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GEO 3001 Geography of Global Change: Section RVC

Instructor: Prof. Rod Neumann, PhD

- **Email:** neumannr@fiu.edu
- **Office Hours:** By Zoom Appointment
- **About Me:** [Faculty Webpage](#)
- **Turn Around:** Within 24 hours (excluding weekends and holidays)

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

Course Description and Purpose

The human species has rapidly transformed the global environment. In this course, we will investigate how culture shapes our experiences and understandings of and responses to, global environmental change. We will explore the ways we think about nature/culture. Different cultures and subcultures understand and experience these changes differently. On one hand, modern western thought has stressed a distinct divide between culture and nature. From this perspective, nature is experienced distantly as an object, whether for scientific study, for aesthetic appreciation, or as an obstacle to be overcome. On the other hand, indigenous and pre-modern cultures have tended to stress the unity of humans with the natural world. From this perspective, the nonhuman world is experienced intimately and viewed as animated. In addition, increasing numbers of biologists are finding evidence of cultures in animals, further complicating our ideas of nature/culture. We will touch on all of these issues in this course. This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

Global Learning Course Outcomes

1. Students will be able to demonstrate knowledge of contemporary global changes, including their historical geographies and dynamics.
2. Students will be able to analyze issues from multiple perspectives on global change.
3. Students will be critical assessors of information about global issues.

Upon completing this course, students will be able to:

1. Describe the geohistorical origins of global environmental thought.
2. Explain the concepts of nature and culture and the philosophical divide between them in Western thought.
3. Compare and contrast ideas of nature and environmental change among different cultures and subcultures.
4. Analyze conflicts between local cultures and global-scale nature conservation practices.
5. Analyze how new scientific findings of animal cognition are challenging the nature-culture divide.

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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

Students are responsible for all required readings posted on CANVAS. I generally recommend that you print them out. Digital technology is great for some things, but not so much for learning and retention. You will do best by having the physical texts in your hands, underlining it, and making your own marginal notes. If paper is not your cup of tea, use the annotation and highlight functions in PDFs. The bottom line is, passive reading does not lead to retention. You'll need to actively interact with the text in some fashion.

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

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 when 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

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- **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 **24 hours** (excluding weekends and holidays);
- 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. I will respond to correspondences within **24 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.

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 in the course.

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 \(Links to an external site.\)](#) 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

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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.

Open Discussion Forums

The course features an **open discussion** in which you and your classmates can prepare for quizzes and exams, discuss the course readings and videos, and navigate the logistics of an online course. I will monitor the discussions and join in as needed. Courtesy and respect in all communications is expected. I will remove posts that do not meet that standard.

Assignments

Zoom Attendance - Periodic ZOOM Sessions

Throughout the semester I will hold live one-hour Zoom sessions as needed, usually one per module. The live meetings will allow us to clarify concepts, discuss required readings and other materials, and otherwise maintain communication among us. Depending on particular student needs and circumstances, these sessions will blend lectures and discussions. Each session is recorded and the recordings are posted on the course website immediately after each meeting.

You have 2 options to meet the attendance requirement:

1. You may attend and participate in the meetings, or
2. You may watch the meeting recordings and take a short quiz related to the information shared and discussed.

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.
- Note that while the exams are 'open', they are timed and it will be impossible to complete the exam if you need to constantly reference your materials.
- Study as if it were closed. In addition, 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 \(Links to an external site.\)](#).
- The second exam is not comprehensive.

Student Generated Questions

- In the spirit of participatory learning, everyone will write and submit:
 - 2 multiple choice questions for each quiz;
 - 2 essay questions for each of the 2 exams.
 - I will review submissions for possible inclusion in the course quizzes and exams.

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Extra-Credit

- There may be extra credit opportunities, which will be announced on an ad hoc basis. They 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.

Course Requirements and Grading

Course Requirements	Number of Assignments	Points for Each	Total Points Available	Weight
Zoom Attendance	4	5	20	11%
Quizzes	3	15	45	26%
Exams	2	40	80	47%
Student-generated exam questions	2	5	10	6%
Student-generated quiz questions	3	5	15	9%
Total	14	N/A	170	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

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

SCHEDULE

Important Dates

Exam 1	October 21
Last Day to Drop with a DR Grade	November 1
Exam 2	December 9

Module I: What do global, local, nature, and culture mean and how are they linked?

Week 1 (August 23) through Week 4 (September 13)

Module 1 Learning Objectives: Upon completion of this module, you will be able to:

1. Explain the multiple meanings of "culture" and "nature".

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2. Describe the ways that the line between nature and culture is blurry and shifting.
3. Explain the historical origins of modern conceptualizations of a global environment.
4. Analyze two-way interactions between the local and the global

WEEK 1 READINGS:

Raymond Williams, "Culture" in Keywords.
Raymond Williams, "Nature" in Keywords.
Shweder and Beldo, "Culture: Contemporary Views "
Ginn and Demaritt, "Nature: A Contested Concept"

WEEK 2 READINGS:

Gramling, "Birth of a Theory" (plate tectonics)
Cosgrove, "Preface" from Apollo's Eye
Cosgrove, "Modern Globe " from Apollo's Eye
Vanham, "A Brief History of Globalization"
Davis, "The Origins of the Third World"

WEEK 3 READINGS:

Haila, Beyond the Nature-Culture Dualism

WEEK 4 READINGS:

Buchanan, "Glocalization " (Dictionary of Critical Theory)
Vanham, "Korean Boy Band and Globalization"
Kahn & Kahn, "McDonalds and Glocalization"

Module II: How do different cultures and subcultures understand and relate to global nature?

Week 5 (September 20) through Week 7 (October 4)

Module 2 Learning Objectives: Upon completion of this module, you will be able to:

1. Describe the history of the wilderness idea in Euro-American thought.
2. Analyze the meaning of wilderness in contemporary Western thought.
3. Analyze the meaning of environment and nature in Native American thought.
4. Compare and contrast ideas of nature and the environment in different world regions.

WEEK 5 READINGS:

Robbins, "Wilderness"
Haila, "Wilderness and Environmentalism"

WEEK 6 READINGS:

Booth, "Natural Environment in Native American Thought"
Maiteny, "Indigenous Perceptions of Nature"

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WEEK 7 READINGS:

Tunbridge, "Australian Aboriginal Views of Nature"
Sponsel, "Buddhist Views of Nature"
Chattopadhyaya, "Nature in India"

Module III: What is the global biodiversity conservation movement and how does it affect local cultures?

Week 8 (October 11) through Week 11 (November 1)

Module 3 Learning Objectives: Upon completion of this module, you will be able to:

1. Describe the global nature conservation movement and its historical and cultural origins.
2. Explain challenges to the idea that protected areas preserve wilderness.
3. Analyze the types of conflicts arising between global nature conservation and local cultures.
4. Analyze the arguments for recognizing local cultural claims on protected areas.

WEEK 8 READINGS:

Neumann, "Ways of Seeing Africa".
Adams, "Nature and the Colonial Mind".

WEEK 10 READINGS: (Note: Week 9 was Exam 1)

Heckenberger et al., "Amazonia in 1492"
Mann, "1491"

WEEK 11 READINGS:

Binnema and Niemi, "Wilderness, Conservation, and the Exclusion of Aboriginal Peoples"
Dowie, "Conservation Refugees"

WEEK 12 READINGS:

Chapin, "A Challenge to Conservationists"
Truer, "Return the National Parks to the Tribes"

Module IV: Do animals have culture?

Week 12 (November 8) through Week 15 (November 29)

Module 3 Learning Objectives: Upon completion of this module, you will be able to:

1. Define animal culture.
2. Describe examples of recent scientific evidence for animal culture.
3. Identify the opposing positions in the animal cultures debate.
4. Explain how the findings of animal culture affect global conservation initiatives.
5. Analyze how findings of animal culture affect Western notions of the nature-culture divide.

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WEEK 13 READINGS:

Whitten, "The psychological reach of animal culture"

Balter, "Strongest Evidence of Culture in Monkeys and Whales"

WEEK 14 READINGS:

Kendal, Animal culture wars

WEEK 15 READINGS:

Laiolo & Jovani, The emergence of animal culture in conservation

Brakes et al., Animal cultures matter for conservation

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