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**Florida State University  
Geography 4403, Sections 1-4  
Global Change, Local Places**

**Syllabus**

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## Course Overview and Objectives

This course examines several phenomena of global change that are occurring in today's world, with an emphasis on how these changes are being experienced by individuals and societies in specific places. Besides investigating global topics, this course considers the broader issue of "globalization," the complex set of processes that, on the one hand, are bringing the various parts of the world closer together but, on the other hand, are exacerbating difference and conflict among and within local societies. The course also has a focus on issues of scale -- that is, the relationship between global-scale processes and local-scale experiences, a key concept in all geographical analysis.

Specifically, this course focuses on four aspects of social life that are undergoing globalization: the economy, the environment, culture, and politics. For each aspect, we'll be looking at how global integration is occurring and how it is impacting local places.

- Our study of *economic geography* will begin with an overview of some of the general processes that are shrinking the world and speeding up global economic interaction. This will be followed by a focus on multinational corporations, with an emphasis on their impact on developing countries.
- Our study of *environmental geography* will move from an examination of the historic nature-society relationship to a study of some of the key resources used in the name of progress and development. This will be followed by a turn to some of the global problems caused by resource use as well as the political efforts that are being made to remediate these problems, with a focus on an environmental problem that has global causes and local impacts: climate change
- Our study of *cultural geography* will begin with an examination of population and migration issues around the world. From here, we'll turn to issues of identity as dynamic populations try to establish a sense-of-place, and we'll conclude with a case study of India as a society in transition that is working to establish new cultural norms.
- Our study of *political geography* will examine how globalization is leading both to international political groupings and to local groups struggling for political power, and we will consider whether either of these new sets of political actors pose a threat to the modern nation-state system. We'll conclude by examining how the environment, politics, and attempts to define place intersect in water-allocation conflicts that are raging in the western U.S. and in southwest Asia.

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## Course Structure

### *Units*

The course consists of four units, each of which is four weeks long:

- *Unit I -- Economic Geography (August 23 - September 19):* How is the world being brought together (and divided) by global economic actors and processes such as telecommunications and multinational corporations?
- *Unit II -- Environmental Geography (September 20 - October 17):* How are the spread of pollutants, increased resource use, and the worldwide movement for environmental sustainability affecting local environments?
- *Unit III -- Cultural Geography (October 18 - November 14):* How are local cultures being impacted by population growth, migration, contestations of identity, and the rise of a global culture?
- *Unit IV -- Political Geography (November 15 - December 11):* How is globalization simultaneously leading to the rise of local social movements, national-identity movements at a scale smaller than present-day nation-states, and international political integration?

### ***Weekly Reading and Writing Assignments***

Each of the four units is divided into four weeks, and for each week, you will have a number of reading and/or writing assignments. To find out the week's assignments, first click on the ***Assignments*** button in the left frame of the Blackboard screen. Then click on the unit (e.g. Unit I) and then click on the week (e.g. Week 1). From here, you will be presented with a list of reading and writing assignments. These assignments should be completed in the order in which they are presented on the screen. Some of the reading assignments will refer you to chapters from the course textbooks and some will link you to on-line readings. At the bottom of this list, for each week, you will find a link that takes you to the weekly assignment sheet, which will contain that week's writing assignment.

### ***Groups and Discussants***

The class will be divided into groups of four students each. On the first day of class (Monday, August 23), you will receive an e-mail from your mentor, Anne Marie Frere, containing your group assignment and also telling you if you will be serving as discussant for the first unit. Since there are four units and four students in a group, each student will serve as a discussant for one unit (the role of the discussant is explained below).

Because of changes in enrollment during the add/drop period, some shuffling of groups may be needed after the first week of class and some groups may end up with three or five students. In the event that a group has five students, there will be one unit for which the group will have two designated discussants. If a group ends up with three students, there will be no discussant assigned to the final unit. Lists of group members and discussants will also be posted in the "Announcements" section of the Blackboard website.

### ***Personal Countries***

During the first week of class you will pick a "personal country" that you will follow and write about throughout the course. As the assignment sheet for Unit I, Week 1 details, by the end of the first week, you need to post your choice of country to the discussion board and tell your group members a few things about that country. The only condition under which you will be asked to change your personal country is if another member of your group has already picked that country. All of your writing assignments will concern your country, except when you are serving as discussant, at which point you will draw off of what you have learned from your fellow group members about *their* countries rather than writing about your country.

A series of links that should assist you in researching your personal country are available by clicking on the ***Resources*** button in the left frame.

### ***Off-Line and On-Line Readings***

This course uses four volumes from the five-volume "Shape of the World" series produced by geographers at Open University, a university in England that specializes in distance education. The four volumes that we will be using are:

Vol. 2: *A Shrinking World?* (Allen and Hamnett, eds.)

Vol. 3: *An Overcrowded World?* (Sarre and Blunden, eds.)

Vol. 4: *A Place in the World?* (Massey and Jess, eds.)

Vol. 5: *A Global World?* (Anderson, Brook, and Cochrane, eds.)

During each of the first three weeks of each unit you will be assigned one or two chapters from the "Shape of the World" series. Most chapters have several pages of additional readings at the back. The assignment sheet for that week will note which (if any) of these associated readings you may skip.

Readings in week 4 of each unit are entirely on-line. These readings consist of pages developed at FSU and pages that have been developed and posted by non-FSU entities.

### ***Discussion Board Postings***

All students will be graded for their contribution to their group's discussion board. Comments and questions are both seen as positive contributions to the discussion board. In fact, just about any posting to the discussion board will earn you some credit (not counting abusive or totally irrelevant postings, of course). However, postings that make links between the readings and/or address conceptual issues raised in the class will earn you more credit. You will receive a discussion board posting grade for each of the three units that you serve as non-discussant and also for the one unit that you serve as discussant.

For each unit, that unit's discussant has special responsibilities for leading the discussion board. Generally, a discussion on the discussion board will begin with the discussant posing a question to the other members of the group. The discussant is responsible for

keeping the discussion going, summarizing others' points and making connections between other students' comments and questions, posting follow-up questions to ideas/questions raised by other members of the group, and posting a new question when a discussion of a particular topic seems to have run out. Your mentor will continually monitor the discussion board and pose questions as needed for the group if the discussant fails to keep up with the discussion board (but the discussant's failure to keep the discussion going will be reflected in her/his grade). If you have an opinion on another student's posting you should go ahead and comment rather than waiting for the discussant to solicit opinions.

To get to your group's discussion board, click on the ***Group Functions*** button in the left frame of the course website. Then click on your group's name, and then click on the "Group Discussion Board" link.

To use the discussion board, you need to understand two terms: *forums* and *threads*. Forums are established by your mentor and are large areas. For this course, your mentor will establish four forums—one for each unit—and all of your postings during the duration of a unit should be in that unit's corresponding forum. A forum will become "read-only" once the class has moved on to the next unit.

Every forum contains an infinite number of threads and, unlike forums, students can establish their own threads. Whenever you submit a posting that is not a direct response to a previous posting, you should start a new thread. To start a new thread, simply enter the appropriate forum and click on the "Add New Thread" button in the upper left corner. To reply to a message within an existing thread, open the message to which you want to reply (by clicking on the message's subject), and then click on the "Reply" button that appears at the lower right corner of the box with the old message's text. Once you've entered your message, just click on the "Submit" button and your message will be posted to the discussion board. Leave the radio button at the bottom of the screen checked on "Smart Text." You can write your posting in a word processor and cut-and-paste it into the text box if you wish, although you'll probably lose special formatting commands such as tabs.

### ***Papers and the Group File Exchange***

***Non-Discussants' Papers:*** With the exception of the first week's assignment, all of your writing assignments will be papers that you will submit to your group's File Exchange. To get to your group's File Exchange, click on the ***Group Functions*** button, then click on your group's name, and click on the "File Exchange" link. For each unit when you are a non-discussant, you will be required to submit one short paper by the end of weeks 1, 2, and 3, and a medium-length paper by the end of week 4. Non-discussants' week 4 papers will need to bring in material from weeks 1 through 3 of the unit, as well as week 4, in order to receive an A- or an A. Thus, over the course of the semester, you will write nine short papers (one each during weeks 1, 2, and 3 of the three units during which you are not a discussant) and three medium-length papers (during the fourth week of each of those three units).

**Discussants' Papers:** Within each group, the discussant has a special role for coordinating and monitoring the four-week discussion for that unit (see the "Discussion Board Postings" subsection above). In return for these responsibilities, the discussant is exempted from submitting papers during the first three weeks of the unit (except during week 1 of Unit I, in which the discussant is also required to submit a few small postings). Instead, during the first three weeks, the discussant should be carefully reading the other group members' papers and their discussion board postings and using the discussion board to ask them points of clarification. Then, during the fourth week of the unit, the discussant submits an extended paper that incorporates material from the other group members' previous papers for the unit, as well as drawing on the unit's off-line and on-line readings and the discussion board postings that had appeared during that unit.

**Paper Length Guidelines:** General guidelines for length of papers are approximately 750 words (around two to three double-spaced pages) for non-discussants' postings for weeks 1, 2, and 3 of each unit; approximately 1,500 words (around five double-spaced pages) for non-discussants' postings for week 4 of each unit; and approximately 3,000 words (around ten double-spaced pages) for the discussant's posting for week 4 of each unit. See the "Evaluation Scheme for Grading Papers" section of the syllabus for the guidelines that will be employed in assigning grades to papers.

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## **The World Wide Web & The Blackboard System**

The main instructional vehicle for this class is the World Wide Web, which you will be accessing via Florida State University's Blackboard system. To enter the course website, just type the URL <http://campus.fsu.edu>. You then will be asked to enter your username and password. Enter the username and password from your FSU e-mail account (this is case-sensitive; your username is the part of your e-mail address that appears before the "@" symbol, such as "akc04d"). **To take this class, you must have an FSU e-mail account** (see below for instructions on obtaining an FSU computer account). Once the computer knows who you are, it will know that you're registered for this course and a link for Global Change, Local Places will appear on your screen. Click on the link and you'll enter this course's website.

When in the Blackboard system, there will be a constant frame on the left side of the screen. Buttons on this left frame may be clicked on at anytime to navigate as follows:

- **Announcements:** Only the lead faculty member and mentor may post announcements. The course homepage automatically displays any announcements that were posted within the past two weeks. Older announcements can be viewed by clicking on the "Announcements" button.
- **Syllabus:** Click on this button and you will find links to the syllabus and the audio-visual course introduction.
- **Assignments:** Click on this button and then click on the link for the current unit. Then click on the link for a week within that unit. At this point, you will find a

list of that week's readings, links to on-line readings (when applicable), and a link to that week's assignment sheet. You are strongly advised to follow the reading and writing assignments for a given week in the order that they appear on the screen.

- **Resources:** Click on this button for a series of links that will help you in completing assignments. The first link takes you to a page maintained by the FSU Library System which refers you to several excellent web-based resources for conducting research on your personal country. This page will help you with many of your assignments. The other links on the "Resources" page take you to resources that will help you complete the Unit I, Week 2; Unit II, Week 2; and Unit IV, Week 1 assignments respectively.
  - **Group Functions:** After you click on this button, click on the name of your group. From here, you have several options:
    - Click on "Group Discussion Board" to read postings or to add your own posting to your group's discussion board. (See the "Discussion Board Postings" section of this syllabus for detailed instructions for using the discussion board.)
    - Click on "File Exchange" to submit your paper to your group or to read the papers of the other members of your group.
    - Click on "Send E-mail" to send an e-mail to some or all members of your group. Place checks in the boxes of the group members whom you want to receive your message, type your message, add an attachment if applicable, and then click "Submit."
    - At the bottom of the screen is a list of group members. Click on a group member's name to see that person's homepage. Click on a person's e-mail address for an alternate way of sending that person an e-mail.
  - **Office Hours:** Click on this to enter the class chatroom where the class office hours are held (see discussion of office hours below). After you click on this button, click on the "Join" button to join the chatroom.
  - **Staff Information:** Click on this button for biographical and contact information for your instructor and mentor.
  - **E-Mail Instructor:** This button provides a "hot link" for you to e-mail your instructor.
  - **E-Mail Mentor:** This button provides a "hot link" for you to e-mail your mentor.
  - **View Home Pages:** Click this button and then click the "Search" button and a list of all students enrolled in the class will appear. Click on a student's name to view that student's home page. Click on a student's e-mail address to send an e-mail.
  - **Student Tools:** Click on this button and you will have a choice of three links to follow. "Edit Your Homepage" will be used in the first week of class. "Student Manual" opens an instructional manual for the Blackboard program. "View Grades" lets you see how you're doing in the class.
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## Ground Rules for Web-Based Learning

1. It is your responsibility to make sure that you have regular and reliable Internet access. Internet Provider (IP) problems are not the responsibility of the lead faculty member or mentor, but the student. If you cannot obtain regular and reliable access to the Internet, you should not be taking this class. If persistent IP problems develop, you will have to drop the class. If you have particular technical problems, you should direct questions to FSU's Academic Computing & Network Services (ACNS) by sending an e-mail to **problems@acns.fsu.edu** or calling 850-644-8502.

2. You should have access to the following

a) An Internet browser like Netscape Navigator or Microsoft Explorer. For either software, you must have version 4.0 or higher. To participate in on-line office hours in the class chatroom your browser must be Java-enabled (it probably is).

b) An account on FSU's computer system. To obtain an account, go to **<http://register.acns.fsu.edu/CARS/studentreg.html>**. You will need to enter your 16-digit FSU-Card number and your social security number. If you regularly use an e-mail account with another provider (e.g., America On Line), set your FSU account to automatically forward to your other account. To do this, go to **<http://register.acns.fsu.edu/CARS/forward.html>**.

c) A printer. This is optional, but recommended.

3. All course communications—discussion board, e-mail, or web chat—should observe Internet etiquette. This means that:

a) Conversation in this course should be serious and scholarly. The purpose of conversation is to facilitate learning and the communication of ideas.

b) Flippant conversation is discouraged. Students are asked to think before they write. "Flaming" (using the Internet to insult and taunt) is a serious issue and will be dealt with appropriately by University authorities.

c) Web chat and the discussion board are not to be (ab)used for personal complaints about grading, assignments, or similar issues. If you have a complaint about a fellow student, your mentor, or an assignment, send an e-mail to the instructor.

4. It is your responsibility to submit each assignment on time. Leave yourself time to cope with technical problems. Keep a backup copy of each assignment.

5. Top Three Excuses Banned in this Course:

#3 "The computer ate my homework"

#2 "It got lost in the e-mail"

#1 "I had to work late..."

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## **Evaluation Scheme for Grading Papers**

The following criteria will be used for assigning grades to written assignments:

An "A" paper has the following elements:

1. Good, clear, and complete description of the problem.
2. Clear statement of the argument you will make about the problem (thesis/argument).
3. Good, clear supporting arguments, with each argument supported by evidence or plausible examples.
4. May offer unique arguments or evidence not developed or noted by others.
5. Paper well-organized with few errors in sentence structure, spelling, or mechanics.
6. Complete and informative references/reference page.

A "B" paper has the following elements:

1. An adequate description of the problem.
2. Thesis statement is clear, but more weakly stated than in an "A" paper.
3. Advances good arguments and tries to supply evidence or examples to back up each one.
4. Generally a good job. Clearly written with few errors.
5. Generally informative references.

A "C" paper must have some description of the problem, a thesis, supporting arguments, and evidence. However, a "C" paper will have one or more of the following characteristics:

1. Incomplete description of the problem.
2. Reasons or evidence left unstated.
3. Weak or unclear thesis.
4. Arguments are advanced, but they are not clearly stated, or no evidence or example is offered in support of one or more of the arguments advanced.
5. Problems with articulation of ideas, transitions, organization, spelling, or other mechanics.

A "D" paper may have one or more of the following characteristics:

1. Doesn't describe problem.
2. Weakly organized, poor development of idea.
3. Little or no evidence offered in support of arguments made.
4. Too many direct quotes.
5. No evidence of having read or used reference sources.
6. Generally sloppy, with too many typos, misspelled words, and poor articulation.
7. No references/reference page.
8. Inaccurate claims/data
9. Description without argument

An "F" grade will be assigned in the following cases:

1. Paper not written.
  2. Paper not written as assigned.
  3. Plagiarism (of published work, other student's work, or self)
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## **Citations, Plagiarism, and Late Papers**

Plagiarism, whether intentional or not, is never permitted. If you get an idea from somewhere else (including from one of your fellow students), include a citation. If you extract a quotation from another source (even if that source was another paper written by you), you *definitely* need to cite it. In writing your papers, you'll likely find yourself citing:

- others' discussion board postings;
- your own discussion board postings;
- non-discussants' papers for that unit (if you're the discussant);
- required textbook and on-line readings;
- other readings and/or websites that you find on your own.

Don't be afraid to cite. In fact, citations will generally help your grade: Your mentor or your instructor will be impressed that you went out of your way to research something. There are limits to this, of course: If you "researched" your entire paper by copying someone else's, a citation to the paper that you copied won't excuse the fact that there are no original thoughts in the paper. If in doubt, e-mail your mentor when you're writing to discuss citation options. You're much more likely to receive points for your concern than to lose points for revealing what you don't know.

While the web makes plagiarism easy, it also makes it easy to catch plagiarizers. So don't try it.

By the way, it doesn't matter *how* you cite so long as you include citations, but your format should be consistent for the duration of a paper.

Because late papers will make it difficult for discussants to do their job, late papers will be penalized. A paper that is up to 24 hours late will be penalized a half-grade (e.g. from a B+ to a B). A paper that is between 24 and 48 hours late will be penalized a full grade (e.g. from a C to a D). A paper that is more than 48 hours late will receive an automatic F.

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## **Evaluation**

Your grade will be determined according to the following formula:

Assignment description	Approx. length of assignment	Percent of total grade
Papers from weeks 1-3 of the three units for which you are not discussant	750 words (equivalent of two to three double-spaced pages)	4% per paper x 3 weeks x 3 units = 36%
Paper from week 4 of the three units for which you are not discussant	1,500 words (equivalent of about five double-spaced pages)	5% per paper x 1 week x 3 units = 15%
Paper from week 4 of the unit for which you are discussant	3,000 words (equivalent of about ten double-spaced pages)	30% per assignment x 1 week x 1 unit = 30%
Discussion board participation for the three units for which you are not discussant	- - -	3% x 3 units = 9%
Discussion board participation for the unit for which you are discussant	- - -	10% x 1 unit = 10%

**All papers are due in the Group File Exchange on Sunday evenings at 11:59 PM Eastern Time (see above for late paper policy). The one exception to this is the final paper, which is due at 11:59 PM on Saturday, December 11 instead of Sunday, December 12 (grades are due in the morning on December 13, and we'll need a day to grade these postings). For this final paper, no late submissions will be accepted.**

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## **On-Line Office Hours**

On-line “office hours” will be held in the class chatroom, every Wednesday from 7:00 to 8:00 PM and every Thursday from Noon to 1:00 (Eastern Time). Go to the class chatroom by clicking the *Office Hrs/Chatroom* button in the left frame of the course website. Then click the “Join” button on the Office Hours line. It may take a while for the chatroom program to load, so be patient.

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## **Honor Code, ADA Requirements, and Other Issues Concerning Students’ Rights and Responsibilities**

### *Honor Code*

Students are expected to uphold the Academic Honor Code. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility to:

1. Uphold the highest standards of academic integrity in the student’s own work;

2. Refuse to tolerate violations of academic integrity in the University community; and
3. Foster a high sense of integrity and social responsibility on the part of the University community.

For a full statement, of the FSU Academic Honor Code, visit the webpage **<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>**.

### ***ADA Requirements***

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC).
2. Transmit a letter to the instructor from the SDRC indicating that you need academic accommodations. This should be done within the first week of class.

For more information about services available to FSU students with disabilities, and the rights and responsibilities of disabled students, see the SDRC's webpage, **<http://www.fsu.edu/~staffair/dean/StudentDisability/>**.

### ***Other Student Issues***

For other policies concerning your rights and responsibilities as a student, see the "Codes and Policies" section of the FSU Student Handbook, **<http://www.fsu.edu/Books/Student-Handbook/codes/index.html>**.