

San José State University
College of Social Sciences/Urban Planning/Geography Program
Geography 112, Nations, Cultures, & Globalization
Section 2
Summer 2023

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
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Office Hours:	Wednesdays 1400 to 1500 & by appointment via Zoom
Class Days/Time:	online
Classroom:	online
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, videos, class exercises, short essays, 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

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.

This course will be taught on-line as a seminar course, thus no scheduled lectures. Essay and exercise assignments, online discussions, and Canvas participation will be the basis of grading. There will be no quizzes or examinations but a final reflection paper.

Internet access is essential for accessing materials and uploading assignments on Canvas. Any 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.

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 (Price, 2022); Democracy/Fragile States (Caldwell, 2022); China (Day, 2022), Middle East (Broder, 2020); Central America (Young, 2018); Global Migration (Glazer, 2020a); Climate Change (Wanlund, 2017); Oceans (Wallace, 2019); Global Population (Straight, 2019); Global Hunger (Caldwell, 2021); Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and (Gjelten, 2018) from National Public Radio. *Freedom of Speech* from the San Jose State website. Russia & Ukraine (Berger, 2022) from *The Washington Post* and (Bates, 2015) from *The Week*; NATO (Masters, 2022) from Council on Foreign Relations; Global Migration (Sengupta, 2015) from *The New York Times*; Human rights & Covid-19 from the United Nations website
2. Assignments: Essays 1–Free Speech, 2–Democracy, 3–Russia-Ukraine, 4–China, 5–Central America, 6–Climate Change, 7–Global Population, 8–Pandemics; Exercises 2–Human Rights, 3–Democracy, 4–Middle East*, 6–Oceans, 7–Global Hunger
3. Activities/Experiences: Canvas discussions/brainstorming sessions as well as short, one- to two-page written assignments. Exercises 4–Middle East*, 6–Oceans, 7–Global Hunger. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21st century*; *Freedom of speech: Government and politics* #25, *Rowan Atkinson on free speech*, *Freedom of speech and right to offend: Proposition*, *Free speech under attack*; *History of democracy*, *Understanding authoritarianism*, *Fragile states index 2021*, *What is the future of fragile states?*; *Why Russia is Invading Ukraine*, *Slavs and Vikings: Medieval Russia and the Origins of the Kievan Rus*; *What is NATO?*, *NATO: Summary on a map*; *From Follower To Leader*, *Why China is building islands*, *How Taiwan Became the Biggest Risk*; *Peace in the Middle East?*, *Leaving Afghanistan*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle: The origins of America's migrant crisis*, *Central America: History and heritage*; *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*, *Objective Zero Hunger: How to reduce chronic food shortages?*; *World population: Eight billion and counting*, *Why the world population won't exceed 11 billion*; *20 Deadliest Pandemics In History*

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

1. Readings: Democracy/Fragile States (Caldwell, 2022); China (Day, 2022), Middle East (Abrams, 2021; Broder, 2020b); Central America (Young, 2018); Global Migration (Glazer, 2020a); Climate Change (Wanlund, 2017); Oceans (Wallace, 2019); Global Population (Straight, 2018) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and (Gjelten, 2018) from National Public Radio. Russia & Ukraine (Berger, 2022) from *The Washington Post* and (Bates, 2015) from *The Week*; NATO (Masters, 2022) from Council on Foreign Relations; Global Migration (Sengupta, 2015) from *The New York Times*
2. Assignments: Essays 2–Russia & Ukraine, 3–NATO, 4–China, 5–Central America, 6–Climate Change, 7–Global Population; Exercises 2–Human Rights, 3–Democracy, 4–Middle East*, 6–Oceans

3. Activities/Experiences: Canvas discussions/brainstorming sessions as well as short, one- to two-page written assignments. Exercises 4–Middle East*, 6–Oceans, 7–Global Hunger. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21st century*; *History of democracy*, *Understanding authoritarianism*, *Fragile states index 2021*, *What is the future of fragile states?*; *Why Russia is Invading Ukraine*, *Slavs and Vikings: Medieval Russia and the Origins of the Kievan Rus*; *What is NATO?*, *NATO: Summary on a map*; *From Follower To Leader*, *Why China is building islands*, *How Taiwan Became the Biggest Risk*; *Peace in the Middle East?*, *Leaving Afghanistan*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle: The origins of America's migrant crisis*, *Central America: History and heritage*; *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*

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

1. Readings: Free Speech (Price, 2022); Democracy/Fragile States (Caldwell, 2022); China (Day, 2022), Middle East (Abrams, 2021; Broder, 2020b); Central America (Young, 2018); Global Migration (Glazer, 2020a); Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and (Gjelten, 2018) from National Public Radio. *Russia & Ukraine* (Berger, 2022) from *The Washington Post* and (Bates, 2015) from *The Week*; *NATO* (Masters, 2022) from Council on Foreign Relations; *Global Migration* (Sengupta, 2015) from *The New York Times*; *Human rights & Covid-19* from the United Nations website
2. Assignments: Essays 1–Free Speech, 2–Russia-Ukraine, 3–NATO, 4–China, 5–Central America, 8–Pandemics; Exercises 2–Human Rights, 3–Democracy, 4–Middle East*
3. Activities/Experiences: Canvas discussions/brainstorming sessions as well as short, one- to two-page written assignments. Videos: *The story of human rights*, *The Universal Declaration of Human Rights*, *Human rights in the 21st century*; *Freedom of speech: Government and politics #25*, *Rowan Atkinson on free speech*, *Freedom of speech and right to offend: Proposition*, *Free speech under attack*; *History of democracy*, *Understanding authoritarianism*, *Fragile states index 2021*, *What is the future of fragile states?*; *Why Russia is Invading Ukraine*, *Slavs and Vikings: Medieval Russia and the Origins of the Kievan Rus*; *What is NATO?*, *NATO: Summary on a map*; *From Follower To Leader*, *Why China is building islands*, *How Taiwan Became the Biggest Risk*; *Peace in the Middle East?*, *Leaving Afghanistan*, *The Abraham Accords and the Israeli-Palestinian Conflict*; *Northern Triangle: The origins of America's migrant crisis*, *Central America: History and heritage*; *Migration crisis: Time for a new approach?*, *Large-scale movements of refugees and migrants are a global phenomenon*; *20 Deadliest Pandemics In History*

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
2. Assignments: All
3. Activities/Experiences: All

Required Texts/Readings

Required Readings

Check on the Canvas under Modules>Topic Readings or Pages>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 the Canvas messaging system.

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>

Berger, M. (2022, February 24). Putin says he will 'denazify' Ukraine. Here's the history behind that claim. *Washington Post*, NA. <https://www.msn.com/en-us/news/world/putin-says-he-will-denazify-ukraine-here-s-the-history-behind-that-claim/ar-AAUgf9L>

Broder, J. (2020, 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/>

Caldwell, Z. (2022, February 18). Fragile states. *CQ researcher*, 32, 1–30. <http://library.cqpress.com/>

Day, K. (2022, April 8). China today. *CQ researcher*, 32, 1–33. <http://library.cqpress.com/>

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). Retrieved from <http://library.cqpress.com/cqresearcher/cqresrre2020062600>

Masters, J. (2022, May 4). *What is NATO?* Council on Foreign Relations. <https://www.cfr.org/backgrounder/what-nato>

Newman, N. (2022, June 15). *Overview and key findings of the 2022 Digital News Report*. Reuters Institute-University of Oxford. <https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2021/dnr-executive-summary>.

Price, T. (2022, May 20). Free speech on campus. *CQ researcher*, 32, 1–31. <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>

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/cqresre2019053100>

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

This course exclusively uses the Canvas. Office hours are iYou are responsible 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) or Adobe portable document file format (.pdf). The Canvas' Speed Grader cannot read the Apple .pages file formats.

You do not want me to convert your files from .pages to .doc or a native format I use 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, or other, 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 page 10 in this document.

Writing	Minimum Words
Essays (8)	750
Exercises (7)	750
Participation responses	500
Reflection paper/report	1,000
Total:	3,000

Essays

There will be eight, 100 to 150 minimum word, essay responses to the readings and videos on the module'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 module's 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 day'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 via the Canvas discussion boards, and you cannot earn an "A" without participating. Your class participation grade will include being actively involved in the discussion boards and your Canvas activity.

Quality participation refers to being an active participant on Canvas: posting responses in the brainstorming discussion pages that clearly demonstrates that you have watched and read the course materials and are willing to discuss the day's topic in a manner of open inquiry.

The discussion questions will be posted on the Canvas website on the Assignments and/or Discussions web pages. You will have seven days to respond for potential full credit. Class participation is worth 100 points or ~33% of your final grade. Ten points out of the 100 points will be calculated based on your Canvas activities weekly (Canvas interaction score). Please be aware that participation points might add up to 120 points; however, the output score will be scaled to 100 points.

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)

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.”

There is one paper required for this course—a reflection paper/report based on your learning and understanding of current world events as a result of this class and other relevant outside experiences. You will also incorporate into your paper additional information you learned about a country covered in this class by utilizing the [Fund for Peace Fragile States Index](#). The first part of the course is on current events and geopolitics; therefore, consult the course syllabus for topics and countries. There will be a discussion page open starting in the first week of class, so all students can post questions or ideas if you all are unsure which country to choose. Please be aware that you are not allowed to use the United States for your paper. The final paper is worth 100 points, ~33%, of your 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 to 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
Participation	100	33.3
Reflection/research paper	100	33.3
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.

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 in class or on the course Announcements page for online classes. All extra credit assignments will be listed in Assignments>Extra Credit on Canvas.

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 Mondays through Thursdays between approximately 10am to 4pm*, 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.

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_G112S2_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 an ocelot to show that you read and understood the content of this course syllabus.

Geography 112: Nations, Cultures & Globalization Summer 2023 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

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
1	06/05	Introductions		Canvas Introductions		
	06/06	Current Events/Media Bias	AllSides (2022) Newman (2022)	Videos: <i>How to spot fake news; A brief history of media bias; Dishonesty, accuracy & ethics in the media</i> Exercise 1 Canvas Discussion		CLO 1-3
	06/07	Human Rights	Gjelten (2018) United Nations (1948)	Videos: <i>The Story of Human Rights; Universal Declaration of Human Rights; Human rights in the 21st century</i> Exercise 2 Canvas Discussion		GELO 1-3 CLO 1-3
	06/08	Free Speech	Price (2022) SJSU (2020)	Videos: <i>Freedom of speech: Crash course; Rowan Atkinson on free speech; Freedom of speech and right to offend Proposition; Free speech under attack</i> Essay 1 Canvas Discussion		GELO 3 CLO 1-3
	06/09	Democracy/Fragile States	Caldwell (2022)	Videos: <i>History of democracy; Understanding authoritarianism; Fragile states index 2021; What is the future of fragile states?</i> Exercise 3 Canvas Discussion		GELO 1-3 CLO 1-3
2	06/12	Russia & Ukraine	Berger (2022) Bates (2015); latest news (TBD)	Videos: <i>Slavs & Vikings; Why Russia is invading Ukraine</i> Question of the Day		GELO 3 CLO 1-3
	06/13	Russia & Ukraine		latest news reports (TBD) Essay 2	Exercise 1	
	06/14	North Atlantic Treaty Organization (NATO)	Masters (2022)	Videos: <i>What is NATO?; NATO summary</i> Essay 3 Canvas Discussion	Exercise 2	GELO 1,3 CLO 1-3
	06/15	China	Day (2022); latest news (TBD)	Videos: <i>From follower to leader; Why China is building islands; How Taiwan Became the Biggest Risk;</i> latest news (TBD) Essay 4 Canvas Discussion	Essay 1	GELO 3 CLO 1-3
	06/16				Exercise 3	
3	06/19	Middle East*	Broder (2020); latest news	Videos: <i>Peace in the Middle East?; The Abraham Accords;</i> latest news		GELO 1-3 CLO 1-3

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes	
			(TBD)	(TBD) Exercise 4 Canvas Discussion			
	06/20	Central America	Young (2018); latest news (TBD)	Videos: <i>Northern Triangle; Central America</i> ; latest news (TBD) Essay 5 Canvas Discussion	Essay 2	GELO 1-3 CLO 1-3	
	06/21	Global Migration	Glazer (2020a); Sengupta (2015)	Video: <i>Migration crisis: Time for a new approach?</i> Exercise 5 Canvas Discussion	Essay 3	GELO 1-3 CLO 1-3	
	06/22	Climate Change	Wanlund (2017)	Video: <i>Climate change: A threat multiplier</i> Essay 6 Canvas Discussion	Essay 4	GELO 1-3 CLO 1-3	
	06/23						
4	06/26	Oceans	Wallace (2019)	Video: <i>The fish on my plate</i> Question of the Day	Exercise 4	GELO 1,3 CLO 1-3	
	06/27	Oceans		Exercise 6 Canvas Discussion	Essay 5		
	06/28	Global Hunger	Caldwell (2021)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i> & TBD Exercise 7 Canvas Discussion	Exercise 5	GELO 1 CLO 1-3	
	06/29	Global Population	Straight (2018)	Videos: <i>7 billion & counting; Why the world population won't exceed 11 billion</i> Essay 7 Canvas Discussion	Essay 6	GELO 1,2 CLO 1-3	
	06/30						
5	07/03	Pandemics	Glazer (2020b); United Nations (2020)	Video: <i>20 deadliest pandemics in history</i> Essay 8 Canvas discussion		GELO 1,3 CLO 1-3	
	07/04	INDEPENDENCE DAY (NO CLASS INSTRUCTION)					
	07/05	Catch-up day		Catch-up day for discussion posts	Exercises 6 & 7		
	07/06	Catch-up day		Catch-up day for discussion posts	Essay 7		
	07/07	LAST DAY TO TURN IN REFLECTION PAPER, ASSIGNMENTS & DISCUSSIONS			Essay 8; Paper		