

## World Regional Geography GEA2000

### Professor Information



**Instructor :** Dr. Jacquelyn Johnston

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**Office Hours :** By Appointment

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

**Communication Within 24 hours  
Turn Around :**

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

### Course Description and Purpose

This is an introductory geography course that studies people and their relationships with the environment, making special emphasis on historical and current globalization processes. In this course we will survey major regions of the world, study historical and contemporary issues that pertain to each region and learn conceptual themes that transcend regional boundaries.

This course will introduce you to basic knowledge of the physical environment, political geography, population distribution, economic development, and ways of life in each region we cover. But much of geographical information cannot be contained in any textbook or covered by any length of lectures. In this class, you will be introduced to some tools for geographical exploration that range from searching for information to critically processing it. You will not be required to memorize trivial facts. Instead, we expect you to understand important concepts and explain processes and ideas that shape a world region.

The course fulfills the **Global Learning Foundations** requirement that counts toward your GL graduation requirement and the **University Core Curriculum** requirement for **Foundations of Social Inquiry**. GEA 2000 is designed to “investigate social, political, and economic configurations; cultural and psychological features of human life; gender, race/ethnicity, and social class; consciousness and identity; social interactions with the natural environment; and local, national, and global aspects of the human world.” 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 demonstrate a foundational knowledge of the world's human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation and migration) and how they relate to each other.
- **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
  - Students will be able to identify, differentiate between and apply multiple perspectives (including physical science, social science and popular perspectives) to critically examine key geographic issues.
- **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.
  - Students will gain the ability to engage in actions that impact local and global processes, by coming to understand their connections to these processes (especially via their location in Miami).

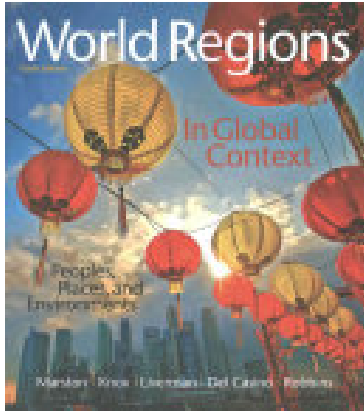
### Upon completing this course, students will be able to:

1. Demonstrate a foundational knowledge of the world's human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation, and migration).
2. Identify, differentiate between, and apply multiple perspectives (including physical science, social science, and popular perspectives) to critically examine key geographic issues.
3. Engage in actions that impact local and global processes, by coming to understand their connections to these processes (especially via their location in Miami).
4. Develop and improve students' map-based knowledge of key location in world regions, ability to communicate through academic writing, and think critically about the world.

## Course Prerequisites

There are no prerequisite courses for this course.

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



### Title : World Regions in Global Context

**Authors :** Sallie A. Marston, Paul L. Knox, Diana M. Liverman, Paul F. Robbins, Vincent Del Casino, Jr. **Publisher :** Prentice Hall, Mar-2016

**Publish Date :** Mar-2016

**ISBN 10 :** 0134183649

**ISBN 13 :** 9780134183640

**Notes :** Notes

**Additional Notes :** Additional Notes

[Purchase/Rent at FIU Bookstore](#)

For courses in world regional geography. Conceptual Exploration of World Regions and the Myriad Issues Critical to Geography Today World Regions in Global Context presents a strong global sensibility and an emphasis on current events, with examples of interdependent development, spatial and social inequality, and questions of spatial justice. The authors maintain that regions are the outcomes of the twin forces of globalization and regionalization. Therefore, each regional chapter stresses the global systems of connection that drive unique regional processes, making regions different. By studying regions, students not only learn the critical elements of different places, but also come to understand the fundamental processes that drive change. The Sixth Edition is a briefer, more visual text that still maintains its conceptual rigor by addressing today's critical geographic themes, incorporating deeper focus on sustainability issues, new human stories from the regions, cutting-edge data visualizations and infographics, including a completely modernized cartography program, and much more.

## Supplemental Materials

Supplemental 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 conceptual themes discussed in the course textbook, then compared across the regions of the world. Selections from the text are paired with a selection of academic articles, book chapters, news stories, interviews, videos, documentaries, primary documents, and other data such that students are exposed to a wide range of materials, voices, world views, and global perspectives.

For example, a module on global environmental concerns will include selected readings from each of the ten world region chapters that discuss the climate and environment of each region. After completing the readings, students may then explore the impacts of sea-level rise by watching videos about human experiences in at least one place in each region:

- Ch 2 Europe:
  - News story from France: Climate change threatens Precheur village in France
  - Documentary on Venice: The Sinking City
- Ch 3 Russia and Central Europe:
  - Short Documentary: Russia Is Profiting Off Global Warming
- Ch 4 Middle East and North Africa:
  - Academic Interview: Prof. Oded Potchter discusses the rise of sea level in Israel
- Ch 5 Sub-Saharan Africa:
  - Compilation video: The worst flood in history in South Africa! Cities are sinking. Durban
- Ch 6 US and Canada:
  - Miami Sea Level Rise - Years of Living Dangerously - EPISODE 202: Gathering Storm
  - Greenland Climate Change and Icebergs
- Ch 7 Latin America and Caribbean:
  - Compilation video: Floods in Mexico and Venezuela
  - Video by a resident: Sea level rise is swallowing Puerto Rico's beaches
- Ch 8 East Asia:
  - Why China's Man-Made Islands Are Sinking
- Ch 9 South Asia:
  - Short Documentary: Mumbai, Rising Waters, Sinking City
- Ch 10 Southeast Asia:
  - Short Documentary: Why Jakarta is sinking
- Ch 11 Oceania:
  - Sort Documentary: Solomon Islands Disappearing

## Course Details

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## Online Course Requirements

This course is being conducted in an “online format.” **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, except for the textbook, 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 an online course are the same as for a traditional course; in fact, online 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 online 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, [jajohnst@fiu.edu](mailto:jajohnst@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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## Reading Comprehension Quizzes

There will be two, non-cumulative quizzes in this course based on the readings, videos, outlines and other materials covered during the term. In addition, students will have the opportunity to take one additional quiz (cumulative) on the last week of the term.

This assignment will serve as an assessment of your **Global Awareness**: Students will demonstrate a foundational knowledge of the world's human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation and migration) and how they relate to each other.

Just like any other in-campus test taken in a classroom, students are not allowed to take the quizzes in teams or share any information with classmates or any other individual. If you are in doubt, please read the FIU Academic Honesty Policy.

- All quizzes will be online.
- Each quiz will consist of 20 multiple-choice questions pertaining to the key concepts covered in the assigned reading from the textbook.
- Students will be allowed to take the quizzes two times, and only the best grade earned will be used to calculate your final grade in our course.
- In addition to these (2) 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 first two 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 class 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 online learning.

This assignment will serve as an assessment of your **Global Perspective**: Students will be able to identify, differentiate between and apply multiple perspectives (including physical science, social science and popular perspectives) to critically examine key geographic issues.

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 online community, **I will intervene.** This includes links to content as well as images, links, and written words.

## Co-Curricular Activity Discussion Assignment

GEA 2000 is a Foundations/UCC course. This requires all students to complete a Co-Curricular Activity.

To complete this requirement, one of the Discussion Assignments described above requires students to either attend or watch a recorded "[Tuesday Times Roundtable](#)". The archive of previous Tuesday Times Roundtable discussions can be found on the [YouTube channel](#), where students may search the wide range of global topics.

For this discussion, students must attend or watch a roundtable discussion of any topic they choose. The discussion post must link specific examples that were part of the roundtable discussion to the topics and concepts we have covered throughout the course.

## Written Exercises and Portfolio

There will be **3 written exercises** related to the topics discussed in class, which will require you to apply concepts learned in this course. The globalization exercises and portfolio are worth 75% of your final grade combined. The exercises' structure will include a brief outline of your work and an analysis of the information provided in the form of an essay (the word count does not include the student's name, PID number, date of submission, title, bibliography, etc.), a table, a map where you will summarize your findings, and a bibliography/references section. Details for the completion of the exercise are available inside the course website.

This assignment will serve as an assessment of your **Global Engagement**: Students will gain the ability to engage in actions that impact local and global processes, by coming to understand their connections to these processes (especially via their location in Miami).

A note regarding references: you may use MLA or APA so that students may use the style that is the most familiar to their previous training and/or major. **Each written assignment must include references from our course' textbook**, including but not limited to key definitions and other important aspects related to the topics covered in each project. Students must include in-text citations of the course textbook in their essays, as well as complete reference of this source in a Bibliography page. More details about how to properly format in-text citations and reference lists will be provided in the course content on Canvas.

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



## Expectations of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online 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;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **2 times** 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

Works that are submitted after the deadlines will be accepted.

However, **to receive complete feedback on rough drafts** and have the opportunity to revise for full points, please make sure you submit the rough draft no more than three days after the rough draft deadline.

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.

No late work will be received after two weeks of any deadline.

**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
Quizzes	2	20	40	13.33%
Written Exercises	3	50	150	50%
Discussion/Participation	6	10	60	20%
Final Portfolio	1	50	50	16.67%
<b>Total</b>	12	N/A	300	100%

## Grading Schema

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Grade	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%

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## Course Calendar

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# Modules Weekly Schedule

## ▼ Module 0 | Getting Started

 [Getting Started with Canvas](#)

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## ▼ Module 1 | Introduction to World Regional Geography

### Module 1 Resources

 [M1 Lecture - START HERE :\)](#)

 [Land Acknowledgment](#)


 [Academic Writing Hints and Samples Video](#)


 [M1.1 Reading/Materials - Confronting Problematic Narratives](#)

 [M1.2 Reading/Materials](#)

### Module 1 Assignments

 [Academic Honesty Policy](#)  
1 pts

 [Discussion 1 - Introductions](#)  
Aug 28 | 10 pts

 [Discussion 2](#)  
Sep 04 | 10 pts

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## ▼ Module 2 | Major Global Theories: Development and The Anthropocene


### Module 2 Resources

 [M2.1 Reading/Materials "Development"](#)

 [M2.2 Reading/Materials The Anthropocene](#)

 [Writing Assignment 1 Video - Helpful Hints](#)

## Module 2 Assignments

 [Quiz 1](#)  
Sep 25 | 20 pts

 [Written Assignment #1 Rough Draft](#)  
Sep 11 | 0 pts

### ▼ Module 3 | Seeing the World Another Way

#### Module 3 Resources


 [M3.1 Reading/Materials: Indigenous Perspectives](#)

 [M3.2 Reading/Materials: The British Empire and Commonwealth Nations](#)

 [M3.3 Reading/Materials: Global Economic Systems \(IMF/World Bank\)](#)


 [Global Example: IMF policies in Jamaica. Documentary "Life and Debt"](#)

#### Module 3 Assignments

 [Discussion 3](#)  
Oct 02 | 10 pts

 [Written Assignment #1 FINAL SUBMISSION](#)  
Sep 23 | 50 pts

 [Written Assignment #2 Rough Draft](#)  
Oct 09 | 0 pts

 [Extra Credit: "Life and Debt"](#)  
Oct 09 | 0 pts

### ▼ Module 4 | Global Environmental Studies

#### Module 4 Resources


 [M4.1 Reading/Materials](#)

 [M4.2 Reading/Materials](#)

 [M4.3 Reading/Materials](#)

## Module 4 Assignments

 [Discussion 4](#)  
Oct 23 | 10 pts

 [Quiz 2](#)  
Oct 30 | 20 pts

 [Written Assignment #2 FINAL SUBMISSION](#)  
Oct 20 | 50 pts

### ▼ Module 5 | Global Technologies, Virtual Reality, and Video Games


#### Module 5 Resources

 [M5.1 Reading/Materials](#)

 [M5.2 Reading/Materials](#)

 [M5.3 Reading/Materials](#)

#### Module 5 Assignments

 [Discussion 5](#)  
Nov 06 | 10 pts

 [Written Assignment #3 Rough Draft](#)  
Nov 13 | 0 pts


### ▼ Module 6 | Global Political and Activism Trends

#### Module 6 Resources

 [M6.1 Reading/Materials "Washing"](#)

 [M6.2 Reading/Materials](#)

#### Module 6 Assignments

 [Discussion 6 - Tuesday Times Roundtable](#)  
Nov 27 | 10 pts

 [Written Assignment #3 FINAL SUBMISSION](#)  
Nov 20 | 50 pts

[Final Portfolio Rough Draft](#)

 [Final Portfolio Rough Draft](#)

Dec 04 | 0 pts

 [Discussion Extra Credit Option](#)

Dec 04 | 0 pts

▼ Module 7 | Final Portfolio: How globalized are you?

### Module 7 Resources

 [Final Portfolio Assignment Sheet](#)

### Module 7 Assignments

 [Final Project FINAL SUBMISSION](#)

Dec 10 | 50 pts

 [Extra Credit for Participation \(ongoing opportunities\)](#)

Dec 10 | 0 pts

## Important Information

### 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 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 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 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 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.

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Additional Resources:

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