

San José State University
College of Social Sciences/Geography & Global Studies
Geography 112: Nations, Cultures, & Territorial Disputes Section 1
Spring, 2016

Course and Contact Information

Instructor:	Maureen Kelley, PhD
Office Location:	Washington Square Hall 111A
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Office Hours:	Mondays & Wednesdays 1530 to 1600 and Tuesdays 1500 to 1600, and by appointment
Class Days/Time:	Mondays & Wednesdays 1200 to 1315
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

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.

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.

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, and V shall be required of all students." See University Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

At the end of the 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* and *Sustainable development goals* from United Nations websites; Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 15–Climate change, 16–Global hunger, 8–Millennium development goals in textbook; European migration crisis (Glazer, 2015), Vanishing biodiversity (Karaim, 2012), Looming water crisis (Behr, 2008), Genetically modified food (McClure, 2012), Rising food prices (Glazer, 2011) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict, 5–Climate change, 6–Water crisis; Exercises 2–Islamic sectarianism, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad
3. Activities/Experiences: Exercises 2–Islamic sectarianism, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad. Videos *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *In detail: Sunnis vs. Shiites*, *Arab Spring or Middle East chaos?*, *Promises & betrayals*, *Syrian refugee crisis*, *Saving planet Earth*, *State of the planet*, *Blue gold*

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* and *Sustainable development goals* from United Nations websites; Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 3–Iraq & the War on Terror, 5–

Assessing the threat of al Qaeda, 15–Climate change, 16–Global hunger in textbook; Vanishing biodiversity (Karaim, 2012), Looming water crisis (Behr, 2008), Genetically modified food (McClure, 2012), Rising food prices (Glazer, 2011) from *CQ Researcher* readings

2. Assignments: Essays 1–Human rights, 2–Free speech, Essay 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict, 5–Climate change, 6–Water crisis; Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 5–Biodiversity loss, 6–Food & agriculture
3. Activities/Experiences: Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 5–Biodiversity loss, 6–Food & agriculture; Videos *The story of human rights*, *Charlie Hebdo translated & explained*, *Charlie Hebdo [Big questions]*, *The rise of ISIS*, *Promises & betrayals*, *Saving planet Earth*, *State of the planet*, *Blue gold*

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

1. Readings: Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 3–Iraq & the War on Terror, 5–Assessing the threat of al Qaeda chapters in textbook; European migration crisis (Glazer, 2015) from *CQ Researcher* readings
2. Assignments: Essays 2–Free speech, 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict; Exercises 2–Islamic sectarianism, 4–Refugees & migration, 9–Saving Chad
3. Activities/Experiences: Exercises 2–Islamic sectarianism, 4–Refugees & migration; Videos *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *In detail: Sunnis vs. Shiites*, *Arab Spring or Middle East chaos?*, *The rise of ISIS*. *Promises & betrayals*, *Syrian refugee crisis*

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.

1. Readings: *Universal Declaration of Human Rights* and *Sustainable development goals* from United Nations websites; Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 15–Climate change, 16–Global hunger, 8–Millennium development goals in textbook; European migration crisis (Glazer, 2015), Vanishing biodiversity (Karaim, 2012), Looming water crisis (Behr, 2008), Genetically modified food (McClure, 2012), Rising food prices (Glazer, 2011) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict, 5–Climate change, 6–Water crisis; Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad
3. Activities/Experiences: Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global

hunger, 8–MDG & SD, 9–Saving Chad. Videos *BBC world news*, *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *In detail: Sunnis vs. Shiites*, *Arab Spring or Middle East chaos?*, *Promises & betrayals*, *Syrian refugee crisis*, *Saving planet Earth*, *State of the planet*, *Blue gold*

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

1. Readings: *Universal Declaration of Human Rights* and *Sustainable development goals* from United Nations websites; Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 15–Climate change, 16–Global hunger, 8–Millennium development goals in textbook; European migration crisis (Glazer, 2015), Vanishing biodiversity (Karaim, 2012), Looming water crisis (Behr, 2008), Genetically modified food (McClure, 2012), Rising food prices (Glazer, 2011) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict, 5–Climate change, 6–Water crisis; Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad
3. Activities/Experiences: Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad. Videos *BBC world news*, *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *In detail: Sunnis vs. Shiites*, *Arab Spring or Middle East chaos?*, *Promises & betrayals*, *Syrian refugee crisis*, *Saving planet Earth*, *State of the planet*, *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.

1. Readings: *Universal Declaration of Human Rights* and *Sustainable development goals* from United Nations websites; Chapters 13–Free speech, 14–Islamic sectarianism, 6–Unrest in the Arab world, 2–Israeli-Palestinian conflict, 16–Global hunger, 8–Millennium development goals in textbook; European migration crisis (Glazer, 2015), Looming water crisis (Behr, 2008), Genetically modified food (McClure, 2012), Rising food prices (Glazer, 2011) from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Israeli-Palestinian conflict, 6–Water crisis; Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad
3. Activities/Experiences: Exercises 1–Current events, 2–Islamic sectarianism, 3–War on Terror, 4–Refugees & migration, 5–Biodiversity loss, 6–Food & agriculture, 7–Global hunger, 8–MDG & SD, 9–Saving Chad. Videos *BBC world news*, *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *In detail: Sunnis vs. Shiites*, *Arab Spring or Middle East chaos?*, *Promises & betrayals*, *Syrian refugee crisis*, *Blue gold*

Required Texts/Readings

Textbook

Calabi, Sarah, et al., eds. (2016). *Global issues: Selections from the CQ Researcher, 2015 ed.* Thousand Oaks, CA: CQ Press an imprint of SAGE publications.

The text's ISBN-13 number is 978-1-5063-0835-7.

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

Behr, P. (2008, February 1). Looming water crisis. *CQ Researcher*, 2, 27–56. 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>.

Glazer, S. (2011, October 18). Rising food prices. *CQ Researcher*, 5, 499–524. Retrieved from <http://library.cqpress.com>.

Karaim, R. (2012, November 6). Vanishing biodiversity. *CQ Researcher*, 6, 497–520. Retrieved from <http://library.cqpress.com>.

McClure, J. (2012, August 31). Genetically modified food. *CQ Researcher*, 22, 717–740. 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>.

United Nations. (n. d.). Sustainable development goals. Retrieved from <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

Recommended Text

Veregin, H., & Rand McNally Staff. (2014). *Goode's world atlas* (22nd ed.). Upper Saddle River, NJ: Rand McNally.

The text's ISBN-13 number is 978-0-528-87753-7.

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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 (9)	1,350
Reflection paper	450
Total:	3,000

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.

Essays

There will be six 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, 20% of the final grade. Detailed instructions for writing the essays are provided on Canvas.

In-class Exercises

There will be nine in-class, 150 to 200 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 90 points and 30% of your final grade. Exercise 9 is an in-class group activity that will span the last day of class and the day of the final. The exercise is a culminating experience for the course. 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 emailing me the answers to questions posed each class session. The questions will be posted on the Canvas website on the Discussion board for each day's class discussion. Class participation is worth 100 points, approximately 33% of your final grade. Exercise 9, which is the culminating experience, is worth 10 participation points along with 10 exercise points.

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 and approximately 17% 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.

Assignments not submitted on the due date and assigned time will be marked down. There will be a 5% 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).

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.

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?”

Grade Breakdown

Assignments	Points	Percent
Essays (6)	60	20.00
Exercises (9)	90	30.00
Participation	100	33.33
Reflection paper	50	16.67
Total	300	100.00

Letter Grades: Percentage Ranges & Point Ranges

Letter Grade	Percent Range	Points Range	Letter Grade	Percent Range	Points Range
A+	97.00 to 100.00	291.00 to 300.00	C+	77.00 to 79.99	231.00 to 239.99
A	93.00 to 96.99	279.00 to 290.99	C	73.00 to 76.99	219.00 to 230.99
A-	90.00 to 92.99	270.00 to 278.99	C-	70.00 to 72.99	210.00 to 218.99
B+	87.00 to 89.99	261.00 to 269.99	D+	67.00 to 69.99	201.00 to 209.99
B	83.00 to 86.99	249.00 to 260.99	D	63.00 to 66.99	189.00 to 200.99
B-	80.00 to 82.99	240.00 to 248.99	D-	60.00 to 62.99	180.00 to 188.99
			F	0.00 to 59.99	0.00 to 179.99

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.

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-12234.12506.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/. 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 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>. (Note:



You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos Street in the new Student Wellness Center, Room 300B. 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 and Psychological Services website at <http://www.sjsu.edu/counseling>.

Geography 112: Nations, Cultures, & Territorial Disputes, Spring 2016

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

Course Schedule

Week	Date	Topics	Readings	Activities	Due
1	02/01	Introduction			
1	02/03	Current Events		Video: <i>BBC News</i> Exercise 1	
2	02/08	Human Rights	<i>Universal Declaration of Human Rights (1948)</i> (OHCHR)	Video: <i>The story of human rights</i> Discussion	
2	02/10	Human Rights		Discussion Essay 1	Exer. 1
3	02/15	Free Speech	Chapter 13 (<i>CQ Researcher</i>)	Video: <i>Charlie Hebdo translated and explained</i> ; Video: <i>Charlie Hebdo [Big questions]</i> Discussion	
3	02/17	Free Speech		Discussion Essay 2	Essay 1
4	02/22	Islamic Sectarianism	Chapter 14 (<i>CQ Researcher</i>)	Video: <i>In detail: Sunnis vs. Shiites</i> Discussion	
4	02/24	Islamic Sectarianism		Exercise 2	Essay 2
5	02/29	Unrest in the Arab World	Chapter 6 (<i>CQ Researcher</i>)	Video: <i>Arab Spring or Middle East chaos?</i> Discussion	
5	03/02	Unrest in the Arab World		Discussion Essay 3	Exer. 2
6	03/07	War on Terror	Chapter 3 (<i>CQ Researcher</i>)	Video: <i>The rise of ISIS</i> Discussion	
6	03/09	War on Terror	Chapter 5 (<i>CQ Researcher</i>)	Exercise 3	Essay 3
7	03/14	Israeli-Palestinian Conflict	Chapter 2 (<i>CQ Researcher</i>)	Video: <i>Promises & betrayals</i> Discussion	
7	03/16	Israeli-Palestinian Conflict		Discussion Essay 4	Exer. 3
8	03/21	Migration & Refugees	European migration crisis	Video: <i>Syrian refugee</i>	

Week	Date	Topics	Readings	Activities	Due
			(Glazer, 2015)	<i>crisis</i> Discussion	
8	03/23	Migration & Refugees		Exercise 4	Essay 4
9	03/28	SPRING RECESS			
9	03/30	SPRING RECESS			
10	04/04	Climate Change	Chapter 15 (<i>CQ Researcher</i>)	Video: <i>Saving planet Earth</i> Discussion	
10	04/06	Climate Change		Discussion Essay 5	Exer. 4
11	04/11	Biodiversity	Vanishing biodiversity (Karaim, 3012)	Video: <i>State of the planet</i> Discussion	
11	04/13	Biodiversity		Exercise 5	Essay 5
12	04/18	Water & Development	Looming water crisis (Behr, 2008)	Video: <i>Blue Gold</i>	
12	04/20	Water & Development		Discussion Essay 6	Exer. 5
13	04/25	Food & Agriculture	Genetically modified food (McClure, 2012); Rising food prices (Glazer, 2011)	Discussion	
13	04/27	Food & Agriculture		Exercise 6	Essay 6
14	05/02	Global Poverty & Hunger	Chapter 16 (<i>CQ Researcher</i>)	Discussion	
14	05/04	Global Poverty & Hunger		Exercise 7	Exer. 6
15	05/09	Millennium Development Goals & Sustainable Development	Chapter 10 (<i>CQ Researcher</i>); Sustainable development goals (United Nations)	Discussion	
15	05/11	Millennium Development Goals & Sustainable Development	<i>See Canvas website</i>	Exercise 8	Exer. 7
16	05/16			In-class group exercise Exercise 9: Saving Chad	Exer. 8
FINAL EXAM	05/19	FINAL EXAM (0945 to 1200, CL 224)		Saving Chad debriefing	Exer. 9 Paper