

San José State University
College of Social Sciences/Geography & Global Studies
Geography 112: Nations, Cultures, & Territorial Disputes Sections 1 & 2 Fall, 2017

Course and Contact Information

Instructor:	Maureen Kelley, PhD
Office Location:	Washington Square Hall 111A
Telephone:	(408) 924-5486
Email:	maureen.kelley@sjsu.edu and Canvas mail system (Canvas mail is preferred for class-related communications)
Office Hours:	Mondays & Wednesdays 1400 to 1430 & by appointment
Class Days/Time:	Section 1: Mondays & Wednesdays 1200 to 1315 Section 2: Mondays & Wednesdays 1500 to 1615
Classroom:	Clark Hall 224
Prerequisites:	Completion of core GE, Satisfaction of Writing Skills Test, Upper division standing
GE/SJSU Studies Category:	Area V: Culture, Civilization & Global Understanding

Course Format

This course will be taught as a seminar where active participation by all students is essential. Course readings, videos, essays, graded participation, and in-class group exercises will be used as a basis for grading. There will be no quizzes or examinations but a final paper in the form of a reflection paper.

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.

GE Learning Outcomes (GELO)

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

GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the US.

1. Readings: *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013), Russia (Beary, 2014), North Korea (Hosansky, 2017), Islamic sectarianism (Hartman, 2012), Islamic State (Karaim, 2016), European migration crisis (Glazer, 2015), European conflict (Beary, 2015), Air pollution and climate change (Adams, 2015), Protecting the oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Glazer, 2015), Global diseases (Vaida, 2017) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Russia, 4–Defeating ISIS, 5–European crisis, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free speech, 3–North Korea, 4–Islamic sectarianism, 5–European migrant crisis, 6–Protecting the oceans, 7–Global hunger
3. Activities/Experiences: Exercises 2–US-Russia relations, 3–North Korea, 4–Islamic sectarianism, 5–European migration crisis, 6–Protecting the oceans, 7–Global hunger, 8–Freedomia. Videos: *The story of human rights, Charlie Hebdo explained & translated, Free speech and consequences, Putin’s Way, North Korea: The great illusion, In detail: Sunnis vs. Shiites, The road to 9/11, Confronting ISIS, Exodus, After Brexit: The battle for Europe, The truth about climate change, The death of the oceans, Malnutrition: Meeting the global challenge, World population: Seven billion and counting, Killer flu*

GELO2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.

1. Readings: *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013), Russia (Beary, 2014), US-Russian relations (Beary, 2014), Nuclear weapons (Wanlund, 2016), North Korea (Hosansky, 2017), Islamic sectarianism (Hartman, 2012), Islamic State (Karaim, 2016), European migration crisis (Glazer, 2015), European conflict (Beary, 2015), Air pollution and climate change (Adams, 2015), Protecting the oceans (Weeks, 2014), Global population growth (Glazer, 2015), Global diseases (Vaida, 2017) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Russia, 3–Nuclear weapons, 4–Defeating ISIS, 5–European crisis, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free speech, 2–US-Russia relations, 3–North Korea, 4–Islamic sectarianism, 5–European migrant crisis, 6–Protecting the oceans
3. Activities/Experiences: Exercises 2–US-Russia relations, 3–North Korea, 4–Islamic sectarianism, 5–European migration crisis, 6–Protecting the oceans Videos: *The story of human rights, Charlie Hebdo explained & translated, Free speech and consequences, Putin’s Way, Dmitry Peskov: Future of US-Russian relations, North Korea: The great illusion, In detail: Sunnis vs. Shiites, The road to 9/11, Confronting ISIS, Exodus, After Brexit: The battle for Europe, The truth about climate change, The death of the oceans, World population: Seven billion and counting, Killer flu*

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

1. Readings: Free speech (Greenblatt, 2013), Russia (Beary, 2014), US-Russian relations (Beary, 2014), Nuclear weapons (Wanlund, 2016), North Korea (Hosansky, 2017), Islamic sectarianism (Hartman, 2012), Islamic State (Karaim, 2016), European migration crisis (Glazer, 2015), European conflict (Beary, 2015), Air pollution and climate change (Adams, 2015) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Russia, 3–Nuclear weapons, 4–Defeating ISIS, 5–European crisis, 6–Climate change; Exercises 1–Free speech, 2–US-Russian relations, 3–North Korea, 4–Islamic sectarianism, 5–European migrant crisis, 6–Protecting the oceans
3. Activities/Experiences: Exercises 2–US-Russian relations, 3–North Korea, 4–Islamic sectarianism, 5–European migration crisis, 6–Protecting the oceans. Videos: *The story of human rights, Charlie Hebdo explained & translated, Free speech and consequences, Putin’s Way, Dmitry Peskov: Future of US-Russian relations, North Korea: The great illusion, In detail: Sunnis vs. Shiites, The road to 9/11, Confronting ISIS, Exodus, After Brexit: The battle for Europe, The truth about climate change*

Course Learning Outcomes (CLO) (Required)

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

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

CLO2: Demonstrate their ability to articulate and discuss their values and engage in civil discourse.

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.

1. Readings: *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013), Russia (Beary, 2014), US-Russian relations (Sataline, 2017), Nuclear weapons (Wanlund, 2016), North Korea (Hosansky, 2017), Islamic sectarianism (Hartman, 2012), Islamic State (Karaim, 2016), European migration crisis (Glazer, 2015), European conflict (Beary, 2015), Air pollution and climate change (Adams, 2015), Protecting the oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Glazer, 2015), Global diseases (Vaida, 2017) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Russia, 3–Nuclear weapons, 4–Defeating ISIS, 5–European crisis, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free speech, 2–US-Russian relations, 3–North Korea, 4–Islamic sectarianism, 5–European migrant crisis, 6–Protecting the oceans, 7–Global hunger
3. Activities/Experiences: Exercises 2–US-Russian relations, 3–North Korea, 4–Islamic sectarianism, 5–European migration crisis, 6–Protecting the oceans, 7–Global hunger, 8–Freedomia. Videos: *The story of human rights, Charlie Hebdo explained & translated, Free speech and consequences, Putin’s Way, Dmitry Peskov: The future of US-Russian relations, The new Cold War, Breaking down Russia and US nuclear capabilities, North Korea: The great illusion, In detail: Sunnis vs. Shiites, The road to 9/11, Confronting ISIS, Exodus, After Brexit:*

The battle for Europe, The truth about climate change, The death of the oceans, Malnutrition: Meeting the global challenge, World population: Seven billion and counting, Killer flu

Required Readings

The majority of the readings are from the *CQ Researcher* and is available via the Martin Luther King Jr. Library as digital portable document format files.

Adams, J. U. (2015, November 13). Air pollution and climate change. *CQ Researcher*, 25, 961–984. Retrieved from <http://library.cqpress.com/>

Beary, B. (2014, February 4). Resurgent Russia. *CQ Researcher*, 24, 121–144. Retrieved from <http://library.cqpress.com/>

Beary, B. (2015, January 9). European unrest. *CQ researcher*, 25, 25–48. Retrieved from <http://library.cqpress.com/>

Glazer, S. (2015, July 31). European migration crisis. *CQ Researcher*, 25, 649–672. Retrieved from <http://library.cqpress.com/>

Greenblatt, A. (2013, April 26). Free speech at risk. *CQ Researcher*, 23, 377–400. Retrieved from <http://library.cqpress.com/>

Hartman, L. (2012, August 7). Islamic sectarianism. *CQ Global Researcher*, 6, 353–376. Retrieved from <http://library.cqpress.com/>

Hosansky, D. (2017, May 19). North Korea showdown. *CQ researcher*, 27, 433–456. Retrieved from <http://library.cqpress.com/>

Karaim, R. (2016, April 1). Defeating the Islamic State. *CQ researcher* 26, 289–312. Retrieved from <http://library.cqpress.com/>

Office of the High Commissioner for Human Rights. (2004). *Universal Declaration of Human Rights (1948)*. 102–109. Retrieved from <http://www.ohchr.org/Documents/Publications/ABCannexesen.pdf>.

Price, T. (2014, August 8). Global hunger. *CQ Researcher*, 24, 673–696. Retrieved from <http://library.cqpress.com/>

Sataline, S. (2017, January 13). US-Russia relations. *CQ researcher*, 27, 25–48. Retrieved from <http://library.cqpress.com/>

Vaida, B. (2017, June 2). Pandemic threat. *CQ researcher*, 27, 457–480. Retrieved from <http://library.cqpress.com/>

Wanlund, W. (2016, July 29). Modernizing the nuclear arsenal. *CQ researcher*, 26, 625–648. Retrieved from <http://library.cqpress.com/>

Weeks, J. (2014, October 17). Protecting the oceans. *CQ Researcher*, 24, 865–888. Retrieved from <http://library.cqpress.com/>

Other technology requirements/equipment/material

Computer Internet access is essential for accessing materials and uploading assignments on Canvas. All assignments must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft Word Document format (.doc or .docx) only.

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 such as readings, 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>.

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.”

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 American Psychological Association (APA) style for all papers in the class. Information and weblinks to APA style guidelines can be found on the Canvas website.

Writing	Minimum Words
Essays (6)	1,200
Exercises (6)	1,000
Participation responses	300
Reflection paper	500
Total:	3,000

Essays

There will be eight one page, double-spaced (200 to 300 minimum word) responses to the readings (and videos where appropriate) and discussions for the week’s topic. This is not a summary of the readings, but a thoughtful response to the issues discussed by the author, and the questions that I pose to you as your instructor. Each essay is worth 10 points for a total of 60 points, 24% of the final grade, where two of the lowest scores will be eliminated from grade calculations. Detailed instructions for writing the essays are provided on Canvas.

Exercises

There will be seven in-class, 100 to 150 minimum word, exercises on the week’s topic based on readings and videos, where appropriate. These are group activities and are completed in class and cannot be made up except in the case of a documented excused absence. Each exercise is worth 10 points for a total of 50 points, 20% of the final grade, where two of the lowest scores will be eliminated from grade

calculations. Exercise 8 is an in-class group activity that will take place on the day of the final. The exercise is a culminating experience for the course and is worth 30 points or 12% of the final grade. Detailed instructions for writing the exercises are provided on Canvas.

Class Participation

Plan to attend all class meetings. Active participation is a vital element of the course. This not only makes the class more interesting and enjoyable, but you are responsible for material discussed during class and you cannot earn an “A” without participating. Your class participation grade will include contributing to discussions and in-class exercises. 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 reading weekly assignments prior to attending class, volunteering information and ideas to discussions, asking and answering questions, and being an active participant on Canvas. The majority of the participation points are earned by responding on the appropriate Canvas Participation page the answers to questions posed each class session. The questions will be posted on the Canvas website on the Assignments web pages. Class participation is worth 60 points or 24% of your final grade.

Final Paper

There is one paper required for this course—a short reflection paper (about two to three 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, 20%, of your final grade.

Grading Information

Correct use of English is a fundamental requirement for your assignments 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 essay assignment will be returned to you for further work on its English and formatting, and your grade for the paper will be deferred until it is resubmitted. This will only apply to the first two essay assignments.

If your first two essay assignments are returned for an excessive number of grammatical and technical errors,(20 errors) then 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.

Exercise assignments will be graded for content as well as spelling, syntax, and grammar. Exercises will be graded using objective criteria. Grading rubrics for these exercises are on the Canvas website.

Determination of Grades

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.

It is your responsibility to inform me in advance if you know you must miss a class for a valid reason. 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 an assignment is due rather than after it is already late—so special arrangements may be made.

Grade Breakdown

Assignments	Points	Percent
Essays (6)	60	24
Exercises (5)	50	20
Final Exercise	30	12
Participation	60	24
Reflection paper	50	20
Total	250	100

Letter Grades: Percentage Ranges & Point Ranges

Letter Grade	Percent Range	Points Range	Letter Grade	Percent Range	Points Range
A+	97.00 to 100.00	242.50 to 250.0	C+	77.00 to 79.99	192.50 to 199.99
A	93.00 to 96.99	232.50 to 242.49	C	73.00 to 76.99	182.50 to 192.49
A-	90.00 to 92.99	225.00 to 232.49	C-	70.00 to 72.99	175.00 to 182.49
B+	87.00 to 89.99	217.50 to 224.99	D+	67.00 to 69.99	167.50 to 174.99
B	83.00 to 86.99	207.50 to 217.49	D	63.00 to 66.99	157.50 to 167.49
B-	80.00 to 82.99	200.00 to 207.49	D-	60.00 to 62.99	150.00 to 157.49
			F	0.00 to 59.99	0.00 to 149.99

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.

Penalty for Late or Missed Work

Assignments not submitted on the due date and assigned time will be marked down. There will be a 2% reduction in grade for each calendar day that your assignment is late. Any assignment that is overdue by two weeks (four class meetings, 14 calendar days) is considered late and will receive a zero (0).

Extra Credit

There will be one extra credit assignment worth 5 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?”

Grading Information for GE

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>”

Geography 112: Nations, Cultures, & Territorial Disputes, Fall 2017

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

Course Schedule

Week	Date	Topics	Readings	Activities	Due
1	08/23	Introductions			
2	08/28	Human Rights	<i>Universal Declaration of Human Rights (1948)</i> (OHCHR)	Video: <i>The story of human rights</i> Discussion	
2	08/30	Human Rights		Discussion Essay 1	
3	09/04	LABOR DAY			
3	09/06	Free Speech LAST DAY TO DROP WITHOUT GRADE	Greenblatt, 2013	Videos: <i>Charlie Hebdo translated and explained; Free speech & consequences</i> Exercise 1	Essay 1
4	09/11	Russia	Beary (2014)	Video: <i>Putin's way</i> Discussion	
4	09/13	Russia LAST DAY TO ADD		Discussion Essay 2	Exer. 1
5	09/18	US-Russia Relations	Sataline (2017)	Video: <i>Dmitry Peskov: The future of US-Russian relations</i>	
5	09/20	US-Russia Relations		Exercise 2	Essay 2
6	09/25	Nuclear Weapons	Wandlund (2016)	Videos: <i>The New Cold War; Breaking down Russia U.S. nuclear capabilities</i> Discussion	
6	09/27	Nuclear Weapons		Discussion Essay 3	Exer. 2
7	10/02	North Korea	Hosansky (2017)	Video: <i>North Korea: The great illusion</i> Discussion	
7	10/04	North Korea		Exercise 3	Essay 3
8	10/09	Islamic Sectarianism	Hartman (2012)	Videos: <i>Sunni & Shia Explained; Road to 9-11</i> Discussion	
8	10/11	Islamic Sectarianism		Exercise 4	Exer. 3
9	10/16	The Islamic State	Karaim (2016)	Video: <i>Confronting ISIS</i>	

Week	Date	Topics	Readings	Activities	Due
9	10/18	The Islamic Sate		Discussion Essay 4	Exer. 4
10	10/23	European Migration Crisis	Glazer (2015)	Video: <i>Exodus Part 1</i>	
10	10/25	European Migration Crisis		Video: <i>Exodus Part 2</i> Exercise 5	Essay 4
11	10/30	European Unrest	Beary (2015)	Video: <i>After Brexit: The battle for Europe</i> Discussion	
11	11/01	European Unrest		Discussion Essay 5	Exer.5
12	11/06	Air Pollution & Climate Change	Adams (2015)	Video: <i>The truth about climate change</i> Discussion	
12	11/08	Air Pollution & Climate Change		Discussion Essay 6	Essay 5
13	11/13	Protecting The Oceans	Weeks (2014)	Video: <i>The death of oceans</i> Discussion	
13	11/15	Protecting The Oceans		Exercise 6	Essay 6
14	11/20	Global Hunger	Price (2014)	Video: <i>Future of food</i> Exercise 7	
14	11/22	NON-INSTRUCTIONAL DAY			
15	11/27	Global Population Growth	Glazer (2015)	Video: <i>World population: Seven billion and counting</i> Discussion	Exer. 6
15	11/29	Global Population Growth		Discussion Essay 7	Exer. 7
16	12/04	Infectious Diseases	Vaida (2017)	Video: <i>Killer flu</i> Discussion	
16	12/06	Infectious Diseases		Discussion Essay 8	Essay 7
17	12/11	Final exercise preparation			
FINAL EXAM	12/13	SECTION 2: FINAL EXAM (1215 to 1430, CL 224)		Exercise 9: Freedonia debriefing	Essay 8
FINAL EXAM	12/19	SECTION 1: FINAL EXAM (0945 to 1200, CL 224)		Exercise 9: Freedonia debriefing	Essay 8
	12/19	SEC. 1 & 2 1700			Reflection Paper