



**University of Victoria
Department of Geography**

**CONTEMPORARY GEOPOLITICS
GEOG 386, A01 (CRN:11732, 1.5 UNITS)
FALL 2024
(ASYNCHRONOUS ONLINE COURSE)**

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

*****NOTE: THIS IS AN ASYNCHRONOUS COURSE**

Instructor: Dr. CindyAnn Rose-Redwood

Email: cindyann@uvic.ca

Class Time: Asynchronous Course (Note: Students are responsible for watching and listening to weekly pre-recorded lectures and completing weekly course readings on their own each week).

Office Hours: Tuesdays, 9:30am-11:30am PST via Zoom

Cindy's Office Hours Zoom Link: XXX

"I believe that there will ultimately be a clash between the oppressed and those that do the oppressing. I believe that there will be a clash between those who want freedom, justice, and equality for everyone and those who want to continue the systems of exploitation" (Malcolm X).

"I can be standing in Barneys with my coat and purse and my selections, and some white woman will say, 'Can you get this in my size?' What she sees is a black woman, and her service button goes off" (bell hooks).

"There is a right and a wrong in the universe and that distinction is not hard to make" (Superman).

COURSE DESCRIPTION

Geopolitics is concerned with examining the spatial dimensions of power, particularly in relation to state competition for control and dominance over territories, resources, and populations. Since the mid-20th century, the world political map has undergone considerable transformations. We have witnessed events of major geopolitical significance, such as the process of decolonization and the formal breakup of European empires, the growing importance of China as a global economic power, the emergence of the European Union, the US-led War on Terrorism, the rise of right-wing populism,

the Ukraine-Russia conflict, and the increase in cyber-security and cyber warfare activities. This course provides an introduction to global geopolitics by situating contemporary geopolitical events within a broad historical context, and it will allow you as students to start thinking more critically about how and why race, gender, politics, economics, and social inequalities exist within the world we live in today. As you spend time listening to the video lectures that I have posted for you each week, and as you do the assigned readings, you will learn to engage with the various topics that I have prepared for you this semester. You should also start thinking about how you can do your part to change the world in which we live. Along with exploring all of the topics mentioned here, you will learn key geographical concepts within the field of geopolitics. The ideas, concepts, theories, and perspectives that I will introduce you to will provide you with the language and critical lens by which to understand and explain many of the current geopolitical conflicts and issues we are having to deal with today. As you explore with me such geopolitical dynamics and themes in relation to the power of states, you will be able to see how spaces of political power shape our everyday lives and geopolitical imaginations.

COURSE OBJECTIVES

- Introduce students to various historical and contemporary geopolitical issues that have led to transformations in the world political map.
- Introduce students to a series of regional case studies in order to gain a better understanding of the study of geopolitics.
- Guide students in becoming more critically aware of how and why their own geopolitical imaginations are constructed through world political discourse.
- Gain proficiency in geopolitical concepts and case studies to understand current geopolitical conflicts.

INTENDED LEARNING OUTCOMES

- Ability to use geopolitical concepts to evaluate geopolitical conflicts around the world.
- Ability to assess geopolitical conflicts using a variety of geographic perspectives.
- Describe where and why specific conflicts are taking place across various regions globally.
- Develop critical thinking skills in terms of speaking and writing about geopolitical issues.
- Ability to understand, explain, and evaluate geopolitical discourse.

REQUIRED COURSE READINGS

See Course Schedule at the end of the syllabus for the Assigned Readings. These are the required journal articles and book chapters for the course. They are all accessible on Brightspace at <https://bright.uvic.ca> in the weekly folders.

ASSIGNMENTS AND EVALUATION SCHEME

Your final grade will be based on the following calculation:

Midterm Exam (Oct 16th)	25%
Discussion Forum Participation (Due on Sept 13th, Sept 20th, Sept 27th, Oct 4th, Oct 25th)	15%
3-Page News Analysis (Oct 30th)	30%
Final Exam (To be Announced)	30%

Grading Scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Undergraduate Grading **As per stated in the 2024-2025 Calendar

IMPORTANT NOTE “F” and “N” GRADES:

Students who have completed the following elements will be considered to have completed the course:

- Midterm Exam
- 3-Page News Analysis
- Final Exam

An “F” means unsatisfactory performance and completed the course requirements (not eligible for Academic Concessions).

An “N” means failure to complete any of the above three listed assignments. This will result in a grade of “N” regardless of the cumulative percentage of other elements of the course. “N” is a failing grade and factors into GPA as a value of 0 similar to an “F.”

COURSE FORMAT & ORGANIZATION

Course Pre-Recording Video Lectures & Assigned Readings:

All pre-recorded video lectures will be posted on the course Brightspace website at <https://bright.uvic.ca>. You will find all the lectures and assigned readings for each week already set up in the weekly folders on Brightspace. In each weekly folder, you will see 1 or 2 pre-recorded video lectures and 1 or 2 assigned readings for which you are responsible for completing each week. Sometimes there is a short film/video link each week as well. It is set up to ensure ease and flexibility, and to give you time to work through the course material each week at your own pace. Each **weekly lecture is approximately 30-50 minutes long**, so set aside time each week to watch and listen to them. I encourage you to follow the pace of listening to lectures each week rather than waiting to listen to everything mid-semester or at the end of the semester.

*****Important Note About Course Content:**

Please note that on some weeks I will be discussing topics which can be intense in terms of the images and content associated with war and violence as I discuss specific case studies this semester. ***I like to take care and sensitivity when discussing such***

content hence why I am placing a note here for all students to be aware of. I will do my best to put a note stating “Intense Content” next to the weekly folder just so you are aware that the content will be intense on that week. You will notice when listening to the video lectures that I will pause sometimes as I too have to reflect and think through such intense content. Please take moments to stop and then listen again when needed on those days. I also recommend that students take time to visit me during office hours as I am here to help you talk more about any of the course topics this semester. I am always here to assist in your learning of the course material.

Course Zoom Office Hours:

I encourage all students to take notes and write down questions while listening to the pre-recorded video lectures as I will be having zoom office hours on Tuesdays from 9:30am-11:30am each week. Here is the office hours zoom link for you:

XXX

This is your opportunity to engage with me and ask questions and to clarify any points in the lectures you needed a bit further explanation on such as concepts or examples that I present in the video lectures. Rather than just popping into zoom office hours each week, I would appreciate if you ***sent me an email at least a day or two before and let me know a time during my designated office hours time when you would like to stop by*** to speak with me. In that way, I hopefully won't have to put you into a waiting room while I am speaking with another student.

DETAILS ABOUT ASSIGNMENTS

I. Midterm Exam (25%)

The **midterm exam will consist of multiple choice questions taken on Brightspace**, and it will cover material from the lectures, all assigned readings, and videos/films assigned in the weekly folders. The midterm exam will only include material covered from the beginning to the middle of the semester. Students are expected to sign on to the Brightspace site on **WEDNESDAY, OCTOBER 16, 2024, from 9:30am-10:30am PST** to take the midterm exam. The midterm exam will be 60 minutes (1 hour) in length.

INSTRUCTIONS FOR MIDTERM EXAM ON BRIGHTSPACE:

Click on the “Midterm Exam” folder in the Table of Contents for the course in Brightspace OR go to Course Tools and Quizzes to take the midterm exam. **NOTE: The midterm is a closed book exam, so you should *NOT* review ANY materials related to the course, including your notes, lectures slides, and other course materials, while taking the midterm exam.**

II. Discussion Forum Participation (15%)

You will notice that there are **5 discussion forum postings on Brightspace** in which you are required to post your comments on an assigned reading or film. Please go to the Discussion Forum folder on Brightspace for **Sept 13th, Sept 20th, Sept 27th, Oct 4th, and Oct 25th** to post your comments on a specific reading assigned for these days. Please **DO NOT CLICK START A NEW THREAD**. Instead, click on the blue text

link with the reading for that week and then **CLICK ON REPLY TO THREAD** to post your responses. Please post your commentary by **NO LATER THAN MIDNIGHT PST ON THE ABOVE SPECIFIC ASSIGNED DAYS. POINTS WILL BE DEDUCTED FOR LATE RESPONSES OF DISCUSSION FORUM POSTS.** Your post should consist of 1-2 paragraphs (200 words max) to discuss the reading for those specific dates. Note: Please do not simply summarize the reading. Instead, tell me what you think about the content of the reading and ideas being discussed by the authors for the assigned reading.

III. 3-Page News Analysis Paper (30%)

You are required to write a short 3-page, single-spaced critical news analysis paper for this course. We will be covering a series of topics relating to contemporary geopolitical issues throughout the semester such as the Trump administration, the rise in right-wing populism, nationalism and ethnic cleansing, Brexit, neocolonialism, terrorism, the Arab Spring, ISIS and gender, Islamophobia and xenophobia, the Ukraine-Russia conflict, etc. These are just some examples of what we will be covering this semester to help you consider what you want to focus on for this short paper. I would like you to select a single current news event topic that is taking place today or within the last 5 years to write a critical analysis on the event and the ideas presented to you in the news article. You should include a copy of the article you select as an appendix at the end of the 3-page written paper, along with the source. It can be from any reputable news source including online news sources such as CBC, BBC, CNN, etc. Follow the instructions as you write your 3-page critical news analysis paper:

1. This paper should be a total of **3-pages maximum single-spaced (approximately 1800 words)**, 12 pt font size, 2.54 cm margins with proper in-text citations when necessary. You should also include **a separate reference page for sources** cited in the paper ([APA style](#) is required).
2. You are expected to consider the strengths and weakness of the ideas presented to you. It is not simply a description of what you read from the news article. I would like to see you engage with **at least 10 external sources** including books, journal articles, and other scholarly works to help you critique the news article you selected. **Course lectures may be cited but are not considered to be one of your 10 sources.** Please do not use Wikipedia as a source, as it is not a scholarly reference, and points will be deducted if you use it. You should also utilize course content (concepts/ideas/theories) you learned this semester to help you critically engage with the content of the news article. Please **DO NOT** copy and paste ideas from the course lecture slides. I am expecting you to use your own words when drawing upon ideas from the lectures that you plan to integrate into your paper. You should still include an in-text citation and citation in the reference page for any ideas you draw upon from the lectures (e.g., in-text citation can be (Rose-Redwood, 2023, L#7) and reference citation can be (Rose-Redwood, CindyAnn. (2023). L#7: Supranationalism and International Law).
3. This short critical news analysis paper will be due by **midnight PST on WEDNESDAY, October 30, 2024.** You are welcome to submit this assignment on Brightspace any time before the due date if you complete it early. However, no late papers will be accepted after this date without a university-excused

accommodation. **Please submit it in the assignment folder on Brightspace titled “Submit 3-Page News Analysis Paper Here.” PLEASE MAKE SURE TO SUBMIT IT AS A PDF FILE. Please make sure to name your paper using the following format: “First Name_Last Name_GEOG 386_Paper.”**

4. Your paper will be evaluated based upon the following grading rubric:
 - a. Quality of content in terms of strong critiques and analysis of the news article
 - b. Quality of content and linkages to course material and external sources
 - c. Structure and organization of paper
 - d. Grammar and spelling
 - e. Proper in-text citation and references

IV. Final Exam (30%)

The **final exam will be multiple choice questions taken on Brightspace**, and it will cover material from the lectures, all assigned readings, and videos/films assigned in the weekly folders. The final exam is a cumulative exam at the end of the semester. For the final exam, you will be responsible for all material covered in the course from the beginning of the semester to the end. Students are expected to sign on to the Brightspace site to take the final exam. The format is similar to the midterm exam but will include more questions. The final exam will be 120 minutes (2 hours) in length. **The final exam date and time will be announced once the final exam schedule is made available by the University.**

INSTRUCTIONS FOR FINAL EXAM ON BRIGHTSPACE:

Click on the “Final Exam” folder in the Table of Contents for the course in Brightspace OR go to Course Tools and Quizzes to take the final exam. Your final exam is scheduled to be taken via Brightspace on TBA (to be announced). **NOTE: The final is a closed book exam, so you should **NOT** review ANY materials related to the course, including your notes, lectures slides, and other course materials, while taking the final exam.**

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of the term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. You usually will receive an email inviting you to complete the CES, however if you do not receive an email invitation, you can go directly to your CES dashboard. You will need to use your UVic Netlink ID to access the survey.

UVIC ACADEMIC REGULATIONS, CALENDAR INFORMATION & IMPORTANT ACADEMIC DATES

Review this link for the university’s academic regulations:

<https://www.uvic.ca/calendar/undergrad/index.php#/policies>

Review this link for Undergraduate Calendar information:

<https://www.uvic.ca/calendar/undergrad/index.php#/home>

Review this link for Important Academic Dates information:

<https://www.uvic.ca/calendar/dates/>

UNIVERSITY STATEMENTS AND POLICIES

1. University Calendar - Section "[Information for all students](#)"
2. [Creating a respectful, inclusive and productive learning environment](#)
3. [Accommodation of Religious Observance](#)
4. [Student Conduct](#)
5. [Non-academic Student Misconduct](#)
6. [Accessibility](#)
7. [Diversity / EDI](#)
8. [Equity statement](#)
9. [Sexualized Violence Prevention and Response](#)
10. [Discrimination and Harassment Policy](#)

UVIC'S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. See web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html. If you have any questions or doubts, talk to me, your course instructor. For more information, see the following link below here: uvic.ca/learningandteaching/cac/index.php.

The University of Victoria specifies that the use of an editor (whether human or AI) for student work is prohibited unless the instructor grants explicit written authorization, either in the course outline or some other form. The use of ChatGPT or other AI software is therefore prohibited for the editing of any assignments and is not to be used for any of the quizzes in this course. The Department of Anthropology recognizes that peer editing is an important component of student learning, academic scholarship, and effective communication. I encourage undergraduate students to ask other undergraduate students to read and comment on the clarity of their written work. There are benefits to getting feedback from your peers, and to rethinking and clarifying your ideas as you re-write and revise your work. Peer editing includes having the unpaid assistance of another student to read your document and provide comments on its content, grammar, and style. Peer editing does not include having a professional paid editor read and revise your work. Students who require accommodation should consult with their course instructor.

Be sure and complete the Integrity Matters module that is available in Brightspace at the following link: <https://bright.uvic.ca/d2l/le/discovery/view/course/132610>. Please complete before handing in any coursework for evaluation. It may also be found under the Discover tab (drop down menu) on the homepage. Also see: www.uvic.ca/learningandteaching/faculty/resources/instructional/integrity/index.php.

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link for more information: <https://www.uvic.ca/library/research/citation/plagiarism/index.php>.

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to

record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

RESOURCES FOR STUDENTS

1. [UVic Learn Anywhere](#). UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
2. Library resources
3. Indigenous student services ([ISS](#))
4. Centre for Academic Communication ([CAC](#))
5. Math & Stats Assistance Centre ([MSAC](#))
6. Learning Strategies Program ([LSP](#))
7. Community-Engaged Learning ([CEL](#))
8. [Academic Concession Regulations](#)
9. [Academic Concession and Accommodation](#)
10. Academic accommodation & access for students with disabilities – [Policy AC1205](#)

STUDENT GROUPS AND RESOURCES

1. [Student wellness](#)
2. [Ombudsperson](#)

COURSE SCHEDULE

WEEKLY LECTURES & ASSIGNED READINGS
Week 1 (Sept 4-Sept 6)
<ul style="list-style-type: none"> • Listen to Introductory Lecture: Welcome to the Course & Review of Syllabus
<ul style="list-style-type: none"> • Listen to Lecture #1: History of Geopolitics: Concepts, Scholars, Colonial Discourse
<ul style="list-style-type: none"> • Assigned Reading #1: Read article by de Kloet, Jeroen, Jian Lin and Yiu Fai Chow. (2020). “We are doing better’: Biopolitical nationalism and the Covid-19 virus in East Asia,” <i>European Journal of Cultural Studies</i> 23(4), p. 635-640.
Week 2 (Sept 9-Sept 13)
<ul style="list-style-type: none"> • Listen to Lecture #2: The World Political Map & Global Inequality

<ul style="list-style-type: none"> • Watch Film Link #1: Hate Rising (43 minutes). NOTE: This is an intense film with graphic images and language. Please take time to pause and reflect when watching it.
<ul style="list-style-type: none"> • Assigned Reading #2: Read Article by Laura Finley and Luigi Esposito. (2020). "The Immigrant as Bogeyman: Examining Donald Trump and the Right's Anti-Immigrant, Anti-PC Rhetoric," <i>Humanity & Society</i> 44(2), p. 178-197.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #1
Week 3 (Sept 16-Sept 20)
<ul style="list-style-type: none"> • Listen to Lecture #3: Cycles of World Leadership
<ul style="list-style-type: none"> • Listen to Lecture #4: Geopolitical Codes
<ul style="list-style-type: none"> • Assigned Reading #3: Read Chapter 2 by Colin Flint. (2006). "Setting the Global Context," <i>Introduction to Geopolitics</i>. 1st Edition. London: Routledge. p. 33-54.
<ul style="list-style-type: none"> • Assigned Reading #4: Read Chapter 3 by Colin Flint. (2006). "Geopolitical Codes: Agents Define Their Geopolitical Options," <i>Introduction to Geopolitics</i>. 1st Edition. London: Routledge. p. 55-78.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #2
Week 4 (Sept 23-Sept 27)
<ul style="list-style-type: none"> • Listen to Lecture #5: Popular Geopolitics
<ul style="list-style-type: none"> • Assigned Reading #5: Read article by Jason Dittmar. (2005). "Captain America's Empire: Reflections on Identity, Popular Culture, and Post 9/11 Geopolitics," <i>Annals of the Association of American Geographers</i> 95(3), p. 626-643.
<ul style="list-style-type: none"> • DISCUSSION FORUM—REPLY TO POST #3
Week 5 (Sept 30-Oct 4)
<ul style="list-style-type: none"> • Monday September 30th (National Day of Truth and Reconciliation)
<ul style="list-style-type: none"> • Listen to Lecture #6: Geopolitics of Music & Musicians
<ul style="list-style-type: none"> • Assigned Reading #6: Read article by John Street. (2013). "The Sound of Geopolitics: Popular Music and Political Rights," <i>Popular Communication</i> 11(1), p. 47-57.
<ul style="list-style-type: none"> • Assigned Reading #7: Read article by Meseret F. Hailu and Molly Sarubbi. (2019). "Student Resistance Movements in Higher Education: An Analysis of the Depiction of Black Lives Matter Student Protests in News Media," <i>International Journal of Qualitative Studies in Education</i> 32(9), p. 1108-1124.

- **DISCUSSION FORUM—REPLY TO POST #4**

Week 6 (Oct 7-Oct 11)

- Listen to Lecture #7: Supranationalism & International Law

- Listen to Lecture #8: Nationalism & Ethnic Cleansing: Case Studies on Sudan & Myanmar/Burma

- Assigned Reading #8: Read article by Danilo Andres Reyes. (2016). "The Spectacle of Violence in Duterte's 'War on Drugs,'" *Journal of Current Southeast Asian Affairs* 35(3), p. 111-137.

- Listen to Short Review/Guidelines for the Midterm Exam

Week 7 (Oct 14-Oct 18)

- **Monday October 14th (Enjoy Thanksgiving)**

- **MIDTERM EXAM TO BE TAKEN ON BRIGHTSPACE ON WEDNESDAY, OCTOBER 16, 2024, from 9:30am-10:30am**

- [Watch Film Link #2: Does the UK Suffer from Similar Systemic Racism to the US? \(14 minutes\)](#). NOTE: This film is thought provoking and meant to make you think about the UK and Racism.

- Assigned Reading #9: Read article by Laleh Khalili. (2017). "After Brexit: Reckoning With Britain's Racism & Xenophobia," *POEM International English Language Quarterly* 5(2-3), p. 253-265.

Week 8 (Oct 21-Oct 25)

- Listen to Lecture #9: Boundaries of Conflict 1: A Case Study of Northern Ireland, Scotland & Wales Relations with the UK & Hong Kong-China Conflict

- Listen to Lecture #10: Boundaries of Conflict II: Case Studies on Chechnya, Kashmir & Palestine-Israel

- Assigned Reading #10: Read article by Nezar AlSayyad and Muna Guvenc. (2015). "Virtual Uprisings: On the Interaction of New Social Media, Traditional Media Coverage and Urban Space During the 'Arab Spring,'" *Urban Studies* 52(11), p. 2018-2034.

- **DISCUSSION FORUM—REPLY TO POST #5**

Week 9 (Oct 28-Nov 1)

- Listen to Lecture #11: Boundaries of Conflict III: Case Studies on Iran, Syria, Afghanistan & Ukraine

- Listen to Lecture #12: Neocolonialism-A Case Study on the Democratic Republic of Congo (DRC)

- [Watch Film Link #3: Blood Coltan \(54 minutes\)](#). NOTE: This is an intense film with graphic images of violence and brutality. Please take time to pause and reflect when watching it.

- **REMINDER: 3-PAGE NEWS ANALYSIS PAPER DUE ON BRIGHTSPACE THIS WEEK ON WEDNESDAY OCTOBER 30, 2024, MIDNIGHT PST**

Week 10 (Nov 4-Nov 8)

- Listen to Lecture #13: The Clash of Civilizations?

- Listen to Lecture #14: Climate Change & Geopolitics of the Arctic

- Assigned Reading #11: Read article by Debangana Chatterjee. (2016). "Gendering ISIS and Mapping the Role of Women," *Contemporary Review of the Middle East*. 3(2), p. 201-218.

Week 11 (Nov 11-Nov 15)

- **Monday Nov 11th-Wednesday Nov 13th (Enjoy Reading Break)**

Week 12 (Nov 18-Nov 22)

- Listen to Lecture #15: War on Terrorism

- [Watch Film Link #4: Mumbai Massacre \(54 minutes\)](#). NOTE: This is an intense film with graphic images of violence and brutality. Please take time to pause and reflect when watching it.

- Assigned Reading #12: Read Chapter 7 by Colin Flint. (2006). "Geopolitical Metageographies: Terrorist Networks and the United States' War on Terrorism," *Introduction to Geopolitics*. 1st Edition. London: Routledge. p. 157-188.

- *****Reminder: Complete the CES Survey**

Week 13 (Nov 25-Nov 29)

- Listen to Lecture #16: Messiness of Geopolitics

- Assigned Reading #13: Read article by Barney Warf and Emily Fekete. (2015). "Geographies of Cyberterrorism and Cyberwar," *Space and Polity* 30(2), p. 143-157.

- Listen to Short Review/Guidelines for the Final Exam
- THANKS FOR A GREAT SEMESTER!

Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.

***Note: The deadline for 100% reduction of tuition fees is September 17, and the last day for adding courses is September 20 that begin in the winter first term. The 50% fee reduction of tuition fees deadline is October 8, and the final drop deadline (with no fee reduction) is October 31.