

San José State University
College of Social Sciences/Urban Planning/Geography Program
Geography 112, Nations, Cultures, & Globalization
Sections 1, 2, & 80
Fall 2022

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
Office Location:	Washington Square Hall 111A
Telephone:	(408) 924-5486
Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Wednesdays 1400 to 1500 & by appointment
Class Days/Time:	In-Class: <ul style="list-style-type: none">• Section 1: Mondays & Wednesdays, 1030 to 1145• Section 2: Mondays & Wednesdays, 1200 to 1345 Asynchronous Online: <ul style="list-style-type: none">• Section 80: live online Tuesdays & Thursdays, 1030 to 1200
Classroom:	In-Class: <ul style="list-style-type: none">• Section 1: CL 243• Section 2: CL 243 Asynchronous Online: <ul style="list-style-type: none">• Canvas Learning System Tuesdays & Thursdays, 1030 to 1200 and 1300 to 1600
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 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.

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.

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 (Abrams, 2021; Broder, 2020b); 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 *Human Rights (2021)* from *Gale Opposing Viewpoints*; *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 response (2020)* from the United Nations
2. Assignments: Essays 1–Free Speech, 2–Russia-Ukraine, 3–NATO, 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: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercises 4–Middle East*, 6–Oceans, 7–Global Hunger, Final–Freedonia. 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*; *World population: Seven billion and counting*, *Why the world population won't exceed 11 billion*; *Zero Hunger Challenge*, *Objective Zero Hunger: How to reduce chronic food shortages?*; *A History of Pandemics*. Podcast: *The rise of zoonotic diseases*.

GEL02: 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, 2019); Pandemics (Glazer, 2020b) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and Human Rights (2021) from *Gale Opposing Viewpoints*; 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 response (2020) from the United Nations
2. Assignments: Essays 2–Russia-Ukraine, 3–NATO, 4–China, 5–Central America, 6–Climate Change, 7–Global Population, 8–Pandemics; Exercises 2–Human Rights, 3–Democracy, 4–Middle East*, 6–Oceans
3. Activities/Experiences: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercises 4–Middle East*, 6–Oceans, 7–Global Hunger, Final–Freedonia. 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*; *A History of Pandemics*. Podcast: *The rise of zoonotic diseases*.

GEL03: 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) from *CQ Researcher* readings. *Universal Declaration of Human Rights* from the United Nations website and Human Rights (2021) from *Gale Opposing Viewpoints*; 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 response (2020) from the United Nations
2. Assignments: Essays 1–Free Speech, 2–Russia-Ukraine, 3–NATO, 4–China, 5–Central America; Exercises 2–Human Rights, 3–Democracy, 4–Middle East*
3. Activities/Experiences: Weekly in-class discussions as well as Canvas discussions/brainstorming sessions. Exercise 4–Middle East and Final–Freedonia. 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

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 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. (2022). *How to spot 16 types of media bias*. AllSides. <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>

Brechter, H. (2022, May 27). *What is fake news?* AllSides. <https://www.allsides.com/blog/what-fake-news>

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/>

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>

- Human Rights. (2021). In *Gale Opposing Viewpoints Online Collection*. Gale.
<https://link.gale.com/apps/doc/PC3010999213/OVIC?u=csusj&sid=bookmark-OVIC&xid=378213c6>
- Masters, J. (2022, May 4). What is NATO? *Council on Foreign Relations*.
<https://www.cfr.org/backgrounder/what-nato>
- 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/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, if the course meets online then interaction will be conducted through the Canvas Learning Management System. We may utilize the Zoom video conferencing plugin module for meetings in Canvas; therefore, be sure to download the latest version of Zoom. If we meet on campus, then we conduct class in person and utilize the Canvas Learning Management System.

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 page 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.**

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 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 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 the days we meet and contributing to the brainstorming-discussion pages posted on the asynchronous days we do not meet.

Quality participation refers to being an active participant on Canvas: answering the Monday/Wednesday question of the day 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 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 as a result of 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 the day and time of the final exam schedule. However, for those of you who cannot attend the final in person, 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 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—approximately 1 hour or until the government is overthrown or fisticuffs is about to break out, whichever comes first. There will be a 20-minute debriefing session after the exercise. Sign-ups for roles will be on Canvas the last week of November. 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 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
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 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%

Grade	Points	Percentages
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 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. Computers are essential for course related work but do not abuse your computer privileges by reading, watching, or interacting with noncourse-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 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 cartoon Great Dane to show that you read and understood the content of this course syllabus. One point extra credit for a picture of that cartoon talking Great Dane.

Geography 112: Nations, Cultures & Globalization

Fall 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

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
1	08/22	Introductions		Canvas Introductions		
	08/24	Current Events/Media Bias	AllSides (2022) Brechter (2022)	Videos: <i>How to spot fake news; A brief history of media bias; Dishonesty, accuracy & ethics in the media</i> Exercise 1 In-class and/or Canvas Discussion		CLO 1-3
2	08/29	Human Rights	Human Rights (2021) United Nations (1948)	Videos: <i>The Story of Human Rights; Universal Declaration of Human Rights; Human rights in the 21st century</i> In-class discussions and/or Question of the Day (QoD)		GELO 1-3 CLO 1-3
	08/30			Exercise 2 In-class and/or Canvas Discussion	Exercise 1	
3	09/05	LABOR DAY				
	09/07	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 In-class discussions and/or Question of the Day (QoD)	Exercise 2	GELO 3 CLO 1-3
4	09/12	Democracy/Fragile States	Caldwell (2022)	Videos: <i>History of democracy; Understanding authoritarianism; Fragile states index 2021; What is the future of fragile states?</i> In-class discussions and/or Question of the Day (QoD)		GELO 1-3 CLO 1-3
	09/14			Exercise 3 In-class and/or Canvas Discussion	Essay 1	
	09/15	LAST DAY TO ADD/DROP				
5	09/19	Russia & Ukraine	Berger (2022) Bates (2015); latest news (TBD)	Videos: <i>Slavs & Vikings; Why Russia is invading Ukraine</i> ; latest news (TBD) In-class discussions and/or Question of the Day (QoD)		GELO 3 CLO 1-3
	09/21			Essay 2 In-class and/or Canvas Discussion	Exercise 3	
6	09/26	North Atlantic Treaty Organization (NATO)	Masters (2022)	Videos: <i>What is NATO?; NATO summary</i> In-class discussions and/or Question of the Day (QoD)		GELO 1,3 CLO 1-3

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
	09/28			Essay 3 In-class and/or Canvas Discussion	Essay 2	
7	10/03	China	Day (2022); latest news (TBD)	Videos: <i>From follower to leader</i> ; <i>Why China is building islands</i> ; <i>How Taiwan Became the Biggest Risk</i> ; latest news (TBD) In-class discussions and/or Question of the Day (QoD) Sign-ups for Middle East* exercise		GELO 3 CLO 1-3
	10/05			In-class and/or Canvas Discussion Essay 4	Essay 3	
8	10/10	Middle East	Broder (2020); latest news (TBD)	Videos: <i>Peace in the Middle East?</i> ; <i>The Abraham Accords</i> ; latest news (TBD) In-class discussions and/or Question of the Day (QoD) Preparation for Middle East* discussion/debate		GELO 1-3 CLO 1-3
	10/12			Middle East* Discussion/Debate Exercise 4	Essay 4	
9	10/17	Central America	Young (2018); latest news (TBD)	Videos: <i>Northern Triangle</i> ; <i>Central America</i> ; latest news (TBD) In-class discussions and/or Question of the Day (QoD)		GELO 1-3 CLO 1-3
	10/19			In-class and/or Canvas Discussion Essay 5	Exercise 4	
10	10/24	Global Migration	Glazer (2020a); Sengupta (2015)	Video: <i>Migration crisis: Time for a new approach?</i> In-class discussions and/or Question of the Day (QoD)		
	10/26			In-class and/or Canvas Discussion Exercise 5	Essay 5	
11	10/31	Climate Change	Wanlund (2017)	Video: <i>Climate change: A threat multiplier</i> In-class discussions and/or Question of the Day (QoD)		GELO 1-3 CLO 1-3
	11/02			In-class and/or Canvas Discussion Essay 6	Exercise 5	
12	11/07	Oceans	Wallace (2019)	Video: <i>The fish on my plate, pt 1</i> In-class discussions and/or Question of the Day (QoD)		GELO 1,3 CLO 1-3
	11/09			Video: <i>The fish on my plate, pt 2</i> In-class discussions and/or Question of the Day (QoD)	Essay 6	
	11/11	VETERANS DAY				
13	11/14	Global Population	Straight (2018)	Videos: <i>7 billion & counting</i> ; <i>Why the world population won't exceed 11 billion</i> Preparation for Exercise 6 & 7 Exercise 6 & 7 Sign-ups		GELO 1,2 CLO 1-3
	11/16			In-class and/or Canvas Discussion Essay 7		
14	11/21	Global Hunger	Caldwell (2021)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i> Section 1 & 2: In-Class Exercise 6 &		GELO 1 CLO 1-3

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
				7; Section 3: Zoom Exercise 6 & 7		
	11/23	NON-INSTRUCTIONAL DAY				
	11/24	THANKSGIVING				
16	11/28	Pandemics	Glazer (2020b)	Video: <i>A history of pandemics, pts 1 & 2</i> Podcast: <i>The rise of zoonotic diseases</i> In-class discussions and/or Question of the Day (QoD)	Essay 7	GELO 1,2 CLO 1-3
	11/30			In-class and/or Canvas Discussion Essay 8	Ex. 6 & 7	
17	12/05	Sections 1, 2, 80 Wrap-up & Preparation for final				
	12/06			Final exercise sign-ups close		
Sec 80 Final	12/08	Freedonia Exercise 8 Virtual Meeting (1715 to 1930) Zoom Session			Essay 8	
Sec 1 Final	12/12	Freedonia Exercise 8 (0945 to 1200) CL243			Essay 8	
Sec 2 Final	12/14	Freedonia Exercise 8 (0945 to 1200) CL243			Essay 8	
Make up Final	12/15	Freedonia Exercise 8 Virtual Meeting (1215 to 1430) Zoom Session				
	12/16	LAST DAY TO TURN IN REFLECTION PAPER, ASSIGNMENTS & DISCUSSIONS			Reflection Paper	