

Syllabus

GEO3001: Geographies of Global Change (Section U01 87257)

Fall 2023 Mondays 2:00 PM - 3:15 PM Classroom: Ziff 150

Professor : Young Rae Choi

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Office: SIPA 308

Office Hours: Mondays 11:30 am-1:30 pm
(or by appointment)

Biography

Teaching Assistant: TBD

**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 course 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>.

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](#)
- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [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.
- Paulson, S., D'Alisa, G., Demaria, F., & Kallis, G. (2020). *The case for degrowth*. John Wiley & Sons.
- Peck, J. and Theodore, N., 2007. Variegated capitalism. *Progress in human geography*, 31(6), pp.731-772.
- Rudel, T.K., Bates, D. and Machinguiashi, 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.

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](#) or [Canvas Guide](#) 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	12	2	24
Online assignments	12	3	36
In-classroom quizzes	4	2.5	10
Group presentation	1	15	15
Term paper	1	15	15
Total	39	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 10 days with the penalty of -5%/day.

Course Calendar

Class materials are subject to change.

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

Module	Date	Theme	Class materials	Assignments
1	Jan. 9	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)
MLK Day	Jan. 16	No Class		
2	Jan. 23	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"> • Reading reflection (online) • Group 1 Presentation (in class)
3	Jan. 30	Global Warming or	<ul style="list-style-type: none"> • Climate Change in Miami (Taylor et al., 2021) 	<ul style="list-style-type: none"> • Reading reflection (online)

Module	Date	Theme	Class materials	Assignments
		Climate Change?	<ul style="list-style-type: none"> • Climate Change in Bangladesh (Paprocki, 2018) • (Documentary) Rising Tide: Priced Out In Miami (CBS News, 2021) 	<ul style="list-style-type: none"> • Group 2 Presentation (in class)
4	Feb. 6	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"> • Reading reflection (online) • Group 3 Presentation (in class) • Quiz 1 (in class)
5	Feb. 13	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"> • Reading reflection (online) • Group 4 Presentation (in class)
6	Feb. 20	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"> • Reading reflection (online) • Quiz 2 (in class)
Spring Break	Feb. 27	No Class		<ul style="list-style-type: none"> • Start to work on your term paper
7	Mar. 6	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"> • Reading reflection (online) • Group 5 Presentation (in class)
8	Mar. 13	Cities II: Gentrification and Place-branding	<ul style="list-style-type: none"> • Planetary gentrification (Lees, Shin, and López-Morales, 2016) 	<ul style="list-style-type: none"> • Reading reflection (online)

Module	Date	Theme	Class materials	Assignments
			<ul style="list-style-type: none"> • 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"> • Group 6 Presentation (in class)
9	Mar. 20	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"> • Reading reflection (online) • Quiz 3 (in class)
10	Mar. 27	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"> • Reading reflection (online) • Group 9 Presentation (in class)
11	Apr. 3	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"> • Reading reflection (online) • Group 7 Presentation (in-class)
12	Apr. 10	Anti/Alter/De-Globalization + A comprehensive review of all modules	<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"> • Reading reflection (online) • Group 8 Presentation (in class)
13	Apr. 17	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"> • Reading reflection (online) • Quiz 4 (in class)
14	Apr. 24	Term Paper due		<ul style="list-style-type: none"> • Term paper