

San José State University
College of Social Sciences
Department of Urban & Regional Planning/Geography Program
Geography 112: Nations, Cultures, & Territorial Disputes
Sections 1, 2, & 80
Fall 2020

Course and Contact Information

Instructor:	Maureen Kelley, PhD
Office Location:	Washington Square Hall 111A (virtual this semester)
Telephone:	(408) 924-5486 (will not answer the phone this semester)
Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Mondays & Wednesdays 1:30 to 2:30pm, and by appointment (virtual this semester)
Class Days/Time:	Asynchronous teaching (with live virtual times Mondays & Wednesdays between 11am to 1pm and 3pm to 5pm)
Classroom:	Virtual environment via Canvas
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, in-class exercises and discussions are all used to gain a better understanding of these complex problems and their geographic dimensions. Students will develop their ability to think critically, independently, relationally, and contextually; and to communicate their views effectively, particularly in writing.

Course Format

This course will be taught as a seminar where active participation by all students is essential. Course readings, videos, essays, exercises, and discussions will be used as a basis for grading. There will be no quizzes or examinations but a final paper in the form of a reflection paper.

Technology Intensive, Hybrid, and Online Courses

This course will be taught as online classes in asynchronous format; however, I plan to schedule myself to be live and online Mondays and Wednesdays between 10am to 1pm for the Sections 1 and 2 classes and again between 3 to 5pm for the Section 80 class. Please be aware that there are three scheduled Zoom meeting sessions for the following modules: Israeli-Palestinian Conflict, Oceans-Global Hunger, Final Exercise. I will

schedule Zoom testing sessions one week prior to the Israeli-Palestinian Conflict module to make sure all systems are working properly.

Course materials are on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas or MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

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

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the US.

1. Readings: Human rights (United Nations, 1948) and National Public Radio (Gjelten, 2018); Democracy (Sataline, 2017), MENA sectarianism (Stub, 2020), Israeli-Palestinian conflict (Glazer, 2018), Global migration (Glazer, 2020), European Union (Broder, 2019), Climate change (Wanlund, 2019), Oceans (Wallace, 2019), Global hunger (Price, 2014), Global population (Straight, 2018), Pandemics (Glazer, 2020) from *CQ Researcher*. Global migration (Sengupta, 2015) from *The New York Times*.
2. Assignments: Essays 1–Human rights, 2–Democracy, 3–MENA Sectarianism, 4–European Union, 5–Global climate change, 6–Global population, 7–Pandemics; Exercises 4–Israeli-Palestinian conflict, 5–Global migration, 6–Oceans & 7–Global hunger
3. Activities/Experiences: Participation discussions; Exercises 4–Israeli-Palestinian conflict, 6–Oceans & 7–Global hunger, Final–Freedonia. Podcast: *The Middle East, identity and sectarian violence*. Videos: *The story of human rights, 1948 Universal Declaration of Human Rights: 70 year anniversary, The universal danger of ignoring human rights violations; Russia, China, and the future of democracy, Who will be the next superpower nation?; The myth of a Sunni-Shia War; How the Israeli-Palestinian Conflict began, Israeli settlers in the Occupied West Bank; Migration crisis: Time for a new approach?; Europe: From WWII to today's European Union; Climate Change: A threat multiplier; The fish on my plate; Zero Hunger Challenge, Objective Zero Hunger; World population: Seven billion and counting, Why the world population won't exceed 11 billion; The Spanish Flu of 1918: the history of a deadly pandemic and lessons for coronavirus.*

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

1. Readings: Human rights (United Nations, 1948) and National Public Radio (Gjelten, 2018); Democracy (Sataline, 2017), MENA sectarianism (Stub, 2020), Israeli-Palestinian conflict (Glazer, 2018), Global migration (Glazer, 2020), European Union (Broder, 2019), Climate change (Wanlund, 2019), Oceans (Wallace, 2019), Global population (Straight, 2018), Pandemics (Glazer, 2020) from *CQ Researcher*. Global migration (Sengupta, 2015) from *The New York Times*.
2. Assignments: Essays 1–Human rights, 2–Democracy, 3–MENA Sectarianism, 4–European Union, 5–Climate change, 6–Global population, 7–Pandemics; Exercises 4–Israeli-Palestinian conflict, 4–Global Migration, 6–Oceans.
3. Activities/Experiences: Participation discussions; Exercises 4–Israeli-Palestinian conflict, 6–Oceans. Podcast: *The Middle East, identity and sectarian violence*. Videos: *The story of human rights, 1948 Universal Declaration of Human Rights: 70 year anniversary, The universal danger of ignoring human*

rights violations; Russia, China, and the future of democracy; The myth of a Sunni-Shia War; How the Israeli-Palestinian Conflict began, Israeli settlers in the Occupied West Bank; Migration crisis: Time for a new approach?; Europe: From WWII to today's European Union; Climate Change: A threat multiplier; The fish on my plate; World population: Seven billion and counting, Why the world population won't exceed 11 billion; The Spanish Flu of 1918: the history of a deadly pandemic and lessons for coronavirus.

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

1. Readings: Human rights (United Nations, 1948) and National Public Radio (Gjelten, 2018); Free speech/protests (Wanlund, 2020), Democracy (Sataline, 2017), China (Broder, 2020), India (Broder, 2018), MENA sectarianism (Stub, 2020), Israeli-Palestinian conflict (Glazer, 2018), Global migration (Glazer, 2020), European Union (Broder, 2019) from *CQ Researcher*. Global migration (Sengupta, 2015) from *The New York Times*.
2. Assignments: Essays 1–Human rights, 2–Democracy, 3–MENA Sectarianism, 4–European Union; Exercises 1–Free speech/protests, 2–China, 3–India, 4–Israeli-Palestinian conflict, 5–Global migration, Final–Freedonia.
3. Activities/Experiences: Participation discussions; Exercises 4–Israeli-Palestinian conflict, Final–Freedonia. Podcast: *The Middle East, identity and sectarian violence*. Videos: *The story of human rights, 1948 Universal Declaration of Human Rights: 70 year anniversary, The universal danger of ignoring human rights violations; 2019: A year of protest, George Floyd killing sparks worldwide protests against racism; Russia, China, and the future of democracy, Who will be the next superpower nation?; Understanding the rise of China; India rising; The myth of a Sunni-Shia War; How the Israeli-Palestinian Conflict began, Israeli settlers in the Occupied West Bank; Migration crisis: Time for a new approach?; Europe: From WWII to today's European Union.*

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: Human rights (United Nations, 1948) and National Public Radio (Gjelten, 2018); Free speech/protests (Wanlund, 2020), Democracy (Sataline, 2017), China (Broder, 2020), India (Broder, 2018), MENA sectarianism (Stub, 2020), Israeli-Palestinian conflict (Glazer, 2018), Global migration (Glazer, 2020), European Union (Broder, 2019), Climate change (Wanlund, 2019), Oceans (Wallace, 2019), Global hunger (Price, 2014), Global population (Straight, 2018), Pandemics (Glazer, 2020) from *CQ Researcher*. Global migration (Sengupta, 2015) from *The New York Times*.
2. Assignments: Essays 1–Human rights, 2–Democracy, 3–MENA Sectarianism, 4–European Union, 5–Global climate change, 6–Global population, 7–Pandemics; Exercises 1–Free speech/protests, 2–China, 3–India, 4–Israeli-Palestinian conflict, 5–Global migration, 6–Oceans & 7–Global hunger
3. Activities/Experiences: Participation discussions; Exercises 4–Israeli-Palestinian conflict, 6–Oceans & 7–Global hunger, Final–Freedonia. Podcast: *The Middle East, identity and sectarian violence*. Videos: *The story of human rights, 1948 Universal Declaration of Human Rights: 70 year anniversary, The*

universal danger of ignoring human rights violations; 2019: A year of protest, George Floyd killing sparks worldwide protests against racism; Russia, China, and the future of democracy, Who will be the next superpower nation?; Understanding the rise of China; India rising; The myth of a Sunni-Shia War; How the Israeli-Palestinian Conflict began, Israeli settlers in the Occupied West Bank; Migration crisis: Time for a new approach?; Europe: From WWII to today's European Union; Climate Change: A threat multiplier; The fish on my plate; Zero Hunger Challenge, Objective Zero Hunger; World population: Seven billion and counting, Why the world population won't exceed 11 billion; The Spanish Flu of 1918: the history of a deadly pandemic and lessons for coronavirus.

Required Readings

Access the *CQ Researcher* articles via the SJSU [Dr. Martin Luther King Jr. Library](https://www.sjlibrary.org/) website at <https://www.sjlibrary.org/> and perform a search for the journal title. All articles are free to download for matriculating students. Alternatively, check on the Canvas Learning Management module page links to see if the journal articles have been uploaded. Other course-related materials can be accessed via the provided active URL link for each module's Readings page. Also, given the fluid nature of some of the class topics, more current articles may be substituted with advanced notice via in-class and Canvas notices.

Broder, J. (2018, October 5). India today. *CQ researcher*, 28, 825–848. Retrieved from <http://library.cqpress.com/>

Broder, J. (2019, April 5). European Union at a crossroads. *CQ researcher*, 29. <http://library.cqpress.com/cqresearcher/cqresrre2019040500>

Broder, J. (2020, July 24). China rising. *CQ Researcher*, 30(27). <http://library.cqpress.com/cqresearcher/cqresrre2020072400>

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. (2018, April 13). The Israeli-Palestinian conflict. *CQ Researcher*, 28, 317–340. <http://library.cqpress.com/>

Glazer, S. (2020a, January 17). Global migration. *CQ Researcher*, 30. <http://library.cqpress.com/cqresearcher/cqresrre2020011700>

Glazer, S. (2020b, June 26). Zootonic diseases. *CQ Researcher*, 30(24). <http://library.cqpress.com/cqresearcher/cqresrre2020062600>

Mastrine, J. (2020). *How to spot 11 types of media bias*. AllSides. <https://www.allsides.com/media-bias/how-to-spot-types-of-media-bias>

Office of the High Commissioner for Human Rights. (2004). *Universal Declaration of Human Rights (1948)*. <http://www.ohchr.org/Documents/Publications/ABCannexesen.pdf>.

Price, T. (2014, August 8). Global hunger. *CQ Researcher*, 24, 673–696. <http://library.cqpress.com/>

Sataline, S. (2017, October 20). Democracies under stress. *CQ Researcher*, 27, 869–892. <http://library.cqpress.com/>

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

Straight, S. (2018, June 22). Global population pressures. *CQ Researcher*, 28, 537–560. <http://library.cqpress.com/>

Stub, S. T. (2020, May 29). Christians in the Mideast. *CQ Researcher*, 30(20).

<http://library.cqpress.com/cqresearcher/cqresrre2020052900>

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/>

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

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

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.

Writing	Minimum Words
Essays (7)	1,200
Exercises (8)	1,000
Participation responses	300
Reflection paper	500
Total:	3,000

Essays

There will be seven one page, double-spaced (200 to 300 minimum word) responses to the readings (and videos where appropriate) and discussions for the week's topic. This is not a summary of the readings, but a thoughtful response to the issues discussed by the author, and the questions that I pose to you as your instructor. Each essay is worth 10 points for a total of 50 points, ~17% of the final grade, where two of the lowest scores will be eliminated from grade calculations. Detailed instructions for writing the essays are provided on Canvas. Please be aware all grades are posted on Canvas and grade calculations are performed in the instructor's spreadsheet.

Exercises

There will be seven in-class, 100 to 150 minimum word, exercises on the week's topic based on readings and videos, where appropriate. These are group activities and are completed in class and cannot be made up except in the case of a documented excused absence. Each exercise is worth 10 points for a total of 50 points, ~17% of the final grade, where two of the lowest scores will be eliminated from grade calculations. Detailed instructions for writing the exercises are provided on Canvas. Please be aware all grades are posted on Canvas and grade calculations are performed within the instructor's spreadsheet.

Class Participation

Plan to attend all class meetings. Active participation is a vital element of the course. This not only makes the class more interesting and enjoyable, but you are responsible for material discussed during class and you cannot

earn an “A” without participating. Your class participation grade will include contributing to discussions and in-class exercises. These activities can only be completed in class and cannot be made up except in the case of a documented excused absence.

Quality participation also includes reading weekly assignments prior to attending class, volunteering information and ideas to discussions, asking and answering questions, and being an active participant on Canvas. The majority of the participation points are earned by responding on the appropriate Canvas Participation page the answers to questions posed each class session. The questions will be posted on the Canvas website on the Assignments web pages and you will have two weeks to respond for potential full credit. Class participation is worth 100 points or ~33% of your final grade, which 10 points out of the 100 points will be calculated based on your Canvas activities bi-weekly (Canvas interaction score).

The Canvas interaction score (maximum 10 points) will be weighted based on the median score of all students in the class:

Weekly Weighted Score = Page Views + Participation + (Submissions + On-time Submissions – Late Submissions – Missing Submissions)

Final Paper

There is one paper required for this course—a short reflection paper (about two to three pages) based on your learning and understanding of current world events as a result of this class and other relevant outside experiences. The final paper is worth 50 points, ~17%, of your final grade.

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

University policy F69–24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

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

The final exercise is an in-class group activity that will take place via Zoom conference call on the day and time of the final scheduled final either 10 or 11 December, 2020. The exercise is a scenario where students sign up to run and manage a fictional government, such as the president or prime minister or a minister of a cabinet position. Other students can sign up to be opposing forces that either want to make the country better or overthrow the government. The instructor plays the role of outside forces and will determine when the exercise is over—1 hour or until the government is overthrown whichever comes first. There will be a 20-minute debriefing session after the exercise. Signups for roles will be on Canvas the first week of December. The exercise is 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.

It is your responsibility to inform me in advance if you know you must miss a class for a valid reason. Excused absences refer to illness, family responsibilities, and similar necessities. Exceptions to these policies will be made only in the case of officially documented emergencies. Contact me regarding emergencies as soon as possible—before an assignment is due rather than after it is already late—so special arrangements may be made.

Grade Breakdown

Assignments	Points	Percent
Essays (5)	50	16.7
Exercises (5)	50	16.7
Final Exercise	50	16.7
Participation	100	33.3
Reflection paper	50	16.7
Total	300	100

Letter Grades

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%

Grade	Points	Percentages
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%

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13–1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Penalty for Late or Missed Work

Assignments not submitted on the due date and assigned time will be marked down. There will be a 2% reduction in grade for each calendar day that your assignment is late. Any assignment that is overdue by two weeks (four class meetings, 14 calendar days) is considered late and will receive a zero (0).

Extra Credit

There is no scheduled extra credit at this time.

Grading Information for GE/100W

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

Classroom Protocol

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

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

Zoom Classroom Protocol

Use of Cameras in Class

Please be aware that I understand if you are reluctant to show yourself and your surroundings via video conferencing. Therefore, I will be flexible requiring everyone must 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Writing Guidelines

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.

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

- lastname first initial_course number_assignment number (ie kelleym_G112F1_essay1.doc)
- Times New Roman 12pt normal font
- double line spacing
- 1" margin all around
- APA citation method
- reference page (anytime you cite other work)
- page numbers
- use proper headings and enumeration styles
- Use style sheets and formatting styles—style sheets are your friends!

- DO NOT add your student name/class/date heading on your assignments because the file name and date stamp on Canvas provides me with this information and wastes precious space
- Do not include questions or prompts on assignments. The grader knows what the questions are and wastes space, as well as possibly adding to the assignment TurnItIn score.

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

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style** and **no contractions**. If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. Refer to the [Purdue Owl Appropriate Language: Overview](#) webpage for more information.

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

Please refer to the writing guidelines in the course Canvas>Files folder for more information.

...and finally...

Please email me via the Canvas mail system a picture of a squirrel to show that you have read and understood the content of this course syllabus.

Geography 112 / Nations, Cultures, & Territorial Disputes Fall 2020 Course Schedule

Schedule is subject to change with fair notice and will be made available on the Canvas webpage and via email.

Course Schedule

Week	Date	Topic	Readings	Activities	Assign. & Signups Due	Learning Outcomes
1	08/19	Introductions	Course Syllabus	Canvas Introductions		
2	08/24	Human Rights	Gjelten (2018) OHCHR (2004)	Videos: <i>The Story of Human Rights</i> ; <i>UDHR: 70 Years</i> ; <i>The universal danger of ignoring human rights</i> Discussion		GELO 1-3 CLO 1-3
2	08/26	Human Rights		Discussion Essay 1		GELO 1-3 CLO 1-3
3	08/31	Free Speech/Protests LAST DAY TO DROP	Wanlund (2020)	Videos: <i>Year of protest</i> ; <i>Floyd killing sparks worldwide protests</i> Discussion		GELO 3 CLO 1-3
3	09/02	Free Speech/Protests		Discussion Exercise 1	Essay 1	GELO 3 CLO 1-3
4	09/07	LABOR DAY				
4	09/08	Democracy LAST DAY TO ADD	Sataline (2017)	Videos: <i>Russia, China, & the future of democracy</i> ; <i>Who will be the next superpower?</i> Discussion		GELO 1-3 CLO 1-3
4	09/09	Democracy		Discussion Essay 2	Exer 1	GELO 1-3 CLO 1-3
5	09/14	China	Broder (2020)	Video: <i>Understanding the rise of China</i> Discussion		GELO 3 CLO 1-3
5	09/16	China		Discussion Exercise 2	Essay 2	GELO 3 CLO 1-3
6	09/21	India	Broder (2018)	Video: <i>India rising</i> Discussion		GELO 3 CLO 1-3
6	09/22	India		Discussion Exercise 3	Exer 2	GELO 3 CLO 1-3
7	09/28	MENA Sectarianism	Stub (2020)	Videos: <i>Myth of a Sunni-Shia War</i> ; <i>Middle East, identity and sectarian violence</i> Discussion		GELO 1-3 CLO 1-3
7	09/30	MENA Sectarianism		Discussion Essay 3	Exer 3	GELO 1-3 CLO 1-3
8	10/05	Israeli-Palestinian Conflict	Glazer (2018)	Videos: <i>How the Israeli-Palestinian conflict began</i> ; <i>Israeli Settlers in the Occupied West Bank</i> Discussion		GELO 1-3 CLO 1-3
8	10/07	Israeli-Palestinian Conflict		Zoom Session Exercise 4	Essay 3	GELO 1-3 CLO 1-3
9	10/12	Global Migration	Glazer (2020a)	Video: <i>Migration crisis: Time for a new approach?</i>		GELO 1-3 CLO 1-3

Week	Date	Topic	Readings	Activities	Assign. & Signups Due	Learning Outcomes
				Discussion		
9	10/14	Global Migration		Discussion Exercise 5	Exer 4	GELO 1-3 CLO 1-3
10	10/19	European Union	Broder (2019)	Videos: <i>From WWII To today's EU</i> Discussion		GELO 1-3 CLO 1-3
10	10/21	European Union		Discussion Essay 4	Exer 5	GELO 1-3 CLO 1-3
11	10/26	Climate Change	Wanlund (2017)	Video: <i>Climate Change: A threat multiplier</i> Discussion		GELO 1,3 CLO 1-3
11	10/28	Climate Change		Discussion Essay 5	Essay 4	GELO 1,3 CLO 1-3
12	11/02	Oceans	Wallace (2019)	Video: <i>The fish on my plate (part 1)</i> Discussion		GELO 1,3 CLO 1-3
12	11/04	Oceans		Video: <i>The fish on my plate (part 2)</i> Discussion		GELO 1,3 CLO 1-3
13	11/09	Global Hunger	Price (2014)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger</i>		GELO 1 CLO 1-3
13	11/11	VETERAN'S DAY				
13	11/12	Global Hunger		Discussion Exercise 6 & 7 Preparation & Signups		GELO 1 CLO 1-3
14	11/16	Global Population	Straight (2018)	Videos: <i>7 billion & counting; Why the world population won't exceed 11 billion</i> Discussion		GELO 1,2 CLO 1-3
14	11/18	Global Population		Discussion Essay 6 Exercise 6 & 7 Signups closes	Ex6&7 Signups	GELO 1,2 CLO 1-3
15	11/23	Oceans-Hunger Exercise		Zoom Session Exercises 6 & 7	Exers 6 & 7	CLO 1-3
15	11/25	NON-INSTRUCTIONAL DAY				
16	11/30	Pandemics	Glazer (2020b)	Video: <i>The history of a deadly pandemic and lessons for coronavirus</i> Discussion	Essay 6	GELO 1,2 CLO 1-3
16	12/02	Pandemics		Discussion Essay 7 Final Exercise Signups Opens	Final Signups	GELO 1,2 CLO 1-3
17	12/07	Wrap-up & Preparation for final		Final Exercise Signups Closes	Essay 7	
Sec 1 Final	12/10	Virtual Meeting 5:15 to 7:30pm		Zoom Session Freedomia Exercise	Reflection Paper	GELO 1,3 CLO 1-3
Sec 2 Final	12/10	Virtual Meeting 7:45 to 10:00pm		Zoom Session Freedomia Exercise	Reflection Paper	GELO 1,3 CLO 1-3

Week	Date	Topic	Readings	Activities	Assign. & Signups Due	Learning Outcomes
Sec 80 Final	12/11	Virtual Meeting 5:15 to 7:30pm		Zoom Session Freedomia Exercise	Reflection Paper	GELO 1,3
	12/16	LAST DAY TO TURN IN ASSIGNMENTS & DISCUSSIONS at 5:00pm				