

San José State University
College of Social Sciences/Department of Geography
Geography 112, Nations, Cultures, & Territorial Disputes,
Sections 1 & 2, Fall 2019

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
Office Location:	Washington Square Hall 111A
Telephone:	(408) 924-5486
Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Mondays & Wednesdays 1330 to 1400 & 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 materials are 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 on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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 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 discussions 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 and from *National Public Radio* (Gjelten, 2018); Free speech (Greenblatt, 2013); Democracy (Sataline, 2017), Israeli-Palestinian conflict and Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Foerstel, 2018), Migration crisis (Marshall, 2018), European Union (Adams, 2015), Climate change (Adams, 2015), Oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Weeks, 2015) from *CQ Researcher* readings; "Capital Gains" on Jerusalem (2017) from the *Economist*; Migration crisis (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human rights, 3–Jerusalem, 4–Terrorism, 5–European Union, 6–Global climate change, 7–Global population growth; Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans, 7–Global hunger
3. Activities/Experiences: Exercises Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans, 7–Global hunger, Final–Freedonia. Videos: *The story of human rights*, *The 30 article of the Universal Declaration of Human Rights*, *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?*; *The Sunni-Shia Divide*; *Terrorism and the Media*, *The road to 9/11*; *Our refugee system is failing: Here's how we can fix it*, *Large-scale movements of refugees and migrants are a global phenomenon*; *Europe: From WWII To Today's European Union*, *Thomas Friedman: I'm worried about the future of the EU*; *The truth about climate change*; *The fish on my plate*; *Zero Hunger 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 and from *National Public Radio* (Gjelten, 2018); Free speech (Greenblatt, 2013); Democracy (Sataline, 2017), Israeli-Palestinian conflict and Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Foerstel, 2018), Migration crisis (Marshall, 2018), European Union (Adams, 2015), Climate change (Adams, 2015), Oceans (Weeks, 2014), Global population growth (Weeks, 2015) from *CQ Researcher* readings; "Capital Gains" on Jerusalem (2017) from the *Economist*; Migration crisis (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human rights, 3–Jerusalem, 4–Terrorism, 5–European Union, 6–Global climate change, 7–Global population growth; Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans,
3. Activities/Experiences: Exercises Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans, 7–Global hunger. Videos: *The story of human rights*, *The 30 article of the Universal Declaration of Human Rights*, *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?; The Sunni-Shia Divide; Terrorism and the Media, The road to 9/11; Our refugee system is failing: Here's how we can fix it , Large-scale movements of refugees and migrants are a global phenomenon; Europe: From WWII To Today's European Union, Thomas Friedman: I'm worried about the future of the EU; The truth about climate change; The fish on my plate; 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), China (Karaim, 2014), Israeli-Palestinian conflict and Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Migration crisis (Marshall, 2018), European Union (Adams, 2015), Climate change (Adams, 2015) from *CQ Researcher* readings; "Capital Gains" on Jerusalem (2017) from the *Economist*; Migration crisis (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 2–China & Hong Kong, 3–Jerusalem, 5–European Union, 6–Global climate change; Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis,
3. Activities/Experiences: Exercises Exercises 1–Free speech, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, Final–Freedonia. Videos: *Charlie Hebdo explained & translated, Should free speech be protected, no matter what?*; latest news reports on the Hong Kong protests; *How the Israeli-Palestinian Conflict Began, Israeli Settlers in the Occupied West Bank; Who owns Jerusalem?; The Sunni-Shia Divide; Our refugee system is failing: Here's how we can fix it , Large-scale movements of refugees and migrants are a global phenomenon; Europe: From WWII To Today's European Union, Thomas Friedman: I'm worried about the future of the EU; 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 and from *National Public Radio* (Gjelten, 2018); Free speech (Greenblatt, 2013); Democracy (Sataline, 2017), China (Karaim, 2014), Israeli-Palestinian conflict and Jerusalem (Glazer, 2018), Islamic sectarianism (Hartman, 2012), Terrorism (Foerstel, 2018), Migration crisis (Marshall, 2018), European Union (Adams, 2015), Climate change (Adams, 2015), Oceans (Weeks, 2014), Global hunger (Price, 2014), Global population growth (Weeks, 2015) from *CQ Researcher* readings; "Capital Gains" on Jerusalem (2017) from the *Economist*; Migration crisis (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human rights, 2–China, 3–Jerusalem, 4–Terrorism, 5–European Union, 6–Global climate change, 7–Global population growth; Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans, 7–Global hunger

3. Activities/Experiences: Exercises Exercises 1–Free speech, 2–Democracy, 3–Israeli-Palestinian conflict, 4–Islamic sectarianism, 5–Migration crisis, 6–Oceans, 7–Global hunger, Final–Freedonia. Videos: *The story of human rights*, *The 30 article of the Universal Declaration of Human Rights*, *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?*; *The Sunni-Shia Divide*; *Terrorism and the Media*, *The road to 9/11*; *Our refugee system is failing: Here's how we can fix it*, *Large-scale movements of refugees and migrants are a global phenomenon*; *Europe: From WWII To Today's European Union*, *Thomas Friedman: I'm worried about the future of the EU*; *The truth about climate change*; *The fish on my plate*; *Zero Hunger Challenge*; *World population: Seven billion and counting*

Required Readings

Check on the Canvas Learning Management system to links for the the *CQ Researcher* articles. Other course-related materials can be accessed via the URL link. Also, given the fluid nature of the Hong Kong protests, an article on that subject will be available one week in advance unless the situation changes drastically.

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/>

Foerstel, K. (2018, October 15). Terrorism. *CQ Researcher*. Retrieved from <http://library.cqpress.com/>

Gjelten, T. (2018, December 10). Boundlessly idealistic, Universal Declaration Of Human Rights is still resisted. *National Public Radio*. Retrieved from <https://www.npr.org/2018/12/10/675210421/its-human-rights-day-however-its-not-universally-accepted>

Glazer, S. (2018, April 13). The Israeli-Palestinian conflict. *CQ Researcher*, 28, 317–340. 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/>

Karaim, R. (2014, April 4). China today. *CQ Researcher*, 24, 289–312. Retrieved from <http://library.cqpress.com/>

Marshall, P. (2018, June 26). Refugee crisis. *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/>

Sengupta, S. (2015, August 28). Migrant or refugee? There is a difference, with legal implications. *The New York Times*. <https://www.nytimes.com/2015/08/28/world/migrants-refugees-europe-syria.html>

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/>

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. Please be aware all grades are posted 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. Please be aware all grades are posted 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 bi-weekly (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

The final exercise is an in-class group activity that will take place on the day of the final. The exercise is a 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 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 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!
- 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

If any of the above standards are not adhered to, 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!

Refer to the writing guidelines for the class on Canvas.

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
A plus	97.00% to 100.00%	291.0 to 300.0
A	93.00% to 96.99%	279.0 to 290.9
A minus	90.00% to 92.99%	270.0 to 278.9
B plus	87.00% to 89.99%	261.0 to 269.9
B	83.00% to 86.99%	249.0 to 260.9
B minus	80.00% to 82.99%	240.0 to 248.9
C plus	77.00% to 79.99%	231.0 to 239.9
C	73.00% to 76.99%	219.0 to 230.9
C minus	70.00% to 72.99%	210.0 to 218.9
D plus	67.00% to 69.99%	201.0 to 209.9
D	63.00% to 66.99%	189.0 to 200.9
D minus	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?”

Another 5-point extra credit will be during the SJSU Earth Day teach-in. This instructor has volunteered for the teach-in, so stay tuned for further developments.

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](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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 visit this page, review and be familiar with these university policies and resources.

Please email me via Canvas mail system a picture of duck to show that you have read the document and understand the content.

Geography 112 / Nations, Cultures, & Territorial Disputes

Fall 2019 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	08/21	Introductions		Review syllabus & formal academic writing requirements	
2	08/26	Human Rights	Gjelten, (2018) OHCHR (2004)	Videos: <i>The Story of Human Rights; The 30 articles of the UDHR; The universal danger of ignoring human rights violations</i> Discussion	
2	08/28	Human Rights		Discussion Essay 1	
3	09/02	LABOR DAY			
3	09/04	Free Speech	Greenblatt (2013)	Videos: <i>Charlie Hebdo translated & explained; Should free speech be protected?</i> Discussion Exercise 1	Essay 1
4	09/09	Democracy	Sataline (2017)	Video: <i>Russia, China, & the future of democracy</i> Discussion	
4	09/11	Democracy		Exercise 2	Exercise 1
5	09/16	China & Hong Kong	Karaim (2014) To Be Determined	Videos: <i>To Be Determined</i> Discussion	
5	09/18	China & Hong Kong		Discussion Essay 2	Exercise 2
6	09/23	Israeli-Palestinian Conflict	Glazer (2018)	Videos: <i>How the Israeli-Palestinian conflict began; Israeli Settlers in the Occupied West Bank</i> Discussion	
6	09/25	Israeli-Palestinian Conflict		Exercise 3	Essay 2
7	09/30	Jerusalem	Glazer (2018) Capital gains (2017)	Video: <i>Who owns Jerusalem?</i>	

Week	Date	Topics	Readings	Activities	Due
				Discussion	
7	10/02	Jerusalem		Discussion Essay 3	Exercise 3
8	10/07	Islamic Sectarianism	Hartman (2012)	Video: <i>The Sunni-Shia Divide</i> Discussion	
8	10/09	Islamic Sectarianism		Exercise 4	Essay 3
9	10/14	Terrorism	Foerstel (2018)	Videos: <i>Terrorism & the Media; Road to 9-11</i>	
9	10/16	Terrorism		Discussion Essay 4	Exercise 4
10	10/21	Migration Crisis	Marshall (2018) Sengupta (2015)	Videos: <i>Our refugee system is failing; Large-scale movements of refugees & migrants</i> Discussion	
10	10/23	Migration Crisis		Exercise 5	Essay 4
11	10/28	European Union	Hegland (2016)	Videos: <i>From WWII To Today's EU; Thomas Friedman interview</i> Discussion	
11	10/30	European Union		Discussion Essay 6	Essay 5
12	11/04	Climate Change	Adams (2015)	Video: <i>The truth about climate change</i> Discussion	
12	11/06	Climate Change		Essay 5	Exercise 5
13	11/11	VETERANS DAY			
13	11/13	Global Hunger	Price (2014)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i> Preparation for exercise	
14	11/14	Protecting The Oceans	Weeks (2014)	Video: <i>The fish on my plate, part 1</i>	
14	11/16	Protecting The Oceans		Video: <i>The fish on my plate, part 2</i>	Essay 6
15	11/25	Global Hunger/Oceans		Exercises 6 & 7	Exercise 6/7
15	11/27	NON-INSTRUCTOR DAY			
16	12/02	Global Population Growth	Weeks (2015)	Video: <i>Seven billion & counting</i> Discussion	

Week	Date	Topics	Readings	Activities	Due
16	12/04	Global Population Growth		Essay 7	
17	12/09	Wrap-Up & Review Final Exercise Preparation			
FINAL EXAM	12/16	SECTION 1: FINAL EXAM (0945 to 1200)		Freedonia & debriefing	Essay 7
FINAL EXAM	12/17	SECTION 2: FINAL EXAM (1215 to 1430)		Freedonia & debriefing	Essay 7
	12/17	SEC. 1 & 2 1700			Reflection Paper