GEOG 316H – Spring 2012

Crossing Boundaries: Globalization

Monday 3:00 – 5:50 P.M.  O’Connell 237

Dr. LaDona Knigge
Office: Butte 533
Phone: 898-5881

Email: lknigge@csuchico.edu
Office hours:  T 10:00 – 12:00
W 10:00 – 12:00, or by appt.

NOTE: Syllabus subject to change. Effective date: January 23, 2012

Course Description:
Increasingly we are confronted with references to living in an era of globalization; in education, we are tasked with appeals to become global citizens aware of the intricate ways in which our life choices and inheritances connect us with people in every corner of the world. But how do we understand a term like globalization? How do we approach the demands of increasingly complex cultural awareness and understanding?

This semester Crossing Boundaries will lead us on an exploration of the issues surrounding globalization. Through the study of geography and literature, we will examine a variety of relationships, paying special attention to the interrelationships between people and places, the interdependence between the global and the local, and the ways that globalization has produced very different results between and within regions for different people at all scales. We will explore these relations through a focus on issues relating to global economic development, migration, gender, household and family relations and through mapping exercises. Along with a geographic approach to globalization from the social sciences perspective, we will also explore questions of identity, home, family, race, ethnicity, and gender from a humanities perspective through the reading of twentieth century literature and personal story telling.

Honors Program Goals and Objectives for Theme Classes
• To engage students in an interdisciplinary studies experience in an interactive setting.
• To invite students to think reflectively about course connections.
• To explore the interrelationship of roles as local, national and world citizens.
• To give students an understanding of the modern global community.
• To allow students to pursue their own research interests within the framework of interdisciplinary studies.

Course Goals and Objectives
• To analyze and synthesize a variety of materials reflecting different cultures.
• To sharpen writing and oral presentation skills.
• To become familiar with the basic concepts of social science concerning the functioning of gender relations and families, immigration, the construction of identity, and the interrelationship between people and places.
• To better appreciate how different cultures around the world have responded to and been affected by the challenges of globalization

Required Texts:
Texts are available at the Associated Students Bookstore on campus.

Reading list for assorted shorter readings on Vista:


Videos:
Seattle Syndrome
Mardi Gras: Made in China. (74 minutes)
T-Shirt Travels, a film by Shantha Bloemen (57 minutes)

Other required materials:
Set of 12 colored pencils or fine-point markers for making maps ($3.99 at Walgreen’s)

Policies:
Attendance is mandatory. Anyone who misses more than one class meeting will likely not make sufficient progress to earn a passing grade. Similarly, please come to class on time and do not plan to leave early. Assignments are due at the beginning of class on the specified date. Unless an extension has been granted, papers will be marked down 1/3 of a grade for each day they are late. There will be no extensions (barring catastrophic circumstances) during the last two weeks of the semester.

Participation is a significant part of this course, and you need to come prepared to each class (having completed your reading, and ready to discuss). We will be doing close readings of passages, and you need to bring your assigned readings with you. In order to spark class discussion, please bring two discussion questions per reading for each seminar.

I expect a high standard of academic integrity. Academic dishonesty, generally, is taking credit for work which is not your own or attempting to receive credit or improve a grade through fraudulent or deceptive means. Examples include taking information from or providing information to another student, plagiarism, etc. Please consult the guide on Ethical Standards and Disciplinary Procedures for complete definitions. Answers to additional questions regarding academic honesty may be obtained from the office of Student Judicial Affairs. If you plagiarize your work, you will receive an “F” in the course and may also suffer university discipline which could result in your being suspended or expelled.

Assignments:

Projects (overview)
Students will complete three class projects described below. The second project is a team project and more detailed instructions will follow. In lieu of a final exam, the final class project requires students to assemble a formal paper (8-12 pages) as well as share their work in a formal class presentation (12-15 minutes).

Project 1: Personal Meditations on “Home”
Due: Friday March 2nd (100 points) Bring to my office at 533 Butte Hall or mailbox 507 Butte Hall

Tell a story of home
For this essay you will reflect on the assigned readings, guest speakers and your own personal experience and thoughts about “home.” As our readings have shown, meanings of home may be complex and contested and the experience of ‘home’ may have different significance to men, women and children. What does ‘home’ mean to immigrants and farm workers like the Estella and her family in Under the Feet of Jesus? Or to the residents of the Island nation of Antigua in A Small Place? What about internally displaced persons and refugees? To African Americans? Are there gendered differences in the meanings and experience of ‘home?’ Given the mobility we experience today, what does it mean to be at ‘home’ someplace (i.e. to belong)?

How does your conception and experience of home compare to the readings? What is the place that you consider home? Are you living there now? What is your personal historical relationship with this place? Do you have family members living there now? Do you plan to return “home”? Why or why not?
Your project should be two-fold in that it should reflect and critically analyze the meanings of home in the readings and class materials as well as your own personal experience of home. The essay should be 6-8 pages (excluding photographs, artwork, maps, etc.) and discuss and make reference to class readings, properly cited with bibliography of sources cited. Feel free to include photographs, artwork, maps, etc.

**Project 2: Commodity Chain Group Project**

**Due Date:** Friday April 6th  
**Project submitted through Blackboard Learns.**  
(100 points)

**Monday April 9: Individual Reflection due**  
(20 points)

Working in groups of three persons, you will select one of the following two options for your commodity chain project.

1. Decide on an item that you would find in your closet or an object you use daily. It might be generic (i.e. bread, shampoo, a piece of jewelry, running shoes), or brand specific, as in Oroweat Buttermilk Bread or Pantene Pro-V shampoo, Asics Running Shoes

Or

2. Select a product from a local company. Some examples of local companies include Lundberg Family Farms, Sierra Nevada Ale, Fanno Saw Works, Knudsen, Great Harvest Bakery, Klean Kanteen, Smuckers Jam, Mary’s Gone Crackers, Pendrozo Dairy and Cheese Company, Chico Bag, Sunsweet Growers, Inc., etc.

After your group has selected your item, using the internet and library resources, try and trace the commodity chain of production. What steps did the item go through before reaching you? Where was it manufactured? What materials went into the product? Where do those materials come from? What happens to the product after its ‘used up?’ Are the materials recyclable? Recycled? Consider whether core and peripheral processes were operating at each step. You may also want to consider the role(s) that government(s), multinational corporations and international political regimes play along each step.

The Project itself will consist of a paper that tells the story and results of your research project AND you will construct a Google Site to present your commodity chain to a wider public. Google Sites is available through your WildCat Mail and is an easy way to construct a simple website. Detailed instructions will be provided.

**Final Project: Aspects of Globalization in my Field**

**Due:** May 16  
**Paper** (100 points)  
**Presentations May 9 & 14:** (20 points)

Over the course of the semester, we have examined globalization from numerous contexts, including literature, geography, socio-economics, gender, migration, culture, and post-colonialism. Think about how any of these issues we have discussed in class relate to your major field of study or career aspirations. Explore some aspect where globalization intersects your topic, and prepare a paper on your topic of choice. For example, if you are in nursing, you might explore a global health epidemic, etc. A music-major might look at the fusion of Brazilian and Caribbean music, etc. Your approach may be very practical and applied or you chose a more theoretical approach to explore the intersection of your discipline and globalization. Or your project might include a visual representation or performance. Be creative! You will present an oral version of your paper during the last few weeks of the semester. Your paper should be 8-12 (excluding graphs, charts and maps), and should make reference to at least four class readings (including novel and/or videos), properly cited with bibliography of sources cited.

**OTHER ASSIGNMENTS:**

**Discussion Board and/or Journals**

Discussion of particular topics or reading may be assigned on the Bb Learn Discussion Board. I may post specific topics or you will be asked to write journal entries on the course readings. Generally we will be using the ‘double-entry’ format where you provide a short summary from the assigned readings, highlighting passages that you find particularly compelling, interesting, controversial or meaningful. In the second half of the journal entry, you will explain the personal significance of the selected passages, reflecting on and responding to the passages. Conclude with one or two discussion questions.

**Mapping exercises**

Understanding location and places is an important part of this course. We will have several mapping exercises as we ‘travel’ to various locations throughout the semester including:

- Jan 30: Map of the world, Hearths of civilization (K&M pg 43); Roman Empire (K&M 48-49)
- April 1: T-Shirt Travels map and profile of locations
- April 23: Hope’s Edge map and profile of locations

Outline maps for printing are available on Blackboard Learns. Please purchase a set of 12 colored pencils or fine-tip markers for these exercises.

**Current Events**
You will be asked to locate news articles on current events for in-class discussion.

**Grades & Evaluation:**

| Project #1 Meditations on Home | 100 pts |
| Project #2 Commodity Chain Team Project | 100 pts |
| Project #2 Individual Reflection/Peer Evaluation | 20 pts |
| Project #3 Globalization in My Field | 100 pts |
| Project #3 In-class Presentation | 20 pts |
| Attendance/Participation/Discussion Questions | 40 pts |
| Current events, in-class writing & exercises | 30 pts |
| Mapping exercises – 20 pts each | 60 pts |
| Discussion Board &/or Journal | 30 pts |

**Total** 500 pts

**Grading will be based upon the following scale:**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>65-69</td>
<td>D+</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>60-64</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Honors in General Education**

This class fulfills one of the general education requirements for upper-division theme in Honors. In the upper-division Honors theme (Theme H) you have the opportunity to: complete a supervised research project, study abroad, and/or engage in service learning. If you choose to take individual honors classes, you are required to complete 27 units, or nine honors classes, in your four years of study at the University. Of course, you can take more than the nine; many of our students do because they like the classes and do well in them. To remain in the program, you need to maintain an overall GPA of 3.3 or above. Once admitted, you will receive detailed information from us, and Honors staff is always available to review your options with you.

For this program, you enroll in special, honors sections of general education classes. These sections are small, innovative, and interactive. They are taught by some of the best professors on campus. The classes offer a stimulating environment for learning, as well as an opportunity to work closely with honors faculty and other honors students. You become part of a vital learning community that comes together in the classroom as well as outside for social and educational events. While in the program, you benefit from priority registration for all your classes, and successful completion of the program is recognized at graduation and prominently noted on your diploma and transcripts. Source: [http://catalog.csuchico.edu/viewer/11/HONORS.html](http://catalog.csuchico.edu/viewer/11/HONORS.html)

For additional program details visit [http://www.csuchico.edu/hnrs/](http://www.csuchico.edu/hnrs/).

**A Note on Transitioning to Blackboard Learn (Bb Learn or BbL)**

The University in in the process of transitioning the Learning Management System (LMS) from Vista to Blackboard Learn (Bb Learn or BbL). While everyone on campus is not yet required to do so, I have elected to use the new BbL this semester. Unforeseen technical issues and glitches may occur this semester. We will rely on BbL as a repository for PDF versions of short readings, for communication, for submitting assignments and other tasks. Let us all be patient and understanding with any issues we may encounter. Information on student support is provided below:

**Student Support**

**What is Blackboard Learn?**

Bb Learn is the new campus Learning Management System (LMS) which is replacing Vista to deliver online course materials to students. Your instructors may be using Bb Learn or Vista during the Spring 2012 semester. Courses in both systems are listed in two columns on the Home tab at the top of your screen.

**Getting Familiar with Bb Learn: Try the Student Orientation Course**

To help you get familiar with Bb Learn, you have automatically been enrolled into a Student Orientation Course. This course will introduce you to the essential tools necessary to access course materials, submit homework, take tests, check your grades, and communicate with your classmates and your instructor. Access the student orientation course.

**How to get help with Bb Learn**

1. **Online Help:** You can access the [Online Bb Learn Help](http://help.blackboard.com/student/index.htm) or the [Bb Learn On-Demand Center Videos](http://ondemand.blackboard.com/students.htm).
2. **Ask Your Instructor:** If you need assistance using the content and tools in this course, contact your instructor for help.
3. **Ask your classmates:** Some instructors include a discussion forum in their Bb Learn course for students to ask for help. This is a great way to not only ask for help, but to also to offer it.

**Help for Mac users viewing PDF files**

**Problem:** The Adobe Acrobat PDF plugin no longer works for viewing PDF files inside Bb Learn on Safari 5+ or Firefox 4+ for Mac OS computers.

**Solutions:** Either use the [Google Chrome](http://www.google.com/chrome) web browser or install the [Schubert-IT PDF Plugin for Mac OS](http://www.schubert-it.com/mac-os-pdf-plugin/) which will fix Safari and Firefox.
# Schedule

## Week 1: January 23  
**Course Introduction**
Introductions, course overview, key concepts

## Week 2: January 30  
**Globalization: Historical Context**
- Knox & Marston: *Human Geography*. Ch 1: pg 8-13 16-20; Ch 2 pg 42-45, 47-53, 64-68 and Chap 9, pg 353-359 (available on Bb Learn)
- Mapping Assignment: World Map, Mapping Hearths of Civilization (pg 43) and Roman Empire (pg 48-49)
- Bring colored pencils to class

## Week 3: February 6  
**Contemporary Globalization, Core/Periphery Differences, Resistance to Globalization**
- Knox & Marston: Ch 2: pg 74-79  (available on Vista)
- Wainwright “Spaces of Resistance in Seattle and Cancún
- Kincaid *A Small Place*
- Video: Seattle Syndrome
- Articles on global protests, leadership changes Arab Spring

## Week 4: February 13  
**Migration; Race/ethnicity, ethnic conflict, sexuality and gender**
- K&M Ch 3: pg 107-118
- Greiner Ch 6: pg 162-171, 179-186
- Viramontes: Pt 1: page 3-46
- Guest Speaker from STOP
- Discussion Board on global unrest, protest and political changes

## Week 5: February 20  
**Geographies of Home, Place & Identity; Differing meanings of ‘home’**
- Viramontes: Pt II & III, pg 47-176
- McDowell, Linda: *Home, Place and Identity*. pg 71-95 (available on Vista)
- Coontz, Stephanie: ‘American Families in the 1950s, in *Undoing Place*, pg 22-32
- hooks, bell: “Homeplace: A Site of Resistance”, in *Undoing Place*, pg 33-38

## Week 6: February 27  
**NO CLASS – AAG – NYC**
*Friday March 2nd Project #1 Personal Migrations on Home due*

## Week 7: March 5  
**Causes and consequences of globalization; Commodity chains**
- K&M Ch 2: 68-74
- Rivoli, Pt 1: page 1-73 (Be sure and note the locations discussed in this book. You will construct a map and profile of the locations ‘visited’ by the t-shirt. Due date: April 2nd)
- STOP Activities all week

## Week 8: March 12  
**Made in China**
- Rivoli Pt 2: page 74-138
- Korzeniewicz: Commodity chains & marketing strategies: Nike and Global Athletic footwear industry
- Current events & review STOP activities

## Week 9: Spring Break  
**No class**

## Week 10: March 26  
**Trouble at the Border**
- Rivoli, Pt 3: pg 140-211
- Bestor, How Sushie Went Global
Week 11: April 2
Our t-shirt (finally) encounters a free market
-Rivoli Pt 4, pg 215-261 (end)
T-Shirt Travels video
Map and profile of t-shirt travels due
Commodity Chain Team Project Due April 4th

Week 12: April 9
Alternative Political Economies
-Lappé Ch 1-4, pg 1-93 We will ‘visit’ locations all over the world through reading Hope’s Edge. You will map your ‘travels’ and develop a profile of the locations (Due April 23)
Guest speaker: Dr. Jacque Chase

Week 13: April 16
Global Landscapes
-Lappé Ch 5-8, pg 104-211
-Rose Looking at Landscape: The Uneasy Pleasures of Power
Current events
Topics for final project

Week 14: April 23
Summing it all up
-Lappé Ch 9-11 & epilogue pg 212-312 (end)
Map of Hope’s Edge due
Discussion Board/Journal

Week 15: April 30
Tentative Field Trip

Week 16: May 7
Student Presentations
Break 4:24-4:40

Finals Week: May 14
Student Presentations
Finals Week meeting time: Mon 6:00-7:50 p.m.
Project 3 Due: Aspects of Globalization in my Field

Project 3 Due: Aspects of Globalization in my Field

3:00
3:12
3:24
3:36
3:48
4:00
4:12
4:24
4:36
4:48
5:00
5:12
5:24
5:36
5:48
6:00
6:12
6:24
6:36
6:48
7:00
7:12
7:24
7:36
7:48
8:00
8:12
8:24
8:36
8:48
9:00
9:12
9:24
9:36
9:48
10:00
10:12
10:24
10:36
10:48
11:00
11:12
11:24
11:36
11:48
12:00
12:12
12:24
12:36
12:48