

**San José State University**  
**College of Social Sciences/Urban Planning/Geography Program**  
**Geography 112, Nations, Cultures, & Globalization**  
**Section 1**  
**Fall 2024**

**Course and Contact Information**

Instructor:	Maureen A. Kelley, PhD
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Office Hours:	Wednesdays 1400 to 1500 & by appointment
Class Days/Time:	Mondays & Wednesdays, 1030 to 1145
Classroom:	CL 224
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)

Readings, videos, activities, and assignments designed to match or conform to GE learning outcomes are listed in the course schedule at the end of this document on pages 11 to 13. 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.**

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

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

## Course Learning Outcomes (CLO)

All readings, videos, activities, and assignments are designed to match or conform to course learning outcomes and are listed in the course schedule at the end of this document on pages 11 to 13. 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.**

## 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 <authoryear>.pdf. Do not access the *CQ Researcher* articles using the listed URL because the doi link may not work. Non-*CQ Researcher*-related materials can be accessed via their URL links. Please be aware there may be a paywall for articles not available through the MLK Library. Also, given the fluid nature of some of the class topics, more current articles may be substituted with advanced notice via Canvas notices.

Barrett, C. (2022, July 25). The global food crisis shouldn't have come as a surprise: How to finally fix the broken system for alleviating hunger. *Foreign Affairs*. <https://www.foreignaffairs.com/world/global-food-crisis-shouldnt-have-come-surprise>

Berreby, D. (2023). Global population imbalance. In *CQ Researcher*. CQ Press <https://doi.org/10.4135/cqresrre20231027>

Broder, J. (2022). The war in Ukraine. In *CQ Researcher*. CQ Press <https://doi.org/10.4135/cqresrre20220916>

Caldwell, Z. (2022a). Fragile states. In *CQ Researcher*. CQ Press <https://doi.org/10.4135/cqresrre20220218>

Caldwell, Z. (2022b). Preserving the seas. In *CQ Researcher*. CQ Press. <https://doi.org/10.4135/cqresrre202209026>

- Caldwell, Z. (2023). Climate migration. In *CQ Researcher*. CQ Press <https://doi.org/10.4135/cqresrre20231013>
- California State University, The. (n.d.) *Freedom of expression*. The California State University. <https://www.calstate.edu/csu-system/transparency-accountability/Pages/campus-climate.aspx>
- Davies, L. (2023, January 5). Volker Türk: The man charged with protecting the world's human rights; Mild-mannered, but with a tough message to convey, the new UN high commissioner pledges a return to “the basics” of the Universal Declaration laid down 75 years ago. *The Guardian* (London). <https://link-gale-com.libaccess.sjlibrary.org/apps/doc/A732344145/BIC?u=csusj&sid=summon&xid=4ac9b90c>
- Ellicott, V. (2022). Climate change. In *CQ Researcher*. CQ Press [https://doi.org/10.4135/cqr\\_ht\\_climate\\_change\\_2022](https://doi.org/10.4135/cqr_ht_climate_change_2022)
- Human rights in perilous state as fundamental values disregarded. (2023, Jun 22). *Asia News Monitor*. <http://search.proquest.com.libaccess.sjlibrary.org/newspapers/united-nations-ohchr-chief-human-rights-perilous/docview/2827977415/se-2>
- Jaffe, A. (2023). Global surveillance. In *CQ Researcher*. CQ Press. <https://doi.org/10.4135/cqresrre20230707>
- Kaplan, R. (2023, August 8). Order after empire: The roots of instability in the Middle East. *Foreign Affairs*. <https://www.foreignaffairs.com/middle-east/order-after-empire>
- Maizland, L. (2024, February 8). Why China-Taiwan relations are so tense. *Council on Foreign Relations*. <https://www.cfr.org/backgrounder/china-taiwan-relations-tension-us-policy-biden>
- Masters, J. (2022, May 4). *What is NATO?* *Council on Foreign Relations*. <https://www.cfr.org/backgrounder/what-nato>
- Matthiesen, T. (2024, February 9). How Gaza reunited the Middle East. *Foreign Affairs*. <https://www.foreignaffairs.com/middle-east/how-gaza-reunited-middle-east>
- Mchangama, J. (2022, February 9). The war on free speech. *Foreign Affairs*. <https://www.foreignaffairs.com/articles/world/2022-02-09/war-free-speech-censorship>
- Rice, C. (2024, August 19). The perils of isolationism. *Foreign Affairs*. <https://www.foreignaffairs.com/united-states/perils-isolationism-condoleezza-rice>
- Robinson, K. (2024, January 17). Who governs the Palestinians? *Council on Foreign Relations*. <https://www.cfr.org/backgrounder/who-governs-palestinians>
- Stern, J. & van der Kolk, B. (2023, December 7). The Israeli-Palestinian conflict and the psychology of trauma. *Foreign Affairs*. <https://www.foreignaffairs.com/israel/psychology-israeli-palestinian-conflict-trauma-bessel-van-der-kolk>
- United Nations. (1948). *Universal Declaration of Human Rights*. United Nations. <https://www.un.org/en/universal-declaration-human-rights/index.html>
- United Nations: United States of America for United Nations High Commissioner for Refugees. (2022, December 15). *What is the difference between a refugee and a migrant?* Retrieved August 20, 2023 from <https://www.unrefugees.org/news/what-is-the-difference-between-a-refugee-and-a-migrant/>
- Westad, O. A. (2024, June 12). Sleepwalking toward war. *Foreign Affairs*. <https://www.foreignaffairs.com/china/sleepwalking-toward-war-united-states>.

### **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 nor Google Docs at this time.

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

### Essays

There will be seven approximately 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 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 regular, approximately one page, double-spaced (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 4 is an in-class exercise where you sign up for a role representing a group in the Middle East/Southwest Asia and work with your advisory, or advisaries, to formulate a three-point peace plan for the region. 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 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.

In-class sections will have a Wednesday Question of the Day or may have a Wednesday brainstorming discussion board if the instructor deems necessary for the written assignments. There may be times when the Wednesday Question of the Day will be used as a brainstorming discussion board if warranted.

The questions will be posted on the Canvas website under the Modules section. Those questions will be seen on the Assignments and/or Discussions web pages. You have two weeks to respond to those questions for potential full credit. Class participation is worth 100 points or ~33% of your final grade, where 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, Exercise 8, 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 if needed. 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 are 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 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.

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

### Grade Breakdown

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

### Penalty for Late or Missed Work

Assignments not submitted on the due date and assigned time will be marked down. There will be a 2% reduction in grade for each calendar day 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.

Please be aware this semester coincides with [Geography Awareness Week \(GAW\)](#), which occurs the third week of November. Stay tuned for possible extra credit opportunities during this week. Announcements will be posted on Canvas and emailed through the Canvas messaging system.

## 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, 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 wombat to show that you read and understood the content of this course syllabus.

# Geography 112: Nations, Cultures & Globalization

## Fall 2024 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	08/21	Introductions		Canvas Introductions (Canvas participation)			
2	08/26	Human Rights	United Nations (1948); <i>Asia News Monitor</i> (2023); Davies (2023)	Videos: <i>The story of human rights; Universal Declaration of Human Rights; Eleanor Roosevelt</i>		GELO 1-3 CLO 1-3	
				In-class/Canvas Question of the Day (QoD) Exercise 1			
	09/02	LABOR DAY					
3	09/04	Privacy vs. Surveillance	Jaffe (2023)	Videos: <i>George Orwell's 1984; Does surveillance invade your privacy or preserve our public safety?; The state of surveillance</i> In-class/Canvas Discussions Essay 1	Exercise 1	GELO 1-3 CLO 1-3	
4	09/09	Free Speech vs. Censorship	Cal State U. (n.d.); Mchangama (2022); latest news	Videos: <i>Freedom of speech (FOS): crash course; FOS exceptions; The price of free speech</i> Question of the Day (QoD)		GELO 1-3 CLO 1-3	
				In-class/Canvas Discussions Essay 2	Essay 1		
5	09/16	Democracy, Autocracy, & Fragile States	Caldwell (2022a)	Videos: <i>History of democracy; Forms of government; The concept of state fragility; Understanding authoritarianism; Rise of totalitarianism</i> Question of the Day (QoD)		GELO 1-3 CLO 1-3	
	09/17	LAST DAY TO ADD/DROP					
				In-class/Canvas Discussions Exercise 2	Essay 2		
6	09/23	Russia & Ukraine	Broder (2022); latest news	Videos: <i>Brief history of Ukraine; Putin's war on Ukraine</i> ; latest news (TBD) Question of the Day (QoD)		GELO 3 CLO 1-3	
				In-class/Canvas Discussions Essay 3	Exercise 2		
7	09/30	North Atlantic Treaty Organization (NATO)	Masters (2022); Rice (2024)	Videos: <i>What is NATO?; NATO summary</i> Question of the Day (QoD)		GELO 1,3 CLO 1-3	
				In-class/Canvas Discussions Essay 4	Essay 3		

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes	
8	10/07	China	Maizland (2024); Westad (2024); latest news (TBD)	Videos: <i>China's property crisis; China's population; China's military</i> ; latest news (TBD) Question of the Day (QoD)		GELO 3 CLO 1-3	
				In-class/Canvas Discussions Sign-ups for Middle East* exercise Exercise 3	Essay 4		
9	10/02	Middle East*	BBC Country Profiles; Matthiasen (2024); latest news (TBD)	Videos: <i>Peace in the Middle East?; Why the Middle East's borders guarantee forever wars; China helps broker diplomatic deal between Iran and Saudi Arabia</i> ; latest news (TBD) Question of the Day (QoD) Preparation for Middle East* discussion/debate		GELO 1-3 CLO 1-3	
				Middle East* Discussion/Debate Exercise 4 (in class)	Exercise 3		
10	10/09	Israeli-Palestinian Conflict	Robinson (2024); Stern & van der Kolk (2023); latest news (TBD)	Videos: <i>history of the conflict; "Hell came to visit us"; Why Hamas attacked Israel</i> ; latest news (TBD) Question of the Day (QoD)		GELO 1-3 CLO 1-3	
				In-class/Canvas Discussions Essay 5	Exercise 4		
11	10/28	Global Migration	Caldwell (2023); United Nations (2022)	Videos: <i>Global migration crisis; Climate-change migrants</i> Question of the Day (QoD)		GELO 1-3 CLO 1-3	
				In-class/Canvas Discussions Exercise 5	Essay 5		
12	11/04	Climate Change	Ellicott (2022); NOAA (2023)	Videos: <i>Climate change: A threat multiplier; What is El Nino and La Nina?</i> Question of the Day (QoD)		GELO 1-3 CLO 1-3	
				In-class/Canvas Discussions Essay 6	Exercise 5		
	11/11	VETERANS DAY					
13	11/13	Oceans	Caldwell (2022b)	Video: <i>The fish on my plate, pt 1</i> Question of the Day (QoD)	Essay 6	GELO 1,3 CLO 1-3	
14	11/18	Global Hunger	Barrett (2022)	Videos: UNFAO public service announcements; <i>Food waste is the world's dumbest problem; A world going hungry?</i> Question of the Day (QoD)		GELO 1 CLO 1-3	
				Preparation for Exercise 6 & 7			
15	11/25			In-Class Exercise 6 & 7			
	11/27	NON-INSTRUCTIONAL DAY					
	11/28	THANKSGIVING					
16	12/02	Global Population	Berreby (2023)	Videos: <i>Human population through time; Why the world population</i>		GELO 1,2 CLO 1-3	

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
				<i>won't exceed 11 billion</i> Question of the Day (QoD)		
				In-class/Canvas Discussions Essay 7	Ex. 6 & 7	
16	12/09	Wrap-up & Review		Preparation for final exercise		
					Essay 7	
Sec 1 Final	12/12	Freedonia Exercise 8 (0945 to 1200) CL224				
Make up Final	12/18	Freedonia Exercise 8 Virtual Meeting (1215 to 1430) Zoom Session				
	12/20	<b>LAST DAY TO TURN IN REFLECTION PAPER, ASSIGNMENTS &amp; DISCUSSIONS</b>			Reflection Paper	