



GEO 3001

Geographies of Global Change

Section: RVC

Internet/Fully Online

Fall Term 2026

Course Time Zone: Eastern Time (ET). Course due dates and times are according to this time zone.

Professor Information

Jacquelyn Johnston

Roles: Primary Instructor

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**Office Hours: Please see signup form in Modules - Tuesdays on campus
noon - 4pm**

Office Location: SIPA 1, 315

Department or Academic Unit: Global and Sociocultural Studies

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description

This course explores major historical and contemporary changes in the global environment, economy, politics, and culture from a critical geographical perspective. As a discipline that not only writes about the world but also helps shape it, geography provides valuable tools for studying and engaging with global change. Drawing on geographical concepts, theories, and methods, students will learn how to examine the complex dynamics of globalization and how these processes do not homogenize the world but instead produce difference, contributing to unevenness and inequality. Building on these insights, students will be encouraged to think constructively and creatively about pathways toward a more sustainable and equitable world.

Textbook and Course Materials

All material will be provided in Canvas

Required/Recommended: Required

Authors: Many

Publisher: Many

Publication Date: Many

Copyright Date: Many

ISBN 10: 1111111111

ISBN 13: 1111111111111

Chapters/Pages: all assigned

Panther Book Pack

Get all required course materials for \$22 per undergrad credit hour through Panther Book Pack. You'll be charged automatically unless you opt out within 3 days after the add/drop deadline.

For more details, to compare costs, and to learn how to access your course materials, visit the [Panther Book Pack information page on FIU OneStop](#).

Student Learning Outcomes/Objectives

- **Develop, execute, and complete an original research project that makes a substantive contribution to their specific field of study**
- **Apply appropriate research methods and analytical approaches to collect and interpret data rigorously**
- **Communicate research findings effectively in written and oral forms suitable for academic or professional audiences**

Expectations of this Course

Students are expected to engage actively in completing assigned readings and project activities in a timely manner, maintaining regular communication with the professor, and demonstrating initiative and scholarly rigor in pursuing their class learning objectives.

This is an online course, which means all of the coursework will be available 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 with instructor and peers;**
- **review and follow the course calendar and weekly outlines;**
- **log in to the course at least 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.**
 - **Please note: but the Material Annotation Assignments in Kritik unfortunately cannot be late since Kritik doesn't allow late submissions**

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 & Assessments

Discussion Forums

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

Discussion Forum Expectations:

- **Provide clear guidance on the expectations and requirements**
- **Available dates (unlimited or for a specific time)**
- **Criteria for evaluating the originality and quality of students' comments and grade credit expected**
(Rubric is highly encouraged)
- **The expected turn-around time for feedback or grades.**

Assignments

- **Provide clear guidance on the expectations and requirements**
- **Provide due dates and late assignment policies**
- **Define if it is an individual or group assignment (groups: Let the students know how the groups will be formed)**

- Specify and describe how to submit assignments
- State the criteria for evaluation (Rubric or list of criteria)
- The expected turn-around time for feedback or grades

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

- List all assessments (i.e. graded or practice)
- Provide the dates and times when assessments will become available (i.e. From Monday 10:00 am – Tuesday 11:59 pm)
- Provide assessment duration (i.e. 30 minutes, 1 hour)
- Provide details for results
- When will students be able to see the results (i.e. Immediately after the exam, after the availability period has ended, or not at all)
- What will they be able to see the results (i.e. Total score only, all of the questions and answers, etc.)
- The expected turn-around time for feedback or grades

Grading

Grade Breakdown

Course Requirements	Number of Items	Points for Each	Total Points Available	
Reading Quizzes	6	10	60	
Course Materials Annotations	6	15	90	
Current Events Discussions	6	10	60	
Final Project Development	6	15	90	
Final Project	1	100	100	
Total	25	n/a	400	

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.

Schedule of Topics

Geography of Global Change: Module Overview

Module 1 — “Development” and the Anthropocene

We begin by asking what we mean when we talk about global “development” and progress. Students explore the Anthropocene, population narratives, uneven

geographies of wealth and resources, and the assumptions behind ideas of developed and developing places. Rather than treating global change as something that happens evenly everywhere, we consider who benefits, who bears the costs, and how those patterns came to be.

Module 2 — Globalization and Resistance

What does it actually mean to live in a globalized world? This module examines the movement of ideas, people, goods, capital, and power across borders—and the communities and movements that challenge the inequalities globalization can produce. Students begin connecting large-scale global processes to particular places, experiences, and contemporary issues.

Module 3 — Urbanization, Surveillance, and Race

Cities offer some of the clearest examples of global change happening on the ground. We examine rapid urbanization, informal settlements, race, surveillance, policing, eviction, and access to urban resources. Students investigate how infrastructures—including water systems and even relationships with urban animals—can reveal who is included, protected, monitored, displaced, or excluded within contemporary cities.

Module 4 — Economics and Global Exchange

How did the global economy become so interconnected—and what happens when decisions made in one place reshape lives somewhere else? Students follow global economic networks through international lending, institutions such as the IMF and World Bank, food systems, agricultural exchange, and questions surrounding ownership and control of resources.

Module 5 — Environment, Political Ecology, and the More-Than-Human World

Global environmental change is never simply about “nature.” This module introduces political ecology and challenges familiar ideas about pristine wilderness, conservation,

and rewilding. Students consider competing global perspectives on conservation and examine how environmental decisions affect humans, animals, ecosystems, and communities differently—including here in South Florida.

Module 6 — Politics, Grassroots Movements, and Local Impacts

Global change does not simply happen *to* communities. People organize, resist, adapt, and create alternatives. In this module, we examine politics and governance alongside grassroots movements and communities confronting injustice, asking how local action can challenge much larger political, economic, and environmental systems.

Module 7 — Bringing It All Together: Your Global Change Project

The course concludes by turning the questions and concepts developed throughout the semester over to students. Students bring together their research, geographic thinking, and academic writing to investigate a global-change issue that matters to them, demonstrating how a seemingly local issue can connect to much larger networks, histories, inequalities, environments, and possibilities for change. The module includes opportunities to learn from previous student projects and develop the final submission.

Policies & Resources

Before starting this course, please review the Policies & Resources Page in Canvas, which includes comprehensive information on various University and Course Level Policies such as:

- **University Policies**
- **Accessibility and Accommodations**
- **Online Etiquette**
- **Technical Requirements and Skills**
- **Computer & Digital Literacy Skills**

- **Course Technology Accessibility Statements and Privacy Policies**
- **Academic Integrity**
- **Copyright Statement**
- **Nondiscrimination Statement**
- **Panthers Care & Counseling and Psychological Services (CAPS)**
- **Fair Use Policy**

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.

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

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

Nondiscrimination Statement

The **Office of Civil Rights** (OCR) is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the OCR team through report.fiu.edu.