

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

Course and Contact Information

Instructor:	Maureen Kelley, PhD
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Office Hours:	Mondays & Wednesdays 1345 to 1445 and by appointment
Section 2 Class Days/Time:	Wednesdays 1300 to 1745
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* website; Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest, 16–Protecting the oceans, 13–Global hunger, 14–Global population growth in textbook; Islamic sectarianism (Hartman, 2012), Unrest in the Arab world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim, 2016a), Reforming the U.N. (Karaim, 2016b), Air pollution & climate change (Adams, 2015), from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis, 6–Troubled oceans, 7–Global hunger/malnutrition
3. Activities/Experiences: Exercises 1–Russia, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 6–Troubled oceans, Global hunger/malnutrition; 8–Freedonia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*, *The truth about climate change*, *BBC Horizon: The death of oceans*, *Malnutrition*, *World population*

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* website; Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest, 13–Global hunger,

14–Global population growth in textbook; U.S.-Russia relations (Sataline, 2017), Islamic sectarianism (Hartman, 2012), Unrest in the Arab world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim, 2016a), Reforming the U.N. (Karaim, 2016b), Air pollution & climate change (Adams, 2015), from *CQ Researcher* readings

2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis, 7–Global hunger/malnutrition
3. Activities/Experiences: Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 7–Global hunger/malnutrition; 8–Freedonia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*, *The truth about climate change*, *Malnutrition*, *World population*

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

1. Readings: Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest in textbook; U.S.-Russia relations (Sataline, 2017), Islamic sectarianism (Hartman, 2012), Unrest in the Arab world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim, 2016a), Reforming the U.N. (Karaim, 2016b) from *CQ Researcher* readings
2. Assignments: Essays 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis
3. Activities/Experiences: Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 6–Troubled oceans, Global hunger/malnutrition; 8–Freedonia. Videos: *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*

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* website; Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest, 16–Protecting the oceans, 13–Global hunger, 14–Global population growth in textbook; U.S.-Russia relations (Sataline, 2017), Islamic sectarianism (Hartman, 2012), Unrest in the Arab world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim,

2016a), Reforming the U.N. (Karaim, 2016b), Air pollution & climate change (Adams, 2015), from *CQ Researcher* readings

2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis, 6–Troubled oceans, 7–Global hunger/malnutrition
3. Activities/Experiences: Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 6–Troubled oceans, Global hunger/malnutrition; 8–Freedonia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*, *The truth about climate change*, *BBC Horizon: The death of oceans*, *Malnutrition*, *World population*

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

1. Readings: *Universal Declaration of Human Rights* website; Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest, 16–Protecting the oceans, 13–Global hunger, 14–Global population growth in textbook; U.S.-Russia relations (Sataline, 2017), Islamic sectarianism (Hartman, 2012), Unrest in the Arab world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim, 2016a), Reforming the U.N. (Karaim, 2016b), Air pollution & climate change (Adams, 2015), from *CQ Researcher* readings
2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis, 6–Troubled oceans, 7–Global hunger/malnutrition
3. Activities/Experiences: Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 6–Troubled oceans, Global hunger/malnutrition; 8–Freedonia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*, *The truth about climate change*, *BBC Horizon: The death of oceans*, *Malnutrition*, *World population*

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* website; Chapters 12–Free speech, 6–Resurgent Russia, 2–European migration crisis, 8–European unrest, 16–Protecting the oceans, 13–Global hunger, 14–Global population growth in textbook; U.S.-Russia relations (Sataline, 2017), Islamic sectarianism (Hartman, 2012), Unrest in the Arab

world (Jost, 2013), Terrorism (Karaim, 2016c), Defeating the Islamic State (Karaim, 2016a), Reforming the U.N. (Karaim, 2016b), Air pollution & climate change (Adams, 2015), from *CQ Researcher* readings

2. Assignments: Essays 1–Human rights; 2–Free speech, 3–Unrest in the Arab world, 4–Confronting ISIS, 5–Reforming the UN, 6–Climate change, 7–Population; Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU crisis, 6–Troubled oceans, 7–Global hunger/malnutrition
3. Activities/Experiences: Exercises 1–Russia, 2–US-Russia relations, 3–Islamic sectarianism, 4–European migration crisis, 5–EU Crisis, 6–Troubled oceans, Global hunger/malnutrition; 8–Freedomia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Charlie Hebdo [Big questions]*, *FRONTLINE: Putin's way*, *In detail: Sunnis vs. Shiites*, *Aspen Institute: Unrest in the Arab world*, *FRONTLINE: Exodus, part 1*, *Imperfect union: The Eurozone in crisis*, *The road to 9/11*, *FRONTLINE: Confronting ISIS*, *FRONTLINE: Terror in Europe*, *Inside Story: The UN Security Council*, *The truth about climate change*, *BBC Horizon: The death of oceans*, *Malnutrition*, *World population*

Required Texts/Readings

Textbook

Kerns, M. et al., eds. (2017). *Global issues: Selections from the CQ Researcher, 2016 ed.* Thousand Oaks, CA: CQ Press an imprint of SAGE publications.

The text's ISBN–13 number is 978–1–5063–4362–4.

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

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

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

Jost, K. (2013, February 1). Unrest in the Arab world. *CQ Researcher*, 23, 105–132. Retrieved from <http://library.cqpress.com>.

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

Karaim, R. (2016b, June 24). Reforming the U.N. *CQ researcher*, 26, 553–576. Retrieved from <http://library.cqpress.com/>

Karaim, R. (2016c, June 28). 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>.

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

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.

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) 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, 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 (7)	1,200
Exercises (7)	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 me to understand your sentences or excessively slow me down to mark your technical error; then your papers will be returned to you for further work on its English. Your grade for the paper will be deferred until it is resubmitted with corrected English.

I am your target audience. Therefore, I expect a formal tone from your papers: **no breezy style** and **no contractions**. Please refer to the Purdue Owl's webpage on the appropriate use of language at <https://owl.english.purdue.edu/owl/resource/608/01/>. If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. A minimum of 10 errors per assignment will warrant a 10% reduction in grade. The first ten identified errors in spelling, syntax, and grammar will be noted on your document. **Therefore, it is up to you to proofread your assignment prior to submission.**

This instructor follows the American Psychological Association (APA) formatting and style guidelines; therefore, your written assignments must conform to APA standards. The Purdue Owl APA Guidelines regarding the proper formats and styles, <https://owl.english.purdue.edu/owl/resource/560/01/>, is a useful resource for general information. Any major violation in formatting, such as not using 12pt Times New Roman, will be rejected and your grade will be deferred until it is resubmitted using the proper APA styles.

If you have any questions regarding formatting and style forms, then please feel free to email me or contact the San Jose State Writing Center at <http://www.sjsu.edu/writingcenter/>.

Essays

There will be seven 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. The two lowest essay scores will be dropped from the final grade. Detailed instructions for writing the essays are provided on Canvas.

In-class Exercises

There will be seven 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. The two lowest essay scores will be dropped from 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 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.

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.

Final Exercise

The last exercise is an in-class group activity that will take place on the day of the final and is a culminating experience. Each class member will play a role which you are either helping to keep this fictional Balkan Peninsula together or tear it apart. Sign-ups for roles will start one week prior to the final.

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 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).

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 two extra credit assignments worth 5 points each. It can only be used once and only once. The first one is that you are to find me in my office and ask, “I found you in your office, can I get my extra credit points?”

The second one is that you are to email me the answer to this question: how long did the war between Freedonia and Sylvania last? You must provide at least three particulars dealing with the conflict to get full credit.

Grade Breakdown

Assignments	Points	Percent
Essays (5)	50	~17
Exercises (5)	50	~17
Participation	100	~33
Final Exercise	50	~17
Reflection paper	50	~17
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

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, Spring 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	02/01	Introduction Human Rights	<i>Universal Declaration of Human Rights (1948)</i> (OHCHR)	Video: <i>The story of human rights</i> Discussion Essay 1	
2	02/08	Human Rights Free Speech	Chapter 13 (<i>CQ Researcher</i>)	Video: <i>Charlie Hebdo translated and explained</i> ; Video: <i>Charlie Hebdo [Big questions]</i> Discussion Essay 2	Essay 1
3	02/15	Russia	Chapter 6 (<i>CQ Researcher</i>)	Video: <i>Putin's way</i> Discussion Exercise 1	Essay 2
4	02/22	US-Russia Relations	U.S.-Russia Relations (Sataline, 2017)	Videos: <i>TBD & news</i> Discussion Exercise 2	Exer. 1
5	03/01	Islamic Sectarianism	Islamic sectarianism (Hartman, 2012)	Video: <i>In detail: Sunnis vs. Shiites</i> Discussion Exercise 3	Exer. 2
6	03/08	Unrest in the Arab World	Unrest in the Arab world (Jost, 2013)	Video: <i>Unrest in the Arab world</i> Discussion Essay 3	Exer. 3
7	03/15	Migration & Refugees	European migration crisis (Glazer, 2015)	Video: <i>Exodus, part 1</i> Discussion Exercise 4	Essay 3
8	03/22	European Unrest	Chapter 8 (<i>CQ Researcher</i>)	Video: <i>Imperfect union: The EU in crisis</i> Discussion Exercise 5	Exer. 4
9	03/29	SPRING RECESS			
10	04/05	Terrorism The Islamic State, Syria, & Iraq	Terrorism (Karaim, 2016c) Defeating the Islamic State	No class meeting Videos: <i>Confronting ISIS, Terror in Europe</i> Essay 4	Exer. 5

Week	Date	Topics	Readings	Activities	Due
			(Karaim, 2016a)		
11	04/12	The United Nations	Reforming the UN (Karaim, 2016b)	Video: <i>Inside Story - UN Security Council: A relic of the past?</i> Discussion Essay 5	Essay 4
12	04/19	Climate Change	Chapter 15 (CQ Researcher)	Video: <i>The truth about climate change, part 2</i> Discussion Essay 6	Essay 5
13	04/26	The Oceans	Chapter 16 (CQ Researcher)	Video: <i>The death of oceans</i> Discussion Exercise 6	Essay 6
14	05/03	Global Poverty & Hunger	Chapter 13 (CQ Researcher)	Video: <i>Malnutrition: Meeting the global challenge</i> Discussion Exercise 7	Exer. 6
15	05/10	Global Population Growth	Chapter 14 (CQ Researcher)	Video: <i>World population: 7 billion & counting</i> Discussion Essay 7	Exer. 7
FINAL EXAM	05/24	FINAL EXAM (1215 to 1430, CL 224)		FREEDONIA	Essay 7 Paper