

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

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
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Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Mondays & Wednesdays 1400 to 1430 & by appointment
Class Days/Time:	Section 1: Mondays & Wednesday 1200 to 1315 Section 2: Mondays & Wednesday 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); North Korea (Hosansky, 2017); Israeli-Palestinian conflict (Katel, 2013); Islamic

sectarianism (Hartman, 2012); Terrorism (Lyngaas, 2017); European migration crisis (Glazer, 2015); European conflict (Hegland, 2016); Climate change (Adams, 2015); Protecting the oceans (Weeks, 2014); Global hunger (Price, 2014); Global population growth (Glazer, 2015) from *CQ Researcher* readings; Jerusalem (This year in Jerusalem: Peace in the Middle East, 2017a, Capital gains: Jerusalem, 2017b) from *The Economist*

2. Assignments: Essays 1–Human rights, 3–Israeli-Palestinian conflict, 4–Terrorism, 5–European conflict, 6–Global hunger, 7–Global population growth; Exercises 1–Free speech, 2–North Korea, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migrant crisis, 6–Climate change, 7–Protecting the oceans
3. Activities/Experiences: Exercises 1–Free speech, 2–North Korea, 3–Jerusalem, 4–Islamic sectarianism, 5–European migration crisis, 6–Climate change, 7–Protecting the oceans, 8–Freedonia. Videos: *The story of human rights*, *Charlie Hebdo explained & translated*, *Free speech and consequences*, *North Korea: The great illusion*, *The shape of the future*, *In detail: Sunnis vs. Shiites*, *The road to 9/11*, *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*

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); Nuclear weapons (Wanlund, 2016); North Korea (Hosansky, 2017); Israeli-Palestinian conflict (Katel, 2013); Islamic sectarianism (Hartman, 2012); Terrorism (Lyngaas, 2017); European migration crisis (Glazer, 2015); European conflict (Hegland, 2016); Climate change (Adams, 2015); Protecting the oceans (Weeks, 2014); Global population growth (Glazer, 2015) from *CQ Researcher* readings; Jerusalem (This year in Jerusalem: Peace in the Middle East, 2017a, Capital gains: Jerusalem, 2017b) from *The Economist*
2. Assignments: Essays 1–Human rights, 2–Nuclear weapons, 3–Israeli-Palestinian conflict, 4–Terrorism, 5–European conflict, 7–Global population growth; Exercises 1–Free speech, 2–North Korea, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migrant crisis, 6–Climate change, 7–Protecting the oceans
3. Activities/Experiences: Exercises 1–Free speech, 2–North Korea, 3–Jerusalem, 4–Islamic sectarianism, 5–European migration crisis, 6–Climate change, 7–Protecting the oceans. Videos: *The story of human rights*; *Charlie Hebdo explained & translated*, *Free speech and consequences*; *60 Minutes: The New Cold War*, *Breaking down Russia and U.S. nuclear capabilities*, *Defense Threat Reduction Agency*; *North Korea: The great illusion*; *The shape of the future*; *In detail: Sunnis vs. Shiites*; *The road to 9/11*; *Exodus*; *After Brexit: The battle for Europe*; *The truth about climate change*; *The death of the oceans*; *World population: Seven billion and counting*

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

1. Readings: Free speech (Greenblatt, 2013); Nuclear weapons (Wanlund, 2016); North Korea (Hosansky, 2017); Israeli-Palestinian conflict (Katel, 2013); Islamic sectarianism (Hartman, 2012); European migration crisis (Glazer, 2015); European conflict (Hegland, 2016); Climate change (Adams, 2015) from *CQ Researcher* readings; Jerusalem (This year in Jerusalem: Peace in the Middle East, 2017a, Capital gains: Jerusalem, 2017b) from *The Economist*

2. Assignments: Essays 2–Nuclear weapons, 3–Israeli-Palestinian conflict, 5–European conflict; Exercises 1–Free speech, 2–North Korea, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migrant crisis, 6–Climate change
3. Activities/Experiences: Exercises 1–Free speech, 2–North Korea, 3–Jerusalem, 4–Islamic sectarianism, 5–European migration crisis, 6–Climate change, 7–Protecting the oceans, 8–Freedonia. Videos: *Charlie Hebdo explained & translated*, *Free speech and consequences*; *60 Minutes: The New Cold War*, *Breaking down Russia and U.S. nuclear capabilities*, *Defense Threat Reduction Agency*; *North Korea: The great illusion*; *The shape of the future*; *In detail: Sunnis vs. Shiites*; *Exodus*; *After Brexit: The battle for Europe*; *The truth about climate change*

Course Learning Outcomes (CLO)

Upon successful completion of this 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.

1. Readings: *Universal Declaration of Human Rights* from the United Nations website; Free speech (Greenblatt, 2013); Nuclear weapons (Wanlund, 2016); North Korea (Hosansky, 2017); Israeli-Palestinian conflict (Katel, 2013); Islamic sectarianism (Hartman, 2012); Terrorism (Lyngaas, 2017); European migration crisis (Glazer, 2015); European conflict (Hegland, 2016); Climate change (Adams, 2015); Protecting the oceans (Weeks, 2014); Global hunger (Price, 2014); Global population growth (Glazer, 2015) from *CQ Researcher* readings; Jerusalem (This year in Jerusalem: Peace in the Middle East, 2017a, Capital gains: Jerusalem, 2017b) from *The Economist*
2. Assignments: Essays 1–Human rights, 2–Nuclear weapons, 3–Israeli-Palestinian conflict, 4–Terrorism, 5–European conflict, 6–Global hunger, 7–Global population growth; Exercises 1–Free speech, 2–North Korea, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–European migrant crisis, 6–Climate change, 7–Protecting the oceans
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Required Readings

Readings

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

- Adams, J. U. (2015, November 13). Air pollution and climate change. *CQ Researcher*, 25, 961–984. Retrieved from <http://library.cqpress.com/>
- Capital gains; Jerusalem. (2017, Dec 09). *The Economist*, 425, 49. Retrieved from <http://search.proquest.com.libaccess.sjlibrary.org/>
- 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/>
- Hosansky, D. (2017, May 19). North Korea showdown. *CQ researcher*, 27, 433–456. Retrieved from <http://library.cqpress.com/>
- Katel, P. (2013, June 21). Israeli-Palestinian conflict. *CQ Researcher*, 23, 545-572. Retrieved from <http://library.cqpress.com/>
- 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/>
- This year in Jerusalem; Peace in the Middle East. (2017, Dec 09). *The Economist*, 425, 16. Retrieved from <http://search.proquest.com.libaccess.sjlibrary.org/>
- 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) only.

Course Requirements and Assignments

Please review University policies regarding syllabi at:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

“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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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 (8)	1,000
Participation responses	300
Reflection paper	500
Total:	3,000

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 for a total of 50 points, ~17% 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, ~17% of the final grade, where two of the lowest scores will be eliminated from grade calculations. 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 and 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. The exercise is a mock scenario where students sign up to run and manage a fictional government, such as the president or prime minister or a minister of a cabinet position. Other students can sign up to be opposing forces that either want to make the country better or overthrow the government. The instructor plays the role of outside forces and will determine when the exercise is over—1 hour or until the government is overthrown whichever comes first. There will be a 20-minute debriefing session after the exercise. Signups for roles will be on Canvas the first week of May. 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 at this time.

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 other work)
 - page numbers
 - use proper headings and enumeration styles

- Use style sheets and formatting styles—style sheets are your friends!
- Please 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
- Also, do not include questions or prompts on assignments

If any of the above standards are not adhered to, then you will get an initial kickback and request to redo. If you do not redo this within the two week window, then for each violation of a major bullet point a reduction of 0.1 point will be assessed from your total score. Refer to the [Purdue Owl General APA Guidelines](#) webpage.

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style** and **no contractions**. If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. Refer to the [Purdue Owl Appropriate Language: Overview](#) webpage 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 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 (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. 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

Geography 112 / Nations, Cultures, & Territorial Disputes Spring 2018 Course Schedule

Schedule is subject to change with fair notice and will be made available on the Canvas webpage and via email.

Course Schedule

Week	Date	Topics	Readings	Activities	Due
1	01/24	Introductions		Review syllabus & formal academic writing requirements	
2	01/29	Human Rights	<i>Universal Declaration of Human Rights (1948)</i> (OHCHR)	Video: <i>The story of human rights</i> Discussion	
2	01/31	Human Rights		Discussion Essay 1	
3	02/05	Free Speech LAST DAY TO DROP WITHOUT GRADE	Greenblatt, 2013	Videos: <i>Charlie Hebdo translated and explained; Free speech & consequences</i> Discussion	
3	02/07	Free Speech		Exercise 1	Essay 1
4	02/12	Nuclear Weapons LAST DAY TO ADD	Wandlund (2016)	Videos: <i>The New Cold War; Breaking down Russia U.S. nuclear capabilities; DTRA</i> Discussion	
4	02/14	Nuclear Weapons		Discussion Essay 2	Exer. 1
5	02/19	North Korea	Hosansky (2017)	Video: <i>North Korea: The great illusion</i> Discussion	
5	02/21	North Korea		Exercise 2	Essay 2
6	02/26	Israeli-Palestinian Conflict	Katel (2013)	Video: <i>The shape of the future, Part 2</i> Discussion	
6	02/28	Israeli-Palestinian Conflict		Essay 3	Exer. 2
7	03/05	Jerusalem	This year in Jerusalem (2017); Capital gains (2017)	Video: <i>The shape of the future, Part 1</i> Discussion	
7	03/07	Jerusalem		Exercise 3	Essay 3

Week	Date	Topics	Readings	Activities	Due
8	03/12	Islamic Sectarianism	Hartman (2012)	Videos: <i>Sunni & Shia Explained</i> ; Discussion	
8	03/14	Islamic Sectarianism		Exercise 4	Exer. 3
9	03/19	Terrorism	Lyngaas (2017)	Video: <i>Road to 9-11</i>	
9	03/21	Terrorism		Discussion Essay 4	Exer. 4
10	03/26	SPRING BREAK			
10	03/28	SPTING BREAK			
11	04/02	European Migration Crisis (AAG CONFERENCE, NO CLASS MEETING)	Glazer (2015)	Video: <i>Exodus Part 1</i>	
11	04/04	European Migration Crisis (AAG CONFERENCE, NO CLASS MEETING)		Video: <i>Exodus Part 2</i> Exercise 5	Essay 4
12	04/09	European Unrest	Hegland (2016)	Video: <i>After Brexit: The battle for Europe</i> Discussion	
12	04/11	European Unrest		Discussion Essay 5	Exer.5
12	04/16	Climate Change	Adams (2015)	Video: <i>The truth about climate change</i> Discussion	
12	04/18	Climate Change		Discussion Exercise 6	Essay 5
13	04/23	Protecting The Oceans	Weeks (2014)	Video: <i>The death of oceans</i> Discussion	
13	04/25	Protecting The Oceans		Exercise 7	Exer. 6
14	04/30	Global Hunger	Price (2014)	Video: <i>Malnutrition: Meeting the Global Challenge</i> Essay 6	
14	05/02				
15	05/07	Global Population Growth	Glazer (2015)	Video: <i>World population: Seven billion and counting</i> Discussion	Exer. 7
15	05/09	Global Population Growth		Discussion Essay 7	Essay 6

Week	Date	Topics	Readings	Activities	Due
16	05/14	Final exercise preparation			
FINAL EXAM	05/16	SECTION 1: FINAL EXAM (0945 to 1200, CL 224)		Exercise 8: Freedonia debriefing	Essay 7
FINAL EXAM	05/17/ 18	SECTION 2: FINAL EXAM (1215 to 1430, CL 224)		Exercise 8: Freedonia debriefing	Essay 7
	05/22	SEC. 1 & 2 1700			Reflection Paper