

**San José State University**  
**College of Social Sciences/Urban Planning/Geography Program**  
**Geography 112, Nations, Cultures, & Globalization**  
**Sections 5, 6, & 81**  
**Spring 2022**

**Course and Contact Information**

Instructor:	Maureen A. Kelley, PhD
Office Location:	Washington Square Hall 111A
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Office Hours:	Wednesdays 1400 to 1500 & by appointment
Class Days/Time:	In-Class: <ul style="list-style-type: none"><li>• Section 5: Mondays &amp; Wednesdays, 1030 to 1145</li><li>• Section 6: Mondays &amp; Wednesdays, 1200 to 1345</li></ul> Asynchronous Online: <ul style="list-style-type: none"><li>• Section 81: live online Tuesdays &amp; Thursdays, 1030 to 1200</li></ul>
Classroom:	In-Class: <ul style="list-style-type: none"><li>• Section 5: CL 224</li><li>• Section 6: CL 243</li></ul> Asynchronous Online: <ul style="list-style-type: none"><li>• Canvas Learning System Tuesdays &amp; Thursdays, 1030 to 1200</li></ul>
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, short essays, and discussions are all used to better understanding of these complex problems and their geographic dimensions. Students will develop their ability to think critically, independently, relationally, and contextually; and communicate their views effectively, particularly in writing.

## Course Format

This course will be taught in-class for Sections 5 and 6. Section 81 will be taught asynchronously on Canvas; however, I plan to schedule myself to be live and online Tuesdays and Thursdays between 10am to noon.

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. The Canvas SpeedGrader cannot parse Apple pages (.pages) format; however, SpeedGrader has been known to read OpenOffice (.odt) format files.

## 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: Free Speech (Greenblatt, 2013); Democracy (Sataline, 2017); Middle East (Broder, 2020b); Central America (Young, 2018); Global Migration (Glazer, 2020a); Climate Change (Wanlund, 2017); Oceans (Wallace, 2019); Global Hunger (Caldwell, 2021); Global Population (Straight, 2018); Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and from National Public Radio (Gjelten, 2018). Russia & Ukraine (Bates, 2015) from *The Week*; Global Migration (Sengupta, 2015) from *The New York Times*. Human rights & COVID-19 response from the United Nations website.
2. Assignments: Essays 1–Free Speech, 2–Democracy, 3–Russia & Ukraine, 4–Central America, 5–Climate Change, 6–Global Population, 7–Pandemics; Exercises 2–Human Rights, 4–Middle East, 5–Global Migration 6 & 7–Oceans & Global Hunger
3. Activities/Experiences: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercise 4–Middle East; Exercises 6 & 7–Oceans & Global Hunger, Final–Freedonia. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21<sup>st</sup> century*; *Freedom of speech*, *Rowan Atkinson on free speech*, *Freedom of speech and right to offend*, *Free speech under attack*; *History of democracy*, *Understanding what authoritarianism is*, *Which country will be the next superpower?*; *Slavs and Vikings*, to be determined based on current events; *Peace in the Middle East?*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle, Central America*; *Migration crisis*, *Large-scale movements of refugees and migrants are a global phenomenon*; *Climate Change*; *The fish on my plate*; *World population*, *Why the world population won't exceed 11 billion*; *Zero Hunger Challenge*, *Objective Zero Hunger*; *The Spanish Flu of 1918*, *Violations hurt us all*

### **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); China (Broder, 2020a); Middle East (Broder, 2020b); Central America (Young, 2018); 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). Russia & Ukraine (Bates, 2015) from *The Week*; Global Migration (Sengupta, 2015) from *The New York Times*. Human rights & COVID-19 response from the United Nations website.

2. Assignments: Essays: 2–Democracy, 3–Russia & Ukraine, 4–Central America, 5–Climate Change, 6–Global Population, 7–Pandemics; Exercises: 2–Human Rights, 3–China, 4–Middle East, 5–Global Migration, 6–Oceans
3. Activities/Experiences: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercise 4 Discussion/Debate–Middle East; Exercise 6–Oceans. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21<sup>st</sup> century*; *History of democracy*, *Understanding what authoritarianism is*, *Which country will be the next superpower?*; *Slavs and Vikings*, to be determined based on current events; *From follower to leader: The story of China’s rise*, *Why China is building islands in the South China Sea*, *How Taiwan became the biggest risk for a U.S.-China clash*; *Peace in the Middle East?*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle, Central America*; *Migration crisis, Large-scale movements of refugees and migrants are a global phenomenon*; *Climate Change*; *The fish on my plate*; *World population, Why the world population won’t exceed 11 billion*; *The Spanish Flu of 1918*, *Violations hurt us all*

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

1. Readings: Free Speech (Greenblatt, 2013); Democracy (Sataline, 2017); China (Broder, 2020a); Middle East (Broder, 2020b); Central America (Young, 2018); Global Migration (Glazer, 2020a) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and from *National Public Radio* (Gjeltén, 2018). Russia & Ukraine (Bates, 2015) from *The Week*; Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays: 1–Free Speech, 2–Democracy, 3–Russia & Ukraine, 4–Central America, 5–Climate Change. Exercises: 2–Human Rights, 3–China, 4–Middle East, 5–Global Migration, Final
3. Activities/Experiences: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercise 4 Discussion/Debate–Middle East; Final Exercise. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21<sup>st</sup> century*; *Freedom of speech*, *Rowan Atkinson on free speech*, *Freedom of speech and right to offend*, *Free speech under attack*; *History of democracy*, *Understanding what authoritarianism is*, *Which country will be the next superpower?*; *Slavs and Vikings*, to be determined based on current events; *From follower to leader: The story of China’s rise*, *Why China is building islands in the South China Sea*, *How Taiwan became the biggest risk for a U.S.-China clash*; *Peace in the Middle East?*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle, Central America*; *Migration crisis, Large-scale movements of refugees and migrants are a global phenomenon*; *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: All from previous sections in addition to Media Bias (McCutcheon, 2017) from *CQ Researcher*; *How to spot 12 types of media bias* from AllSides.com website
2. Assignments: All from previous sections in addition to Exercise 1–Media Bias

3. Activities/Experiences: All from previous sections in addition to *How to spot fake news, A brief history of media bias, Dishonesty, accuracy and ethics in the media*

## 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; 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. (2021). *How to spot 12 types of media bias*. <https://www.allsides.com/media-bias/how-to-spot-types-of-media-bias>

Bates, T. (2015, January 8). Ukraine's fraught relationship with Russia: A brief history. *The Week*. <https://theweek.com/articles/449691/ukraines-fraught-relationship-russia-brief-history>

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>

Caldwell, Z. (2021, September 23). Food security. *CQ Researcher*, 31(30). <http://library.cqpress.com/cqresearcher/cqresrre2021090300>

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>

Greenblatt, A. (2013, April 26). Free speech at risk. *CQ Researcher*, 23, 377–400. <http://library.cqpress.com/>

McCutcheon, C. (2017, June 9). Trust in media. *CQ Researcher*, 27, 481–508. <http://library.cqpress.com/>

San José State University Office of the President. (2020, September 20). *Freedom of speech*. <https://www.sjsu.edu/president/priorities-and-initiatives/free-speech/index.php>

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. (2018, 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>

United Nations. (2020, December 10). Human rights must be ‘front and centre’ of COVID-19 response: Secretary-General. <https://news.un.org/en/story/2020/12/1079632>

Wallace, C. P. (2019, May 31). Global fishing controversies. *CQ Researcher*, 29. <http://cqpress.com/cqresearcher/cqresrre2019053100>

Wanlund, W. (2017, September 22). Climate change and national security. *CQ Researcher*, 27, 773–796. <http://library.cqpress.com/>

Young, K. (2018, September 14). Turmoil in Central America. *CQ researcher*, 28, 753–776. <http://library.cqpress.com/>

**Other technology requirements / equipment / material**

Given the fluid nature of the real world this semester, much of our interaction will be conducted through the Canvas Learning Management System, especially at the beginning of the semester for the in-class sections (Sections 5 and 6). Section 81 will be taught asynchronously but with scheduled Zoom sessions for Exercises 4, 6 & 7, and the final session. The Zoom video conferencing plugin module for meetings in Canvas will be used; 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. This instructor only uses OpenOffice in Windows and LaTeX in the Linux environments.

You do not want me to convert your files from .pages to .doc, .odt, or .pdf hoping there will be a one-to-one conversion; you are responsible for submitting assignments in the proper file format. If you 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 page 10 in this document.

Writing	Minimum Words
Essays (7)	1,200
Exercises (8)	1,000
Participation responses	300
Reflection paper	500
Total:	3000

## Essays

There will be seven one-page, double-spaced (200 to 300 minimum word) responses to the readings and videos for the week's topic. Your answers should not be 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 two of the lowest scores will be eliminated from grade calculations. Detailed instructions for writing the essays are provided on Canvas. **Please be aware that 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 that all grades are posted on Canvas and grade calculations are performed within the instructor's spreadsheet.**

Exercise 4 is designed to be a discussion/debate on whether there can be peace in the Middle East. You will be able to sign up to represent a group in that region approximately one week before the scheduled meetings. On the days of the exercise, you will be conducting a civil dialogue with the representatives of your opponent (ie Israeli versus Palestinian, Iranian versus Saudi, Kurd versus Turk, and so forth).

Exercise 6 and 7 is a combined exercise where you sign up for a role to advocate feeding the world's hungry and poor a cheap source of protein. You may sign up representing a producer or retailer, a government regulator, a charity, an environmental group, a lifestyle advocate (ie vegan or vegetarian), or another role that you may deem suitable for the task. On the days of the exercise, you will need to convince your fellow students that your method can be effective. The exercise is not a formal debate; rather, a role-playing one. The exercise is designed such that you are preparing for the final exercise.

## Class Participation

Plan to set aside time for each week's topic. Active participation is a vital element of the course. This makes the class more interesting and enjoyable, and you are responsible for material discussed during class. You cannot earn an "A" without participating. Your class participation grade will include posting a response to the question of the day (QoD) and contributing to the brainstorming-discussion pages as a continuation of the in-class discussions. Section 81, the online class, participation questions of the day will be posted by 10:30am Tuesdays. The discussion pages will be posted at the same time on Thursdays.

Quality participation refers to being an active participant on Canvas: answering the question of the day in a timely fashion and posting responses in the brainstorming discussion pages that clearly demonstrates that you all 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 and/or Discussions 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 resulting from this class and other relevant outside experiences. Be sure to pick at least three topics covered in the class in order to get full credit. You should also write your paper in a standard formal essay format with an introduction, body, and conclusion. 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 during the final exam schedule. If you are unable to attend your final exam session, then there will be a makeup Zoom session on Makeup Day. All students who cannot make the final 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, prime minister, or a cabinet minister. 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—approximately 1 hour or until the government is overthrown or fisticuffs are about to break out, 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 Information**

### **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 complete assignments and exercises.

You are responsible for informing 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
<b>Total</b>	<b>300</b>	<b>100</b>

### 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 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, come to class on time, *have an online presence for all classes on Tuesdays and Thursdays between approximately 10am to 4pm*, and be available for help during my office hours.

I expect 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. Computers are essential for course-related work; however, please do not abuse your computer privileges by reading, watching, or interacting with non-course-related materials.

### **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 to have 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.** This instructor will be using the Grammarly.com website to filter your written assignments for correct spelling, syntax, and grammar prior to reading and grading the objective portion of the assignments. Please be aware that prior to working in this rarefied academic environment, one of my jobs at the US Geological Survey was to proofread maps and written documents before they were sent to the Government Printing Office. I still cannot turn off my cartographic proofreading brain; thus the possibility that I may detect spelling, syntax, and grammar errors that Grammarly.com might not detect.

Ten percent of each of your essays and exercises will be based on your Grammarly.com score and my assessment. If there are more than twenty detected errors of the above, then there is a guarantee that your assignment will have a 10% reduction. Expect the range of values from 0 ( $\geq 20$  errors) to 1 (no errors) for that portion of the assignment.

**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 for each violation of a major bullet point, a reduction of 0.1 points 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 the United States of America rather than America or 'Murica). If any of the previously mentioned styles are used, then they will be counted as syntax and/or grammar errors. 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).

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

- [The APA style guide](#) website
- [Purdue Online Writing Laboratory General Overview website](#) and sidebars for comprehensive listings
- [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 a picture of a tiger via the Canvas mail system to acknowledge that you read this document, understand the contents, and know what is expected of you.

# Geography 112: Nations, Cultures & Globalization

## Spring 2022 Course Schedule

Schedule is subject to change with fair notice and will be made available on the Canvas webpage and via email. Check on the Canvas Assignment pages and course calendar for due dates (all written assignments are due Friday, 11:59pm the following week unless otherwise specified).

### Course Schedule (in-class activities)

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
1	01/26	Introductions	Course Syllabus; Writing Guidelines	Canvas home page & modules Canvas Introductions		
2	01/31	Current Events/Media Bias	AllSides (2021) McCutcheon (2017)	Videos: <i>How to spot fake news; A brief history of media bias; Dishonesty, accuracy &amp; ethics in the media</i> Discussion/QoD Exercise 1 In-Class/Canvas Discussions		CLO 1-3
3	02/07	Human Rights	Gjeltten (2018) United Nations (1948)	Videos: <i>The Story of Human Rights; Universal Declaration of Human Rights; Human rights in the 21st century</i> Discussion/QoD Exercise 2 In-Class/Canvas Discussions	Exercise 1	GELO 1-3 CLO 1-34444
4	02/14	Free Speech	Greenblatt (2013) SJSU (2020)	Videos: <i>Freedom of speech; Rowan Atkinson on free speech; Freedom of speech and right to offend; Free speech under attack</i> Discussion & QoD Essay 1 In-Class/Canvas Discussions	Exercise 2	GELO 3 CLO 1-3
5	02/21	Democracy	Sataline (2017)	Videos: <i>History of Democracy; Understanding what authoritarianism is; Which country will be the next superpower?</i> Discussion & QoD Essay 2 In-Class/Canvas Discussions	Essay 1	GELO 1-3 CLO 1-3
6	02/28	Russia & Ukraine	Bates (2015); TBD	Videos: <i>Slavs and Vikings; TBD</i> Discussion & QoD Essay 3 In-Class/Canvas Discussions	Essay 2	GELO 1-3 CLO 1-3
7	03/07	China	Broder (2020a)	Videos: <i>From follower to leader: The story of China's rise; Why China is building islands in the South China Sea; How Taiwan became the biggest risk for a U.S.-China clash</i> Discussion & QoD Exercise 3 In-Class/Canvas Discussions	Essay 3	GELO 3 CLO 1-3
8	03/14	Middle East	Broder	Videos: <i>Peace in the Middle East?;</i>	Exercise 3	GELO 3

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
			(2020b)	<i>The Abraham Accords and the Israeli-Palestinian conflict</i> Middle East Discussion/Debate QoD Exercise 4 In-Class/Canvas Discussions		CLO 1-3
9	03/21	Central America	Young (2018)	Videos: <i>Northern Triangle; Central America</i> Discussion & QoD Essay 4 In-Class/Canvas Discussions	Exercise 4	GELO 1-3 CLO 1-3
	03/28	SPRING BREAK				
10	04/04	Global Migration	Glazer (2020a); Sengupta (2015)	Video: <i>Migration crisis; Large-scale movements of refugees and migrants are a global phenomenon</i> Discussion & QoD Exercise 5 In-Class/Canvas Discussions	Essay 4	
11	04/11	Climate Change	Wanlund (2017)	Video: <i>Climate change: A threat multiplier</i> Discussion & QoD Essay 5 In-Class/Canvas Discussions	Exercise 5	GELO 1-3 CLO 1-3
12	04/18	Oceans	Wallace (2019)	Video: <i>The fish on my plate</i> Discussion & QoD Preparation for Exercise 6 & 7 Exercise 6 & 7 Signups	Essay 5	GELO 1,3 CLO 1-3
13	04/25	Global Hunger	Caldwell (2021)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i> Section 5 & 6: In-Class Exercise 6 & 7; Section 81: Zoom Exercise 6 & 7		GELO 1 CLO 1-3
14	05/02	Global Population	Straight (2018)	Videos: <i>7 billion &amp; counting; Why the world population won't exceed 11 billion</i> Discussion & QoD Essay 6 In-Class/Canvas Discussions	Ex. 6 & 7	GELO 1,2 CLO 1-3
15	05/09	Pandemics/ Section 81 Wrap-up & Final Preparation	Glazer (2020b); United Nations (2020)	Video: <i>The Spanish Flu of 1918; Violations hurt us all</i> Discussion & QoD Essay 7 In-Class/Canvas Discussions	Ex. 6 & 7	GELO 1,2 CLO 1-3
16	05/16	Sections 5 & 6 Wrap-up & Final Preparation				
Final	05/19	Section 5: Freedonia Exercise (0945 to 1200) CL224 Section 81: Freedonia Exercise (1715 to 1930) Zoomosphere			Essay 7	
Final	05/23	Section 6: Freedonia Exercise (0945 to 1200) CL243			Essay 7	
Make up Final	05/25	Freedonia Exercise Virtual Meeting (1215 to 1430) Zoomosphere				
	05/27	<b>LAST DAY TO TURN IN REFLECTION PAPER, ASSIGNMENTS &amp; DISCUSSIONS at 11:59pm</b>			Reflection Paper	