



## GEO 3001 Geographies of Global Change

Section: RVAA

Internet/Fully Online

Fall Term 2023

### Professor Information

---

Jacquelyn Johnston

**Contact:** jajohnst@fiu.edu

**Office Hours:**

By Appointment via Zoom

### 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>.

## Course Goals

---

### 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.

## Student Learning Outcomes/Objectives

---

Students will be able to:

- Identify key theories in geographies of global change and be able to relate these

to everyday experiences.

- Compare and contrast the ways space, place, and time influence human experiences of change
- Evaluate current events by drawing from historical information and geographic theories
- Create a piece of critical reflection drawing from the materials covered in this course

## **Expectations of the Course**

---

This is an online course, which means most (if not all) of the coursework will be conducted online. 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 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 3-5 times a week;
- respond to discussion postings within 7 days of the deadline;
- respond to emails within 24-48 hours;
- grade assignments within 7 days of the assignment deadline;
- **provide opportunities for rough drafts, revisions and provide detailed feedback.**

## **Assignments**

---

### **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.

## 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>

2. **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.

**3. 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.

## **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.

## Grading

---

Insert notes about grading here. You may want to use something similar to the table below. Edit or remove the table as needed for your course.

### Example:

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Quizzes	6	10	60	15%
Course Materials Discussions	6	15	90	22.5%
Final Project Development	6	15	90	22.5%
Current Events Discussions	6	10	60	15%
Final Project	1	100	100	15%
<b>Total</b>	10	n/a	400	100%

## Textbook and Course Materials for Purchase

---

If no materials listed, no items are needed.

### **No Textbook Required for purchase**

**Required/Recommended:** No Textbook Required for purchase

**Authors:** No Textbook Required for purchase

**Publisher:** No Textbook Required for purchase

**Publication Date:** No Textbook Required for purchase

**Copyright Date:** No Textbook Required for purchase

**ISBN 10:** No Textbook Required for purchase

**ISBN 13:** No Textbook Required for purchase

### **Panther Book Pack Undergraduate Rental Program**

FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit [bookpack.fiu.edu](http://bookpack.fiu.edu)

## **Other Course Materials and Open Educational Resources (OER)**

---

All materials are part of the Modules

## **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.

## Canvas Schedule

---

Due Date	Assignment Name	Assignment Type	Points
8/24	<a href="#">Accelerated Semester Acknowledgement</a>	Quiz	1
8/27	<a href="#">M1 Final Project Development</a>	Discussion	15
8/27	<a href="#">M1 Material Discussion</a>	Discussion	15
8/27	<a href="#">M1 Introductions</a>	Discussion	10
8/27	<a href="#">M1 Reading Quiz</a>	Quiz	10
9/3	<a href="#">Extra Credit: Indigenous Perspectives on Cultural Appropriation and Representation</a>	Discussion	0
9/3	<a href="#">M2 Current Events/Personal Reflection</a>	Discussion	10
9/3	<a href="#">M2 Reading Quiz</a>	Quiz	10
9/3	<a href="#">M2 Final Project Development</a>	Discussion	15

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/3	<a href="#">M2 Material Discussion</a>	Discussion	15
9/10	<a href="#">M3 Material Discussion</a>	Discussion	15
9/10	<a href="#">M3 Final Project Development</a>	Discussion	15
9/10	<a href="#">M3 Current Events/Personal Reflection</a>	Discussion	10
9/10	<a href="#">M3 Reading Quiz</a>	Quiz	10
9/17	<a href="#">M4 Current Events/Personal Reflection</a>	Discussion	10
9/17	<a href="#">Extra Credit: Discussion of "Life and Debt" Documentary</a>	Discussion	0
9/17	<a href="#">M4 Material Discussion</a>	Discussion	15
9/17	<a href="#">M4 Reading Quiz</a>	Quiz	10
9/17	<a href="#">M4 Final Project Development</a>	Discussion	15
9/24	<a href="#">M5 Material Discussion</a>	Discussion	15

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/24	<a href="#">M5 Current Events/Personal Reflection</a>	Discussion	10
9/24	<a href="#">M5 Final Project Development</a>	Discussion	15
9/24	<a href="#">M5 Reading Quiz</a>	Quiz	10
10/1	<a href="#">M6 Material Discussion</a>	Discussion	15
10/1	<a href="#">M6 Reading Quiz</a>	Quiz	10
10/1	<a href="#">M6 Current Events/Personal Reflection</a>	Discussion	10
10/1	<a href="#">M6 Final Project Development</a>	Discussion	15
10/5	<a href="#">Final Project Rough Draft (OPTIONAL)</a>	Assignment	0
10/8	<a href="#">Final Project FINAL SUBMISSION</a>	Assignment	100
	<a href="#">Mid-Semester Grade (UCC Requirement)</a>	Assignment	100
	<a href="#">Academic Honesty Policy</a>	Quiz	0

## Schedule

---

Module 1	Due: Aug 27
Module 2	Due: Sept 3
Module 3	Due: Sept 10
Module 4	Due: Sept 17
Module 5	Due: Sept 24
Module 6	Due: Oct 1
Module 7 - Final Week	Due: Oct 8

## 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](#).

## Technical Requirements and Skills

---

One of the greatest barriers to student success 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 in 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](#)

- [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](#)
- [YouTube](#)
- [LinkedIn](#)

- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit [accessibility.fiu.edu](https://accessibility.fiu.edu) for additional information about accessibility at FIU.

## Academic Integrity

---

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;

## **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.

## **Inclusivity**

---

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.

## Copyright

---

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 online 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 - Copyright Guidance for Students](#)
- [FIU Library's Copyright Lib Guide](#)

## Proctored Exams

---



**Please note that the information contained in this section applies only if your course requires a proctored exam.**

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions webpage](#) for important information concerning proctored exams, proctoring centers, and important forms.