

GEO 3001: Geographies of Global Change

General Information

Professor Information

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(305)348-0352

Preferred Communication Please use the
Canvas inbox.

Office Hours Tu/Th 2-3 PM in my office
(SIPA 309)

Course Description and Purpose

This course explores the complex dynamics of global change from a critical geographical perspective, challenging the notion that globalization is a homogenizing force. Instead, students will develop a deep understanding of how historical and contemporary changes in the environment, economy, politics, and culture across the globe are far from uniform, emphasizing the significance of space and place in shaping diverse outcomes. By applying geographical concepts, theories, and methods, the course highlights dynamics such as the infrastructure systems' uneven and differentiated spread, revealing how globalization creates new differences rather than flattens them.

Students will engage critically with the idea that global changes do not homogenize the world but instead produce varied and multifaceted geographies of change, leading to social and spatial inequalities. Building on these insights, the course encourages students to think creatively and constructively about contributing to meaningful and lasting futures.

This course is a core component of the Bachelor of Arts in Global Studies and fulfills the discipline-specific Global Learning requirement, contributing to the Global Learning Graduation Medallion. For more information on Global Learning Initiatives, please visit the [Global Learning Initiatives website](#).

Course Objectives

By the end of this course, students will be able to:

1. **Gain Global Awareness:** By identifying and understanding major historical and contemporary changes occurring across the globe, students will recognize the complexities and spatial variability of these changes and their effects.

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2. **Adopt a Global Perspective:** Students will analyze global issues from a critical geographical perspective, applying concepts like space, scale, and uneven geographies. Students will also learn to critically evaluate multiple perspectives on global challenges, understanding the historical and cultural contexts that shape these viewpoints.
3. **Develop a Global Engagement:** Students will demonstrate a commitment to engaging in local, global, international, and intercultural problem-solving, particularly concerning the political, economic, cultural, and environmental processes that shape our world.
4. **Engage in Practical Application:** By applying theoretical concepts to real-world phenomena and everyday life, students will produce original work through written investigative essays and discussion posts that reflect a deep understanding of global changes.

Important Information

Policies

Please review FIU's Policies webpage. It contains essential information regarding guidelines relevant to all FIU courses and 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 know the behavioral expectations outlined in the [FIU Student Conduct and Honor Code](#).

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](#).

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

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students are expected to adhere to a standard of academic conduct that **demonstrates respect** for themselves, their fellow students, their instructors, their professors, their teaching assistants, and the University's educational mission. All students should respect other people's time. They are also deemed by the University to understand that **if the instructor suspects** academic misconduct, they must **report and document their concern** to the Office of Student Conduct and Academic Integrity (SCAI). Suppose students are found responsible for academic misconduct by the SCAI. In that case, 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, or 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.

Policies on the use of Artificial Intelligence (AI) and plagiarism verification

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in writing will prepare you for a competitive workplace. Therefore, **AI-generated submissions are not permitted** and will be treated as plagiarism. Ethical academic behavior is an essential expectation in this course, and plagiarism is a severe offense.

Writing assignments and discussion posts in this course will be submitted to Turnitin via Canvas Assignments or the plagiarism checker in Packback either directly by you, by your instructor on your behalf, or automatically within the Packback platform. These tools generate a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you use sources

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fairly, cite properly, and paraphrase effectively—skills essential to all academic work. Also, Turnitin and Packback have now added an AI detector in addition to its similarity score. The AI score detects whether or not a student’s submitted work is similar to an AI’s writing style, such as a ChatGTP.

Suppose I see a plagiarism or AI-generated content score of 25% or greater for the first time. In that case, your work will receive a very poor evaluation of the authenticity and originality and criteria such as the ability to use sources and citations. AI is good at mimicking the style of academic essays but is usually extremely bad at producing substance. You will probably also receive a bad score on the content and substance criteria. Typically, together, these criteria can represent as much as 80% of your grade in the rubrics for paper assignments. This means that there is an extremely high chance that you will fail the assignment. The second time you submit an assignment with a plagiarism score greater than 25%, **I will report a concern of academic misconduct to the Office of Student Conduct and Academic Integrity.**

Learn more about the [academic integrity policies and procedures](#) and [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 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.

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Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

There is no textbook for this course. Weekly reading material will be posted on Canvas.

Course Detail

Assignments and Grading

Late Policies

The submission deadline for written assignments is 11:59 pm on every day on which an assignment is due.

No late work will be accepted in this course. If you find yourself in an unforeseeable situation, such as a medical emergency, preventing you from submitting an assignment, you must contact the instructors as soon as possible. We will require formal documentation of extenuating circumstances (e.g., medical emergency, jury duty, etc.).

Attendance (13% of final grade)

It is essential that students attend and participate in class. There is a lot of material to cover. I believe that in-class discussions are a fundamental part of learning from each other and engaging with multiple perspectives. Thus, attendance will count in the final grade.

An attendance list will be gathered at the beginning of each class. If you are late, you must stay after class to add your name to the attendance list. A lateness counts as 80% of a presence.

Students will receive half credit when late and no credit if absent unless they communicate with me, **provide documentation**, and get an excused absence/tardiness due to an extreme situation (e.g., healthcare, personal emergencies, legal matters, military orders, COVID-19) or a planned absence (e.g., religious observances, athletic activities).

Weekly Online Discussion Forums (12% of final grade)

Reflecting on the course material is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. The online discussion is used to prepare students for a group discussion in class. Preparing for discussions on the second day of class each week requires reading the article and thinking deeply about the material individually before you sit at the table with your colleagues. To help you do that, we will use an online platform that uses AI to coach you in formulating your thoughts.

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Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on what we cover in class and relate topics to real-world applications.

- Your participation in Packback discussions will count toward 12% of your overall course grade.
- There will be a weekly **Wednesday at 11:59 PM EST** deadline for submissions. To receive full credits (10 points), you should submit the following per each deadline period:
 - one open-ended Question every week with a minimum Curiosity Score of 75, worth 5 pts of each assignment grade
 - 1 Response to other students' posts every week with a minimum Curiosity Score of 75, worth 5 pts of each assignment grade
- Half credit for questions and responses that do not meet the minimum curiosity score will be provided.

Remember that other course members will likely see your discussion forum postings. Therefore, you should take care when determining what to post.

How to Register on Packback:

- Note: Only access Packback through Canvas to ensure your grades sync properly
- 1. Click “Packback” within Canvas to access the community.
- 2. Follow the instructions on your screen to finish your registration.
- 3. For your grade to be visible in Canvas, make sure only to access Packback via Canvas.
- Packback is available free of charge for this course.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

For an introduction to Packback Discussion Polls, please watch this video: <https://www.youtube.com/watch?v=w5Pd08TTQ5c>. For additional instruction and an overview of the difference between Discussion Polls and Packback Questions, please read this article: <https://help.packback.co/hc/en-us/articles/4412538629019-How-to-Respond-to-Discussion-Polls>.

For an introduction to Packback DeepDive assignments, watch the video here: <https://www.youtube.com/watch?v=pKFasMCO4Bs>

Packback access:

Packback is offered through the Panther Bookpack.

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Packback's deferred payment plan option is for students who cannot afford to pay for Packback upfront. We will grant them access to your community within 24 hours with the commitment that they will pay the fee within three weeks of joining. Here is more additional information on the [deferred payment plan](#). Students can submit a form to enroll in the payment plan through this link.

If you have already opted out of Panther Bookpack, please email Professor Reid so she can contact Packback and request a code fee waiver.

Group Activities and Summaries (30% of final grade)

Writing group activities will take place in class throughout the semester. Instructions will be provided in class. These group activities are designed to exchange ideas, draw connections among themes, arguments, and perspectives, and support each other. They will prepare students to produce a group presentation and an individual essay at the end of the semester.

After each group activity (in class on the second day of class), students will produce a 500-word summary of the group discussion. The summaries will alternate between one submission for the whole group (one common grade) and individual submissions (individual grade). This ensures that students develop skills in group work, collaborative writing, and personal writing. Throughout the semester, with the summaries assignments, students will build up their abilities and prepare for the group presentation and the individual essay at the end of the semester. There will be a weekly **Sunday at 11:59 PM EST** deadline for submissions.

Group Presentation (20% of final grade)

The presentation content should include a summary of their group discussions during writing group activities, a short overview of each student's essay's main idea, and an explanation of how these different main ideas relate. Every student must talk during the group presentation. More detailed instructions for the presentation and the rubric will be posted on Canvas. All students in one group will receive the same grade. Please review the rubric before preparing your presentation.

Individual Essay (25% of final grade)

The course has one individual essay at the end. In this essay, students will reflect on and interpret the key concepts and processes discussed in the course and illustrate them through original research on an empirical case. Your essay should be at least 1,500 words.

Packback DeepDive will be used for the submission. Detailed instructions for the essays will be posted on Packback. A detailed rubric with grading criteria will also be posted. Make sure to review the rubric before preparing your essays.

Extra Credits (2%)

Students will be asked to fill out two evaluations:

1. A mid-term student evaluation, at Week 6 (**due on Sunday at 11:59 PM EST**), using a Qualtrics survey; and

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2. At the end of the semester, The student perceptions of teaching survey (SPOTs) will be administered online via my.fiu.edu.

Students' evaluations are anonymous. Completing the evaluations is essential. I will use your feedback to improve my course. For each of the evaluations (mid-term and SPOTs), if the response rate reaches 75%, all students in the course will receive extra credits, 1% of their final grade. This means that the whole class has the potential of earning a total of 2% of their final grade.

Here are the steps you will need to take to complete your SPOTs at the end of the semester:

- Log on to the MyFIU portal at <https://my.fiu.edu>.
- Click on SPOTs.
- Select the course from the list of SPOTs.
- Click on the instructor's name.
- You will now be on the form and can share your perceptions and type comments.

Further information and reminders will be sent during the semester.

Assignments are weighted by group:

Group	Weight
Attendance (13 weeks @ 1% each week or 0.5% each day)	13%
Packback discussions (12 @ 1% each)	12%
Group work summaries (15 @ 2% each)	30%
Group presentation (1 @ 20%)	20%
Individual essay (1 @ 25%)	25%
Extra credits (2 @ 1% each)	2%
Total	102%

Grading Scheme

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

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Course Schedule

Week	Module	Reading/Material	Assignments
1 – Aug 26-Sept 1	Introduction: Welcome to the Anthropocene	Video: The Anthropocene: a New Age of Humans	Packback 1 Discuss the video watched in class on introduction to the Anthropocene. Group work summary 1 (group)
2 – Sept 2-8	Geographies of the Anthropocene	Malm and Hornborg 2014	Packback 2 Group work summary 2 (individual)
3 – Sept 9-15	Geographies of Globalization	Massey 1994	Packback 3: Group work summary 3 (group)
4 – Sept 16-22	Urbanization 1	Davis 2004	Packback 4 Group work summary 4 (individual)
5 – Sept 23- 29	Urbanization 2	Graham and Marvin 2001	Packback 5 Group work summary 5 (group)
6 – Sept 30 - Oct 6	Environmental Justice	Sze 2020	Packback 6 Group work summary 6 (individual) Extra credits: Students evaluation
7 – Oct 7- 13	Disaster Politics in the Anthropocene	Bonilla 20220	Packback 7 Group work summary 7 (group)
8 – Oct 14-20	Colonial Development	Rodney 1972 ch 1 and 4	Packback 8 Group work summary 8 (individual)
9 – Oct 21- 27	Cold War Development	Escobar 1999	Packback 9 Group work summary 9 (group)
10 – Oct 28- Nov 3	Neoliberalism	Video: Naomi Klein on Global Neoliberalism	Packback 10 Group work summary 10 (individual)
11 –Nov 4 – 10	Resilience in the Anthropocene	Grove et al. 2020	Packback 11 Group work summary 11 (group)
12 – Nov 11- 17	Alternate Futures	Curley and Smith 2023	Packback 12 Group work summary 13 (individual)
13 – Nov 18-24	Group presentations		Group work summary 14 (group)
14 – Nov 25-Dec 1 (Thanksgiving break)	No class		
15 –Dec 2-8	There are no classes but writing groups on students' preferred time		Group work summary 15 (individual)
16 – Dec 9-14 <i>Exam Week</i>	<i>No exam –Essay</i>		Final Essay Extra credits: SPOT survey