

San José State University
College of Social Sciences/Urban Planning/Geography Program
Geography 112, Nations, Cultures, & Globalization
Section 80
Summer 2025

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
Office Location:	Washington Square Hall TBD (on campus TR 1030 to 1600)
Telephone:	TBD
Email:	maureen.kelley@sjsu.edu & Canvas email (preferred method of contact)
Office Hours:	Tuesdays & Thursdays 1300 to 1400 and by appointment via Zoom
Class Days/Time:	online
Classroom:	online
Prerequisites:	Upper division; and completion of A3, ENGL 1B, HUM 1B, or equivalent with a C- or better or Graduate/PBAC standing
GE/SJSU Studies Category:	Area V: Culture, Civilization, & Global Understanding

Course Description

In a world with rapidly diminishing resources; new conflicts are emerging based on factors such as ethnicity, economic opportunity, religion, and nationalism. Explore global circumstances leading to conflict.

This course is a geographic exploration of some of the most pressing contemporary world issues in politics, economy, security, human-environment relations, and the interaction of cultures. Readings, videos, class exercises, short essays, and discussions are all used to gain a better understanding of these complex problems and their geographic dimensions. Students will develop their ability to think critically, independently, relationally, and contextually; and to communicate their views effectively, particularly in writing.

Course Format

Technology Intensive, Hybrid, and Online Courses

Course materials are on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas or MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

This course will be taught on-line as a seminar course, thus no scheduled lectures. Essay and exercise assignments, online discussions, and Canvas participation will be the basis of grading. There will be no quizzes or examinations but a final reflection paper.

Internet access is essential for accessing materials and uploading assignments on Canvas. Any written assignments must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft

Word Document format (.doc) only. The Canvas SpeedGrader cannot parse Apple pages (.pages) format; however, SpeedGrader has been known to read OpenOffice (.odt) format.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the US.

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

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

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Identify the diversity of issues in an appropriate manner.

CLO2: Demonstrate their ability to articulate and discuss their values and engage in civil discourse.

CLO3: Address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

Required Texts/Readings

Required Readings

Check on the Canvas Learning Management system under Modules>Weekly Topic Readings or Pages>Weekly Topic Readings for each bibliographic reference. All articles are freely available through the university library by first conducting a journal search then an article title search; or, alternatively, access the articles via Canvas>Files>Readings listed by <authoryear>.pdf.

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

Abrams, E. (2024, February 24). Democracy and the two-state solution. *Council on Foreign Relations*.
<https://www.cfr.org/article/democracy-and-two-state-solution>

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

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

- Caldwell, Z. (2022). Preserving the seas. In *CQ Researcher*. CQ Press.
<https://doi.org/10.4135/cqresrre202209026>
- Caloca, N. (2023, December 1). Climate, conflict, and COP28: The burden on unstable regions. *Council on Foreign Relations*. <https://www.cfr.org/article/climate-conflict-and-cop28-burden-unstable-regions>
- Diamond, L. (2024, October 22). How to end the democratic recession. *Foreign Affairs*.
<https://www.foreignaffairs.com/world/how-end-democratic-recession-autocracy-larry-diamond>.
- Froman, M. (2024, December 20). What we're watching around the globe in 2025. *Council on Foreign Relations*. <https://www.cfr.org/article/what-were-watching-around-globe-2025>
- Graham, T. (2025, January 22). Toward a settlement of the Russia-Ukraine War. *Council on Foreign Relations*.
<https://www.cfr.org/article/toward-settlement-russia-ukraine-war>
- Honig, S. & Caloca, N. (2025, April 30). India and Pakistan: On the brink of conflict over Kashmir. *Council on Foreign Relations*. <https://www.cfr.org/blog/india-and-pakistan-brink-conflict-over-kashmir>
- Klobucista, C. & Ferragamo, M. (2025, March 10). Major pandemics of the modern era. *Council on Foreign Relations*. <https://www.cfr.org/timeline/major-epidemics-modern-era>
- Maizland, L. & Fong, C (January 29, 2025a). Global climate agreements: Successes and failures. *Council on Foreign Relations*. <https://www.cfr.org/background/paris-global-climate-change-agreements>
- Maizland, L. & Fong, C (March 19, 2025b). Why China-Taiwan relations are so tense. *Council on Foreign Relations*. <https://www.cfr.org/background/china-taiwan-relations-tension-us-policy-biden>
- Masters, J. (2022, May 4). What is NATO? *Council on Foreign Relations*.
<https://www.cfr.org/background/what-nato>
- Mchangama, J. (2022, February 9). The war on free speech. *Foreign Affairs*.
<https://www.foreignaffairs.com/articles/world/2022-02-09/war-free-speech-censorship>
- Rice, C. (2024, August 19). The perils of isolationism. *Foreign Affairs*. <https://www.foreignaffairs.com/united-states/perils-isolationism-condoleezza-rice>
- Robinson, K., Roy, D., & Baumgartner, S. (2024, May 31). Europe's migration dilemma. *Council on Foreign Relations*. <https://www.cfr.org/article/europes-migration-dilemma>
- Sands, P. (2023, December 12). From Gaza to Ukraine, what would the pioneers of human rights think of our world today? *The Guardian*. <https://www.theguardian.com/commentisfree/2023/dec/12/gaza-ukraine-universal-declaration-of-human-rights>
- Scheffer, David J. (2023, October 19). What International Law Has to Say About the Israel-Hamas War. *Council on Foreign Relations*. <https://www.cfr.org/article/what-international-law-has-say-about-israel-hamas-war>
- Sherman, J. & Morgus, R. (2018, December 5). Authoritarians are exporting surveillance tech, and with it their vision for the internet. *Council on Foreign Relations*. <https://www.cfr.org/blog/authoritarians-are-exporting-surveillance-tech-and-it-their-vision-internet>
- Stern, J. & van der Kolk, B. (2023, December 7). The Israeli-Palestinian conflict and the psychology of trauma. *Foreign Affairs*. <https://www.foreignaffairs.com/israel/psychology-israeli-palestinian-conflict-trauma-bessel-van-der-kolk>
- The Fund for Peace. (2025, February 2025). *A world adrift: The failures of the global order and what comes next*. Fragile States Index. <https://fragilestatesindex.org/2025/02/18/a-world-adrift-the-failures-of-the-global-order-and-what-comes-next/>

United Nations. (1948). *Universal Declaration of Human Rights*. United Nations.

<https://www.un.org/en/universal-declaration-human-rights/index.html>

United Nations: United States of America for United Nations High Commissioner for Refugees. (2022, December 15). *What is the difference between a refugee and a migrant?* Retrieved August 20, 2023 from <https://www.unrefugees.org/news/what-is-the-difference-between-a-refugee-and-a-migrant/>

Westad, O. A. (2024, June 12). Sleepwalking toward war. *Foreign Affairs*.

<https://www.foreignaffairs.com/china/sleepwalking-toward-war-united-states>.

Other technology requirements / equipment / material

This course exclusively uses the Canvas. Office hours are listed above on page 1. You are responsible to download the latest version of Zoom if required.

All students are required to submit written assignments via a word processing application that has the capabilities of outputting text documents in either Microsoft Word file format (.doc) or Adobe portable document file format (.pdf). The Canvas' Speed Grader cannot read the Apple .pages file formats. Please be aware this instructor does not use Google Docs, and the Canvas Speed Grader cannot parse the file in order for me to grade the document. You are responsible for making sure your Google Doc converted file is “editable” in Canvas. Also, those Google file sizes are extremely byte heavy.

You do not want me to convert your files from .pages or Google Docs to .doc or a file format I use (.odt) hoping there will be a one-to-one conversion; you are responsible for submitting assignments in the proper file format. If you do accidentally submit in a file format other than what is accepted, then you will get an initial request to resubmit in the proper file format. If you do not resubmit, then your assignment in that Apple or other operating system/cloud computing file format that Canvas cannot parse will be graded as 60% credit.

Course Requirements and Assignments

Writing

The minimum writing requirement for this course is 3,000 words in a language and style appropriate to the discipline of Geography. Please use the American Psychological Association (APA) style for all papers in the class. Information and weblinks to APA style guidelines can be found on the Canvas website and on page 10 in this document.

Writing	Minimum Words
Essays (8)	750
Exercises (7)	750
Participation responses	500
Country Dossier	1,000
Total:	3,000

Essays

There will be eight, 100 to 150 minimum word, essay responses to the readings and videos on the module’s topic. This is not a summary of the readings, but a thoughtful response to the issues discussed by the authors and the questions that I pose to you as your instructor. Each essay is worth 10 points for a total of 50 points, ~17% of the final grade, where three of the lowest scores will be eliminated from grade calculations. Detailed

instructions for writing the essays are provided on Canvas. **Please be aware all grades are posted on Canvas and grade calculations are performed in the instructor's spreadsheet.**

Exercises

There will be seven, 100 to 150 minimum word, exercises on the module's readings and videos. These assignments are designed to elicit objective responses from the readings, videos, and discussions questions. Each exercise is worth 10 points for a total of 50 points, ~17% of the final grade, where two of the lowest scores will be eliminated from grade calculations. Detailed instructions for writing the exercises are provided on Canvas. **Please be aware all grades are posted on Canvas and grade calculations are performed within the instructor's spreadsheet.**

Class Participation

Plan to set aside time for each day's topic. Active participation is a vital element of the course. This not only makes the class more interesting and enjoyable, but you are responsible for material discussed via the Canvas discussion boards, and you cannot earn an "A" without participating. Your class participation grade will include being actively involved in the discussion boards and your Canvas activity (Canvas interaction score).

Quality participation refers to being an active participant on Canvas: posting responses in the brainstorming discussion pages that clearly demonstrates that you have watched and read the course materials and are willing to discuss the day's topic in a manner of open inquiry. There will be Questions of the Day worth three points as well as Discussions posts worth five points in which you may use for topic-related inquiry and brainstorming with your fellow classmates.

The Questions of the Day will be posted on the Canvas website on the Assignments and the appropriate module. The Discussions posts will be posted on the Discussions and the appropriate module. You will have seven days to respond for potential full credit.

Class participation is worth 100 points or ~33% of your final grade. Ten points out of the 100 points will be calculated based on your Canvas activities weekly (Canvas interaction score). Please be aware that participation points may be greater or less than 100; however, the output score will be scaled to 100 points.

The Canvas interaction score (maximum 10 points) will be weighted based on the median score of all students in the class:

Weekly Weighted Score = Page Views + Participation + (Submissions + On-time Submissions – Late Submissions – Missing Submissions)

The Canvas interaction score stays at 10 throughout the term. Use your score out of 10 to gauge whether you are keeping up with your fellow classmates: greater than or equal to 9.50 means you are doing good Canvas interaction-wise; between 8.00 and 9.49 means you are relatively keeping up; less than 8.00 means you need to attend to your assignments.

University Policies

Please review University policies regarding syllabi at:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Undergraduate Education's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Per University guidelines, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

There is one “paper” required for this course—a country dossier of your choosing formatted as a presentation with a minimum of 10 slides. You will also incorporate into your “paper” additional information you learned about a country covered in this class by utilizing the [Fund for Peace Fragile States Index](#). The first part of the course is on current events and geopolitics; therefore, consult the course syllabus for topics and countries. There will be a discussion page starting in the first week of class, so all students can post questions or ideas if you all are unsure which country to choose. Please be aware that you are not allowed to use the United States for your “paper.” The slide presentation is worth 100 points, ~33%, of your final grade.

Grading Information

Determination of Grades

A strong performance in all areas of assessment is necessary to achieve the highest grade in this course. You will not be graded on attendance. However, it is not possible to do well if you are not present in class to join in discussions and to complete assignments and exercises.

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

Grade Breakdown

Assignments	Points	Percent
Essays (5)	50	16.7
Exercises (5)	50	16.7
Participation	100	33.3
“Paper”	100	33.3
Total	300	100

Penalty for Late or Missed Work

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

Extra Credit

There is no scheduled extra credit at this time; however, extra credit may be assigned when the instructor is in the mood for some. Extra credit will be announced in class or on the course Announcements page for online classes. All extra credit assignments will be listed in Assignments>Extra Credit on Canvas.

Letter Grades

Grade	Points	Percentages
A plus	291.0 to 300.0	97.00% to 100.00%
A	279.0 to 290.9	93.00% to 96.99%
A minus	270.0 to 278.9	90.00% to 92.99%
B plus	261.0 to 269.9	87.00% to 89.99%
B	249.0 to 260.9	83.00% to 86.99%
B minus	240.0 to 248.9	80.00% to 82.99%
C plus	231.0 to 239.9	77.00% to 79.99%
C	219.0 to 230.9	73.00% to 76.99%
C minus	210.0 to 218.9	70.00% to 72.99%
D plus	201.0 to 209.9	67.00% to 69.99%
D	189.0 to 200.9	63.00% to 66.99%
D minus	180.0 to 188.9	60.00% to 62.99%
F	0.00 to 179.9	0.00% to 59.99%

“This course must be passed with a C- or better as a CSU graduation requirement.”

Classroom Protocol

We all want to be in a positive learning environment. Course content can be challenging. I expect everyone to be respectful of opinions, other students, and the instructor. I will make every effort to be prepared for class, come to class on time, *have an online presence for all classes on Mondays through Thursdays between approximately 10am to 4pm*, and be available during my office hours for help.

I expect my students to be prepared for class, *contribute to Canvas discussions in a timely fashion*, and turn in assignments on time.

Zoom Classroom Protocol

Use of Cameras in Class

Please be aware that I understand if you are reluctant to show yourself and your surroundings via video conferencing. Therefore, I will be flexible requiring everyone having their webcams on.

Recording of Zoom Classes

“University [P]olicy ([S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf)) at <https://www.sjsu.edu/senate/docs/S12-7.pdf> requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you might allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).”

Currently, I do not plan to record the visual portion of Zoom sessions; however, if students wish to have their sessions recorded, then there should be a plurality of students agreeing to the digital recordings. You are under no obligations whether you agree or not. If students use the text messaging portion, then I will copy and paste the session and post via Canvas.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Writing Policy

Correct use of English is a fundamental requirement for your assignments to be graded. If a minimum of 20 errors in spelling, syntax, grammar, or technical errors are detected, then there is an automatic 10% reduction in grade for all essays. Grading rubrics for essays and exercises are on the Canvas website.

Formal academic writing guidelines are essential for this course. Please upload your assignments as either an MSWord document (.doc) or Portable Document File (.pdf) only, unless otherwise specified. The Canvas SpeedGrader cannot accept any other file formats, and I do not download and grade assignments on my computers.

All assignments must be written using formal academic writing styles conforming to standard guidelines:

- lastname first initial _course number _assignment number (ie kelley_m_G112S2_essay1.doc)
- Times New Roman 12pt normal font
- 1.5 or 2.0 line spacing
- 1" margin all around
- APA citation method
 - reference page (anytime you cite sources)
 - page numbers
 - proper headings and enumeration styles
- DO NOT add your student name/class/date heading on your assignments because the file name and date stamp on Canvas provides me with this information
- DO NOT include questions and prompts (Your Turnitin.com scores will be artificially high and you waste space)
- No cover page or running head required!

If any of the above standards are not adhered to, then each violation of a major bullet point a reduction of 0.1 point will be assessed from your total score. Refer to the [Purdue Online Writing Laboratory General Format webpage for APA style guidelines](#).

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style and no contractions**. Also, country names should be in a manner that is generally accepted in formal settings (ie United States or United States of America rather than America or 'Murica). If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. Refer to the [Purdue Online Writing Laboratory Levels of Formality webpage](#) for more information.

Remember, the first 20 errors will be counted and an overall 10% reduction will be assessed on your assignment. Therefore, proofread your paper before you submit!

APA Style Guidelines on the Internet

Here are some websites that can help you when it comes time to write your papers:

In the past, I had my trusty APA style guide by my side when I wrote my papers (as well as an APA automatic citation generator in LaTeX).

But there are now some very nice tools out on the Internet:

- [The APA style guide](#) website
- [Purdue Online Writing Laboratory General Overview website](#) and side bars for comprehensive listing
- [Purdue Online Writing Laboratory APA Sample Paper](#) website
- [Citation Machine](#) website for formatting citations, although naively relying on an automatic citation generator may get you into trouble—always double check

Get used to using these resources. Your instructors will be very grateful!

...and finally...

Please email me via the Canvas mail system a picture of an tortoise to show that you read and understood the content of this course syllabus.

Geography 112: Nations, Cultures & Globalization

Summer 2025 Course Schedule

Schedule is subject to change with fair notice and will be made available on the Canvas webpage and via email. Check on the Canvas Assignment pages and course calendar for due dates (all written assignments are due Friday, 11:59pm the following week unless otherwise specified).

Course Schedule

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes
1	06/02	Introductions	Froman (2024)	Canvas Introductions		
	06/03	Human Rights	Sands (2023); United Nations (1948)	Videos: <i>The story of human rights; Universal Declaration of Human Rights; Everyone has the right; Universal Declaration of Human Rights</i> Exercise 1 QoD & Canvas Discussion		GELO 1-3 CLO 1-3
	06/04	Privacy v. Surveillance	Sherman & Morgus (2018)	Videos: <i>Does surveillance invade your privacy or rreserve our public safety?; The state of surveillance</i> Essay 1 QoD & Canvas Discussion		
	06/05	Free Speech	Mchangama (2022)	Videos: <i>Freedom of speech: Crash course; Freedom of speech exceptions; The price of free speech</i> Essay 2 QoD & Canvas Discussion		GELO 3 CLO 1-3
2	06/09	Democracy/Autocracy/ Fragile States	Caldwell (2022)	Videos: <i>History of democracy; The concept of state fragility; Understanding authoritarianism; Forms of government</i> Exercise 2 QoD & Canvas Discussion		GELO 1-3 CLO 1-3
	06/10	Russia & Ukraine	Graham (2025)	Videos: <i>A brief history Of Ukraine; Putin's war on Ukraine</i> Essay 3 QoD & Canvas Discussion	Exercise 1	GELO 3 CLO 1-3
	06/11	North Atlantic Treaty Organization (NATO)	Masters (2022); Rice (2024)	Videos: <i>What is NATO?; NATO summary</i> Essay 4 QoD & Canvas Discussion	Essay 2	GELO 1,3 CLO 1-3
	06/12	China & Taiwan	Maizland & Fong (2025); Westad (2024)	Videos: <i>Taiwan and China explained; Why China and the US are so obsessed with Taiwan</i> Exercise 3 QoD & Canvas Discussion	Exercise 2	GELO 3 CLO 1-3
3	06/16	India & Pakistan	Honig & Caloca (2025)	Video: <i>Kashmir: China vs India vs Pakistan</i> Exercise 4 QoD & Canvas Discussion	Essay 3	
	06/17	Israeli-Palestinian Conflict	Abrams (2024); Scheffer (2023); Stern	Videos: <i>How the Israeli-Palestinian Conflict began; "Hell came to visit us"; The Israel Palestine Conflict explained; Why Hamas attacked</i>	Essay 4	

Week	Date	Topics	Readings	Activities	Due	Learning Outcomes	
			& van der Kolk (2023)	<i>Israel</i> Essay 5 QoD & Canvas Discussion			
	06/18	Migration	Glazer (2020a); Sengupta (2015)	Video: <i>Migration crisis: Time for a new approach?</i> Exercise 5 QoD & Canvas Discussion	Exercise 3	GELO 1-3 CLO 1-3	
	06/19	Climate Change	Caloca (2023); Maizland & Fong (2025a)	Video: <i>Climate change: A threat multiplier; What is El Nino and La Nina?</i> Essay 6 QoD & Canvas Discussion	Exercise 4	GELO 1-2 CLO 1-3	
4	06/23	Oceans	Caldwell (2022)	Videos: <i>How we can keep plastics out of our ocean; Protecting our oceans and ourselves; Oceana</i> Exercise 6 QoD & Canvas Discussion	Essay 5	GELO 1,3 CLO 1-3	
	06/24	Global Hunger	Barrett (2022)	Videos: UNFAO public service announcements; <i>Objective Zero Hunger; Food waste is the world's dumbest problem; A world going hungry?</i> Exercise 7 QoD & Canvas Discussion	Exercise 4	GELO 1 CLO 1-3	
	06/25	Global Population	Berreby (2023)	Videos: <i>Human population through time; Why the world population won't exceed 11 billion</i> Essay 7 QoD & Canvas Discussion	Exercise 5	GELO 1,2 CLO 1-3	
	06/26	Pandemics	Klobucista & Ferragamo (2025)	Video: <i>A history of pandemics, Part 1 & 2</i> Essay 8 QoD & Canvas Discussion	Essay 6	GELO 1,3 CLO 1-3	
5	06/30	Wrap-Up & Review			Exercise 6		
	07/01	Catch-up & Research			Exercise 7		
	07/02	Catch-up & Research			Essay 7		
	07/03	Catch-up & Research			Essay 8; Paper		
	07/05	LAST DAY TO TURN IN ALL ASSIGNMENTS					