

# GEO 3421 Cultural Geography Section RVC

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- **Office Hours:** By Appointment
- **About Me:** [Faculty Webpage](#)

**Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.**

## Course Calendar

### Course Description and Purpose

Culture and environment are intimately entangled. Now, global climate change is altering culture-environment relations in profound ways. How we acknowledge, experience, and respond to our changing environment will depend as much—perhaps more—on cultural factors as on scientific and technological knowledge. This course introduces students to the field of Cultural Geography, with an emphasis on culture-environment interactions in the context of global climate change.

In Cultural Geography we will explore culture-environment interactions and ask:

- What is the latest scientific understanding of global climate change and the projected effects on human cultures in place?
- How is climate important to our sense of place and belonging?
- How are indigenous cultures being affected by and responding to global climate change?
- How does culture shape our understanding of global climate change?
- How is global climate change altering cultures of food production and consumption?
- How is cultural expression in the literary, visual, and performing arts reflecting global climate change?

### Course Objectives

Upon completing this course, students will be able to:

1. Use cultural geography's theories and methods to evaluate and the role of climate in human affairs.
2. Describe the scientific consensus on the causes and effects of global climate change.
3. Recognize how culture influences our perception of climate and climate change.

4. Explain why and how indigenous cultures are affected by and responding to global climate change.
5. Explain how global climate change is altering cultures of food production and consumption.
6. Recognize and describe the ways that global climate change is reflected culturally in the visual, literary, and performing arts.

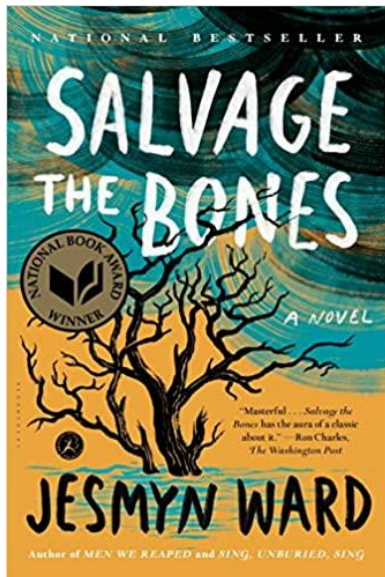
## Course Calendar

## Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#) Links to an external site.
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

## Textbook and Course Materials



- **Salvage the Bones (Required)**
- Jesmyn Ward
- Bloomsbury; 1st edition, 2012
- ISBN-10 : 1608196267
- ISBN-13 : 978-1608196265

- You may purchase your textbook online at the [FIU Bookstore](#) [Links to an external site.](#)
- **Additional Note:** With the exception of the book, *Salvage the Bones*, all of the readings will be posted on CANVAS as URL links or PDFs. I recommend that you print them out. Though digital technology is great for some things, many people find they do best by having the physical texts in their hands, underlying it, and making their own marginal notes.

## 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 as 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.

If you have computer problems while taking a quiz or exam, 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 you do have technical trouble, **gather as much evidence of the issue as you can** (e.g. take screenshots or photos) and include it in the message sent to Technical Support, otherwise, unfortunately, we will be unable to provide you with the opportunity to retake the missing or incomplete assignment.

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;
- **watch** the instructor's pre-recorded lectures that will available within the modules;
- **log in** to the course **3 times** per week;
- **respond** to discussions by the due date specified. **No late work will be accepted;**
- **respond to emails** within **3 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course at least **5** times per week;

- respond to discussion postings within **5 days of the deadline**;
- respond to **emails** within **48 hours** (excluding weekends and holidays);
- grade assignments within **10 days** of the assignment deadline.

## Course Calendar

### 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 **48 hours (excluding weekends and holidays)**.

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, I will send “Announcements” through CANVAS, alerting students of important course deadlines, feedback on assignments, and other important information. Please make sure to read them carefully and get back to me immediately if you have any questions or concerns. Please be clear and precise when phrasing your questions or concerns to allow me to respond efficiently. Also consider posting your questions in the open forum discussion so classmates may benefit.

### 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**.

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. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. If you are not familiar with using Zoom:

- 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.

### Make-Up Policy

Absolutely NO make-up quizzes. NO make-up exams without either 1) a note from a doctor that you were incapable of logging on for medical reasons or 2) documentation of a death in the immediate family. Flat tires, bad internet connections, missing pets, etc. *are not valid reasons for missing an exam* and do not qualify for make ups.

## Assignments

***Students are responsible for all information, materials, and instructions disseminated online. In addition to the readings, there will be required recorded lectures and streaming videos posted on CANVAS. All of this material is subject to assessment.***

### Prof. Neumann's Periodic Zoom Lectures

Throughout the course there will be pre-recorded lectures that supplement the other course materials. These lectures are intended to clarify or elaborate on concepts, provide additional illustrative content, and help students draw connections between abstract concepts and real-world examples.

### Discussion Forums

We will use two types of online discussion forums, one graded, one not graded.

*Discussion Forum Expectations:*

1. We will have 12 **Directed Class Discussions**, which are graded using a rubric. Each discussion is worth 4 points toward the final grade. For these discussions, you will be prompted with questions to reflect upon, draw connections among, and otherwise react to the required readings and films. Everyone is required to post answers to the questions at least once for each discussion to receive credit. In addition, you will be required to respond to at least one other student's post.
2. We will also have an **Open Forum Discussions** in which anyone can post with questions or comments related to the course. For example, you and your classmates can use it to prepare for quizzes and exams, seek clarification regarding assignment requirements, and seek advice navigating the demands and logistics of an online course. I will monitor the discussions and join in as needed. This will not be graded.

*Courtesy and respect in all communications is expected. I will remove posts that do not meet that standard.*

### Quizzes/Exams

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.

- Quizzes are comprised of multiple choice and true/false questions.
- Exams are comprised of essay questions. Essay exams will be open (notes and readings may be referenced), timed, and submitted through Canvas.
- The first exam covers the first half of the course. The second exam is not comprehensive. It covers only the second half of the course, though you will need to know standard terminology learned in the first half.
- Note that while the exams allow open notes and readings, they are timed. They are impossible to complete within the time window if you need to constantly reference your materials. In other words, you will need to study and prepare for exams as if they were closed.
- Finally, students are not allowed to take the quizzes and exams in teams or share any information about them with classmates or any other individual. If you are in doubt, please read the [FIU Academic Honesty Policy](#)[Links to an external site.](#).

## Student Generated Questions

In the spirit of participatory learning, everyone will write and submit 2 essay questions for each of the 2 exams. I will review submissions for possible inclusion in the exams. This exercise is useful for reviewing the course material in preparation for the exam and reflecting on key ideas and core content.

## Book Review

The Book Review assignment consists of an essay on the required book, *Salvage the Bones*, a novel considered to be one of the best among the new wave of “cli-fi” (climate fiction) literature. More details about the assignment are available through the assignment instructions link. This assignment addresses Course Objective #6, “Recognize and describe the ways that global climate change is culturally reflected in the visual, literary, and performing arts”.

## Extra-Credit

There will be extra credit opportunities, some announced in advance, others announced on an ad hoc basis. The announced extra credit involves the write up of definitions of the Key Terms posted for each module. Ad hoc extra credit will include, among other activities, attending a virtual campus talk or conference or viewing a relevant film or listening to a podcast. In all cases, students will submit a brief written synopsis.

## Keeping Current on Climate Change and Culture

In the spirit of participatory learning, students should be alert to relevant news articles, videos, podcasts, blogs, or other mass media source to bring to the class’s attention on

the Open Freeform Discussion. There are many sources to locate these, such as these two below. If you find other useful links, please share them in the discussion.

- Register to access the *New York Times* for free through [AccessNYT.com](#) [Links to an external site.](#). Then sign up for the NYT's "[Climate Fwd](#) [Links to an external site.](#)"
- Sign up to [Yale University's "Climate Connection"](#) [Links to an external site.](#) service.

## Course Calendar

**Course Grades Distribution Table**

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight (%)
Directed Class Discussion	12	4	48	18%
Quizzes	10	10	100	37%
Exams	2	40	80	30%
Student-generated essay exam questions	2	5	10	4%
Book review	1	30	30	11%
<b>Total</b>	<b>27</b>	<b>N/A</b>	<b>268</b>	<b>100%</b>

**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

*\*Dates subject to change with prior notice. Reading and assignment deadlines and details are presented in the individual learning modules online in CANVAS.*

### Schedule

#### Important Dates

First Exam	October 15
Last Day to Drop with a DR Grade	November 4
Book Review Due	December 3
Second Exam	December 10

#### Module I: Getting the Lay of the Land

Week 1 (August 26) through Week 3 (September 9)

Topics:

- Overview of cultural geography
- Current knowledge of climate change and its projected effects

#### Module II: How are indigenous cultures affected by and responding to climate change?

Week 4 (September 16) through Week 6 (September 30)

Topics:

- Effects of climate change on indigenous cultures
- Indigenous cultures' responses to climate change

#### Module III: How does culture influence perceptions of climate change?

Week 7 (October 7) through Week 10 (October 28)

Topics:

- Political culture and climate change
- Sense of place and climate change
- Religion and climate change



## **Module IV: How does climate change affect cultures of food production and consumption?**

Week 11 (November 4) through Week 12 (November 11)

Topics:

- Current and projected impacts of climate change on agriculture
- Changes in food consumption in relations to climate change

## **Module V: How are literary, visual, and performing arts reflecting global climate change?**

Week 13 (November 18) through Week 15 (December 2)

Topics:

- Climate change in literature
- Climate change in visual arts
- Climate change in Performing arts