

San José State University
College of Social Sciences/Urban Planning/Geography Program
Geography 112, Nations, Cultures, & Territorial Disputes,
Sections 1, 2, & 3
Spring 2021

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
Office Location:	Washington Square Hall 111A (virtual office this semester)
Telephone:	(408) 924-5486 (not answering calls this semester)
Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Mondays & Wednesdays 1330 to 1400 & by appointment
Class Days/Time:	Asynchronous teaching with live virtual times Mondays and Wednesdays, between 10am to 1:15pm and 3pm to 4:15pm (refer to course schedule for dates)
Classroom:	Virtual environment via the Canvas Learning Environment and scheduled Zoom sessions (see course calendar for details)
Prerequisites:	Completion of core GE, Satisfaction of Writing Skills Test, Upper division standing
GE/SJSU Studies Category:	Area V: Culture, Civilization, & Global Understanding

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, 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.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course will be taught as online classes in asynchronous format; however, I plan to schedule myself to be live and online Mondays and Wednesdays between 10am to 1:15pm for the Sections 1 and 2 classes and again between 3 to 4:15pm for the Section 3 class. Please be aware that there are three scheduled Zoom meeting sessions for the following modules: Middle East, Oceans-Global Hunger, Final Exercise. I will schedule Zoom testing sessions one week prior to the first Zoom module to make sure all systems are working properly.

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 Canvas or MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Computer Internet access is essential for accessing materials and uploading assignments on Canvas. All written assignments must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft Word Document format (.doc) only.

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: Democracy (Sataline, 2017), China's BRI (Broder2019a), European Union (Broder, 2019b), Middle East (Broder, 2020b), Global Migration (Glazer, 2020a), Climate Change (Wanlund, 2017), Oceans (Wallace, 2019), Global Hunger (Price, 2014), Global Population (Straight, 2019), Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and from *National Public Radio* (Gjelten, 2018). Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human Rights, 2–Democracy, 3–China's BRI, 4–European Union, 5–Middle East, 6–Climate Change, 7–Global Population, 8–Pandemics; Exercises 2–Free Speech/Protests, 5–Global Migration, 6–Oceans, 7–Global Hunger
3. Activities/Experiences: Weekly Discussions on Canvas. Essay 4 Zoom Discussion–Middle East; Exercises 6–Oceans & 7–Global Hunger, Final–Freedonia. Podcast: *What do the Abraham Accords mean for Middle East peace?* Videos: *The story of human rights; The 30 articles of the Universal Declaration of Human Rights; The universal danger of ignoring human rights violations; 2019: A Year of Protest; George Floyd killing sparks worldwide protests against racism; Russia, China, and the future of democracy; Who will be the next superpower nation? What is the Belt and Road Initiative? The economics of China's enormous Belt and Road Initiative; Europe: From WWII To today's European Union; Migration crisis: Time for a new approach? Large-scale movements of refugees and migrants are a global phenomenon; Climate Change: A threat multiplier; The fish on my plate; Zero Hunger Challenge; World population: Seven billion and counting; Why the world population won't exceed 11 billion; The Spanish Flu of 1918: The history of a deadly pandemic and lessons for coronavirus*

GELO2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.

1. Readings: Democracy (Sataline, 2017), European Union (Broder, 2019b), Middle East (Broder, 2020b), Global Migration (Glazer, 2020a), Climate Change (Wanlund, 2017), Oceans (Wallace, 2019), Global Population (Straight, 2019), Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and from *National Public Radio* (Gjelten, 2018). Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human Rights, 2–Democracy, 4–European Union, 5–Middle East, 6–Climate Change, 7–Global Population, 8–Pandemics; Exercises 5–Global Migration, 6–Oceans
3. Activities/Experiences: Weekly Discussions on Canvas. Essay 4 Zoom Discussion–Middle East; Exercises 6–Oceans. Podcast: *What do the Abraham Accords mean for Middle East peace?* Videos: *The story of human rights; The 30 articles of the Universal Declaration of Human Rights; The universal danger of ignoring human rights violations; Russia, China, and the future of democracy; Who will be*

the next superpower nation? Europe: From WWII To today's European Union; Migration crisis: Time for a new approach? Large-scale movements of refugees and migrants are a global phenomenon; Climate Change: A threat multiplier; The fish on my plate; World population: Seven billion and counting; Why the world population won't exceed 11 billion; The Spanish Flu of 1918: The history of a deadly pandemic and lessons for coronavirus

GEL03: Explain how a culture outside the US has changed in response to internal and external pressures.

1. Readings: Democracy (Sataline, 2017), China (Broder, 2020a), China's BRI (Broder2019a), India (Broder, 2018), European Union (Broder, 2019b), Middle East (Broder, 2020b), Global Migration (Glazer, 2020a) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and from *National Public Radio* (Gjelten, 2018). Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human Rights, 2–Democracy, 3–China's BRI, 4–European Union, 5–Middle East. Exercises 2–Free Speech/Protests, 3–China, 4–India, 5–Global Migration
3. Activities/Experiences: Weekly Discussions on Canvas. Essay 4 Zoom Discussion–Middle East; Final–Freedonia. Podcast: *What do the Abraham Accords mean for Middle East peace?* Videos: *The story of human rights; The 30 articles of the Universal Declaration of Human Rights; The universal danger of ignoring human rights violations; 2019: A Year of Protest; George Floyd killing sparks worldwide protests against racism; Russia, China, and the future of democracy; Who will be the next superpower nation? Understanding the rise of China; What is the Belt and Road Initiative? The economics of China's enormous Belt and Road Initiative; India rising; Europe: From WWII To today's European Union; Migration crisis: Time for a new approach? Large-scale movements of refugees and migrants are a global phenomenon*

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: Free Speech/Protests (Wanlund, 2020), Democracy (Sataline, 2017), China (Broder, 2020a), China's BRI (Broder2019a), India (Broder, 2018), European Union (Broder, 2019b), Middle East (Broder, 2020b), Global Migration (Glazer, 2020a), Climate Change (Wanlund, 2017), Oceans (Wallace, 2019), Global Hunger (Price, 2014), Global Population (Straight, 2019), Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *How to Spot 11 Types of Media Bias* from AllSides.com. *Universal Declaration of Human Rights* from the United Nations website and from *National Public Radio* (Gjelten, 2018). Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 1–Human Rights, 2–Democracy, 3–China's BRI, 4–European Union, 5–Middle East, 6–Climate Change, 7–Global Population, 8–Pandemics; Exercises 1–Current Events/News, 2–Free Speech/Protests, 3–China, 4–India, 5–Global Migration, 6–Oceans, 7–Global Hunger
3. Activities/Experiences: Weekly Discussions on Canvas. Essay 4 Zoom Discussion–Middle East; Exercises 6–Oceans & 7–Global Hunger, Final–Freedonia. Podcast: *What do the Abraham Accords mean for Middle East peace?* Videos: *How to spot fake news; A brief history of media bias; Dishonesty, accuracy & ethics in the media; The story of human rights; The 30 articles of the Universal Declaration*

of Human Rights; The universal danger of ignoring human rights violations; 2019: A Year of Protest; George Floyd killing sparks worldwide protests against racism; Russia, China, and the future of democracy; Who will be the next superpower nation? Understanding the rise of China; What is the Belt and Road Initiative? The economics of China's enormous Belt and Road Initiative; India rising; Europe: From WWII To today's European Union; Migration crisis: Time for a new approach? Large-scale movements of refugees and migrants are a global phenomenon; Climate Change: A threat multiplier; The fish on my plate; Zero Hunger Challenge; World population: Seven billion and counting; Why the world population won't exceed 11 billion; The Spanish Flu of 1918: The history of a deadly pandemic and lessons for coronavirus

Required Texts/Readings

Required Readings

Check on the Canvas Learning Management system under Modules>Weekly Topic Readings or Pages>Weekly Topic Readings for each bibliographic reference. All articles are freely available through the university library by first conducting a journal search then an article title search; or, alternatively, access the articles via Canvas>Files>Readings listed by <author>year.pdf. Do not access the *CQ Researcher* articles using the listed URL because you will be prompted to pay; however, non-*CQ Researcher*-related materials can be accessed via their URL links. Also, given the fluid nature of some of the class topics, more current articles may be substituted with advanced notice via Canvas notices.

- AllSides. (2020, June 23). *How to spot 11 types of media bias*. AllSides. <https://www.allsides.com/media-bias/how-to-spot-types-of-media-bias>
- Broder, J. (2018, October 5). India today. *CQ researcher*, 28, 825-848. <http://library.cqpress.com/>
- Broder, J. (2019a, January 25). China's Belt and Road Initiative. *CQ researcher*, 29(4). <http://library.cqpress.com/cqresearcher/cqresrre2019012500>
- Broder, J. (2019b, April 5). European Union at a crossroads. *CQ researcher*, 29(13). <http://library.cqpress.com/cqresearcher/cqresrre201904050>
- Broder, J. (2020a, July 24). China rising. *CQ Researcher*, 30(27). <http://library.cqpress.com/cqresearcher/cqresrre2020072400>
- Broder, J. (2020b, December 20). The Abraham Accords. *CQ researcher*, 30(44). <http://library.cqpress.com/cqresearcher/cqresrre2020121100>
- Gjelten, T. (2018, December 10). Boundlessly idealistic, Universal Declaration Of Human Rights is still resisted. *National Public Radio*. <https://www.npr.org/2018/12/10/675210421/its-human-rights-day-however-its-not-universally-accepted>
- Glazer, S. (2020a, January 17). Global migration. *CQ Researcher*, 30(3). <http://library.cqpress.com/cqresearcher/cqresrre2020011700>
- Glazer, S. (2020b, June 26). Zoonotic diseases. *CQ Researcher*, 30(24). <http://library.cqpress.com/cqresearcher/cqresrre2020062600>
- Price, T. (2014, August 8). Global hunger. *CQ Researcher*, 24, 673–696. <http://library.cqpress.com/>
- Sataline, S. (2017, October 20). Democracies under stress. *CQ Researcher*, 27, 869–892. <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>

Straight, S. (2019, June 22). Global population pressures. *CQ Researcher*, 28, 537–560.

<http://library.cqpress.com/>

United Nations. (1948). *Universal Declaration of Human Rights*. United Nations.

<https://www.un.org/en/universal-declaration-human-rights/index.html>

Wallace, C. P. (2019, May 31). Global fishing controversies. *CQ Researcher*, 29.

<http://cqpress.com/cqresearcher/cqresrre2019053100>

Wanlund, B. (2020, May 1). Global protest movements. *CQ Researcher*, 30(17).

<http://library.cqpress.com/cqresearcher/cqresrre2020050100>

Wanlund, W. (2017, September 22). Climate change and national security. *CQ Researcher*, 27, 773–796.

<http://library.cqpress.com/>

Other technology requirements / equipment / material

Given we are in a virtual learning environment, interaction will be conducted through the Canvas Learning Management System as well as using the Zoom video conferencing plugin module in Canvas; therefore, be sure to download the latest version of Zoom.

All students are required to submit written assignments via a word processing application that has the capabilities of outputting text documents in either MicroSoft Word file format (.doc), Adobe portable document file format (.pdf), or OpenOffice document file format (.odt). The Canvas Learning Management System's Speed Grader cannot read the Apple .pages file formats.

You do not want me to convert your files from .pages to .doc or .odt hoping there will be a one-to-one conversion; you are responsible for submitting assignments in the proper file format. If you do accidentally submit in a file format other than what is accepted, then you will get an initial request to resubmit in the proper file format. If you do not resubmit, then your assignment in that Apple operating system format that Canvas cannot parse will be graded as 50% credit.

Course Requirements and Assignments

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 and on pages 9 and 10 in this document.

Writing	Minimum Words
Essays (8)	1,200
Exercises (8)	1,000
Participation responses	300
Reflection paper	500
Total:	3000

Essays

There will be eight one page, double-spaced (200 to 300 minimum word) responses to the readings and videos for the week's topic. This is not a summary of the readings, but a thoughtful response to the issues discussed by the authors 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 three 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 and grade calculations are performed in the instructor's spreadsheet.**

Exercises

There will be seven, 100 to 150 minimum word, exercises on the week's topic based on readings and videos. These assignments are designed to elicit objective responses from the readings, videos, and discussions questions. 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 and grade calculations are performed within the instructor's spreadsheet.**

Class Participation

Plan to set aside time for each week's topic. 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 posting a response to the question of the day posted on Mondays and contributing to the brainstorming-discussion pages posted on Wednesdays.

Quality participation refers to being an active participant on Canvas: answering the Monday question in a timely fashion, posting responses in the brainstorming discussion pages that clearly demonstrates that students have watched and read the course materials and are willing to discuss the week's topic in a manner of open inquiry.

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.

University Policies

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 Undergraduate Education's [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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Per University guidelines, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exercise is an in-class group activity that will take place via Zoom conference call on the day and time of the final scheduled final on 20 or 21 May for the regularly scheduled finals or 26 May for the makeup session. All students who cannot make the final Zoom sessions must email me at least one week in advance for a makeup final assignment.

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 May. The exercise is the culminating experience for the course and is worth 50 points or ~17% of the final grade.

Grading Informat

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.

You are responsible for nforming me in advance if you know you must miss classes 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

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 is no scheduled extra credit at this time; however, extra credit may be assigned when the instructor is in the mood for some. Extra credit will be announced on the course Announcements page and will be listed in Assignments>Extra Credit.

Letter Grades

Grade	Points	Percentages
A plus	291.0 to 300.0	97.00% to 100.00%
A	279.0 to 290.9	93.00% to 96.99%
A minus	270.0 to 278.9	90.00% to 92.99%
B plus	261.0 to 269.9	87.00% to 89.99%
B	249.0 to 260.9	83.00% to 86.99%
B minus	240.0 to 248.9	80.00% to 82.99%
C plus	231.0 to 239.9	77.00% to 79.99%
C	219.0 to 230.9	73.00% to 76.99%
C minus	210.0 to 218.9	70.00% to 72.99%
D plus	201.0 to 209.9	67.00% to 69.99%
D	189.0 to 200.9	63.00% to 66.99%
D minus	180.0 to 188.9	60.00% to 62.99%
F	0.00 to 179.9	0.00% to 59.99%

“This course must be passed with a C- or better as a CSU graduation requirement.”

Grading Information for GE/100W

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

We all want to be in a positive learning environment. Course content can be challenging. I expect everyone to be respectful of opinions, other students, and the instructor. I will make every effort to be prepared for class, *have an online presence for all classes on Mondays and Wednesdays between approximately 10am to 5pm*, and be available during my office hours for help.

I expect my students to be prepared for class, *contribute to Canvas discussions in a timely fashion*, and turn in assignments on time. I expect all students to refrain from reading non-course-related materials during class (*remember we are in a virtual environment, so be careful during our Zoom sessions*), Computers are essential for course related work.

Zoom Classroom Protocol

Use of Cameras in Class

Please be aware that I understand if you are reluctant to show yourself and your surroundings via video conferencing. Therefore, I will be flexible requiring everyone having their webcams on.

Recording of Zoom Classes

“University [P]olicy ([S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf)) at <https://www.sjsu.edu/senate/docs/S12-7.pdf> requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you might allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).”

Currently, I do not plan to record the visual portion of Zoom sessions; however, if students wish to have their sessions recorded, then there should be a plurality of students agreeing to the digital recordings. You are under no obligations whether you agree or not. If students use the text messaging portion, then I will copy and paste the session and post via Canvas.

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 university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Writing Policy

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, unless otherwise specified. The Canvas SpeedGrader cannot accept any other file formats, and I do not download and grade assignments on my computers.

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

- lastname first initial_course number_assignment number (ie kelley_m_G112S1_essay1.doc)
- Times New Roman 12pt normal font
- 1.5 or 2.0 line spacing
- 1" margin all around
- APA citation method
 - reference page (anytime you cite sources)
 - page numbers
 - proper headings and enumeration styles
- 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 and prompts (Your Turnitin.com scores will be artificially high and you waste space)
- No cover page or running head required!

If any of the above standards are not adhered to, then each violation of a major bullet point a reduction of 0.1 point will be assessed from your total score. Refer to the [Purdue Online Writing Laboratory General Format webpage for APA style guidelines](#).

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style and no contractions**. Also, country names should be in a manner that is generally accepted in formal settings (ie United States or United States of America rather than America or 'Murica). 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 Online Writing Laboratory Levels of Formality webpage](#) for more information.

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

APA Style Guidelines on the Internet

Here are some websites that can help you when it comes time to write your papers:

In the past, I had my trusty APA style guide by my side when I wrote my papers (as well as an APA automatic citation generator in LaTeX).

But there are now some very nice tools out on the Internet:

- [The APA style guide](#) website
- [Purdue Online Writing Laboratory General Overview website](#) and side bars for comprehensive listing
- [Purdue Online Writing Laboratory APA Sample Paper](#) website
- [Citation Machine](#) website for formatting citations, although naively relying on an automatic citation generator may get you into trouble—always double check

Get used to using these resources. Your instructors will be very grateful!

...and finally...

Please email me via the Canvas mail system a picture of a moose to show that you read and understood the content of this course syllabus. A one-point extra credit will be assessed if the moose attended Wossamotta University.

Geography 112: Nations, Cultures & Territorial Disputes

Spring 2021 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	Learning Outcomes
1	01/27	Current Events/Media	AllSides (2020)	Canvas Introductions Exercise 1		CLO 1-3
2	02/01	Human Rights	Gjelten (2018) United Nations (1948)	Videos: <i>The Story of Human Rights</i> ; <i>UDHR: 70 Years</i> ; <i>The universal danger of ignoring human rights</i> Canvas Question		GELO 1-3 CLO 1-3
2	02/03	Human Rights		Canvas Discussion Essay 1	Exercise 1	GELO 1-3 CLO 1-3
3	02/08	Free Speech/Protests LAST DAY TO DROP	Wanlund (2020)	Videos: <i>2019: A Year of Protest</i> ; <i>George Floyd killing sparks worldwide protests against racism</i> <i>DW News</i> Canvas Question		GELO 3 CLO 1-3
3	02/10	Free Speech/Protests		Canvas Discussion Exercise 2	Essay 1	GELO 3 CLO 1-3
4	02/15	Democracy LAST DAY TO ADD	Sataline (2017)	Videos: <i>Russia, China, and the future of democracy</i> ; <i>Who Will Be The Next Superpower Nation?</i> Canvas Question		GELO 1-3 CLO 1-3
4	02/17	Democracy		Canvas Discussion Essay 2	Exercise 2	GELO 1-3 CLO 1-3
5	02/22	China	Broder (2020a)	Video: <i>Understanding the rise of China</i> Canvas Question		GELO 3 CLO 1-3
5	02/24	China		Canvas Discussion Exercise 3	Essay 2	GELO 3 CLO 1-3
6	03/01	China's Belt & Road Initiative	Broder (2019a)	Videos: <i>What is the Belt and Road initiative?</i> <i>CNBC Explains</i> ; <i>The Economics of China's Enormous Belt & Road Initiative</i> Canvas Question		GELO 1,3 CLO 1-3
6	03/03	China's Belt & Road Initiative		Canvas Discussion Essay 3	Exercise 3	GELO 1,3 CLO 1-3
7	03/08	India	Broder (2018)	Video: <i>India rising</i> Canvas Question		GELO 3 CLO 1-3
7	03/10	India		Canvas Discussion Exercise 4	Essay 3	GELO 3 CLO 1-3
8	03/15	European Union	Broder (2019b)	Video: <i>Europe: From WWII To Today's European Union</i> Canvas Question		GELO 1-3 CLO 1-3
8	03/17	European Union		Canvas Discussion Essay 4 Middle East/Essay 5 Signups Open	Exercise 4	GELO 1-3 CLO 1-3
9	03/22	Middle East	Broder (2020b)	Video: <i>What do the Abraham Accords Mean for Middle East Peace?</i> <i>The World Unpacked</i> Canvas Question		GELO 1-3 CLO 1-3
9	03/24	Middle East		Zoom Canvas Discussion		GELO 1-3

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
				Essay 5	Essay 4	CLO 1-3
10	03/29	SPRING BREAK				
10	03/31	SPRING BREAK				
11	04/05	Global Migration	Glazer (2020a) Sengupta (2015)	Video: <i>Migration crisis: Time for a new approach?</i> Canvas Question		GELO 1-3 CLO 1-3
11	04/07	Global Migration		Canvas Discussion Exercise 5	Essay 5	GELO 1-3 CLO 1-3
12	04/12	Climate Change	Wanlund (2017)	Video: <i>Climate Change: A threat multiplier</i> Canvas Question		GELO 1,3 CLO 1-3
12	04/14	Climate Change		Canvas Discussion Essay 6	Exercise 5	GELO 1,3 CLO 1-3
13	04/19	Oceans	Wallace (2019)	Video: <i>The Fish on My Plate (Part 1)</i> Canvas Question		GELO 1,3 CLO 1-3
13	04/21	Oceans		Video: <i>The Fish on My Plate (Part 2)</i> Canvas Question Exercise 6 & 7 Signups Open	Essay 6	GELO 1,3 CLO 1-3
14	04/26	Global Hunger	Price (2014)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i> Canvas Question		GELO 1 CLO 1-3
14	04/28	Global Hunger		Oceans-Hunger Zoom Exercise Exercise 6 & 7		GELO 1 CLO 1-3
15	05/03	Global Population	Straight (2018)	Videos: <i>7 billion & counting: Why the world population won't exceed 11 billion</i> Canvas Question		GELO 1,2 CLO 1-3
15	05/05	Global Population		Canvas Discussion Essay 7	Exercises 6&7	GELO 1,2 CLO 1-3
16	05/10	Pandemics	Glazer (2020b)	Video: <i>The history of a deadly pandemic and lessons for coronavirus</i> Canvas Question		GELO 1,2 CLO 1-3
16	05/12	Pandemics		Canvas Discussion Essay 7 Final Exercise Signups Opens		GELO 1,2 CLO 1-3
17	05/17	Wrap-up & Preparation for final		Final Exercise Signups Closes		
Sec 1 Final	05/20	Virtual Meeting (5:15 to 7:30pm) Zoom Session Freedomia Exercise			Essay 7	GELO 1,3 CLO 1-3
Sec 2 Final	05/20	Virtual Meeting (7:45 to 10:00pm) Zoom Session Freedomia Exercise			Essay 7	GELO 1,3 CLO 1-3
Sec 3 Final	05/21	Virtual Meeting (5:15 to 7:30pm) Zoom Session Freedomia Exercise			Essay 7	GELO 1,3 CLO 1-3
Make up Final	05/26	Virtual Meeting (noon to 2:15pm) Zoom Session Freedomia Exercise				GELO 1,3 CLO 1-3
	05/28	LAST DAY TO TURN IN REFLECTION PAPER, ASSIGNMENTS & DISCUSSIONS at 5:00pm			Reflection Paper	