

.San José State University
College of Social Science/Department of Geography
Geography 112, Nations, Cultures, & Territorial Disputes, Sections 1 & 2, Fall, 2018

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 1400 to 1430 in Washington Square Hall 111A Wednesdays 1400 to 1430 in Washington Square Hall 113 And 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

Faculty Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, and so forth are found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and the Canvas website to learn of any updates.

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, economics, security, human-environment relations, and cultures. Readings, films, in-class exercises, and discussions are used to gain a better understanding of these complex problems and their geographic dimensions.

Course Goals

Students will develop their ability to think critically, independently, relationally, contextually. Students will communicate their views effectively verbally and textually, particularly in writing.

GE Learning Outcomes (GELO)

Upon successful completion of this GE 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.

- A. Readings: *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013), Democracy (Satline, 2017), Israeli-Palestinian conflict (Glazer, 2018), Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Lyngaas, 2017), European migration crisis (Glazer, 2015), European conflict (Hegland, 2016), Climate change (Wanlund, 2017), Oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Weeks, 2015), Infectious diseases (Vaida, 2017) from *CQ Researcher* readings
- B. Assignments: Essays 1–Human rights, 3–Jerusalem, 4–Terrorism, 5–European conflict, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans, 7–Global hunger, 8–Freedonia
- C. Activities/Experiences: Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans & 7–Global hunger, 8–Freedonia. Videos: *The story of human rights*, *Universal Declaration of Human Rights animation*, *The universal danger of ignoring human rights violations*, *Charlie Hebdo explained & translated*, *Should free speech be protected, no matter what?*, *Russia, China, and the future of democracy*, *How the Israeli-Palestinian conflict began*, *Israeli settlers in the Occupied West Bank*, *Who owns Jerusalem?*, *In detail: Sunnis vs. Shiites*, *The road to 9/11*, *Exodus: The journey continues*, *Climate change and security: Unprecedented impacts, unpredictable risks*, *The fish on my plate*, *Food for the future*, *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.

- A. Readings: *Universal Declaration of Human Rights* from the United Nations website; Venezuela (Casey, 2018) from *The New York Times* and (Johnson, 2018) from *Foreign Policy*; Free speech (Greenblatt, 2013), Democracy (Satline, 2017), Israeli-Palestinian conflict (Glazer, 2018), Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Lyngaas, 2017), European migration crisis (Glazer, 2015), European conflict (Hegland, 2016), Climate change (Wanlund, 2017), Oceans (Weeks, 2014), Global population growth (Weeks, 2015), Infectious diseases (Vaida, 2017) from *CQ Researcher* readings
- B. Assignments: Essays 1–Human rights, 2–Venezuela, 3–Jerusalem, 4–Terrorism, 5–European conflict, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans
- C. Activities/Experiences: Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans. Videos: *The story of human rights*, *Universal Declaration of Human Rights animation*, *The universal danger of ignoring human rights violations*, *Charlie Hebdo explained & translated*, *Should free speech be protected, no matter what?*, *Russia, China, and the future of democracy*, *Going undercover in Venezuela*, *How the Israeli-Palestinian conflict began*, *Israeli settlers in the Occupied West Bank*, *Who owns Jerusalem?*, *In detail: Sunnis vs. Shiites*, *The road to 9/11*, *Exodus: The journey continues*, *Climate change and security: Unprecedented impacts, unpredictable risks*, *The fish on my plate*, *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.

- A. Readings: Venezuela (Casey, 2018) from *The New York Times* and (Johnson, 2018) from *Foreign Policy*; Free speech (Greenblatt, 2013), Israeli-Palestinian conflict (Glazer, 2018), Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), European migration crisis (Glazer, 2015), European conflict (Hegland, 2016), Climate change (Wanlund, 2017) from *CQ Researcher* readings
- B. Assignments: Essays 2–Venezuela, 3–Jerusalem, 5–European conflict, 6–Climate change; Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 8–Freedonia
- C. Activities/Experiences: Exercises 1–Free Speech, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 8–Freedonia. Videos: *Charlie Hebdo explained & translated, Should free speech be protected, no matter what?, Going undercover in Venezuela, How the Israeli-Palestinian conflict began, Israeli settlers in the Occupied West Bank, Who owns Jerusalem?, In detail: Sunnis vs. Shiites, Exodus: The journey continues, Climate change and security: Unprecedented impacts, unpredictable risks*

Course Learning Outcomes (CLO)

Upon successful completion of this GE course, students will 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.

- A. Readings: Venezuela (Casey, 2018) from *The New York Times* and (Johnson, 2018) from *Foreign Policy*; *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013), Democracy (Satline, 2017), Israeli-Palestinian conflict (Glazer, 2018), Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Lyngaas, 2017), European migration crisis (Glazer, 2015), European conflict (Hegland, 2016), Climate change (Wanlund, 2017), Oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Weeks, 2015), Infectious diseases (Vaida, 2017) from *CQ Researcher* readings
- B. Assignments: Essays 1–Human rights, 2–Venezuela, 3–Jerusalem, 4–Terrorism, 5–European conflict, 6–Climate change, 7–Global population growth, 8–Infectious diseases; Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans, 7–Global hunger, 8–Freedonia
- C. Activities/Experiences: Exercises 1–Free Speech, 2–Democracy, 3–Israeli-Palestinian Conflict, 4–Islamic sectarianism, 5–European migration crisis, 6–Oceans & 7–Global hunger, 8–Freedonia. Videos: *The story of human rights, Universal Declaration of Human Rights animation, The universal danger of ignoring human rights violations, Charlie Hebdo explained & translated, Should free speech be protected, no matter what?, Russia, China, and the future of democracy, Going undercover in Venezuela, How the Israeli-Palestinian conflict began, Israeli settlers in the Occupied West Bank, Who owns Jerusalem?, In detail: Sunnis vs. Shiites, The road to 9/11, Exodus: The journey continues, Climate change and security: Unprecedented impacts, unpredictable risks, The fish on my plate, Food for the future, World population: Seven billion and counting, Killer flu*

Required Readings

Most of the readings are from the *CQ Researcher* and are available via the Martin Luther King Jr. Library as digital portable document format files (pdfs). Other readings are available using the active uniform resource locators (URL).

- Casey, N. (2018, August 8). Venezuela is in crisis but its president might be stronger for it. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/08/06/world/americas/venezuela-maduro-crisis.html?action=click&module=RelatedCoverage&pgtype=Article®ion=Footer>
- Glazer, S. (2018, April 13). The Israeli-Palestinian conflict. *CQ Researcher*, 28, 317–340. 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/>
- Hegland, C. (2016, December 16). European Union's future. *CQ researcher*, 26, 1037–1060. Retrieved from <http://library.cqpress.com/>
- Johnson, K. (2018). How Venezuela struck it poor: The tragic—and totally avoidable self-destruction of one of the world's richest oil economies. *Foreign Policy*, (229), 48–55. Retrieved from <http://bi.galegroup.com.libaccess.sjlibrary.org/essentials/article/GALE/A549156214/86ec19c657bbb5e2f8b62508392e8f61?u=csusj>
- Lyngaas, S. (2017, July 31). Terrorism. *CQ researcher*. 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, October 20). Democracies under stress. *CQ Researcher*, 27, 869–892. 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. (2017, September 22). Climate change and national security. *CQ Researcher*, 27, 773–796. Retrieved from <http://library.cqpress.com/>
- Weeks, J. (2015, January 16). Global population growth. *CQ Researcher*, 25, 49–72. 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 / materials

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) only.

Course Requirements and Assignments

[University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) states, “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.”

Also, [University Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>) notes, “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.”

Writing

The minimum writing requirement for this course is 3,000 words in a language and style appropriate to the discipline of Geography. Students are required to use the American Psychological Association (APA) style for all assignments in this class. Information and weblinks to APA style guidelines can be found on the Canvas website.

Writing	Minimum Words
Essays (8)	1,200
Exercises (8)	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, videos, 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 I pose to you as your instructor. Each essay is worth 10 points for a total of 50 points, ~17% of the final grade. Three of the lowest scores will be eliminated from grade calculations. Detailed instructions and grading rubrics for 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, videos, and discussions for the week's topics. 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, ~17% of the final grade. Two of the lowest scores will be eliminated from grade calculations. Detailed instructions and grading rubrics for 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. 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 actively participating on Canvas. The majority of the participation points are earned by responding to the appropriate Canvas Participation page after each class. You will have two weeks to respond for potential full credit. Class participation is worth 100 points or ~33% of your final grade, which 10 points out of the 100 points will be calculated based on your Canvas activities per week (Canvas interaction score).

The Canvas interaction score (maximum 10 points) will be weighted based on the median score of all students in the class:

Weekly Weighted Score = Page Views + Participation + (Submissions + On-time Submissions – Late Submissions – Missing Submissions)

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, ~17%, of your final grade.

Final Examination or Evaluation

Exercise 8 is an in-class group activity that will take place on the day of the final. All students as well as the instructor participate. The exercise is a scenario where one group of students represent government officials trying to keep the country running. Other students represent groups that want to overthrow the government. The instructor plays the role of outside forces and will determine when the exercise is completed—one hour or until the government is overthrown, whichever comes first. There will be a 20-minute debriefing session after the exercise. Sign-ups for roles will be accessed on Canvas the first week of December. The exercise is a culminating experience for the course and is worth 50 points or ~17% of the final grade.

Grading Information

Correct use of English is a fundamental requirement for your assignments to be graded. If a minimum of 20 errors in spelling, syntax, grammar, or technical errors are detected; then there is an automatic 10% reduction in grade for all essays. Grading rubrics for essays and exercises are on the Canvas website.

Formal academic writing guidelines are essential for this course. Please upload your assignments as either an MSWord document (.doc) or Portable Document File (.pdf) only. I cannot accept any other file formats.

All assignments must be written using formal academic writing styles conforming to standard guidelines:

- lastname first initial_course number_assignment number (ie kelleym_G112S1_essay1.doc)
- Times New Roman 12pt normal font
- double line spacing
- 1" margin all around
- APA citation method
- reference page (anytime you cite others' work)
- page numbers
- use proper headings and enumeration styles

- Use style sheets and formatting styles—style sheets are your friends!
- DO NOT add your student name/class/date heading on your assignments because the file name and date stamp on Canvas provides me with this information
- DO NOT include questions or prompts on assignments—your Turnitin.com score will be artificially high
- DO NOT include a cover sheet or running head

If any of the above standards are not adhered to, then 0.1 point for each detected violation will be assessed from your total score.

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style, no contractions, not overuse of pronouns**. If any of the previously mentioned styles are detected, then they will be counted as an error of syntax and/or grammar. Your writing style must be clear and concise as well as minimize pronoun usage. Refer to the Canvas website for more information.

Remember, the first 20 errors will be counted and an overall 10% reduction will be assessed on your assignment. Therefore, it is vital that you proofread your paper before you submit.

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 and on Canvas to join in discussions and complete essays and exercises.

You are responsible informing 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 (5)	50	16.7
Exercises (5)	50	16.7
Final Exercise	50	16.7
Participation	100	33.3
Reflection paper	50	16.7
Total	300	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	291.0 to 300.0	C+	77.00 to 79.99	231.0 to 239.9
A	93.00 to 96.99	279.0 to 290.9	C	73.00 to 76.99	219.0 to 230.9
A-	90.00 to 92.99	270.0 to 278.9	C-	70.00 to 72.99	210.0 to 218.9
B+	87.00 to 89.99	261.0 to 269.9	D+	67.00 to 69.99	201.0 to 209.9
B	83.00 to 86.99	249.0 to 260.9	D	63.00 to 66.99	189.0 to 200.9
B-	80.00 to 82.99	240.0 to 248.9	D-	60.00 to 62.99	180.0 to 188.9
			F	0.00 to 59.99	0.00 to 179.9

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 and can only be used once and only once. You are to find me in my office and say, “I found you in your office, can I get my extra credit points?”

Grading Information for GE/100W

“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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources.

Please take advantage of the [San José State Writing Center](http://www.sjsu.edu/writingcenter/index.html) (<http://www.sjsu.edu/writingcenter/index.html>) located in Clark Hall 126 and Martin Luther King Jr second floor.

First Week Partial Participation Credit

Email me via the Canvas mailing system a picture of a ferocious bear acknowledging you read the course syllabus and understand the content.

Geography 112

Nations, Cultures and Territorial Disputes, Fall 2018, Course Schedule

Schedule is subject to change due to unforeseen circumstances. Notices will be made available via Canvas messaging and emails via mysjsu and Canvas.

Week	Date	Topics	Readings	Activities	Due
1	08/22	Introductions			
2	08/27	Human Rights	<i>Universal Declaration of Human Rights (1948)</i> (OHCHR)	Videos: <i>The Story of Human Rights</i> ; <i>Universal Declaration of Human Rights Animation</i> ; <i>The Universal Danger of Ignoring Human Rights Violations</i> Discussion	
2	08/29	Human Rights		Discussion Essay 1	
	08/31	LAST DAY TO DROP			
3	09/03	LABOR DAY			
3	09/05	Free Speech	Greenblatt (2013)	Videos: <i>Charlie Hebdo Translated and Explained</i> ; <i>Should Free Speech Be Protected, No Matter What? - UpFront</i> Exercise 1	Essay 1
4	09/10	Democracy LAST DAY TO ADD	Sataline (2017)	Video: <i>Russia, China, and the Future of Democracy</i> Discussion	
4	09/12	Democracy		Exercise 2	Exer. 1
5	09/17	Venezuela	Casey (2018) Johnson (2018)	Video: <i>Going Undercover in Venezuela Foreign Correspondent</i> Discussion	
5	09/19	Venezuela		Discussion Essay 2	Exer. 2
6	09/24	Israeli-Palestinian Conflict	Glazer (2018)	Videos: <i>How the Israeli-Palestinian Conflict Began</i> ; <i>Israeli Settlers in the Occupied West Bank</i> Discussion	
6	09/26	Israeli-Palestinian Conflict		Exercise 3	Essay 2
7	10/01	Jerusalem	Glazer (2018) p. 333	Video: <i>Who owns Jerusalem?</i> Discussion	

Week	Date	Topics	Readings	Activities	Due
7	10/03	Jerusalem		Discussion Essay 3	Exer. 3
8	10/08	Islamic Sectarianism	Hartman (2012)	Video: <i>Sunni & Shia Explained</i> Discussion	
8	10/10	Islamic Sectarianism		Exercise 4	Essay 3
9	10/15	Terrorism	Lyngaas (2017)	Video: <i>Road to 9-11</i>	
9	10/17	Terrorism		Discussion Essay 4	Exer. 4
10	10/22	European Migration Crisis	Glazer (2015)	Video: <i>Exodus: The Journey Continues, pt. 1</i>	
10	10/24	European Migration Crisis		Exercise 5	Essay 4
11	10/29	European Unrest	Beary (2015)	Video: <i>Exodus: The Journey Continues, pt. 2</i> Discussion	
11	10/31	European Unrest		Discussion Essay 5	Exer.5
12	11/05	Climate Change	Wanlund (2017)	Video: <i>Climate Change and Security: Unprecedented Impacts, Unpredictable Risks</i> Discussion	
12	11/07	Climate Change		Discussion Essay 6	Essay 5
13	11/12	VETERANS DAY			
13	11/14	Oceans	Weeks (2014)	Video: <i>The Fish on My Plate, pt 1</i>	Essay 6
14	11/19	Global Hunger	Price (2014)	Video: <i>Food of the Future</i> Exercise 7	
14	11/21	NON-INSTRUCTIONAL DAY			
15	11/26	Global Population Growth	Straight (2018)	Video: <i>World population: Seven billion and counting</i> Discussion	Exer. 7
15	11/28	Global Population Growth		Discussion Essay 7	
16	12/01	Infectious Diseases	Vaida (2017)	Video: <i>Killer flu</i> Discussion	
16	12/05	Infectious Diseases		Discussion Essay 8	Essay 7
17	12/10	Final exercise preparation			
FINAL	12/13	SECTION 1:		Exercise 8: Freedonia &	Essay 8

Week	Date	Topics	Readings	Activities	Due
EXAM		FINAL EXAM (0945 to 1200, CL 224)		debriefing	
FINAL EXAM	12/14	SECTION 2: FINAL EXAM (1215 to 1430, CL 224)		Exercise 8: Freedonia & debriefing	Essay 8
	12/18	SEC. 1 & 2 1700			Reflection Paper