

## Geographies of Global Change GEO3001

### Professor Information



**Instructor :** Dr. Jacquelyn Johnston

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**Phone :** n/a

**Office Hours :** By Appointment

**Website :** [www.becomingferal.org](http://www.becomingferal.org)

**Turn Around Within 24 hours  
Time :**

**Additional I'm here to help! Please  
Notes :** reach out :)

### Course Description and Purpose

This course seeks to develop a critical understanding of how change occurs across the globe. While some popular contemporary authors paint globalization as a process that flattens out differences, this course seeks to develop a geographic understanding of how space, place, and time impact experiences around the world. We will explore the convergence of materials from far-ranging regions in our everyday lives while learning how to work through ways to untangle the global world in which we live. Each week we will focus on one of the following ways to critically explore global change: colonialism, globalization, urbanism, economics and trade, environment and the more-than-human, and politics.

This is a **Discipline-specific Global Learning course** that counts towards your **FIU Global Learning** graduation requirement. GEO3001 is designed to explore the "uneven geographies of development & urbanization, colonial era to present day, and emphasizes interconnected & contested nature of social, environmental, political, economic, & cultural change. The course "explores the geography of change in contemporary world economy, politics, culture, and environment. Mapping and spatial analysis aid in understanding global change and effects on specific places." For more information on the Global Learning Initiatives and the Global Learning Graduation Medallion, visit <http://goglobal.fiu.edu>.

**SPECIAL NOTICE: This is a short half-semester session. This means that you have elected to take this full semester course in half the time. Expect the workload each week to be the equivalent of 2-3 times the amount of work of one week during a full semester 16 week course!**

**This course is offered in full semester format also, so please take this into consideration when signing up for a session A or B format.**

## Course Goals and Objectives

### Global Learning Student Learning Outcome Addressed

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - Students will be able to demonstrate knowledge of contemporary global changes, including their historical geographies and dynamics.
- **Global Perspective:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  - Students will be able to analyze issues from multiple perspectives on global change.
- **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.
  - Students will be critical assessors of information about global issues.

### Upon completing this course, students will be able to:

1. Identify key theories in geographies of global change and be able to relate these to everyday experiences.
2. Compare and contrast the ways space, place, and time influence human experiences of change
3. Evaluate current events by drawing from historical information and geographic theories
4. Create a piece of critical reflection drawing from the materials covered in this course

## Course Prerequisites

There are no prerequisites for this course.

Basic academic writing skills are expected (MLA or APA).

## Course Materials

There is no required textbook for this course. Readings will be drawn from a variety of geographers and scholars in cognate fields, and will be made available through links on the course's FIU Canvas page. There will also be links to news articles, online data, and video materials provided in each module.

## Inclusive and Diverse Content

Modules are organized around high-level conceptual themes from critical cultural geography. Core Course concepts are introduced by a pairing of academic articles or book chapters that provide two unique perspectives on the theoretical theme(s) of the module. Supplemental materials include content created by people from a wide range of global communities in a variety of formats.

For example, Module 5 focuses on the Environment, Political Ecology and More-Than-Human theories in geography. In addition to two required academic sources, these materials are triangulated across a wide range of materials, voices, and perspectives:

### Global Conversations about Conservation Biology

1. **Listen** to an interview by indigenous author and researcher Jessica Hernandez and her discussion on systems of knowledge production grounded in Western thought and indigenous knowledge about the environment
2. **Read** a chapter about the history of "pristine wilderness" from Neumann's 1998, "Imposing Wilderness", a history of colonialism and "national parks" in Tanzania.
3. **Watch** an Introduction to [Modern Conservation Biology](#)
  - Optional additional reading: the article widely considered to be "the original statement" of Conservation Biology by Soulé 1985.
  - Optional video interview with that author about his inspiration, [An Interview with Michael Soulé](#)
4. **Skim and look at global charts** from an argument for "Compassionate Conservation" that seeks alternatives that do not involve the mass slaughter of specific species or populations, Wallach et al. 2018; pay close attention to the charts of examples around the world
5. **Skim and look at global charts** from a counter-argument drawing from global examples of native/nonnative/invasive species "conflicts", Driscoll and Watson 2019; pay close attention to the charts of examples around the world
6. **Read** about novel approaches: A discussion about wild experiments and "rewilding," as discussed in Lorimer and Driessen 2014
7. **Watch** a short video about another novel approach: [Reintroduction of Wolves in Yellowstone](#) (warning, hunting, and predator footage). Note the statements at min 6:17 in particular: "When we let nature work and we don't interfere with it, it can do wonders..."
8. **Browse** some of the research, activism, and animal welfare institutes around the world
  - [Reforestation](#) (Global Initiative)
  - [Indigenous Activism in Paris about Amazonian Deforestation](#)
  - [Reforestation Iceland](#)
  - [Conservation in Africa](#)
  - [Bat Conservation in Ukraine](#)
    - [Impacts of War](#)
  - [Sydney Environment Institute](#) (Australia)
  - [Australasian Animal Studies Association](#) (Australia and New Zealand and surrounding islands)
  - [POLLEN Political Ecology Network](#) (Global)

## Course Details

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## Course Requirements

This course is being conducted in a “hybrid format.” **Students must attend in-person classes twice a week and students must have access to a computer and internet connection to complete this class** without major difficulties. Class notes or other materials will be posted on the course website: CANVAS FIU Online.

Please note, a computer malfunction, unless it is a problem with CANVAS itself, is not a legitimate excuse for missing an assignment or reading. Everything you need to know about the course and all the online materials and readings will be accessible from CANVAS. Messages, discussions, submission of exercises, and grade tracking will all be done through this password-protected website. Please do not hesitate to contact the professor through Canvas or email if you have questions or problems accessing course materials.

Additionally, expectations for performance in a hybrid course are the same as for a traditional course; in fact, hybrid courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. When you sign up for this hybrid course you are expected to be sufficiently computer savvy to keep your computer in a condition that can well support the software used in this course. You are responsible for having access to a well-functioning computer.

If you do not have access to a computer or laptop, there are computers available around campus and **laptops may be borrowed from the library**. For more information on borrowing a laptop, please visit the [library site](#).

If you have computer problems while trying to submit a written assignment or taking a quiz, you **MUST** contact FIU Online Support Services **IMMEDIATELY** by calling FIU Online at (305) 348-3630 or by clicking on the “Technical Support” link in the Course Menu, **NOT THE PROFESSOR OR YOUR CLASSMATES**. If such issues occur while taking a quiz, you must gather as much evidence of the issue you are confronting (i.e., take pictures) and include it in the message sent to Technical Support, otherwise, unfortunately, we will be unable to provide you with the opportunity to re-take the missing or incomplete assessment.

## Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

I also accept communication via my faculty email, [jjohnst@fiu.edu](mailto:jjohnst@fiu.edu). I will usually respond within 24 hours, except on weekends or holidays).

The message feature is a private, internal, CANVAS-only communication system. Users must log on to CANVAS to send/receive/read messages. There are no notifications in CANVAS to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

In addition, your professor will post **course announcements**, alerting students of upcoming deadlines, feedback on assignments, and other important information. Please make sure to read them carefully and get back to your professor immediately if you have any questions or concerns. Please make sure to include detailed questions or explain your concerns so your professor is better prepared to answer them on a timely-manner.

## Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

We will be utilizing this tool to conduct **Office Hours by Appointment**.

**Additionally, should the class feel like a group discussion session on zoom would be helpful, I'm happy to find a time that will work for as many of us as possible.**

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials \(Links to an external site.\)](#) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room \(Links to an external site.\)](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team \(Links to an external site.\)](#). Please ensure you contact support immediately upon the issue occurring.

## Assignment Feedback and Comments

Individualized feedback and opportunities to revise and resubmit assignments is an integral component to this course design. Please make sure to review the feedback for each of your submissions carefully before proceeding. It is your responsibility to become aware of the interface, access feedback, and heed this input when crafting your revisions and final drafts.

Also, please note that Canvas does not alert the professor when you post a comment beside an assignment. Canvas only alerts the professor when a new assignment or draft has been submitted. I will frequently see comments submitted next to assignments and respond, but please do not rely on this form of communication if you have a pressing question or concern -- send a direct message using the Canvas message system or a direct email to [jajohnst@fiu.edu](mailto:jajohnst@fiu.edu).

## Assignments, Assessments, and Expectations of the Course

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## Weekly Reading Quizzes

Each week students will have the opportunity to review key concepts from that week's modules, including reading and supplemental materials by taking a short quiz (10 points each).

This assignment will serve as an assessment of your **Global Awareness**: Students will be able to demonstrate knowledge of contemporary global changes, including their historical geographies and dynamics.

The purpose of the quizzes is to clarify the meanings of the key concepts from the module, this making the composition of the Material Discussion post more effective and efficient. The core concept definitions covered in the quizzes will directly relate to the Material Discussion posts, which serve to help students prepare annotations that can be directly incorporated into the final papers.

- All quizzes will be online.
- Each quiz will be comprised of ten questions worth one point each
- Each student will have two attempts to complete each quiz, and only the best grade earned will be used to calculate your final grade in our course.
- In addition to these six quizzes, students will have the opportunity to take an **Optional Cumulative Quiz at the end of the term**. This quiz will replace the lowest grade earned in the quizzes, unless you earn a lower grade, and will include all the material covered in the course (cumulative). Note that this quiz will be given during the final week of the course and students must request this option via Canvas message or email.
- Additional opportunities to take the quizzes will not be made available unless students reach out to the professor with a specific reason.

## Discussion Forums

**People learn best when communicating their ideas.** Take advantage of our classroom and online forums and group discussions to get help, share your moment, or let people in on your study plan for getting an A in the class. When we all participate, discussions are some of the most effective components to hybrid learning.

In this course, you will be asked to complete three weekly discussion posts. Each of these have a specific purpose and will help you develop components for your final project:

1. **Material Discussion (15 points each):** This will basically be an annotation entry of the primary required readings for the week. Be sure to include the key concepts that you think will be relevant to your topic of interest, clearly define the concepts using the information from the reading materials, include in-text citations, and include the sources in a reference list. This will directly contribute to the literature review section and other sections of your final paper.

1. <https://library.fiu.edu/citation/annotbibs>

1. **Final Project Development (15 points each):** This is a critical opportunity each week for students to receive feedback on parts of their final papers. This scaffolding approach is based off of strategies that students use in graduate school when developing theses and dissertations, and will help students not only develop their understanding of the course concepts, but also develop their research and academic writing skills.

1. **Current Events/Personal Reflection (10 points each):** This is a more informal weekly opportunity to work through impressions and personal reflections about the topics covered from that week. Students may earn extra credit in this discussion if they research and share their compelling research with the class (this could be academic articles, primary documents, YouTube links to primary discussions related to the topic, art, music, etc.).

1. This assignment will serve as an assessment of your **Global Perspective:** Students will be able to analyze issues from multiple perspectives on global change. To earn full points, **students are required to respond to at least 2 posts by other students and develop meaningful connections** with each other. I encourage meaningful discussions to be driven by student experiences, interests, and hobbies where global connections evolve organically; if the discussions do not achieve meaningful exchange of global perspectives by mid-semester, I may create more structured smaller discussion groups to encourage meaningful conversations.

Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

Remember to **use discretion** when posting and/or sending emails. These are FIU accounts and part of the course. Tone and content can be informal if appropriate for the assignment but think of all university communications as **professional** -- get into this habit and it will help you prepare for your future profession.

Keep in mind that your discussion forum postings will be seen by other members of the course. **Care should be taken when composing your discussion content.** Should I feel that content posted by students is inappropriate or is in any way offensive, insensitive, or in another way harmful to our community, **I will intervene.** This includes links to content as well as images, links, and written words.

## Optional Co-Curricular Activity (Extra Credit)

Each semester at least one optional co-curricular activity will be offered where students can select a time to attend a Zoom screening of a documentary or academic presentation and discuss. Attendance is warmly encouraged and will earn the student extra credit.

For students who cannot meet during one of the times collectively selected for the documentary viewing and discussion, there will be alternative asynchronous materials and discussions available throughout the semester.

## Final Project

This assignment will serve as an assessment of your **Global Engagement**: Students will be critical assessors of information about global issues and unpack the nuances of global connections and infrastructures as they impact and influence a specific topic and place selected by the student.

### Summary

The capstone assignment for this course will demonstrate that you have developed a critical understanding of how global change impacts an aspect of everyday life in a specific place. You will draw from the readings from the weekly modules, incorporate the material discussions, and bring together the concepts from the course by exploring a specific topic in a specific place.

- This assignment must be 1250 – 1500 words (excluding references)
- This assignment is worth 100 points (25% of the total grade)

### Assignment Objectives

The objective for this assignment is to demonstrate your understanding of the ways to critically explore global change that we have learned this semester, including but not limited to the following concepts: colonialism, globalization, urbanism, economics and trade, environment and the more-than-human, and local politics.

Specifically, this assignment will demonstrate that you can:

- Identify key theories in geographies of global change and be able to relate these to **a specific topic, in a specific place, that you have selected.**
- Compare and contrast the ways space, place, and time influence human experiences of change in relation to your topic and place
- Evaluate your topic and place by drawing from historical information and geographic theories
- Conclude with a critical reflection drawing from the materials covered in this course

For specific details on the final project, please consult the [Final Project Assignment Sheet](#).

The Final Project should adhere to formal academic writing standards:

- 12-point font
- One-inch margins all around
- Double-spaced
- Number the pages

## Expectations of This Course

This is a hybrid course, which means most (if not all) of the course work will be submitted for grading online; class time will be used to write drafts, model assignments, and discussion. Expectations for performance in a hybrid course are the same for a traditional course. In fact, hybrid courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students** are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact** online and in-person with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **2 times** per week;
- **attend in-person** class **1 time** per week;
- **respond** to discussions by the due date specified;
- **respond to emails** and/or **Canvas messages** within **2 days**;
- **submit** assignments by the corresponding deadline;
- **Late work will be accepted; however, I cannot guarantee feedback will be as detailed for assignments and discussions submitted more than one day after the deadline.**

The **instructor** will:

- log in to the course daily;
- respond to discussion postings within **7 days of the deadline**;
- respond to **emails** and/or **Canvas messages** within **24 hours**;
- grade assignments within **7 days** of the assignment deadline;
- provide opportunities for **rough drafts, revisions** and provide detailed **feedback**.

## Assignments and Late Work Policy

Assignment time frames and submission deadlines are posted weekly and you will have plenty of time to complete these throughout the week and weekend.

This course is structured to give you a variety of ways to earn points. As we proceed, there may be extra credit opportunities.

If you have a specific concern regarding an assignment, **please reach out to me before the deadline.** This is a good habit to get into both for university and the workplace. Professors and bosses are usually much more willing to work with you regarding deadlines if this is planned in advance.

Final Development Assignments that are submitted after the deadlines will be accepted and I will provide feedback on late submissions as much as possible. If you want high caliber feedback, please submit high caliber work on time. I do this so that everyone has a chance to revise the material prior to putting the final paper together.

**To receive complete feedback on the Rough Draft submission** and have the opportunity to revise for full points, please make sure you submit the rough draft no more than two days after the rough draft deadline.

No late work will be received after two weeks of any deadline, or after the end of the finals period.

**Please note that ALL assignments must be received prior to the end of the term.** I reserve the "finals" week to complete all grading so it is impossible for me to receive assignments beyond this period.

Let me also share, that I get it. When I was completing my MBA, I had a paper due on the same day as my wedding -- I literally finished and submitted the paper while they were doing my hair for the ceremony! I also took an online exam from a hospital bed the night before I had my daughter! So, I've been there. I get it. Sometimes, if you have WiFi, you can make it happen! Other times, you just need to plan in advance for an extension. You've committed to this course, so let's make it work! Please do not hesitate to reach out to me about deadlines or any questions.

For more information, please review the [important information about the assignments](#) page.

## Turnitin Policy

The Final Project must be uploaded to the Turnitin.com link provided inside our course website (CANVAS).

Any exercise that has been plagiarized will result in a failing grade in the class, and other disciplinary actions. Please note that, in order to avoid any originality/plagiarism issues, we have set-up the Turnitin.com link so students can resubmit their work as many times as they wish until the deadline so they can fix any such issues in their work. In this regard, it is important to note that your last draft (before submitting your final exercise) must be uploaded to Turnitin.com 24 hours before the deadline; otherwise, the system (Turnitin.com) will not allow you to submit your final document before this deadline.

**Plagiarism will not be tolerated.** Any assignments that have been plagiarized will earn an automatic failure grade in the course. Your work must be your own, original thoughts.

Plagiarism is cheating. Don't do it. The disciplinary action that will be taken in the case of plagiarism is explained in the section on "Academic Misconduct" in the *Student Handbook*.

If you are uncertain about what plagiarism is, check out the FIU website: <http://library.fiu.edu/assistance/plagiarism>

**Avoid plagiarism by using formal academic formatting.** Paraphrased ideas and data must be accompanied by in-text citations, and direct quotations must include quotation marks and in-text citations. All sources cited must be properly formatted in the references list.

Here are two big topics that many students have expressed the need for more details about:

What is an **academic resource**? For me, an academic resource falls into two categories: a book written by a scholar in a specific field, or a peer-reviewed academic journal article. To learn about how to find academic sources, please check out the tutorial here:

<https://library.fiu.edu/onlinestudents/peer> (Links to an external site.)

**Citations, paraphrasing, direct quotations, and formatting references** can also be a huge, time consuming, beast of a task. The library has some great resources to help with this:

<https://library.fiu.edu/citation>

## Grading

**Course Grade Distribution Table**

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Weekly Reading Quizzes	6	10	60	15%
Course Material Discussions	6	15	90	22.5%
Final Project Development	6	15	90	22.5%
Current Events Discussion	6	10	60	15%
Final Project	1	100	100	25%
<b>Total</b>	10	N/A	400	100%

## Grading Schema

Name	From	To
A	100%	95%
A-	< 95%	90%
B+	< 90%	87%
B	< 87%	83%
B-	< 83%	80%
C+	< 80%	77%
C	< 77%	70%
D	< 70%	60%
F	< 60%	0%

## Course Calendar

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# Modules Weekly Schedule

## ▼ Module 0 | Getting Started

 [Getting Started with Canvas](#)

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## ▼ Module 1 | Enter Module Title Here

 [Module 1 Introduction](#)

**Module Resources**

**Module Assignments**

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## ▼ Student Resources

 [FIU Resources](#)

 [Technical Support](#)

 [Policies](#)

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## ▼ Module 0 | Getting Started

 [Getting Started with Canvas-2](#)

 [Academic Honesty Policy.](#)  
1 pts

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## ▼ EXTRA CREDIT CLASS PROJECT

 [Birds Flying into the Window in PC](#)  
0 pts

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## ▼ Module 1 - 'Development' and the Anthropocene

## Module 1.1 Introduction (Jan 9 - 15)

 [Land Acknowledgment](#)

 [M1 Introductions](#)  
May 14 | 10 pts

 [M1 Lecture](#)

 [Final Project Assignment Sheet \(Sneak Peek - Also in M7\)](#)

 [Academic Writing Helpful Hints Video \(Sneak Peek - Also in M7\)](#)

## Module 1.2 The Anthropocene (Jan 16 - 22)

 [M 1.2 Reading and Video](#)

 [M1 Final Project Development](#)  
May 14 | 15 pts

## Module 1.3 Linear Progression? "Development", "Overpopulation", and Uneven Geographies (Jan 23 - 29)

 [Virtual Class held on Jan 24th](#)

 [M 1.3 Reading](#)

 [M1 Reading Quiz](#)  
May 14 | 10 pts

 [M1 Material Discussion](#)  
May 14 | 15 pts

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## ▼ Module 2 - Globalization and Resistance

### Module 2.1 Globalization (Jan 30 - Feb 5)

 [M2.1 Reading](#)

 [M2 Lecture](#)

 [M2 Current Events/Personal Reflection](#)  
May 14 | 10 pts

 [M2 Final Project Development](#)

May 21 | 15 pts

## Module 2.2 Resistance (Feb 6 - 12)

 [M2.2 Reading](#)

 [M2 Reading Quiz](#)  
May 21 | 10 pts

 [M2 Material Discussion](#)  
May 21 | 15 pts

 [Extra Credit: Indigenous Perspectives on Cultural Appropriation and Representation](#)  
May 27 | 0 pts

### ▼ Module 3 - Urbanization, Surveillance, and Race

## Module 3.1 Urbanization and Urban Slums (Feb 13 - 19)

 [M3.1 Reading](#)

 [M3 Lecture](#)

 [M3 Reading Quiz](#)  
May 21 | 10 pts

 [M3 Material Discussion](#)  
May 21 | 15 pts

## Module 3.2 Urban Infrastructures: Water, Animals, Policing, and Eviction (Feb 20 - 26)

 [M3.2 Reading](#)

 [M3 Final Project Development EDIT](#)  
May 28 | 15 pts

 [M3 Current Events/Personal Reflection](#)  
May 28 | 10 pts

### ▼ Module 4 - Economics and Exchange

## Module 4.1 Global Economic Networks (Mar 6 - 12)

 [M4.1 Reading](#)

 [M4 Lecture](#)

 [In Class Activity](#)

 [M4 Current Events/Personal Reflection](#)

Jun 04 | 10 pts

## Module 4.2 International Loans, IMF, World Bank (Mar 13 - 19)

 [In Class - 2023 Legislative Session](#)

 [M4 Final Project Development](#)

Jun 04 | 15 pts

 [Extra Credit: Discussion of "Life and Debt" Documentary](#)

Jun 04 | 0 pts

## Module 4.3 Global Food Exchange (Mar 20 - 26)

 [In Class - Seed Patents](#)

 [M4.3 Reading and Video](#)

 [M4 Global Exchange of Milk, an example](#)

 [M4 Reading Quiz](#)

Jun 11 | 10 pts

 [M4 Material Discussion](#)

Jun 11 | 15 pts

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## ▼ Module 5 - Environment, Political Ecology, and More-Than-Human

### Module 5.1 Two Major Theories: Troubling "Pristine" Nature and Rewilding (Mar 27 - Apr 2)

 [M5.1 Reading](#)

 [M5 Reading Quiz](#)

Jun 11 | 10 pts

 [M5 Material Discussion](#)

Jun 11 | 15 pts

### Module 5.2 Global Conversations about Conservation Biology (Apr 3 - 9)

 [M5.2 Global Perspectives on the Environment](#)

[M5 Current Events/Personal Reflection](#)

 Jun 18 | 10 pts

 [M5 Final Project Development](#)  
Jun 18 | 15 pts

▼ Module 6 - Politics, Grassroots Movements, and Local Impacts

**Module 6.1 More-Than-Human Politics and Governance (Apr 10 - 16)**

 [M6.1 Reading](#)

 [M6 Reading Quiz](#)  
Jun 18 | 10 pts

 [M6 Material Discussion](#)  
Jun 18 | 15 pts

**Module 6.2 Resistance and Communities Confronting Injustice (Apr 17 - 23)**

 [M6.2 Reading](#)

 [M6 Current Events/Personal Reflection](#)  
Jun 18 | 10 pts

 [M6 Final Project Development](#)  
Jun 18 | 15 pts

▼ Module 7 - Final Projects and Course Wrap Up

 [Academic Writing Helpful Hints Video](#)

 [Final Project Assignment Sheet](#)

 [Final Project Rough Draft \(OPTIONAL\)](#)  
Jun 21 | 0 pts

 [Final Project FINAL SUBMISSION](#)  
Jun 25 | 100 pts

▼ Student Resources

 [FIU Resources](#)

 [Technical Support](#)



## Important Information

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### Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online and hybrid courses. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

### Inclusivity Statement

This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online and hybrid courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

### FIU Diversity, Equity, and Inclusion Statement

Florida International University values diversity, equity, and inclusion as integral to our mission as a student-centered public research university strongly focused on learning, research, entrepreneurship, innovation, and creativity so that its graduates are prepared to succeed in a global market. FIU embraces and strives to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations and identities is thriving on our campus and within our community.

We recognize our responsibility to foster an open, welcoming, and inclusion environment of belonging. Students, faculty, staff, alumni, and our community of all backgrounds should be able to collaboratively learn and work. Diversity enriches our university community and is a driving force instrumental to our institutional success.

For more information on FIU's diversity policies, please see the [Diversity Statements website](#).

## Commitment to Objectivity and Open Discussion

The ideas included in this course are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. In this course you will be asked to engage with complex ideas and to demonstrate an understanding of the ideas and/or concepts. Understanding an idea does not mean that you are required to believe it or even agree with it. You may decide that certain ideas are worthy of your personal belief while others are not.

Additionally, it is my position as an instructor to pair academic readings and theories with a range of diverse primary sources. My goal is to include a variety of unique voices from individuals and communities around the world, and bring these voices together in a way that encourages a broadening of perspectives and increased empathy.

## Technical Requirements and Skills

One of the greatest barriers to taking an online or hybrid course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online or hybrid courses are expected to have moderate proficiency using a computer. Please go to the [What's Required](#) webpage to find out more information on this subject.

Privacy Policy Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit our [Technical Requirements](#) webpage for additional information.

## Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's [Disability Resource Center](#).

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit our [ADA Compliance](#) webpage for additional information about accessibility involving the tools used in this course.

## Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. Academic Misconduct includes:

### Cheating

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid; and

### Plagiarism

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

## Copyright Statement

The following conduct is prohibited by the Student Conduct and Honor Code. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

### Section 5 | Conduct Violations - g. Computer Misuse

- vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for unauthorized distributions.

**Copyright Statement:** The materials and content in this hybrid course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content publisher. Visit [FIU Library's Copyright Lib Guide](#) to learn more about copyright law and restrictions.

Additional Resources:

- [Student Conduct and Honor Code](#)
- [Digital Millennium Copyright Act Policy](#)
- [FIU Student Violations - Copyright](#)
- [FIU Library's Copyright Lib Guide](#)