–Saving Chad
- Videos: *The story of human rights; Arab Spring or Middle East chaos?; The shape of the future; The rise of ISIS; DTRA and WWI: The first modern war; Are we changing planet Earth?; Blue gold*

### **CLO3: Address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.**

- Readings: *Human rights issues; Biodiversity; Water & development; Food & agriculture; Sustainable development* from <http://www.globalissues.org/> website Chapters 13–Free speech; 14–Islamic sectarianism; 6–Unrest in the Arab world; 2–Israeli-Palestinian conflict; 1–Chemical & biological warfare; 12–State capitalism in textbook
- Assignments/Essays: 1–Human rights; 2–Unrest in the Middle East; 3–Israeli-Palestinian conflict; 5–DTRA; 7–Water proposal

- Exercises/Group Activities: 2–Free speech; 4–Biodiversity; 5–Food aid; 6–Capitalism; 8–Sustainable development
- **Activities/Experiences:** *The story of human rights; Arab Spring or Middle East chaos?; The shape of the future; DTRA and WWI: The first modern war; Blue gold*

## Required Texts/Readings

### Required Textbook

Calabi, Sarah, et al., eds. *Global issues: Selections from the CQ Researcher, 2015 ed.* (2016). ISBN #9781506308357.

Students can buy or rent the textbook at the Spartan Bookstore. Students can also purchase the text at other booksellers such as Amazon or Barnes & Noble.

### Required Readings

Required supplemental readings will be posted on the Canvas website that comes from the *CQ Researcher: Global issues* website, <http://www.globalissues.org/>

- Shah, Anup. [Human rights issues](#), *Global Issues*, Updated: October 07, 2013
- Shah, Anup. [War on Terror](#), *Global Issues*, Updated: October 07, 2013
- Shah, Anup. [Biodiversity](#), *Global Issues*, Updated: January 19, 2014
- Shah, Anup. [Water & development](#), *Global Issues*, Updated: June 06, 2010
- Shah, Anup. [Food & agriculture](#), *Global Issues*, Updated: September 28, 2014
- Shah, Anup. [Sustainable development](#), *Global Issues*, Updated: September 28, 2014

### Recommended Text

Veregin, Howard, ed. (2014). *Goode's world atlas, 22<sup>nd</sup> ed.* ISBN #9780321652003.

Students can buy the textbook at the Spartan Bookstore or other booksellers.

## Course Requirements & 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>.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/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.”

### Essays

There will be seven one page, double-spaced (300 to 400 word) responses to the *Global Issues* reading for that prior week’s topic and any other materials as assigned. This is not a summary of the reading, but a thoughtful response to the issues discussed by the author, and the questions

that I pose to you as your instructor. Please be aware that I will only read and grade the first page of each of your essays. Papers must be turned in *prior to class* on Canvas. Each essay is worth 10 points each for a total of 60 points or 30% of the final grade; your lowest essay score will not be calculated in the final grade. Detailed instructions for writing the short answer essays will be provided.

### **In-class Exercises/Participation**

Plan to attend all class meetings and expect to write in class on most days. Active participation is a vital element of the course. Participation not only makes the class more interesting and enjoyable, but you are also responsible for material discussed during class and you cannot earn an “A” without participating. Your class participation grade will include in-class writing assignments and contributing with a solid effort to group activities. These activities can only be completed in class and cannot be made up except in the case of a documented excused absence. Quality participation also includes volunteering information and ideas to discussions and asking and answering questions. The regular exercise/participation grade is worth 70 points or 35% of your final grade, and the lowest of these will not be calculated in the final grade. Please see the course syllabus for exercise topics. Exercise 9 is in-class that will span the last day of class and the day of the final. The exercise is a participation grade only, worth 20 points or 10% of your grade, and requires all class members to participate in order for the exercise to be effective. This is a culminating experience for the course.

### **Final Paper**

There is one paper required for this course—a short reflection paper (about three to four pages) based on your learning and understanding of current world events as a result of this class and other relevant outside experiences. The final paper is worth 50 points or 25% of your final grade.

### **Grading Policy**

A strong performance in all areas of assessment is necessary to achieve the highest grade in this course. You will not be graded on attendance. However, it is not possible to do well if you are not present in class to join in discussions and to complete assignments and exercises. Your participation points will come from in-class exercises.

Assignments not submitted *on the due date* will be marked down. There will be a 10% reduction in grade for each day that your assignment is late. Any assignment that is overdue by two weeks (four class meetings) is considered late and will receive a zero (0). Your lowest assignment score will be dropped from your final grade calculation. It is your responsibility to inform me in advance if you know you must miss a class for valid reasons. Excused absences refer to illness, family responsibilities and similar necessities. Exceptions to these policies will be made only in the case of officially documented emergencies. Contact me regarding emergencies as soon as possible—before a paper is due rather than after it is already late—so special arrangements may be made.

### **Writing**

The minimum writing requirement for this course is 3,000 words in a language and style appropriate to the discipline of Geography. Please use the APA style for all papers in the class. Information and weblinks to APA style guidelines can be found on the Canvas website.

<b>Writing</b>	<b>Minimum Words</b>
Essays (7)	2,000
Exercises/Participation (8)	400
Reflection paper	600
<b>Total:</b>	<b>3,000</b>

Correct use of English is a fundamental requirement for your papers to be graded. If errors in English make it difficult for a grader to understand your sentences, or excessively slow down the grader to mark your technical errors; then your paper will be returned to you for further work on its English, and your grade for the paper will be deferred until it is resubmitted with corrected English.

If your assignment is returned for an excessive number of grammatical errors, you will be allowed to rewrite and resubmit it within two weeks from the original due date. After the two weeks of the my initial grading period, all assignments will be considered final. If you did not take advantage of the redo, then the final grading stands—all detected errors will be downgraded accordingly. See the Canvas webpage for more information.

### **Extra Credit**

There will be one (1) extra credit assignment worth 10 points. It can only be used once and only once. You are to find me in my office and ask, “I found you in your office, can I get my extra credit points?”

### **Grade Breakdown**

<b>Assignments</b>	<b>Points</b>	<b>Percent</b>
Assignments (6)	60	30
Exercises/Participation (7)	70	35
Exercise 9	20	10
Reflection paper	50	25
<b>Total</b>	<b>200</b>	<b>100</b>

## Letter Grades compared to percent ranges

Letter Grade	Percent Range	Letter Grade	Percent Range
A+	97.00 to 100.00	C+	77.00 to 79.99
A	93.00 to 96.99	C	73.00 to 76.99
A-	90.00 to 92.99	C-	70.00 to 72.99
B+	87.00 to 89.99	D+	67.00 to 69.99
B	83.00 to 86.99	D	63.00 to 66.99
B-	80.00 to 82.99	D-	60.00 to 62.99
		F	0.00 to 59.99

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 (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. See University Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

NOTE that All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### Classroom Protocol

We all want to be in a positive learning environment. Course content can be challenging. I expect everyone to be respectful of opinions, other students, and the instructor. I will make every effort to be prepared for class, start and end class on time, and be available during my office hours for help.

I expect my students to be prepared for class, come to class on time, and turn in assignments on time. I expect all students to refrain from reading non-course-related materials during class, no passing notes, no talking, no sleeping, etc. The use of any personal communication devices during class time is not allowed. Computers are allowed for course related work only.

### University Policies

#### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related

topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12788.13060.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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 year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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 the 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. If you wish to record session, then please see me during my office hours to get my express permission.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San José 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/>

### **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; then please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.



## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **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 Services**

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>.

## Geography 112: Nations, Cultures, & Territorial Disputes, Fall 2015

(Schedule is subject to change with fair notice. Review Canvas Home Page for more information)

Date	Topics	Readings	Activities/Assignments	Due
08/24	Introduction			
08/26	Current events		In-class video: <i>BBC News</i> Exercise 1	
08/31	Human rights	<a href="#">Human rights issues</a> (Shah)	In-class video & discussion: <i>The Story of human rights</i>	
09/02	Human rights (con't)		Discussion Essay 1	Exer. 1
09/07	LABOR DAY— NO CLASS			
09/09	Free speech	Chapter 13 ( <i>CQ Researcher</i> )	Discussion Exercise 2	Essay 1
09/14	Islamic sectarianism	Chapter 14 ( <i>CQ Researcher</i> )	Lecture & discussion Exercise 3	
09/16	Islamic sectarianism (con't)		Lecture & discussion (con't) Exercise 3 (con't)	Exer. 2
09/21	Unrest in the Arab world	Chapter 6 ( <i>CQ Researcher</i> )	In-class video: <i>Arab Spring or Middle East chaos?</i>	
09/23	Unrest in the Arab world (con't)		Discussion Essay 2	Exer.3
09/28	Israeli-Palestinian conflict	Chapter 2 ( <i>CQ Researcher</i> )	In-class video: <i>The shape of the future</i>	
09/30	Israeli-Palestinian conflict (con't)		Lecture & discussion Essay 3	Essay 2
10/05	Iraq & War on Terror	Chapter 3 ( <i>CQ Researcher</i> ) <a href="#">War on Terror</a> (Shah)	In-class video: <i>The rise of ISIS</i>	
10/07	Iraq & War on Terror (con't)		In-class discussion Essay 4	Essay 3
10/12	Chemical & biological weapons	Chapter 1 ( <i>CQ Researcher</i> )	In-class videos: <i>DTRA; WWI: The first modern war</i>	
10/14	Chemical & biological weapons (con't)		In-class discussion Essay 5	Essay 4
10/19	Climate change	Chapter 16 ( <i>CQ Researcher</i> )	In-class video: <i>Are we changing planet Earth?</i>	
10/21	Climate change (con't)		Lecture & in-class discussion Essay 6	Essay 5
10/26	Biodiversity	<a href="#">Biodiversity</a> (Shah)	Lecture & in-class discussion	
10/28	Biodiversity (con't)		In-class exercise Exercise 4	Essay 6
11/02	Water & development	<a href="#">Water &amp; development</a> (Shah)	In-class video: <i>Blue gold</i>	
11/04	Water & development		In-class discussion	Exer. 4

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Date	Topics	Readings	Activities/Assignments	Due
	(con't)		Essay 7	
11/09	Food & agriculture	<a href="#">Food &amp; agriculture</a> (Shah)	In-class exercise Exercise 5	
11/11	VETERANS DAY— NO CLASS			
11/16	State capitalism	Chapter 12 ( <i>CQ Researcher</i> )	Lecture & in-class discussion: Capitalism	Essay 7
11/18	State capitalism (con't)		In-class discussion Exercise 6	Exer. 5
11/23	Millennium development goals	Chapter 8 ( <i>CQ Researcher</i> )	Lecture & in-class discussion	
11/25	Millennium development goals (con't)		In-class exercise Exercise 7	Exer. 6
11/30	Sustainable development	<a href="#">Sustainable development</a> (Shah)	Lecture & in-class discussion	
12/02	Sustainable development (con't)		In-class exercise Exercise 8	Exer. 7
12/07	Sustainability & MDG		In-class group exercise Exercise 9: Saving Chad	Exer. 8
<b>12/16</b>	<b>FINAL EXAM</b> <b>(1215 to 1430, CL 224)</b>		Saving Chad debriefing	Paper