
INTRO TO POLIT'L GEOGRAPHY & GEOPOLITICS in Fall 2019 (PO2012)

Course Code	PO2012	Professor(s)	Oleg Kobtzeff
Prerequisites	None	Office Number	G-L16
Class Schedule	TF: 13:45-15:05 in Q-A101	Office Hours	Tuesdays & Fridays 9:45am-10:30am & 12:30-13:30 or by appointment
Credits	4	Email	okobtzeff@aup.edu
Semester	Fall 2019	Office Tel. Ext.	688

Course Description

Course description

Gaia is the name of our planet in ancient greek. Gaia and *graphein* : writing about Gaia — “geography” in many of the world’s languages.

Geography and political geography (or “geopolitics”) has become an essential tool in reading the structures of the planet after globalizations has had such an impact “on trade and policy, (...) education, healthcare, family structures, and other aspects of human society and culture” (<https://www.geolounge.com/geography-and-globalization/>)." Also, “migration to major cities and first world countries has increased during the period of Globalization. Family structures in places such as Ecuador have changed, where community members and relatives have began helping with childcare as male adults have often migrated to North America and other regions for city-based jobs. Cultures are also becoming heterogeneously mixed or hybridized.”

This is an ideal course for AUP “global explorers. It investigates how political processes shape human geography and, conversely, how assumptions about places underpin world politics. Geographical knowledge is essential to an understanding of politics, while geography itself is much informed by politics. This course introduces students to these relations, expressed in the formation of states and empires or elections and social movements. Engaging with examples of major world events as well as spaces shaped by every day politics, the course presents the main theories developed in political geography, as well as essential concepts and terminology.

Course Learning Outcomes

This is the course that defines and explores in detail the very concept of “global exploration” and comparing worlds. It will help students through a review of the evolution of the field of

political geography, to understand the historical contingency of political identities and organizations.

familiarize themselves with thinkers such as Kjellen, Ratzel, Haushofer, McKinder, Mahan, Spykeman, Yves Lacoste, Gerrold O'Tuathail, Edward Saïd, etc., or such institutions as the Royal Geographic Society, the National Geographic Society and similar NGOs, IGOs or educational and scientific institutions (private or governmental) that have advanced geographic knowledge

look at the globe from a completely different perspective. Examples of how students will “see” the world differently will be their introduction to the concept of “representation” applied to politics, cognitive psychology and philosophy and how adopting an alternative representation of the globe profoundly challenges our preconceived visions of maps, “civilization”, geography and all its related topics (transportation, globalization, geopolitics, etc.) and of our entire learning process.

Acquire and mastering scholarly skills and analytical tools: interdisciplinarity / geography epistemology / basic notions in cartograph

General Education

GENERAL EDUCATION:

This course can be used to fulfill the **110** requirement and as such will provide industrious students to attain the following learning objectives:

- recognize the main structures of geography—physical geography/natural environment and human (i.e. economic, agricultural, urban, artistic etc) and their relation
- recognize the relevance of such knowledge for students' future professional lives (as investors, diplomats, journalists, educators, political, humanitarian, military decision-makers, ,etc.)

Course Outline

CLASS SCHEDULE: (count 2 to 3 class sessions per chapter or per sub-chapter)

Chapter 1 –	The epistemology of modern geography. Part 1. The history of
a.	geography: why all geography is political geography.
	“La Géographie ça sert d’abord à faire la Guerre” (“Geography is made above all to wage war”). How true is this affirmation by geographer Yves

Lacoste? With the possible answers to this question in perspective, the lectures will study the epistemology of physical and social geography and provide students with an understanding of the role of geography in society (including practical applications) and how *all* geography is political.

READ

- *Encyclopedia Britannica*: "Geography" and all cross-listed entries (available online through the AUP Library website)
- "What in the World is Geography"? (opening chapter of monograph with same title) in Demko, 1992. (on Blackboard)

**Chapter 1 –
b.**

The epistemology of modern geography. Part 2.

READ

- DHG entries: main articles: "Geography, history of"; particular aspects "environmental determinism", "Enlightenment", "human ecology", "geographical societies", "Social Darwinism", "Marxist Geography", "Annales school", "behavioural geography", "chorology", "critical human geography", "post-modernism"

**Chapter 1 –
part 3**

The epistemology of modern geography. Part 3.

READ

- *Dictionary of Social Science* : "Geography" (online through the AUP library system)

Students fluent in French can entirely replace all the bibliography of this chapter with the following titles in French:

- « Introduction » & « Géographie », in Yves Lacoste, ed., *Dictionnaire de Géopolitique*

**Chapter 2 -
a.**

Geopolitics.

What is "Geopolitics"? Is it a science, a philosophical discussion of scientific issues or an ideology? The reasons for "geopolitics" to be a controversial discipline. We will study the history of the discipline called "geopolitics" or "political geography" from Ratzel to Yves Lacoste and early 21st century post-modern geopoliticians.

READ

- *Encyclopedia Britannica and DHG*: "Geopolitics" (and all cross-listed entries : to be consulted online or in the Library)
- DHG entries: main articles: "political geography", "geopolitics", "Geopolitik"; particular aspects: "Lebensraum", "critical geopolitics"

Students fluent in French can entirely replace all the bibliography of this

chapter with the following titles in French: “Préambule”, in Yves Lacoste, ed., *Dictionnaire de Géopolitique*,

Chapter 2. - Geopolitics – part 2.

b.

READ

- George J. Demko & William B. Wood, “Introduction: International Relations Through the Prism of Geography”, in Demko & Wood. *Op. cit.* pp. 3-14. (on Blackboard)
- Saul B. Cohen, “Geopolitics in the New World Era: A New Perspective on an Old Discipline” in *ibid.* pp. 15-48. (on Blackboard)

Chapter 3 – Representation and Communication. The problems of *representation* and perception: maps and other visual tools in geography and their political dimension. Part 1.

a.1.

Geography and the problems of perceiving and representing space.

« Where am I? What is this place? ». According to which criteria can I find answers to these questions? In this chapter we will try to understand how difficult it is to communicate geographic information. The purpose of this chapter is to introduce students to the notion of *representation* as defined in postmodernist thought. Here the notion of representation is applied to geographic information; however, this major concept of postmodernism applies to many other forms of communication. It will be a recurrent theme in the next chapters.

A part of this chapter shows the difficulty to be objective when designing a map. A two-dimensional representation of the earth always forces us to make difficult choices: a map will always be false. One section of the planet will always be shown disproportionately larger. Which projection do we choose? The choice will always be a cultural and political statement. Therefore, it appears that a map is a subjective artistic object. Yet, without a map, the crew of a ship can perish. How do we explain this paradox? Also, we will explore such sensitive issues as the problem of coastal waters and gerrymandering where the map can serve (or complicate) legal decision-making.

READ

- “Mental Maps” <http://geography.about.com/library/weekly/aa121597.htm>
- “Knowing Where Things Are: the Art of the Map” in Demko, 1992, pp. 73-97. (on Blackboard)
- Alan K. Henrickson, “The Power and politics of Maps” in Demko & Wood, *Op. Cit.*, pp. 49-71. (on Blackboard)
- Mark Monmonnier, *How to Lie with Maps*, Chicago: the University of Chicago Press, 1996 (2nd edition)—excerpts. (on Blackboard)

Chapter 3 –
a.2.

Representation and Communication. The problems of *representation* and perception: maps and other visual tools in geography and their political dimension. Part 1 (continued)

READ

- Mark Monmonnier, *Drawing the Line: Tales of Maps and Cartocontroversy*, New York: Henry Holt & C°, 1995—excerpts. (on Blackboard)
- Richard Morrill, “Electoral Geography and Gerrymandering: Space and Politics”
- DHG entries: main articles: “map image and maps”, “cartography”, “mental maps”; particular aspects: “gerrymandering”

Chapter 3 –
b.1.

Lecture 9:

Representation and Communication. The problems of *representation* and perception: maps and other visual tools in geography and their political dimension. Part 2.

The second set of examples of the political problems posed by representation focuses on a variety of communication tools used by geographers and decision-makers; the chapter studies the following themes:

READ

- Yves Lacoste’s notion of “*savoir penser l’espace*” (spatial awareness and conceptual skills on the terrain)
- The art of the landscape (from Chinese medieval landscapes to romantic 19th century landscape painting) and their political significance in strategic planning (civilian and military)
- Glamourizing Geography and the Environment: the *National Geographic* --- a study in political communication through the use of geographic representation
- DHG entries: main articles: “representation”, “landscape”, “environmental perception”

Students fluent in French can entirely replace all the bibliography of this chapter with the following titles in French:

- “Représentation”, in Yves Lacoste, ed., *Dictionnaire de Géopolitique*
- Yves Lacoste, “Paysages politiques” in Yves Lacoste, *Paysages politiques*, Livre de Poche

Chapter
3-b.2.

Representation and Communication. The problems of *representation* and perception: maps and other visual tools in geography and their

READ

political dimension. – part 2. (continued)

- DHG entries: main articles: "poetics of geography", "geographical imagination"; particular aspects: "travel writing, geography and", "moral landscapes", "Orientalism"
- "Cultural Intercourse and Landscapes" in Demko, Op. Cit.*
- Edward Soja, "History: Geography:Modernity"—excerpts.*
- On the specific subject of the use of landscape as a tool for consensus-manufacturing communication strategies see "Nature and the American Identity" at <http://xroads.virginia.edu/~CAP/NATURE/cap2.html>;

Chapter 4. Introduction to geostrategic analysis.

This chapter will provide a catalog of problems (advantages/disadvantages) posed by the essential natural conditions and population of a given territory.

Themes to be explored:

- How the features of a territory's physical geography—size, vegetation, relief, climate, etc. —empower or weaken a state controlling that territory
- How the features of a territory's physical geography—size of the population, social cohesion, habitat, resources and revenue—empower or weaken a state controlling the territory where that population lives

READ

The best support to study this chapter is simply the Power Point presentation shown in class and available on Blackboard,

However, an ancient text, a great classic thousands of years old, is still used by many undergraduate and graduate students today:

Sun Tsu, *The Art of War*, chapters 8, 9, 10 (easily available online in many different translations; one reference is available through the Power Point presentation shown in class)

Friday October 11: deadline : Exercise 1: "you are the prof"

Chapter 5. Boundaries.

"The comparative study of international boundaries and border regions has gained new urgency and vitality in the post-Cold War, 21st century

world. Contemporary issues include regional economic integration, the emergence of new post-Communist nation states, the proliferation of ethnic conflicts, security versus openness of borders, and the need to institutionalize management of transboundary problems ranging from immigration to shared environmental problems to public health and economic development concerns.”

(From the homepage of the University of Nijmegen Centre for Border Research)

We will also study the problems of interior domestic borders such as gerrymandering.

READ

- DHG entries: main articles: “boundary”, “frontier”; particular aspects: “borderlands”, “nation”, “frontier thesis”, “gerrymandering”
- Bradford L. Thomas, “International Boundaries: Lines in the Sand (and the Sea)”, in Demko & Wood (on Blackboard)

Students fluent in French can entirely replace all the bibliography of this chapter with the following title in French:

- “frontière”, in Yves Lacoste, ed., *Dictionnaire de Géopolitique*
- Ch, Christophe. “Michel Foucher : « On Assiste à La Réaffirmation Des Frontières, Qui N'avaient Jamais Disparu ».” *Le Monde.fr*, Le Monde, 31 Mar. 2017, www.lemonde.fr/afrique/article/2017/03/31/michel-foucher-on-assiste-a-la-reaffirmation-des-frontieres-qui-n-avaient-jamais-disparu_5104058_3212.html.

Friday October 18 : Midterm : Exercise 2: 1st quiz - multiple choice questions covering chapters 1 to 4

30 October - 3 November (Wednesday to Sunday) : Fall break – no classes

Tuesday November 12 : no classes

Chapter 6. Geopolitics of Extreme Environments–the Ocean.

“Last year, a farmer in South Dakota lost his crop because of unpredictable, adverse weather. Consequently, he is very worried about weather patterns and their potential to adversely affect his soybean crop for the next season. Yet, he is unaware that the accuracy of long-term weather forecasts can improve dramatically via the implementation of models which look at how the ocean and atmosphere interact on a

seasonal basis. The ocean sciences community is on the verge of giving this farmer a powerful set of new tools, and allowing him to plan more effectively.

An investment firm determines that coastal resort development is a sector for venture capital expenditure, but it needs a good risk assessment regarding the long-term prognosis for coastal environmental conditions. The firm seeks expertise to advise it on such issues as natural coastal hazards, and possibly anthropogenically induced processes including red tide blooms. The ocean sciences community knows how to better satisfy this firm's needs.

The U.S. Navy determines that rapid deployment of forces, in support of a policy of strong forward presence, requires improved understanding of certain oceanographic processes, especially in specific coastal regions. The skills required for acquiring the necessary data are held by scientists in the academic and industrial community. The Navy needs a way of getting these scientists to work intensively with the Naval oceanographers for several months at the Navy facility. (...)

Knowing how oceans can excite young people, a high school teacher in Washington State determines that her students could understand more about science and the interaction of physics, chemistry, biology, and geology by studying the nature of the ocean off their coast, but she is unsure how to get the materials and knowledge she needs to teach the course. (...)

These illustrative situations involving quality of life, economic development, national security, and scientific literacy are real. Their solutions are of considerable consequence to the people of the world. For indeed, maintaining the food reserves, assuring economic viability of the globe's greatest natural resources, sustaining a peaceful international political environment, and providing exciting new opportunities to help achieve national science and mathematical educational objectives, are paramount goals."

From the website of the National Oceanographic Partnership Program (http://www.yoto98.noaa.gov/yoto/meeting/sci_tech_316.html last accessed 30 Aug. 2013 – no longer available online)

This chapter clarifies the role of ocean sciences and geography in all of these objectives.

Whether from the perspective of national security or quality of life, one can argue that the advanced understanding of the ocean existent in coastal regions has been central to several maritime nations' stature as a world

leader throughout most of this century.

BROWSE

- United Nations Atlas of the Oceans (<http://www.oceansatlas.org/>) (you are not obligated to read entire articles or entries, simply make lists of what this website considers as important issues and correlate them with the Power Point Presentation)

**Chapter 7 –
part 1.**

**Geopolitics of Extreme Environments– Air & Space Power: Part 1:
Aviation.**

Human conquest of the skies has fascinated generations of very different people worldwide. It is an exciting adventure that makes a « good story ». The politics and economics of transportation and airline companies --- a major factor of globalization is a frequent subject of headline news.

Much less attention has been paid to its political and strategic significance. American and Russian, now Franco-European, Indian, Chinese and Japanese involvement in mastering Outer Space created revolutionary geopolitical situations. Their implications are manifold. The military dimension of outer Space exploration is revealed by the projects for SDI (« Star Wars ») - the culmination of years of military efforts to conquer the cosmos. The only mention of the project has played a crucial role in the balance of power at the end of the Cold war. The recent re-issuing of the space race (even before the launch of an ambitious Chinese program) could create occasions for more competition and new confrontations in international relations.

But the constant increase in the cost of space technology and exploration made it necessary to pool all available resources and postpone confrontation. In addition, the economic, scientific, technological and even social rewards of space projects have been so important, that an entire economy and new cultural attitudes have emerged. This is the ultimate example of globalization. It is also the ultimate opportunity for diverting the power of industrial-military complexes towards efforts leading to peace.

READ

- Review of *The Geographies of Air Transport* by Edoardo Marcucci (on Blackboard)
- Review of *The Geographies of Air Transport* by Michael S. Yoder (on Blackboard)
- “Aviation policy and geopolitics 2012 – Boeing” (on Blackboard)

**Chapter 7 –
part 2.**

**Geopolitics of Extreme Environments– Air & Space Power: Part 2:
Astropolitics: "Star Wars" or "Star Trek"?**

READ

- Luccio Caracciola: “Assault on the Sky”
<http://temi.repubblica.it/limes-heartland/assault-on-the-sky/934>

Students fluent in French can entirely replace all the bibliography of this chapter with the following title in French:

- Jean-Luc LEFEBVRE, "L'espace est stratégique", Diploweb: La Revue Géopolitique, 10 Dec. 2010, <https://www.diploweb.com/L-espace-est-strategique.html> [accessed Jan. 12 2018] (available in English translation on Blackboard on February 15 2018)

RECOMMEN
DED Browse at: Office for Outer Space Affairs United Nations Office at Vienna, NASA at <http://www.oosa.unvienna.org>

Chapter 8. The natural environment: geopolitical ideologies, geopolitical strategies and problems of governance.

"We will examine the changing ways in which our society has defined, interpreted, valued and used nature. Along the way, we will posit that at different times in (...) history, different groups with surprisingly different social, political and economic agendas have embraced some form of "conservation" program. One of our aims will be to take a closer look at the (...) conservation movements of the past and to imaginatively reconstruct these deeper agendas.

Another important aim will be to familiarize ourselves with the historiography in this area, to analyze it, and to attempt to adjudicate among the various historical accounts (and to consider criteria by which we might do that!). What do we believe about the environmental practices and beliefs of Native Americans? Was the "Dust Bowl" a human-caused tragedy? Can we ever arrive at the "truth" concerning these and other problems?"

(From the syllabus of Douglas Weiner's course on environmental history, University of Arizona).

READ

- DHG entries: main article: "political ecology" and anything linked to it.
- Phyllis Mophson, "Global Ecopolitics" in Demko & Wood, Op. Cit., pp. 167-179 (on Blackboard)

Chapter 9. The Geopolitics of natural resources

Lectures and discussions will focus on these and several other political questions from a geographical and territorial analytical perspective:

READ

- DHG entries: main articles: "natural resources", "resource management 1", "resource management 2"; particular aspects: "limits to growth"
- Ross, Michael L.. 'How Do Natural Resources Influence Civil War?

Evidence From Thirteen Cases', *International Organization*, N° 58, 2004, pp. 35-67 (on Blackboard)

- David Steven, Emily O'Brien, and Bruce D. Jones, *The New Politics of Strategic Resources: Energy and Food Security Challenges in the 21st Century*, Washington D.C.: Brookings Institution Press, 2014 -> Read : Introduction: Energy Policy on the Edge (available online at AUP Library)

Chapter 10. The International Politics of Food and Agriculture

The mutations of the agricultural world. "Unfair" Trade vs "fair trade", GMOs, and the politics of the food industry... This chapter will treat of the kind of problems explored by documentaries such as "We feed the World", "Darwin's Nightmare", "Fast-food Nation" or "Supersize Me"

READ

- DHG entries: main articles: agriculture, food, geography of, agribusiness, agro-food system, agricultural revolution, green revolution, agricultural geography; particular aspects: staples theory, Agrarian capitalism, Agrarian crisis, Agrarian question, subsistence agriculture, substitutionism, appropriationism, and all linked articles
- (materials posted on Blackboard + the links presented in the PPT)

Chapter 11. The geopolitics of demography

Are there too many people on the planet? Or is it a question of quantity vs. quality?

READ

On demography:

- DHG entries: main articles: "population geography", "overpopulation", "Malthusian model"; particular aspects: "zero population growth (ZPG)", "population potential", "population projection", "population pyramid"
- Charles C. Mann, "How Many Is Too Many" by The Atlantic Monthly, February 1993, <http://www.theatlantic.com/issues/93feb/mann1.htm>
- Thomas Fuller, "Low birthrates pose challenge for Europe", *International Herald Tribune*, Thursday, December 12, 2002: <https://www.nytimes.com/2002/12/12/news/iht-insight-low-birthrates-pose-challenge-for-europe.html>

On environmental security:

- Robert Kaplan, "The Coming Anarchy", The Atlantic Monthly, February 1996 (available on Blackboard or at the publisher's website: <http://www.theatlantic.com/doc/199402/anarchy>)
- Articles critical of Kaplan (on Blackboard)

Visit this page on the website of Thomas Homer-Dixon:
(<https://homerdixon.com/writing/books/environment-scarcity-and-violence/>
) and browse on any of his articles on environment and conflict

Recommend
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Tuesday December 3: deadline for Exercise 3 – “you are the professor – 2”

Friday December 13 (first 15 minutes of final exam session: Exercise 4 : Second Quiz covering chapters 5 to 11

Friday December 13 (last 135 minutes of final exam session): Exercise 5: Final essay(s), cumulative (choose between a menu including four short 1-page essays or 1 four-page essay

ASSESSMENT of LEARNING GOALS

<u>Learning goals</u>	<u>Expected outcomes</u>	<u>Method of assessment</u>
Learning to acquire knowledge independently. Acquiring critical analytical skills by discerning (in the bulk of data provided by the classroom lectures and discussions): details from essentials, background info from arguments, relevant info from less relevant info.	Students will have learned how to seek information, conduct research independently and at the same time build teams to compare results and draft lists of questions that they consider most relevant for a professor to ask of students in an	Two “You are the prof” exercises (exercises 1 and 3): take-home assignments - preparation for midterm quiz: 5% (pass or fail, late submissions will be graded “fail”). Students must work in groups of four or three, compose themselves a list of the 30 questions

Understanding their own expectations from the course.	exam.	that would seem the most relevant for a professor to ask during a quiz.
Knowing the fundamentals of geographic and geopolitical theory	Students will have memorized approximately 30 names of key figures/personalities, organizations, schools of thought, theories and concepts in the epistemology of geography	Two quizzes - (exercises 2 and 4): (one at midterm, one in the last session of the semester) comprising 16 questions each.
	Demonstrate knowledge of the basic bibliography on the subjects studied in class or master advanced knowledge of the sources Demonstrate analytical skills In understanding • The pluri-disciplinary of political geography • The political nature of all geographic knowledge •	Final essay - (exercise 5): challenging students' ability to recall and synthesize the most relevant information useful to build an objective analysis of approximately a dozen essay questions covering the entire program

Finding pleasure and personal intellectual reward in the study of geography Exercise personal communications skills	Be able to argue about the materials presented in class, argue, ask questions, stay after class for discussions and questions, probe the professor (by email, telephone, during office hours, etc.)	Participation: Observing class participation and students volunteering to prolong class discussions beyond classroom schedule

Textbooks

This course doesn't have any textbook.

Attendance Policy

ATTENDANCE:

Please plan all travelling arrangements only after consulting exam schedules.

Absences with no excuses will affect the participation grade (participation grade will be reduced by 1 for each unexcused absence)

Students coming in late without excuse will always be allowed in the classroom; however, participation grade will be reduced by 1% for each unexcused failure to appear on time.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own

attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING and OUTCOMES:

6 Exercises will assess how learning goals are being met.

Students will obtain points for each exercise. To obtain "A" as a final grade, students must accumulate a minimum of 38 points (maximum is 40; minimum for A- = 36, for B+ = 33, for B = 30, for B- = 27, for C+ = 23, for C = 20, for C- = 17, for D+ = 13, for D = 10, for D- = 7; below 7 = F)

1. Exercise 1: "You are the Prof" = 5% (pass or fail) : maximum number of points obtainable: 2
2. Exercise 2: midterm Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)
3. Exercise 3: "You are the Prof" = 5% (pass or fail) : maximum number of points obtainable: 2
4. Exercise 4: Final Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)
5. Exercise 5: Final essay or essays = 40% = 16 points
6. Participation : 10% = 4 points

Great theoretical questions students should be able to discuss at length - **these will be the subjects of essay questions in the final exam:**

1. Comment Yves Lacoste's famous book title "geography is, above all, to wage war" (explain how geography cannot be an "innocent" academic pursuit and is often embedded in a wider social context)
2. Is every form of geographic scholarship related to politics? In other words: are geography and geopolitics one and the same discipline?
3. How "real" is a map, a photo or a text representing geographic information? Can a document convey objective scientific data? Or is it only a creation of one's imagination, that can serve to politically manipulate public perceptions? Discuss the opposition between post-modernist and realist or other interpretations of this question.
4. Can artistic representations of geographic information convey valid data or should we them because of their subjective nature? Discuss the opposition between post-modernist and realist or other interpretations of this question.
5. Explain the difference between the dominant German and the French late 19th century-early 20th century geographic schools' representations of the territory of a state. Were there alternative representations?
6. Should political analysts and global leaders consider air transportation as an essential issue in international relations?
7. Should political analysts and global leaders consider Outer Space as an essential issue in international relations?
8. Will the development of Outer Space travel provide more factors for international tensions and conflict or international cooperation and peace?
9. Why should political analysts and global leaders consider maritime affairs as an essential issue in international relations?
10. Comment on the importance of any of the main types of issues that have made environmental concerns so important in international relations and domestic politics
11. Based on materials provided in this class and/or personal research, describe the complexity of the politics of resource management. (the word "resource could be replaced by one particular item such as "water", "oil" or "minerals")
12. Summarize and discuss the article by Robert Kaplan, "The Coming Anarchy".
13. Are there too many inhabitants on the planet?

Other
