



## **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-20<sup>th</sup> 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 former U.S. President Donald Trump's rise to power which has led to and reinforced divisions among Americans. The year 2020 was 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, including African Americans, Asians, Muslim and Hispanic populations. Currently, we are experiencing various 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 in which we live. 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

**A. Assigned Readings for Specific Dates.** These are the required journal articles and/or book chapters for the course (they are all accessible on Brightspace at <https://bright.uvic.ca>).

1. Cycles of World Leadership Topic: 3. Oct. 5th—Dittmer, Jason. (2005). “Captain America’s Empire: Reflections on Identity, Popular Culture, and Post-9/11 Geopolitics”
  - Sept. 21<sup>st</sup>—**Read Chapter 2**, “Setting the Global Geopolitical Context” (p. 33-54) of Flint, Colin (2006). Introduction to Geopolitics. 1<sup>st</sup> Edition. London: Routledge. (Full Online Book is Available on the UVic Library website).
2. Geopolitical Codes Topic:
  - Sept. 22<sup>nd</sup>—**Read Chapter 3**, “Geopolitical Codes: Agents Define Their Geopolitical Options” (p. 55-78) of Flint, Colin (2006). Introduction to Geopolitics. 1<sup>st</sup> Edition. London: Routledge. (Full Online Book is Available on the UVic Library website).
3. Popular Culture Topic:
 

Sept. 29<sup>th</sup>—Dittmer, Jason. (2005). “Captain America’s Empire: Reflections on Identity, Popular Culture, and Post-9/11 Geopolitics,” *Annals of the Association of American Geographers*. Vol. 95, No. 3, p. 626-643.
4. Geopolitics of Music & Musicians Topic:
  - Oct 6<sup>th</sup>—Street, John. (2013). “The Sound of Geopolitics: Popular Music and Political Rights,” *Popular Communication*. 11: 1, p. 47-57.

**B. Assigned Readings for Group Presentations & Discussions on Fridays.** As the course instructor, I will assign students into groups and you will use these assigned required article(s) to do a group-led class presentation and discussion on Fridays (they are all accessible on Brightspace at <https://bright.uvic.ca>).

1. Group #1:
  - Sept. 24<sup>th</sup>—“Is China Winning? China and Covid-19,” (2020). *The Economist*, Vol. 435, Issue 9190.
  - Sept. 24<sup>th</sup>—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*.

2. Group #2:
  - Oct 1<sup>st</sup>—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.
3. Group #3:
  - Oct 8<sup>th</sup>—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*. 32:9, p. 1108-1124.
4. Group #4:
  - Oct. 15<sup>th</sup>—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.
5. Group #5:
  - Oct. 22<sup>nd</sup>—Khalili, Laleh. (2017). “After Brexit: Reckoning with Britain’s Racism and Xenophobia,” *POEM International English Language Quarterly*. Vol. 5 Issue 2-3, p. 253-265.
6. Group #6:
  - Oct. 29<sup>th</sup>—AlSayyad, Nezar, 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.
7. Group #7:
  - Nov. 5<sup>th</sup>—Chatterjee, Debangana. (2016). “Gendering ISIS and Mapping the Role of Women,” *Contemporary Review of the Middle East*. Vol. 3, Issue 2, p. 201-218.
8. Group #8:
  - Nov. 19<sup>th</sup>—Gordon, Todd & Jeffery Webber. (2007). “Imperialism and Resistance: Canadian Mining Companies in Latin America,” *Third World Quarterly*. Vol. 29, Issue 1, p. 63-87.
9. Group #9:
  - Nov. 26<sup>th</sup>—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 & Discussion	20%
Midterm Exam	25%
Final Exam	25%
Research Paper	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 2021-2022 Calendar

## COURSE STRUCTURE & ORGANIZATION

**ON TUESDAYS:** I will give a **lecture (40 minutes) on Zoom, and we will engage in some discussions via Zoom. I will also try to leave about 10 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 before clicking on the course Zoom link, using your UVic Netlink ID and password, as only authenticated users (i.e. UVic Students registered for this course) will be allowed into the Zoom sessions on Tuesdays and Fridays. 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 Tuesdays and Fridays.

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 lecture and Friday presentation sessions will be recorded, and I will also post the recorded Zoom lectures/presentations for Tuesday and Friday after each class session** on Brightspace. Even though I will be posting the lectures on Brightspace, 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.

**The course zoom link is:**

[REDACTED]

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 attend my Zoom office hours if they want to talk more about any topic. I am always here to assist in your learning of the course material. Students are expected to attend all the course sessions on Tuesdays and Fridays.

**ON WEDNESDAYS:** I will post an audio lecture or an assigned reading and/or a film link on Brightspace for Wednesday class sessions. There will be no Zoom lectures on Wednesdays, but you are still responsible for listening to the audio lecture, doing the assigned reading and watching any film links that I post on Wednesdays.

**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 & Discussion below for details. Also, see Course Schedule for Group Presentation & Discussion 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 & Discussion (20%)**

Each student will have an opportunity to lead a class presentation and discussion 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 5-6 students (depending on the number of students registered in the course) and will be assigned a date to lead the class discussion over the course of the semester. Beginning in **Week 3**, the first group will be expected to present and discuss the assigned readings (see Course Schedule for Group-Led Presentation and Discussion dates). Each group should follow these instructions in order to effectively present the reading and engage in a discussion with the class via Zoom on Fridays.

1. **Please submit a written handout on Brightspace in the assignment folder titled "Submit Group Presentation & Discussion Handout Here" the day before your assigned date to present by Midnight Pacific Standard Time (PST). PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file).** The handout should be one page in length and include a single-spaced, well-written 1-2 paragraph(s) 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. **Please include the names of all group members on the handout.** This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation and Discussion.
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 the powerpoint file as a PDF document 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 if you want to set up breakout rooms 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.
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. Quality of the written handout
  - b. Quality of content and critical analysis on the powerpoint presentation in relation to the assigned reading(s) including key concepts, ideas, theories, and arguments
  - c. Organization and structure of presentation
  - d. Ability to engage and stimulate discussion with your classmates via Zoom

## II. Midterm Exam (25%) and Final Exam (25%)

There will be two exams over the course of the semester (see Course Schedule below for dates). The **exams will be multiple choice and a few short-answer questions taken on Brightspace**, and they will cover material from the lectures, all assigned readings, and videos/films. The midterm exam will only include material covered from the beginning to the middle of the semester (**MIDTERM EXAM ON TUESDAY, OCTOBER 19<sup>th</sup> TO BE TAKEN ON BRIGHTSPACE**). Students are expected to sign on to the Brightspace site on this date at our regular class time to take the midterm exam. There will also be a cumulative final exam at the end of the semester. For the final exam (date to be announced), you will be responsible for all material covered in the course from the beginning of the semester to the end. The **final exam date/time will be announced during the semester and will also be a multiple choice and short-answer exam taken on Brightspace**.

## III. Research Paper (30%)

You are required to write a research paper for this course. We will be covering a series of topics relating to contemporary geopolitical issues throughout the semester such as 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 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 5-10 years). You should select a topic that you feel strongly about to write your research paper. Once you select the topic that you are interested in writing about, **please write up a single-spaced one-paragraph SUMMARY OF RESEARCH TOPIC that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with your Summary of your Research Topic by TUESDAY, SEPTEMBER 28<sup>th</sup> Midnight (PST). Remember to include your name 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 are strongly encouraged to start talking with me early in the semester about what topic you want to write about for the research paper. I enjoy discussing various topics with you, and I can help you focus on a particular topic for the research paper. You should follow these instructions as you write your paper:

1. This paper should be a total of 8-10 pages maximum (not including reference page), 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. Please **draw upon books, journal articles, and online news articles to help you research the topic of interest** to you. In writing your research paper, it is expected that you also draw on and reference material covered in the course as well as other secondary sources 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 research paper. Please do not use Wikipedia as a source, as it is not a scholarly reference and points will be deducted if you use it.
3. **Students may choose to write this research paper as a group of 2-3 students or individually, but you MUST inform the instructor if you decide you want to write it with another classmate(s).** Be aware that if you choose to write the research paper with a partner(s), you will all receive the same grade for this portion of your final grade.
4. The research paper will be due on **FRIDAY, NOVEMBER 5<sup>TH</sup> by Midnight (PST)**. No late papers will be accepted after this date. **Please submit it in the assignment folder on Brightspace titled “Submit Research Paper Here.” PLEASE MAKE SURE TO SUBMIT IT AS A 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 [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://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 [uvic.ca/learningandteaching/cac/index.php](http://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 me know your needs the quicker I can assist you in achieving your learning goals in this course.

## **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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## **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
		<b>Week 1</b>	
Wed	Sept 8 <sup>th</sup>	Zoom Introduction: Welcome	Review syllabus and course requirements
Fri	Sept 10 <sup>th</sup>	Zoom Lecture on the History of Geopolitics: Concepts, Scholars, Colonial Discourse	*No Assigned Reading

Week 2			
Tues	Sept 14 <sup>th</sup>	Zoom Lecture on The World Political Map & Global Inequality & <b>GROUP ASSIGNMENTS POSTED ON BRIGHTSPACE TODAY. INSTRUCTOR WILL ALSO BE IN TOUCH WITH GROUP MEMBERS VIA EMAIL</b>	*No Assigned Reading
Wed	Sept 15 <sup>th</sup>	<a href="#">Link Posted on Brightspace---Watch Film Link #1: "Hate Rising" (43 minutes)</a>	*NOTE: This is an intense film, with graphic images and language. We will be discussing it on Friday.
Fri	Sept 17 <sup>th</sup>	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 21 <sup>st</sup>	Zoom Lecture on Cycles of World Leadership	Read Chapter 2 of Colin Flint Book (Full text available on UVic Library website)
Wed	Sept 22 <sup>nd</sup>	<a href="#">Audio Lecture on Geopolitics Codes</a>	*Read Chapter 3 of Colin Flint Book (Full text available on UVic Library website) and listen to audio lecture on Brightspace
Fri	Sept 24 <sup>th</sup>	<b>Group #1: Class Presentation &amp; Discussion: China &amp; Covid-19 AND Covid-19 &amp; Biopolitical Nationalism</b>	Read short articles by <i>The Economist</i> and Jeroen de Kloet, Jian Lin & Yiu Fai Chow
Week 4			
Tue	Sept 28 <sup>th</sup>	Zoom Lecture on Popular Geopolitics & <b>EMAIL INSTRUCTOR ONE-PARAGRAPH SUMMARY OF RESEARCH TOPIC BY MIDNIGHT</b>	*No Assigned Reading
Wed	Sept 29 <sup>th</sup>	<a href="#">Link Posted on Brightspace--- Read Article by Jason Dittmar</a>	Read Article on Brightspace

Fri	Oct 1 <sup>st</sup>	<b>Group #2 Class Presentation &amp; Discussion: The Immigrant as Bogeyman: Examining Donald Trump and the Right's Anti-immigrant, Anti-PC Rhetoric</b>	Read Article by Laura Finley and Luigi Esposito
<b>Week 5</b>			
Tues	Oct 5 <sup>th</sup>	Zoom Lecture on Geopolitics of Music & Musicians & Guest Speakers: Colin Saint-Vil & Duncan Jones	*No Assigned Reading
Wed	Oct 6 <sup>th</sup>	<a href="#">Link Posted on Brightspace---</a> <a href="#">Read Article by John Street</a>	Read Article on Brightspace
Fri	Oct 8 <sup>th</sup>	<b>Group #3: Class Presentation &amp; Discussion: Student Resistance &amp; Black Lives Matter</b>	Read Article by Meseret F. Hailu & Molly Sarubbi.
<b>Week 6</b>			
Tues	Oct 12 <sup>th</sup>	Zoom Lecture on Suprnationalism & International Law & REVIEW FOR MIDTERM EXAM	* No Assigned Reading
Wed	Oct 13 <sup>th</sup>	<a href="#">Audio Lecture on Nationalism &amp; Ethnic Cleansing: Case Studies on Sudan &amp; Myanmar/Burma</a>	*Listen to audio lecture
Fri	Oct 15 <sup>th</sup>	<b>Group #4: Class Presentation &amp; Discussion: Spectacle of Violence &amp; Duterte's War on Drugs</b>	Read Article by Danilo Andres Reyes
<b>Week 7</b>			
Tues	Oct 19 <sup>th</sup>	<b>MIDTERM EXAM ON BRIGHTSPACE</b>	*No Assigned Reading
Wed	Oct 20 <sup>th</sup>	<a href="#">Link Posted on Brightspace---</a> Watch Film <a href="#">Link #2: "Does the UK Suffer from Similar Systemic Racism to the US?"</a> (14 minutes)	*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 22 <sup>nd</sup>	<b>Group #5: Class Presentation &amp; Discussion: After Brexit: Britain's Racism &amp; Xenophobia</b>	Read Article by Laleh Khalili
<b>Week 8</b>			
Tues	Oct 26 <sup>th</sup>	Zoom Lecture on Boundaries of Conflict I: A Case Study of Northern Ireland, Scotland & Wales Relations with the UK & Hong Kong-China Conflict	*No Assigned Reading
Wed	Oct 27 <sup>th</sup>	<a href="#">Audio Lecture on Boundaries of Conflict II: Short Case Studies on Chechnya, Kashmir &amp; Palestine-Israel</a>	*Listen to audio lecture
Fri	Oct 29 <sup>th</sup>	<b>Group #6 Class Presentation &amp; Discussion: Urban Uprisings &amp; the Arab Spring Protests</b>	Read Article by Nezar AlSayyad and Muna Guvenc
<b>Week 9</b>			
Tues	Nov 2 <sup>nd</sup>	Zoom Lecture on Boundaries of Conflict III: Short Case Studies on Iran, Syria & Afghanistan	*No Assigned Reading
Wed	Nov 3 <sup>rd</sup>	<a href="#">Link Posted on Brightspace---Watch Film Link #3: "Blood Coltan" (54 minutes)</a>	*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 5 <sup>th</sup>	<b>Group #7: Class Presentation &amp; Discussion: Gendering ISIS &amp; Mapping the Role of Women &amp; RESEARCH PAPER DUE TODAY BY MIDNIGHT</b>	Read Article by Debangana Chatterjee
<b>Week 10</b>			
Tues	Nov 9 <sup>th</sup>	Zoom Lecture on Neocolonialism: A Case Study on the Democratic Republic of Congo (DRC)	*No Assigned Reading
Wed	Nov 10 <sup>th</sup>	<i>Enjoy Reading Break</i>	*No Class
Fri	Nov 12 <sup>th</sup>	<i>Enjoy Reading Break</i>	*No Class

<b>Week 11</b>			
Tues	Nov 16 <sup>th</sup>	Zoom Lecture on The Clash of Civilizations?	*No Assigned Reading
Wed	Nov 17 <sup>th</sup>	<a href="#">Audio Lecture on Climate Change &amp; Geopolitics of the Arctic</a>	*Listen to audio lecture
Fri	Nov 19 <sup>th</sup>	<b>Group #8 Class Presentation &amp; Discussion: Imperialism &amp; Resistance: Canadian Mining Companies in Latin America</b>	Read Article by Todd Gordon and Jeffery Webber
<b>Week 12</b>			
Tues	Nov 23 <sup>rd</sup>	Zoom Lecture on War on Terrorism	*No Assigned Reading
Wed	Nov 24 <sup>th</sup>	<a href="#">Link Posted on Brightspace---Watch Film Link #4: "Mumbai Massacre" (54 minutes)</a>	*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 26 <sup>th</sup>	<b>Group #9: Class Presentation &amp; Discussion Geographies of Cyberterrorism and Cyberwar</b>	Read Article by Barney Warf and Emily Fekete
<b>Week 13</b>			
Tues	Nov 30 <sup>th</sup>	Zoom Lecture on Messiness of Geopolitics & REVIEW FOR FINAL EXAM	*No Assigned Reading
Wed	Dec 1 <sup>st</sup>	<b>***Reminder to Please Complete CES Survey</b>	*No Assigned Reading
Fri	Dec 3 <sup>rd</sup>	No Class Today----	(National Day of Remembrance and Action on Violence Against Women)
<b>Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.</b>			

\*\*\*Note: September 24th, 2021: Last day for adding courses that begin in the first term.  
October 31st, 2021: Last day for withdrawing from first term courses without penalty of failure