

Course Syllabus

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Syllabus

GEO3001: Geographies of Global Change (Section U01-86942)

Fall 2024 Mondays 2:00 PM - 3:15 PM Classroom: PC 212

Professor: Young "Rae" Choi

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Office: SIPA I 308

Office Hours: Mondays 3:30 PM-4:30 PM
(or by appointment)

[Biography](https://sipa.fiu.edu/people/faculty/global-and-sociocultural-studies/choi.young.html) (<https://sipa.fiu.edu/people/faculty/global-and-sociocultural-studies/choi.young.html>)

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Teaching Assistant : Subomi Babawale

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Office: SIPA I Graduate Suite (2nd floor)

Office Hours: TBA

Zoom Meeting Info: TBA


Course Time Zone | Eastern Standard Time (EST)

Course due dates are according to this time zone

Course Description and Purpose

This course explores major historical and contemporary changes in global environment, economy, politics, and culture from a critical geographical standpoint. As a discipline that not only writes about the world but also writes the world, geography provides useful tools to study and engage in global changes. Applying geographical concepts, theories, and methods, students will learn how to examine the complex dynamics of global changes and how such changes do not homogenize the world but rather create differences, leading to

unevenness and inequalities. Based on these understandings, students will be required to think constructively and creatively about how to make a more sustainable and equitable world.

This is a core course for Bachelor of Arts in Global Studies and a discipline-specific Global Learning course that counts towards your Global Learning graduation requirement. For more information on the Global Learning Initiatives and the Global Learning Graduation Medallion, visit <http://goglobal.fiu.edu>  (<http://goglobal.fiu.edu>).


Global Learning Course Learning Objectives and Outcomes

Upon completing this course, students will be able to:

1. *Global Awareness*: identify major changes that have occurred and are occurring across the globe and understand the effects and complexities of such changes
2. *Global Perspective*: gain the ability to analyze global changes from a critical geographical perspective and critically evaluate multiple perspectives concerning them
3. *Global Engagement*: demonstrate willingness to engage in local, global, international, and intercultural problem-solving as it relates to the political, economic, cultural, and environmental processes shaping the world

Important Information

Before starting this course, please review the following pages:

- **Policies** (<https://fiu.instructure.com/courses/203248/pages/policies>)
- **Netiquette**  (<https://online.fiu.edu/html/canvas/policies/>)
- **Technical Requirements and Skills** (<https://fiu.instructure.com/courses/203248/pages/technical-requirements-and-skills>)
- **Accessibility and Accommodation** (<https://fiu.instructure.com/courses/203248/pages/accessibility-and-accommodation>)
- **Panthers Care & Counseling and Psychological Services (CAPS)** (<https://fiu.instructure.com/courses/203248/pages/panther-care-and-counseling-and-psychological-services-caps>)
- **Academic Misconduct Statement** (<https://fiu.instructure.com/courses/203248/pages/academic-misconduct-statement>)
- **Inclusivity Statement** (<https://fiu.instructure.com/courses/203248/pages/inclusivity-statement>)

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

This class does not have a required textbook. Readings for each week will be announced and posted on Canvas in advance. Below are some readings we will read in this class:

Textbooks:

- Johnston, R.J. and Watts, M.J., 2002. *Geographies of Global Change: Remapping the World (revised and extended)*. Blackwell Publishers.
- Sheppard, E., Porter, P.W., Faust, D.R. and Nagar, R., 2009. *A world of difference: Encountering and contesting development*. Guilford Press.

Books & Articles:

- Castree, Noel. 2014. "The Anthropocene and Geography I: The Back Story." *Geography Compass* 8 (7): 436–49.
- Connell, J. and Gibson, C., 2004. World music: deterritorializing place and identity. *Progress in Human Geography*, 28(3), pp.342-361.
- Harvey, D., 2007. *A brief history of neoliberalism*. Oxford University Press, USA.
- Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta. 2019. *Pluriverse: A Post-Development Dictionary*. Tulika Books and Authorsupfront.
- Kuecker, G.D. and Hartley, K., 2020. How smart cities became the urban norm: Power and knowledge in New Songdo City. *Annals of the American association of Geographers*, 110(2), pp.516-524.
- Lees, L., Shin, H.B. and López-Morales, E., 2016. *Planetary gentrification*. John Wiley & Sons.
- Moore, Sarah A. 2010. "Global Garbage: Waste, Trash Trading, and Local Garbage Politics." *Global Political Ecology*, 133–44.
- Paprocki, K., 2018. Threatening dystopias: Development and adaptation regimes in Bangladesh. *Annals of the American Association of Geographers*, 108(4), pp.955-973.
- Peck, J. and Theodore, N., 2007. Variegated capitalism. *Progress in human geography*, 31(6), pp.731-772.
- Rudel, T.K., Bates, D. and Machinguishi, R., 2002. A tropical forest transition? Agricultural change, out-migration, and secondary forests in the Ecuadorian Amazon. *Annals of the Association of American Geographers*, 92(1), pp.87-102.
- Searle, A. and Turnbull, J., 2020. Resurgent natures? More-than-human perspectives on COVID-19. *Dialogues in Human Geography*, 10(2), pp.291-295.
- Sparke, M., 2008. Political geography—political geographies of globalization III: resistance. *Progress in Human Geography*, 32(3), pp.423-440.
- Taylor, Z.J. and Aalbers, M.B., 2021. Climate gentrification: risk, rent, and restructuring in Greater Miami. *Annals of the American Association of Geographers*, pp.1-17.
- Woods, M., 2007. Engaging the global countryside: globalization, hybridity and the reconstitution of rural place. *Progress in Human geography*, 31(4), pp.485-507.

Additional readings are mandatory unless labeled as "optional" and will be announced in advance. Optional readings are for your self-study. I don't use them for evaluation.

Other useful resources

US & Global News media:

NPR <http://www.npr.org/sections/news> ↪ (<https://www.npr.org/sections/news/>) (Also, listen to NPR Radio on WLRN 91.3 FM)

New York Times <http://www.nytimes.com> ↪ (<http://www.nytimes.com/>) (Go to www.nytimes.com/FIU ↪

(<http://www.nytimes.com/FIU>) for free one-year access)

The Conversation <https://theconversation.com/us> ↗ (<https://theconversation.com/us>)

Le Monde Diplomatique <https://mondediplo.com> ↗ (<https://mondediplo.com/>)

BBC News <http://news.bbc.co.uk> ↗ (<http://news.bbc.co.uk/>)

Al Jazeera <https://www.aljazeera.com> ↗ (<https://www.aljazeera.com/>)

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World Data:

Our World in Data (Oxford) <https://ourworldindata.org> ↗ (<https://ourworldindata.org>)

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Software:

Google Earth <http://www.google.com/earth/index.html> ↗ (<http://www.google.com/earth/index.html>)

Google Maps <https://maps.google.com/maps/myplaces> ↗ (<https://maps.google.com/maps/myplaces>)

QGIS <http://www.qgis.org/en/site/forusers/download.html> ↗

(<http://www.qgis.org/en/site/forusers/download.html>)

Microsoft PowerPoint & Word (available for free to all FIU students)

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Film/documentary:

- Rachel Carson Council's list of environmental film festivals
<https://rachelcarsoncouncil.org/environmental-film-festivals/> ↗
(<https://rachelcarsoncouncil.org/environmental-film-festivals/>)
- Culture unplugged <http://www.cultureunplugged.com/festival/films.php#view=thumb> ↗
(<http://www.cultureunplugged.com/festival/films.php#view=thumb>)

Expectations of this Course

This is a hybrid course, which means most of the course work will be conducted online. 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:

- **carefully review the Syllabus** located in the course homepage;
- **take the practice quiz** to ensure that your computer is compatible with Canvas;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course at least **1 time** per week;
- **respond** to discussions by the due date specified;

- **respond to emails** within **5 days**;
- **submit** assignments by the corresponding deadline

The instructor will:

- log in to the course at least 2 times per week;
- respond to questions within 2 days;
- respond to other emails within 3 days;
- grade assignments within 10 days of the assignment deadline.

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the **Canvas Conversations Tutorial** [↗ \(https://community.canvaslms.com/t5/Video-Guide/Conversations-Overview-All-Users/ta-p/383696\)](https://community.canvaslms.com/t5/Video-Guide/Conversations-Overview-All-Users/ta-p/383696) or **Canvas Guide** [\(https://community.canvaslms.com/docs/DOC-10574-4212710325\)](https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

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.

Assignments & Grading

Assignments Table

Assignments	Number of Items	Points for Each	Total Points Available
Attendance	13	2	26
Online assignments	12	3	36
In-classroom quizzes	4	2	8
Group presentation	1	15	15
Term paper (In-class briefing 3 + Paper 12)	1	15	15

Assignments	Number of Items	Points for Each	Total Points Available
Total	31	N/A	100

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less


Late Submission Policy

*Late work will be accepted up to **20 days with the penalty of -5%/day**. All assignments must be submitted by the end date of the course.*

Class Absence Policy

Attendance is required. If you must miss a class for an unavoidable reason, you should email me in advance and later submit a form of evidence (e.g., a doctor's note). Only in such a case, you can make up for the class missed.

Academic Misconduct Policy

Do not cheat or act dishonestly in order to gain an advantage. Any more-than-a-sentence-long texts directly copied and pasted from external sources (i.e. not from your brain) are considered plagiarism, which is a serious academic offense that I must report to the FIU Academic Integrity Committee. Using AI (e.g., Chat GPT) for research is allowed but you should never copy and paste the texts generated by AI for written assignments, which will also be considered plagiarism. To avoid plagiarism, ***always paraphrase in your own words. If you need to cite others' words, use quotation marks and add reference(s). Both in-text and full citations are required.*** Visit <https://library.fiu.edu/plagiarism>  (<https://library.fiu.edu/plagiarism>) for more resources.

Course Calendar

Class materials are subject to change.

*Online assignments are due Sundays by 11:59 pm, the day **before** the class begins.*

Module	Date	Theme	Class materials	Assignments
1	Aug 26	Introduction: Geographies of Global Change	<ul style="list-style-type: none"> • Syllabus 	<ul style="list-style-type: none"> • Self-Intro Word Cloud (in class) • List of historical and contemporary global-scale changes (in class) • Group presentation sign-up (in class/online)
Labor Day	Sep 2	No Class		
2	Sep 9	The Anthropocene	<ul style="list-style-type: none"> • The "Anthropocene" (Crutzen and Stoermer, 2000) • Geography and the Anthropocene (Castree, 2014) • More-than-human perspectives on COVID-19 (Searle and Turnbull, 2020) 	<ul style="list-style-type: none"> • M2 Reading reflection (online) • Group 1 Presentation (in class)
3	Sep 16	Global Warming or Climate Change?	<ul style="list-style-type: none"> • Climate Change in Miami (Taylor et al., 2021) • Climate Change in Bangladesh (Paprocki, 2018) • (Documentary) Rising Tide: Priced Out In Miami (CBS News, 2021) 	<ul style="list-style-type: none"> • M3 Reading reflection (online) • Group 2 Presentation (in class)
4	Sep 23	The Earth as Input: Extraction	<ul style="list-style-type: none"> • From Farming to Agribusiness (Whatmore, 2014) • Vox Atlas: The Amazon, Part I (Vox, 2019) • Where Deforestation leads to Urbanization (Richards and VanWey, 2015) 	<ul style="list-style-type: none"> • M4 Reading reflection (online) • Group 3 Presentation (in class) • Quiz 1 (in class)

Module	Date	Theme	Class materials	Assignments
5	Sep 30	The Earth as Output: Waste and Pollution	<ul style="list-style-type: none"> • Global garbage (Moore, 2010) • Plastic Ocean (United Nations, 2017) • Plastic Oceans (organization website) 	<ul style="list-style-type: none"> • M5 Reading reflection (online) • Group 4 Presentation (in class)
6	Oct 7	Demographic Transition	<ul style="list-style-type: none"> • Population Crises: the Malthusian Specter? (Findlay, 2002) • Too many people? The challenges of demographic change (DW News, 2023) 	<ul style="list-style-type: none"> • M6 Reading reflection (online) • Quiz 2 (in class) • Start to work on term paper
7	Oct 14	Cities I: Urbanization	<ul style="list-style-type: none"> • World Cities Report 2022 (UN Habitat) • Planet of Slums (Davis, 2007) 	<ul style="list-style-type: none"> • M7 Reading reflection (online) • Group 5 Presentation (in class)
8	Oct 21	Cities II: Gentrification and Place-branding	<ul style="list-style-type: none"> • Planetary gentrification (Lees, Shin, and López-Morales, 2016) • How South Korea Built a City Out of The Sea (Bloomberg Originals, 2022) • Why China's New Cities Are Still Empty (Versed, 2022) 	<ul style="list-style-type: none"> • M8 Reading reflection (online) • Group 6 Presentation (in class)
9	Oct 28	Development	<ul style="list-style-type: none"> • Pluriverse: A post-development dictionary (Kothari et al., 2019) • The Developmental Decades (Sheppard et al., 2009) 	<ul style="list-style-type: none"> • M9 Reading reflection (online) • Quiz 3 (in class)

Module	Date	Theme	Class materials	Assignments
10	Nov 4	Neoliberalism	<ul style="list-style-type: none"> • A brief history of Neoliberalism (Harvey) • The first modern financial crisis in the globalized world (DW Documentary, 2022) 	<ul style="list-style-type: none"> • M10 Reading reflection (online) • Group 7 Presentation (in class)
Veterans Day	Nov 11	No Class		
11	Nov 18	Globalization	<ul style="list-style-type: none"> • Globalization: Interconnected worlds (Faulconbridge and Beaverstock, 2009) • Globalization Isn't Over. It's Changing (Coy, 2022) 	<ul style="list-style-type: none"> • M11 Reading reflection (online) • Group 8 Presentation (in-class)
12	Nov 25	Anti/Alter/De-Globalization	<ul style="list-style-type: none"> • Has globalization failed us? (CNBC, 2023) • How to Rewrite the Rules of Globalization (New Economic Thinking, 2018; Interview w/ Stiglitz) 	<ul style="list-style-type: none"> • M12 Reading reflection (online) • Group 9 Presentation (in class)
13	Dec 2	Alternative futures?	<ul style="list-style-type: none"> • The Case for Degrowth (Kallis et al., 2020) • Reflections on the Plantationocene: A Conversation with Donna Haraway and Anna Tsing (Mitman, 2019) 	<ul style="list-style-type: none"> • M13 Reading reflection (online) • Group 10 Presentation (in class) • Quiz 4 (in class)
14	Dec 9	Term paper briefing & Semester review	<ul style="list-style-type: none"> • Term paper briefing • A comprehensive review of all modules (bring questions!) 	<ul style="list-style-type: none"> • Individual oral briefing of term paper (3 mins each) • Submit term paper (Due: Dec 12)