

# GLOA 101

## INTRODUCTION TO GLOBAL AFFAIRS (SECTIONS 01 & 02)

Global Affairs, George Mason University Korea  
Spring 2019

GMUK G#106  
TR 09:00-10:15AM (Section 02)  
TR 10:30-11:45AM (Section 01)

Instructor: Dr. June Park	E-mail: <a href="mailto:junepark@gmu.edu">junepark@gmu.edu</a>
Office: GMUK #G649	Research Web: <a href="http://blogs.bu.edu/junepark">http://blogs.bu.edu/junepark</a>
Office Hours: Thursdays 1:00-2:00PM (Section 02)	Office Hour Signup: <a href="https://junepark.youcanbook.me">https://junepark.youcanbook.me</a>
Thursdays 2:00-3:00PM (Section 01)	GLOA 101 Edublog: <a href="http://junepark.edublogs.org">http://junepark.edublogs.org</a>

### COURSE DESCRIPTION

Welcome to Introduction to Global Affairs. This course is designed to introduce you to the broad and ever-growing topic of globalization. At its core, globalization refers to increasing connectedness and interaction and border-crossing between individuals, organizations, and governments across national boundaries. While we often think of globalization as only a recent phenomenon, these types of interactions have been happening for a very long time. The goal of GLOA 101 is to learn to identify who has precisely what at stake in a globalizing world. Who benefits from what particular definitions or projects of globalization? And who loses from the same? Additionally, our project in this class is to come to terms with complex and often contradictory ways that globalization appears both in discourse and in practice. We will consider viewpoints from the following set of lenses: political economy, politics, culture and the media, global governance and organizational networking, the environment, and social inequalities. In doing so, we will touch upon some of the most pressing and relevant issues of our time.

### COURSE OBJECTIVES & LEARNING OUTCOMES

This course meets the university general education core requirement of Global Understanding. There are several learning outcomes for general education courses in Global Understanding. Upon completion of GLOA 101, you should be able to:

- A. Develop understanding of global patterns and processes and their interaction with society
- B. Demonstrate understanding of the interconnectedness, difference, and diversity of a global society
- C. Apply awareness of global issues to a consideration of individual or collective responsibilities within a global society
- D. Devise analytical, practical, or creative responses to global problems or issues

### STUDENT EXPECTATIONS

#### *Blackboard*

The Mason Bb will be the primary source of materials for this class. Students are expected to regularly check the updates of uploaded material for download. I will be posting important materials for class. The Blackboard will be used in conjunction with the *Microsoft Class Notebook*.

#### *Microsoft OneNote Class Notebook*

If the Blackboard is my space for instruction, the Class Notebook is your individual and group digital space where I engage with you on a one-to-one basis. The interactive platform for individual class notes, work submissions and collaborative online space for group work will be *Microsoft Class Notebook*, where I as instructor can access all of the students' notebooks individually and students will have access to their notebooks as well as the collaborative space.

Students are free to upload relevant materials in the collaborative space for group work to generate ideas via brainstorming with an open mind. Grading on written assignments such as film and book reviews will be supplied to individual notebooks after students have completed a task. Access is strictly limited to students of this class, via invitation sent to the students' GMU email accounts.

#### *Edublog*

This is where students will actively discuss and debate regarding reading materials.

#### *Readings*

The lecture format for this course will be a 'Socratic method of teaching,' where students are expected to actively participate in cooperative, argumentative dialogues between themselves and the instructor. Based on the contents of the reading assigned, the instructor will ask and the student will answer questions, not only to check on student progress on the readings but also to stimulate critical thinking and to enable thinking for policy simulations outside the box. In order to perform well in class and to participate in the dialogues, students must complete all assigned readings prior to lecture. The readings are predominantly from the textbook, but additional materials may arise as the course unfolds and will be uploaded on Blackboard.

#### *Lecture Slides*

Lecture slides will be uploaded each evening following the lecture of the day. Students are to download them for review. While lecture slides will be posted online, these serve as a supplement to the lecture, and are not a substitute for the lecture. You are encouraged to get notes from your group members if you miss a lecture.

#### *Classroom Behavior*

Students are advised to be attentive during lecture hours. Computers, laptops, and phones will be allowed for learning purposes.

#### *Communication via Email*

Communication on projects and assignments will be via email. I will try to respond to emails within 24 business hours of an email being sent. I seldom check my email over the weekend. If I do not respond within 24 hours, please send me a reminder email, as I may have missed the original email.

#### *Office Hours*

The instructor will hold office hours from 1-2PM every Thursday for Section 02, and 2-3PM every Thursday for Section 01. In an effort to organize timeslots and to hold office hours in the most efficient and productive way possible, students will be required to sign up for office hour times preferably **at least a day prior to their desired date** of meeting on my *YouCanBookMe* page by visiting <https://junepark.youcanbook.me> and choosing their slots offered in 10-minute increments with their information (first and last names, email address). I will be unavailable without a proper appointment made prior. If you randomly drop by my office, chances are I may not be available, so there will be a QR Code for you on the door to scan and access the *YouCanBookMe* page. If you cannot choose a slot among those offered due to a schedule conflict or if you have a question that takes longer than a paragraph to answer, please schedule a meeting via email.

#### *Honor Code and Plagiarism*

Students are encouraged to read the Full Honor Code, which serves as a contract and guideline for what will occur in the case of honor code violations. Plagiarism will not be tolerated under any circumstances. (<https://oai.gmu.edu/mason-honor-code/>)

#### *Attendance*

There is not a participation grade component for this class. However, there is a weekly quiz grade and a group project grade. These grade components will rely on student attendance. You are expected to attend class according to course schedule.

## READINGS & COURSE MATERIALS

### **Required Text**

1. McCormick, John. 2018. *Introduction to Global Studies*. 1<sup>st</sup> Edition. Red Globe Press, Macmillan International. (ISBN: 9781352003994)

<https://www.macmillanihe.com/page/detail/introduction-to-global-studies-john-mccormick/?sf1=barcode&st1=9781352003994>  
[https://www.amazon.com/dp/1352003996/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_U\\_pvJxCbJCE3CJF](https://www.amazon.com/dp/1352003996/ref=cm_sw_em_r_mt_dp_U_pvJxCbJCE3CJF)

2. Steger, Manfred B. 2017. *Globalization: A Very Short Introduction*. 4<sup>th</sup> Edition. Oxford University Press. (ISBN: 9780198779551)

<https://global.oup.com/academic/product/globalization-a-very-short-introduction-9780198779551?q=Globalization:%20A%20Very%20Short%20Introduction&lang=en&cc=us>  
[https://www.amazon.com/dp/0198779550/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_U\\_hAJxCbZMWWZQE](https://www.amazon.com/dp/0198779550/ref=cm_sw_em_r_mt_dp_U_hAJxCbZMWWZQE)

3. Scranton, Roy. 2015. *Learning to Die in the Anthropocene: Reflections on the End of a Civilization*. City Lights Open Media. (ISBN: 9780872866690) **\*GLOA COMMON READ: E-pub available on Blackboard.**

<http://www.citylights.com/book/?GCOI=87286100064510>  
[https://www.amazon.com/dp/B0140EEM8W/ref=dp-kindle-redirect?\\_encoding=UTF8&btkr=1](https://www.amazon.com/dp/B0140EEM8W/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1)  
<https://www.youtube.com/watch?v=N0yUX12ZoTA> (Book Talk by Roy Scranton)

The above three books are the only textbooks required for class. Students are expected to purchase the textbooks in time to complete the readings for the first week of class. Students will not be required to purchase this book.

NOTE: Previous editions of the Steger book are not appropriate for this course as the fourth edition includes latest updates on global affairs.

### Supplementary Texts

1. Payne, Richard J. 2017. *Global Issues: Politics, Economics, and Culture*. 5<sup>th</sup> Edition. Pearson. (ISBN: 978-0134202051) **PDF available on Blackboard.**

<https://www.pearson.com/us/higher-education/product/Payne-Global-Issues-Politics-Economics-and-Culture-Subscription-5th-Edition/9780134416090.html>  
[https://www.amazon.com/dp/B01DV756O8/ref=cm\\_sw\\_em\\_r\\_mt\\_dp\\_U\\_RZSxCbPZ0SS72](https://www.amazon.com/dp/B01DV756O8/ref=cm_sw_em_r_mt_dp_U_RZSxCbPZ0SS72)

Case studies from the above book will be used for group project presentations. Students will not be required to purchase this book.

### ASSIGNMENTS AND GRADING METHOD

	Assignments	Percentage (%)	Notes
1.	10 Review Quizzes (Tuesdays via <i>Microsoft Forms and Class Notebook</i> )	10	Multiple choice and T-F questions graded via <i>Microsoft Class Notebook</i>
2.	Map Quizzes (Thursdays via <i>Seterra and Microsoft Class Notebook</i> )	10	Online-generated and graded <i>Microsoft Class Notebook</i>
3.	3 Reading Responses (400 words via <i>Edublog</i> ), a Documentary/Film Review (500 words via <i>Microsoft Class Notebook</i> ) and a Book Review of the Scranton	15	3 short responses to designated readings throughout the semester; one critical review of shown film/documentary, and book review

(2017) book (750 words via *Microsoft Class Notebook*)

4. Mid-Term	20	Multiple choice, short answers and short essays
5. Group Presentations	15	Group project presentations towards the end of the semester
6. Final Exam (not cumulative)	30	Multiple choice, short answers and short essays

### Grading Rubric

Grade	Description
100-97: A+	"A(+/-)" indicates excellent performance with clear evidence of
96-93: A	--a comprehensive knowledge of the subject matter and principles treated in the course
92-90: A-	--a high degree of originality and independence of thought --a superior ability to organize and analyze ideas --an outstanding ability to communicate these ideas (orally or through composition).
89-87: B+	"B(+/-)" indicates good performance with evidence of
86-83: B	--a substantial knowledge of the subject matter
82-80: B-	--a moderate degree of originality and independence of thought --a good ability organize and analyze ideas --an ability to communicate or compose clearly.
79-77: C+	"C(+/-)" indicates satisfactory performance with evidence of
76-70: C	--an acceptable grasp of the subject matter --an acceptable ability to organize and analyze ideas --an ability to communicate or compose adequately.
69-60: D	"D" indicates minimally acceptable performance with evidence of --rudimentary knowledge of the subject matter --some evidence that organizational and analytical skills have been developed, but with significant weaknesses in some areas. --significant weakness in the ability to compose or communicate ideas.
59-0: F	"F" indicates failing performance with evidence of --an inadequate knowledge of the subject matter --failure to complete required work, and an inability to organize, compose, or communicate ideas.

#### 1. Review Quizzes via Microsoft Forms (10%) - associated with Learning Objectives A & B

There will be **10 review quizzes** during the course. Each quiz will be worth 1 percent of your grade. We will be completing a chapter per week, and students are expected to have reviewed the content of the chapter covered in the previous week for the review quizzes. The review quizzes generated by *Microsoft Forms* will be a set of 10 questions will be either multiple choice or True-or-False questions, onto which students will simply click their answers and send back the filled-out forms by clicking 'submit'. Following each review quiz, I will be sending a brief summary of statistics of the results via email so that students understand where they stand and which areas and terms they are in lack of in terms of level of understanding. Students may utilize their Microsoft Class Notebook to ask questions on the content of the quizzes.

*Here's how it works:* Each Tuesday at the beginning of class for approximately 5-10 minutes, there will be a quiz sent to your GMU email address on the content of the chapter covered in the previous week. **Please do not be late. I will demonstrate the usage of a review quiz on *Microsoft Forms* on the first day of class based on the chapter 'Introduction'.** For assessment, students are to bring either a smartphone or a laptop through which they would be able to retrieve the quiz, answer, and send to me. **The review quizzes in Section 01 and Section 02 will be different sets of questions.** Students will work solely on their own in answering their review quizzes. Late submissions will not be accepted, and if one does not answer the review quizzes, no grades will be given.

2. *Map Quizzes via Seterra (10%) - associated with Learning Objectives B & C:*

There will be **10 map quizzes** throughout the course. Each quiz will be worth 1 percent of your grade. Geographical understanding is crucial for you to understand global affairs and it is a foundational component in understanding what happens in the world. We will be using an online map quiz tool, Seterra (<https://www.seterra.com/#quizzes>), developed by Marianne Wartoft, developer of Seterra Geography in Uppsala, Sweden. In preparing for the map quiz, students can explore maps on *Seterra* or other maps (i.e., National Geographic, World Atlas) or download the printable maps from *Seterra* if they wish to practice on paper (<https://online.seterra.com/en/1/pdf>). While certain maps will be used in class, students are encouraged to prepare for their map quizzes independently by familiarizing themselves with the maps.

*Here's how it works:* Each Thursday at the beginning of class for approximately 5-10 minutes, there will be a map quiz link sent to your GMU email address. **Please do not be late. I will demonstrate the usage of a map quiz on *Seterra* on the first day of class using 'South Korea's map of provinces' and 'World: Continents and Oceans (Cartoon Version)'**. For assessment, students are to bring either a smartphone or a laptop through which they would be able to retrieve the quiz, work individually on the quiz, and send the results back to me. The map quizzes generated by *Seterra* will have a URL, where upon clicking, a screen with a map quiz with an automated tracker of your answers that check your clicks will appear with a time clock. When you click on the correct part of the map, the color of the region will change from green to white; if you click wrong, the color will change from green to orange, to red if you click wrong multiple times. Upon finishing the map quiz, there will be a result pop-up on top of the map, indicating the percentage of your correct clicks on the maps that generate a percentage out of 100% and the amount of time spent on working on the quiz. Students are to capture a screenshot of that final screen and post the screenshot on their individual *Microsoft Class Notebook* upon finishing their map quizzes. **The map quizzes in Section 01 and Section 02 will be the same sets of questions, as the answers are predetermined and questions are randomly and automatically generated by *Seterra*.** Regardless, students will work solely on their own in answering their map quizzes. Late submissions will not be accepted, and if one does not answer the map quizzes, no grades will be given. Exams (Mid-term and Final) are scantron based, students need to bring a scantron and a #2 pencil to each exam for multiple choice questions.

3. *Reading Responses (5%), Film/Documentary Review (5%) and Book Review (5%), associated with Learning Objective C & D:*

- Reading Responses via Edublog

Students are to contribute 3 short critical responses to readings of 400 words, to be posted to the class Edublog, **'GLOA 101 with Dr. June Park: Introduction to Global Affairs, George Mason University Korea'**. Each reading response contribution is worth 2% of your grade. The URL for the *Edublog* is: <http://junepark.edublogs.org>. This blog is powered by WordPress and is only visible and accessible to the students of GMUK GLOA 101 Sections 01 and 02. The participants in the *Edublog* will combine both Sections 01 and 02, so that you will be able to communicate with other fellow Mason colleagues through this process even if you are not in the same Section. This will enable you to share a wider range of perspectives and arguments with the rest of your GMUK cohorts.

*Here's how it works:* Before writing your contribution, please preview the readings to be covered first. **Imagine yourself as a regular contributor to an international affairs magazine providing your insights based on your analysis.** A response should be around 3-400 words (please deliver your posting in the most concise and readable manner possible to your colleagues, but fulfill the word count), in which you both *a*) summarize the major point of the assigned texts (ALL of them if you think that there is more than one) prior to the lecture, as well as *b*) offer personal reflection, *c*) additional knowledge, and/or *d*) connections to other concepts from class. As this is an *Edublog*, you should make use of the format by supplementing your post with pictures, videos, and links as you see fit – be creative! Make it an enjoyable and insightful read for yourself and your colleagues, but hold yourself accountable for the quality of the writing as the author. Spelling and grammar checks are required and the quality of writing will be taken into consideration for assessment so that the postings would be taken seriously by the students. Students may engage in reply entries for a lively debate, but are expected to do so in responsible manner (slurs, insults, shaming and inappropriate language will be strictly prohibited and moderated by the instructor). Consider this as a platform of debate and discussion on an online platform that supplements the offline platform in class and vice versa.

Please note that **all reading responses MUST be posted before Sunday at midnight (12AM)** before entering Monday, so that all students could have some time to read for class in tandem with the postings that others have shared regarding the chapter to be covered – NO late responses for that particular week will be accepted on that specific set of readings. For instance, if you'd like to write about population and resources (Chapter 2), you should do so before we cover the content in class. If the time period for contributing on a specific issue passes, you should instead write about other issues that will be covered in upcoming chapters. This rule is to have postings that are relevant to the subject that we will cover in class in an organized manner. If you are clear about the set of issues that you care about and would like to contribute on, plan ahead for your contribution so that your writing specifically on the topic would be featured on the blog in line with the class schedule.

- Film/Documentary Review *via Microsoft Class Notebook*

We will be watching one documentary on climate change and a film on war and terrorism in Week 11 and 12. Students are expected to attend the screening to see the features together with your colleagues. After the screenings, students will submit a review of the feature of their choice by midnight May 16 on Edublog.

- Book Review *via Microsoft Class Notebook*

Scranton (2015) is GLOA 101 'common read': all sections of GLOA 101 read this and have a written, critical reflection on it. For this, you are asked to write a short book review. The review should include 1) a (very) succinct summary of the book and 2) how you can relate the book to what we talk about "Environment" in class. The review should not be longer than 750 words and due June 4 on Microsoft Class Notebook.

#### 4. Group Project Presentations (15%)

There are 30 students in Section 01 and 12 students in Section 02. **Students in Section 01 will form a team of 6 members, forming 5 groups. Students in Section 02 will form a team of 3 members, forming 4 groups.** As groups, students will work together towards presentation in the final weeks – Weeks 13, 14 and 15 – to present an ongoing issue in global affairs. A group would agree on a case study from the supplementary textbook by Richard Payne (2017) – available on Blackboard - of their choice and will work together as a group throughout the semester outside class hours to analyze a recent global issue in the news using a critical concept we've discussed in class (for example, neoliberalism, nationalism, the international order). The purpose of this assignment is to make students understand and analyze the main concepts of globalization and make connection to the global problems the world is facing today (causes, consequences and solutions) while broadening their perspectives through their peers. These case studies chosen by students would be posted on blackboard upon finalization of choices made by the students.

For the presentation, your goal is to illuminate the basic facts of the story with the light the concept sheds on it. You will construct an infographic that covers an issue related to our course material. This means doing a bit of research on a topic to come up with the relevant information to include, as well as spending time making an attractive and informative graphic. I strongly recommend running your idea through me before you embark on your project as a group – please utilize office hours for this purpose. Canva ([www.canva.com](http://www.canva.com)) is a useful, but you may use any software or online tool of your choosing (MS Powerpoint, Excel, R, iWork Numbers, or Tableau). Pending unusual circumstances, all students in the same group will receive the same grade for a given project.

#### 5. Exams: Mid-Term (20%) and Final Exam (30%) *via Microsoft Class Notebook*

We have two exams, the mid-term (20%) and the final (30%). Both will be combination of multiple choices, short-answers, and essay(s). The final is not cumulative (it covers between the mid-term and the end of the semester). The weekly review quizzes and map quizzes will keep the students on track as they prepare for the exams, and the reading responses will be the mode of assessment in gauging how much understanding the students are gaining and the level of content they are able to process. As long as the student follows through each week's reading and quizzes in addition to their reading response contributions, they will be more than ready for the exams. The final will be comprised of multiple

choice, short answers and short essays and will be conducted entirely via *Microsoft Class Notebook*. The final exam will be administered in the classroom during the final exam period for the course. Students need to bring a scantron and a #2 pencil to the final exam for multiple choice questions. The final exam dates: [June 18, 2019 (Tuesday) at 0900 – 1145 for Section 02] and [June 13, 2019 (Thursday) at 1600 – 1845 for Section 01] is determined by the University. Barring medical emergencies, changing the exam date is not permitted.

**Extra Credit and Make-ups:** This course offers extra credit in a few forms. Students that deliver strong answers during our classroom discussions and *Edublog* entries will be occasionally awarded extra credits to be reflected in their final grades. Students will also be allowed to drop their lowest weekly review quiz grade. However, students will not be allowed to make-up missing assignments and therefore must deliver each assignment on time. Exceptions will be made for medical emergencies or deaths in the immediate family per university policy (i.e., sports/religious observance). Requests must be made within the first two-weeks of class.

## COURSE OUTLINE AND TOPICS

Note: Number of pages for each reading in parentheses, all readings are tentative and subject to change.

### Week 1. Introduction to Global Studies & History of Globalization

February 26, 2019 (T)

- Introduction (pp. 1-14)
- Steger, Chapter 1

February 28, 2019 (R)

- Map Quiz 1. World Geography: Continents and Oceans
- Chapter One: History (pp. 15-36)
- Steger, Chapter 2

### Week 2. Population and Resources

March 5, 2019 (T)

- Review Quiz 1
- Chapter Two: Population and Food (pp. 37-46)

March 7, 2019 (R)

- Map Quiz 2. The United States 50 States
- Chapter Two: Energy and Environment (pp. 47-58)

### Week 3. Identity and Culture

March 12, 2019 (T)

- Review Quiz 2
- Chapter Three: Identity and Culture (pp. 59-68)
- Steger, Chapter 5

March 14, 2019 (R)

- Map Quiz 3. North and Central America
- Chapter Three: Race, Ethnicity and Religion (pp. 69-78)

#### **Week 4. Science and Technology**

March 19, 2019 (I)

- Review Quiz 3
- Chapter Four: Science, Technology and Global Health (pp. 79-87)

March 21, 2019 (R)

- Map Quiz 4. South America
- Chapter Four: Digital Revolution, Information, Communication and Tourism (pp. 88-98)

#### **Week 5. States and Government**

March 26, 2019 (I)

- Review Quiz 4
- Chapter Five: Understanding states and States vs. Nations (pp. 99-110)
- Steger, Chapter 4

March 28, 2019 (R)

- Map Quiz 5. Europe
- Chapter Five: Understanding governments and challenges (pp. 111-120)

#### **Week 6. Law and International Organizations**

April 2, 2019 (I)

- Review Quiz 5
- Chapter Six: Global governance, international law and organizations (pp. 121-132)

April 4, 2019 (R)

- Map Quiz 6. Asia
- Chapter Six: Non-state actors and regional integration (pp. 133-142)

*Mid-Term*

#### **Week 7. Human Rights**



April 9, 2019 (I)

- Review Quiz 6
- Chapter Seven: Human Rights, its evolution and expansion (pp. 143-152)

April 11, 2019 (R)

- Map Quiz 7. Africa
- Chapter Seven: The Global Human Rights Regime (pp. 153-162)

### **Week 8. Economy**

April 16, 2019 (I)

- Review Quiz 7
- Chapter Eight: The Global Economy, its shifts and Global Finance (pp. 163-176)
- Steger, Chapter 3

April 18, 2019 (R)

- Map Quiz 8. Middle East (West Asia)
- Chapter Eight: Wealth and Poverty (pp. 177-186)

### **Week 9. Trade**

April 23, 2019 (I)

- Review Quiz 8
- Chapter Nine: Global Trade and its shifts (pp. 187-196)

April 25, 2019 (R)

- Map Quiz 9. Australia and Oceania
- Chapter Nine: The Global Trade Regime and Inequality (pp. 197-208)

### **Week 10. Migration**

April 30, 2019 (I)

- Review Quiz 9
- Chapter Ten: Migration and its causes, Global Refugees (pp. 209-220)

May 2, 2019 (R)

- Map Quiz 10. World: 25 Major Cities

- Chapter Ten: The Global Migration Regime (pp. 221-232)

### **Week 11. Environment**

May 7, 2019 (I) Spring Recess (No Class)

May 9, 2019 (R)

- Review Quiz 10
- Chapter Eleven: The Global Environment Regime and Climate Change (pp. 233-254)
- Steger, Chapter 6

**Documentary Screening: 'Before the Flood,' directed by Fisher Stevens and starring Leonardo DiCaprio (2016). Running Time: 1h 36min**

### **Week 12. War and Peace**

May 14, 2019 (I)

- Chapter Twelve: War and its causes, and the conditions for Peace (pp. 255-268)

**Film Screening: 'Sand Castle,' directed by Fernando Coimbra and starring Nicholas Hoult (2017). Running Time: 1h 53min**

May 16, 2019 (R)

- Map Quiz 11. G20 Member Countries and their Capitals
- Chapter Twelve: The Global Security Regime and Terrorism (pp. 269-276)

**Watch Film: Watch remainder of 'Sand Castle' then break into small groups for interactive discussions based on the documentary and/or film shown, led independently by students**

*Assignment: Film/Documentary Review due by midnight on May 16 via Microsoft Class Notebook*

### **Week 13. Student Presentations**

May 21, 2019 (I)

May 23, 2019 (R)

### **Week 14. Student Presentations**

May 28, 2019 (I)

May 30, 2019 (R)

### **Week 15. Student Presentations**

June 4, 2019 (I)

*Assignment: Film/Documentary Review due by midnight on June 4 via Microsoft Class Notebook*

June 6, 2019 (R) Memorial Day (No Class)

**Week 16. Reading Week & Final Exam**

June 11, 2019 (T) Reading Day

June 13, 2019 (R)

*Final Exam (Section 02)*

**Week 17. Final Exam**

June 18, 2019 (T)

*Final Exam (Section 01)*