



**University of Victoria
Department of Geography**

**CONTEMPORARY GEOPOLITICS
GEOG 386, A01
FALL 2020**

We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

“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).*

*****NOTE: THIS COURSE WILL BE A COMBINATION OF ASYNCHRONOUS AND SYNCHRONOUS TEACHING AND LEARNING.**

Instructor: Dr. CindyAnn Rose-Redwood

Email: cindyann@uvic.ca

Class Time: Tuesdays, Wednesdays & Fridays, 9:30am-10:20am

*****TUESDAYS:** Instructor will give short lectures, ask questions and engage in discussions with students via Zoom.

*****WEDNESDAYS:** Audio lectures, links to videos/films, short news articles will be posted on the UVic Brightspace website at <https://bright.uvic.ca>. I ask that all students please spend time listening, watching and reading all my postings on Wednesdays on Brightspace. There will be no Zoom sessions on Wednesdays.

*****FRIDAYS:** Students will be assigned into groups by the instructor at the beginning of the semester and you will create a powerpoint presentation based on the assigned reading(s) for that date. Your goal is to present on the article and try to engage in some discussion via Zoom with your classmates. See Course Schedule for Group Presentation Dates.

Office Hours: By appointment. Please email me and I will make time to schedule a Zoom meeting with you for a one-on-one chat. I am happy to chat with you.

COURSE DESCRIPTION

Geopolitics is concerned with examining the spatial dimensions of power, particularly in relation to states 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 and its potential disintegration following Brexit, the US-led War on Terrorism, the rise of right-wing populism, and the increase in cyber-security and cyber warfare activities.

In more recent years, we have seen U.S. President Donald Trump's rise to power which has led to and reinforced divisions among Americans. This year, 2020, is also a pivotal point in history as we see massive protests across cities in the United States and around the world, as people of all racial/ethnic backgrounds challenge police brutality and violence against people of colour, especially African Americans. It is also the year we are all experiencing the social, political, economic and spatial challenges brought forth by the COVID -19 pandemic.

This course provides an introduction to global geopolitics by situating contemporary geopolitical events within a broad historical context, and it will allow us to start some important conversations relating to race, gender, politics, economics and social inequalities that exist within the world we live in today. As we engage with the various topics this semester, I ask you to think about how you can do your part to change the world we are currently living in. We will be exploring all of the topics mentioned here, along with learning key geographical concepts within the field of geopolitics. The ideas/concepts/theories/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 we explore such geopolitical dynamics and themes in relation to the power of states, we will be able to see how the 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 of geopolitical concepts and case studies to understand current geopolitical conflicts.

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

- Required journal and newspaper articles for the course (all available/accessible on the “Brightspace” website for this course at bright.uvic.ca). As the course instructor, I will assign students into groups and you will use these assigned article(s) to do a group-led class presentation via Zoom on Fridays.
 - Group #1:
 - Sept. 25th—“Is China Winning? China and Covid-19,” (2020). *The Economist*, Vol. 435, Issue 9190.
 - Sept. 25th—de Kloet, Jeroen, Jian Lin and Yiu Fai Chow. (2020). “We are doing better’: Biopolitical nationalism and the Covid-10 virus in East Asia,” *European Journal of Cultural Studies*.
 - Group #2:
 - Oct. 2nd—Meseret F. Hailu & Molly Sarubbi. (2019). “Student Resistance Movements in Higher Education: An Analysis of the Depiction of Black Lives Matter Student Protests in News Media,” *International Journal of Qualitative Studies in Education*. Vol. 32, No. 9, p. 1108-1124.
 - Group #3:
 - Oct 9th—Paula Froelich. (2020). “Canadians Among Most Active in Online Right-Wing Extremism, Report Claims,” *New York Post*. p. 1-2.
 - Oct. 9th—Rose-Redwood, Reuben. vs. Jonathan Smith. (2016). “Strange Encounters: A Dialogue on Cultural Geography Across the Political Divide,” *Journal of Cultural Geography*. Vol. 33, Issue 3, p.356-378.
 - Group #4:
 - Oct. 16th—Reyes, Danilo Andres. (2016). “The Spectacle of Violence in Duterte’s ‘War on Drugs,’” *Journal of Current Southeast Asian Affairs*. Vol. 35, Issue 3, p 111-137.
 - Group #5:
 - Oct. 30th—Chatterjee, Debangana. (2016). “Gendering ISIS and Mapping the Role of Women,” *Contemporary Review of the Middle East*. Vol. 3, Issue 2, p. 201-218.
 - Group #6:
 - Nov. 6th—Finley, Laura and Luigi Esposito (2020). “The Immigrant as Bogeyman: Examining Donald Trump and the Right’s Anti-immigrant, Anti-PC Rhetoric,” *Humanity & Society*, Vol. 44, Issue 2, p. 178-197.

- Group #7:
 - Nov. 13th—Kasadha, Juma, Nan Zhang, Abdulhamid Mpoza and Adam Alli. (2020). “The 2020 U.S. Presidential Election: A Litmus Test,” *Journal of Public Affairs*, Vol. 20, Issue 1, p. 1-4.
- Group #8:
 - Nov. 20th—Gordon, Todd & Jeffery Webber. (2007). “Imperialism and Resistance: Canadian Mining Companies in Latin America,” *Third World Quarterly*. Vol. 29, Issue 1, p. 63-87.
- Group #9:
 - Nov. 27th—Warf, Barney & Emily Fekete. (2015). “Relational Geographies of Cyberterrorism and Cyberwar,” *Space and Polity*, Vol. 30, Issue 2, p. 143-157.

ASSIGNMENTS AND GRADING SCHEME

Your final grade will be based on the following calculation:

Group-Led Class Presentation	20%
Take-Home Midterm Exam	25%
Take-Home Final Exam	30%
Group Research Paper	25%

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 GradingAs per stated in the 2020-2021 Calendar**

COURSE STRUCTURE & ORGANIZATION

ON TUESDAYS: I will give a **short lecture (25-30 minutes) on Zoom, and we will engage in some discussions via breakout rooms at the start, in-between or at the end of the lecture as well. I will also try to leave about 10-15 minutes at the end of the lecture to answer questions from students** on the topic being covered that day. Please make sure you sign on to UVic’s Zoom website, as only authenticated users (i.e. UVic Students registered for this course) will be allowed into the Zoom lectures on Tuesday and for Friday presentation sessions. You should plan ahead and give yourself about 5 minutes to be given access from the Zoom waiting room to enter the class session on Tuesday and Friday.

Please note that you have to use your UVic Email Account for this course, otherwise you will not be able to sign into Zoom. I highly recommend all students use their UVic email on the Brightspace website as well. I will also post the full lectures as a PDF file on UVic’s Brightspace website <https://bright.uvic.ca> by midnight Pacific Standard Time (PST) the day before our Tuesday class sessions. For the learning purpose of this course, all Tuesday and Friday lecture/presentation

sessions will be recorded, and I will also post the recorded Zoom lectures/presentations for Tuesday and Friday after each class session on the UVic Brightspace website. Even though I will be posting the lectures on the Brightspace website, please note that I encourage you to still attend the Zoom lectures on Tuesdays as it is important for your learning experiences and for you to engage with me, the instructor. **See the end of the syllabus for all the Zoom lecture invites with links to join the Tuesday and Friday Zoom class sessions. I will also send a weekly reminder with the Zoom invite links for each week on Sunday nights.** I also encourage all students to still take notes even though I will be posting the full lectures on Brightspace. Taking notes is a really important learning tool for studying as well. Some of the topics I will be discussing will sometimes be more intense than others, therefore I highly recommend students take time to email me to set up a one-on-one Zoom meeting if they want to talk more about any topic. If you feel we ran out of time to fully discuss a topic, I am happy to chat with you beyond the schedule days/times about any topic. I am always here to assist in your learning of the course material. Students are expected to attend all the lecture sessions on Tuesdays.

ON WEDNESDAYS: I will post a few audio lectures, a video/film link or short news article on UVic's Brightspace website for Wednesday class sessions. There will be no Zoom lectures on Wednesdays, but you are still responsible for listening, watching or reading what I post on Wednesdays on your own for that day. Please note that the content, language and graphics for the films will be a bit heavy. Again, I encourage students to email me to set up a one-on-one chat if you want to talk more about some of the video/film links in further depth.

ON FRIDAYS: Starting the third week of classes, student groups will be expected to do a powerpoint presentation to share via Zoom on Fridays. I will put everyone in groups and each group will create a powerpoint presentation based on the assigned reading(s) for that date. Your goal is to present the content of the article, along with a critical analysis of the reading and try to engage in some discussion via Zoom with your classmates. See the section on Group-Led Class Presentation below for details. Also, see Course Schedule for Group Presentation Dates. Friday presentation sessions will also be recorded and posted after class on Brightspace. Don't forget to sign on to UVic's Zoom website again for Friday sessions using your Netlink ID and password, as only authenticated users will be able to enter the Friday Zoom class sessions as well. Students are expected to attend all the Friday Zoom sessions to engage with their classmates.

DETAILS ABOUT ASSIGNMENTS

I. Group-Led Class Presentation (20%)

Each student will have an opportunity to lead a class presentation within a group assigned by the instructor. By the **second week of class**, each student will be assigned into a group by the instructor to work on this assignment. **Once I assign students into groups, I will contact each group and its members via email early in the semester to ensure everyone knows each other and has email contact for each group member.** Each group will consist of 4-5 students (depending on the number of students

registered in the course) and will be assigned a date to do a class presentation over the course of the semester. Beginning in **Week 3**, the first group will be expected to present and discuss the assigned reading(s) (See Course Schedule for Group-Led Presentation dates). Each group should follow these instructions below in order to effectively present the reading(s) and engage in discussion with the class via Zoom on Fridays.

1. **Submit a written handout on Brightspace in the assignment folder titled “Group Presentation Handout” the day before your assigned date to present by 6pm PST.** The handout should be one page in length and include a single-spaced, well-written one-paragraph critical analysis of the reading(s) you are assigned, and any discussion questions your group plans to use to engage in discussion with the class. This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation.
2. **Also, email the instructor a copy of the powerpoint presentation** you plan to share with the class via Zoom on Fridays. **Please email me or share via google docs. the powerpoint file by 6pm PST the day before the presentation which I will post on Brightspace to share with your classmates.**
3. **Try to ask some questions to your classmates** to get them to think critically about the issues you are discussing. You can let me (the instructor) know how many breakout rooms you want to set up for that day and I will assign the breakout rooms **to help facilitate discussion with your classmates.** Keep in mind that you will have the entire class period (50 minutes) to do your presentation and engage in some discussion with your classmates about the topic you are presenting on.
4. **Each group should speak with the instructor at least one week prior** to your group presentation in order to go over your ideas, plans, and the structure of your presentation. You can either arrange a Zoom meeting with me or email me and touch base with what you are planning for the presentation and discussion with your classmates.
5. Your grade for this assignment will be evaluated based on the following rubric:
 - a. Ability to carry out the instructions provided here for this assignment
 - b. Quality of the written handout
 - c. Quality of content and critical analysis on the powerpoint presentation in relation to the assigned reading(s) including key concepts, ideas, theories, and arguments
 - d. Organization and structure of presentation
 - e. Ability to engage and stimulate discussion with your classmates via Zoom

II. Take-Home Midterm Exam (25%) and Take-Home Final Exam (30%)

There will be two take-home exams over the course of the semester (See Course Schedule below for dates). **The take-home exams for both the midterm and final exam will consist of 5 essay questions**, and they will cover material from the lectures, all assigned readings, video/films and short news articles. The midterm exam will only include material covered from the beginning to the middle of the semester. However, there will also be a cumulative final exam at the end of the semester. **I will post the take-home midterm on UVic’s Brightspace website on Tuesday October 20th and it will be due the following Tuesday October 27th midnight Pacific Standard Time**

(PST). I will look out for the University procedures with regards to scheduling a date for the final exam. **You will submit your completed take-home midterm and take-home final exam in the assignment folders on Brightspace titled “Submit Take-Home Midterm Exam Here” and “Submit Take-Home Final Exam Here.”** You will have one week to complete the take-home midterm and final exam. **PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file).**

III. Group Research Paper (25%)

Students will work in the SAME group that I assign you for the Group-Led Class Presentation to write a Group Research Paper for the course. We will be covering a series of topics relating to contemporary geopolitical issues throughout the semester such as anti-racism struggles and protest movements, the impact of COVID-19, the Trump election/administration, the rise in right-wing populism, nationalism and ethnic cleansing, Brexit and the future, neocolonialism, terrorism, the Arab Spring, ISIS and gender, Islamophobia and xenophobia, etc. These are just some examples of what we will be covering this semester. For your group research paper, I would like you to select a topic of interest to you that relates to some geopolitical issue (preferably something within the last 5 years). Once you select the topic that you are interested in writing about as a group, **please write up a single-spaced one-paragraph Summary of the Group Research Topic that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with your Summary of the Group Research Topic by Wednesday, September 30th midnight Pacific Standard Time (PST). Remember to include all the group member names on the Summary document. I will review it and provide feedback the following week so that you can start working on your research paper.**

You should follow these instructions as you write your group research paper:

1. This paper should be a total of 8-10 pages maximum, doubled-spaced, 12 pt font size, 2.54 cm margins with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required).
2. I would recommend you **set up a google docs page so that you can share in the writing** as this is a group paper after all. You can divide up the sections of the paper to include the following: Introduction, Literature Review on the topic, Case Study you want to focus on for the topic, Critical Discussion and Conclusion sections. This might help you as a group so that you can assign sections of the paper for each person to work on and so that everyone contributes to writing the paper.
3. Please **draw upon books, journal articles, and online news articles to help you research the topic of interest** to you as a group. In writing your group research paper, it is expected that you also draw on and reference material covered in the course as well as that you feel are relevant to build your argument. Try to use a variety of sources to explain why you think the issue is an important geopolitical issue and/or why you think more attention needs to be drawn to the topic. At least 10 sources should be included in this group research paper. Please do not use Wikipedia as a source (points will be deducted for this citation, as it is not a scholarly reference).

4. The group research paper will be due on **Friday, November 13th by midnight Pacific Standard Time (PST)**. No late papers will be accepted after this date. All members of the group will receive the same grade for this assignment. **Please submit it in the assignment folder on UVic's BrightSpace website titled "Submit Group Research Paper Here." PLEASE MAKE SURE TO SUBMIT IT AS WORD DOCUMENT (.docx file).**
5. Your paper will be evaluated based upon the following rubric:
 - a. Quality of content in terms of strong critiques and analysis of resources you review for the research paper
 - b. Quality of content and linkages to lectures and the course readings
 - c. Structure and organization of paper
 - d. Grammar and spelling
 - e. Proper in-text citations and references

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 via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

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 <https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html>. If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/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: <https://www.uvic.ca/library/research/citation/plagiarism/index.php>.

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://www.uvic.ca/services/cal/>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. **PLEASE let me know early in the semester if you require any additional assistance.**

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>.

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.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

COURSE SCHEDULE

Day	Date	Topic	Reading Assignment
		Week 1	
Wed	Sept 9 th	Zoom Introduction: Welcome	Review syllabus and course requirements
Fri	Sept 11 th	Zoom Lecture on the History of Geopolitics: Concepts, Scholars, Colonial Discourse	*No Assigned Reading
		Week 2	
Tues	Sept 15 th	Zoom Lecture on The World Geopolitical Map & Global Inequality & GROUP ASSIGNMENTS POSTED ON BRIGHTSPACE TODAY. INSTRUCTOR WILL ALSO BE IN TOUCH WITH GROUP MEMBERS VIA EMAIL	*No Assigned Reading

Wed	Sept 16 th	Link Posted on Brightspace---Watch Film Link #1: "Hate Rising" (43 minutes)	*NOTE: This is an intense film, with graphic images and language. We will be discussing it on Friday.
Fri	Sept 18 th	Zoom Class Discussion on Film "Hate Rising" & the Rise of Contemporary Protest Movements (Let's Start a Respectful Conversation)	*No Assigned Reading
Week 3			
Tues	Sept 22 nd	Zoom Lecture on Cycles of World Leadership	*No Assigned Reading
Wed	Sept 23 rd	Read News Article #1 Posted Today on Brightspace titled "Covid-19 Should Make Us Re-imagine the World Order" (2020)	*Read news article posted on Brightspace
Fri	Sept 25 th	Group 1 Class Presentation: Covid-19 & Biopolitical Nationalism	Read short articles by <i>The Economist</i> and Jeroen de Kloet, Jian Lin & Yiu Fai Chow
Week 4			
Tue	Sept 29 th	Zoom Lecture on Geopolitical Codes	*No Assigned Reading
Wed	Sept 30 th	Read News Article #2 Posted Today on Brightspace titled "Key Protest Movements of Recent Decades and What They Achieved" (2020) & EMAIL INSTRUCTOR ONE-PAGE SUMMARY OF GROUP RESEARCH TOPIC TODAY BY MIDNIGHT	*Read news article on Brightspace
Fri	Oct 2 nd	Group 2 Class Presentation: Student Resistance & Black Lives Matter	Read Article by Meseret F. Hailu & Molly Sarubbi
Week 5			
Tues	Oct 6 th	Zoom Lecture on Popular Geopolitics	*No Assigned Reading
Wed	Oct 7 th	Audio Lecture on Nationalism & Ethnic Cleansing: Case Studies on Sudan & Myanmar/Burma	*No Assigned Reading
Fri	Oct 9 th	Group 3 Class Presentation: Right-wing Populism & the Potential for Dialogue	Read Articles by Paula Froelich, and Rose-Redwood vs. Smith

		Week 6	
Tues	Oct 13 th	Zoom Lecture on Supranationalism & International Law	*No Assigned Reading
Wed	Oct 14 th	Link Posted on Brightspace---Watch Film Link #2: "Horror of the Philippines' Drug War" (17 minutes)	*NOTE: This is an intense film, with graphic images of violence. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Oct 16 th	Group 4 Class Presentation: Spectacle of Violence & Duterte's War on Drugs	Read Article by Danilo Andres Reyes
		Week 7	
Tues	Oct 20 th	Zoom Lecture on Boundaries of Conflict I: A Case Study of Northern Ireland, Scotland & Wales Relations with the UK & Hong Kong-China Conflict & TAKE HOME MIDTERM EXAM STARTS TODAY	*No Assigned Reading
Wed	Oct 21 st	Link Posted on Brightspace---Watch Film Link #3: "Does the UK Suffer from Similar Systemic Racism to the US?" (14 minutes) & Read Article#3 Posted Today on Brightspace titled "After Brexit: Reckoning with Britain's Racism and Xenophobia"	*NOTE: This film is thought provoking and meant to make you think about the UK and Racism. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Oct 23 rd	No Class Today: (Work on Your Take-Home Midterm Exam)	*No Assigned Reading
		Week 8	
Tues	Oct 27 th	Zoom Lecture on Boundaries of Conflict II: Short Case Studies on Chechnya, Kashmir & Palestine-Israel & SUBMIT TAKE-HOME MIDTERM EXAM ON BRIGHTSPACE BY MIDNIGHT	*No Assigned Reading
Wed	Oct 28 th	Audio Lecture on Boundaries of Conflict III: Short Case Studies on Iran, North-Korea-South Korea, Syria	*No Assigned Reading
Fri	Oct 30 th	Group 5 Class Presentation: Gendering ISIS & Mapping the Role of Women	Read Article by Debangana Chatterjee

		Week 9	
Tues	Nov 3 rd	Zoom Lecture on The Clash of Civilizations?	*No Assigned Reading
Wed	Nov 4 th	Read News Article #4 Posted Today on Brightspace titled "Racism in Victoria" (2020)	*Read news article on Brightspace
Fri	Nov 6 th	Group 6 Class Presentation: The Immigrant as Bogeyman: Examining Donald Trump and the Right's Anti-immigrant, Anti-PC Rhetoric	Read Article by Laura Finley and Luigi Esposito
		Week 10	
Tues	Nov 10 th	<i>Reading Break</i>	*No Class
Wed	Nov 11 th	<i>Reading Break</i>	*No Class
Fri	Nov 13 th	Group 7 Class Presentation: The 2020 U.S. Presidential Election: A Litmus Test SUBMIT GROUP RESEARCH PAPER ON BRIGHTSPACE BY MIDNIGHT	Read Article by Juma Kasdha, Nan Zhang, Abudlhamid Mpoza and Adam Alli
		Week 11	
Tues	Nov 17 th	Zoom Lecture on Neocolonialism: A Case Study on the Democratic Republic of Congo (DRC)	*Read news article on Brightspace
Wed	Nov 18 th	Link Posted on Brightspace---Watch Film Link #4: "Blood Coltan" (54 minutes) & Read News Article #5 Posted Today on Brightspace titled "China in Africa: A Form of Neo-Colonialism?" (2018)	*NOTE: This is an intense film, with graphic images of violence and brutality. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Nov 20 th	Group 8 Class Presentation: Imperialism & Resistance: Canadian Mining Companies in Latin America	Read Article by Todd Gordon and Jeffery Webber
		Week 12	
Tues	Nov 24 th	Zoom Lecture on War on Terrorism	*No Assigned Reading
Wed	Nov 25 th	Link Posted on Brightspace---Watch Film Link #5: "Mumbai Massacre" (54 minutes)	*NOTE: This is an intense film, with graphic images of violence. I encourage students to email me if they wish to discuss this film in more depth.

Fri	Nov 27 th	Group 9 Class Presentation: Geographies of Cyberterrorism and Cyberwar	Read Article by Barney Warf and Emily Fekete
		Week 13	
Tues	Dec 1 st	Zoom Lecture on Messiness of Geopolitics	*No Assigned Reading
Wed	Dec 2 nd	Audio Lecture on Geopolitics of the Arctic	*No Assigned Reading
		Zoom Course Wrap-Up	
Fri	Dec 4 th	***Reminder: Complete Course Experience Survey (CES)	*No Assigned Reading
Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.			

***Note: September 25, 2020: Last day for adding courses that begin in the first term.
October 31, 2020: Last day for withdrawing from first term courses without penalty of failure.