

# ENGL/GEOG 316H – Spring 2011

## *Crossing Boundaries: Globalization*

*Monday 3:00 – 5:50 P.M. O’Connell 239*

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NOTE: Syllabus subject to change. Effective date: January 23, 2011

### **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 a two-pronged exploration of the issues surrounding globalization. Through the study of literature and geography, 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 at all scales. We will explore these relations through a focus on the legacy of colonialism and issues relating to global economic development, and gender, household and family relations. Along with a geographic approach to globalization from the social sciences perspective, we will read four twentieth-century novels that explore the question of identity by drawing our attention to the hybridization of culture, including immigrant/migrant histories, memories of exile and refuge, as well as the fiction of imagined homelands.

### **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 literary representations of cultural hybridity and anti-hybridity.
- 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.**

Conrad, Joseph. *Nostramo*. Penguin. ISBN 9780140183719  
Herod, Andrew. 2009. *Geographies of Globalization*. John Wiley & Sons. ISBN 9781405110914  
Naipaul, V. S. *Mimic Men*. Vintage. ISBN 9780375707179  
Rushdie, Salman. *Midnight's Children*. Random House. ISBN 9780812976533  
Smith, Zadie. *White Teeth*. Vintage. ISBN 9780375703867

## **Reading list for assorted shorter readings on Vista:**

Cameron, J. & J. K. Gibson-Graham (2003) Feminising the Economy: metaphors, strategies, politics. *Gender, Place and Culture*, 10, 145-157.

Coontz, S. 1997. 'Leave It to Beaver' and 'Ozzie and Harriet': American Families in the 1950s. In *Undoing Place? A Geographical Reader*, ed. L. McDowell, 22-32. New York: John Wiley & Sons (Arnold)

Hooks, B. 1997. Homeplace: A Site of Resistance. In *Undoing Place? A Geographical Reader*, ed. L. McDowell, 33-38. New York: John Wiley & Sons (Arnold)

Knigge, L. 2009. Intersections between public and private: community gardens, community service and geographies of care in the US City of Buffalo, NY. *Geographica Helvetica, Swiss Journal of Geography*, 64, 45-52.

Knox, P. L. & S. A. Marston. 2010. *Human Geography: Places and Regions in Global Context, Fifth Edition*. New York: Prentice Hall.

McDowell, L. 1997. Homeplace: Section One. In *Undoing Place? A Geographical Reader*, ed. L. McDowell, 13-21. New York: John Wiley & Sons (Arnold)

---. 1999a. Gendering the Nation-State. In *Gender, Identity and Place: Understanding Feminist Geographies*, 170-202. Minneapolis: University of Minnesota Press.

---. 1999b. Home, Place and Identity. In *Gender, Identity and Place: Understanding Feminist Geographies*, 71-95. Minneapolis: University of Minnesota Press.

Putnam, T. 1997. Beyond the Modern Home: Shifting the Parameters of Residence. In *Undoing Place? A Geographical Reader*, ed. L. McDowell, 47-59. New York: John Wiley & Sons (Arnold)

Spigel, L. 1997. The Suburban Home Companion: Television and the Neighborhood Ideal of Postwar America. In *Undoing Place? A Geographical Reader*, ed. L. McDowell, 39-46. New York: John Wiley & Sons (Arnold)

## **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.

We 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:**

### **Essays (overview)**

Essay topics will be posted on *Vista* at least three weeks prior to the due date. Essays should be typed and double-spaced, with attention given to correct spelling, punctuation and grammar. Both essays should be 6-8 pages.

#### **Essay 1: Nostromo / Mimic Men**

**Due: March 21**

Topics will ask you to analyze and contextualize *Nostromo* and/or *Mimic Men*, making reference to additional class readings, properly cited with bibliography of sources cited.

#### **Essay 2: *Midnight's Children* / *White Teeth***

**Due: April 25**

Topics will ask you to analyze and contextualize *Midnight's Children* and/or *White Teeth*, making reference to additional class readings, properly cited with bibliography of sources cited.

### **Projects (overview)**

Students will complete two class projects. 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: February 28 (15 points)**

Tell a story of home

For this essay you will reflect on your thoughts about "home." 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? As our readings have shown, meanings of home may be complex and contested and the experience of home may have different meanings to men, women and children. How does your conception and experience of home compare to the readings? Given the mobility we experience today, what does it mean to be at home someplace (i.e. to belong)? Your project should be 6-8 pages (excluding photographs, artwork, maps, etc.) and make reference to class readings, properly cited with bibliography of sources cited. Feel free to include photographs, artwork, maps, etc.

#### **Project 2: Aspects of Globalization in my Field**

**Due: May 16 (25 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 novels), properly cited with bibliography of sources cited.

## Grades & Evaluation:

Essay 1 <i>Nostramo/Mimic Men</i>	20%
Essay 2 <i>Midnight's Children/White Teeth</i>	20%
Project #1 Migrations/Home	15%
Project #2 Globalization in My Field	25%
Attendance/Participation/In-class writing	20%
Total	100%

Grading will be based upon the following scale:

Percent	Letter Grade	Percent	Letter Grade
95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	F

## Honors in General Education

This class fulfills one of the general education requirements for upper-division theme in Honors. This course is a team-taught theme course. Students work with each other and professors from two disciplines, allowing a richer understanding of a world of rapidly changing social and technological demands and opportunities. 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.

For additional program details visit <http://www.csuchico.edu/hnrs/>.

Source: <http://www.csuchico.edu/catalog/cat09/05Degree/07hnrs.html>

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## Schedule

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**Week 1:      January 24                      Course Introduction**

Introductions, course overview, key concepts

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**Week 2:      January 31                      Geography and Imperialism**

-Conrad, Joseph: *Nostramo*, pg 30-263

-Knox & Marston: *Human Geography*. Ch 2 pg 41-68, and Chap 9, pg 353-359 (available on *Vista*)

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**Week 3:      February 7                      Contemporary Globalization**

-Conrad: *Nostramo*, pg 265-465

-Knox & Marston: Ch 2: pg. 68-79 (available on *Vista*)

-Lawson: "Geographies of Care and Responsibility," pg 1-11 (available on *Vista*)

-Knigge: "Intersections between public and private: community gardens, community service and geographies of care in the US City of Buffalo, NY," pg 45-52 (available on *Vista*)

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**Week 4:      February 14                      Post-Colonial Identity**

-Naipaul, V. S.: *Mimic Men*, pg 5-142

-Herod, Andrew: Chapter 1 (Introduction)

-McDowell, Linda: "Home, Place and Identity" pg 71-95 (available on *Vista*)

-Western, John: "Ambivalent Attachments to Place in London: Twelve Barbadian Families," pg 80-94 (available on *Vista*)

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**Week 5:      February 21      Geographies of Home, Place and Identity**

-Naipaul: *Mimic Men*, pg. 143-251

-McDowell, Linda: "Homeplace" in *Undoing Place*, pg 13-21(Homeplace Section includes the following chapters):

-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

Spigel, Lynn: "The Suburban Home Companion: Television and the Neighborhood Ideal in Postwar American", in *Undoing Place*, pg 39-46.

Putnam, Tim: "Beyond the Modern Home: Shifting the Parameters of Residence", in *Undoing Place*, pg. 47-59.

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**Week 6:      February 28      Cultural Hybridity: 1**

-Rushdie, Salman: *Midnight's Children*, 3-133

-Herod: Chapter 2 (Envisioning Global Visions)

**Project 1: Migrations/Home Due**

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**Week 7:      March 7                      Cultural Hybridity: 2**

-Rushdie: *Midnight's Children*, pg 134-393

-Herod: Chap 3 & 5 (Interpreting Globalization & Globalizing Empires)

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**Week 8:      March 14                      Spring Break                      No class**

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**Week 9:      March 21                      Cultural Hybridity: 3**

-Rushdie: *Midnight's Children*, pg 394-533

-Herod: Chapter 4 (Talking Globalization)

-Cameron, Jenny and J.K. Gibson-Graham: (2003) "Feminising the Economy: metaphors, strategies, politics" in *Gender, Place and Culture* 10(2): pg 145-157 (available on *Vista*)

**Essay 1: Nostromo/Mimic Men Due**

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**Week 10:      March 28                      Center and Periphery**

-Smith, Zadie: *White Teeth*, pg 1-102

-Herod: Chap 6 (Manufacturing Globalization)

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**Week 11:      April 4                              Multi-cultural London: 1**

-Smith: *White Teeth*, pg 103-217

-Herod: Chapter 7 (Governing Globalization)

-McDowell: "Gendering the Nation-State," pg. 170-202 (available on *Vista*)

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**Week 12:      April 11                              Multi-cultural London: 2  
(Dr. Knigge at AAG Conference)**

-Smith: *White Teeth*, pg 219-339

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**Week 13:      April 18                              The Interconnectedness of Modern Life**

-Smith: *White Teeth*, pg 341-448

-Herod: Chapter 9 & 10 (Globalizing Labor and Conclusion)

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**Week 14:      April 25                              *Babel***

In-Class Film: Alejandro González Iñárritu: *Babel* (2006)

**Essay 2: *Midnight's Children/White Teeth* Due**

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**Week 15:      May 2                                      Student Presentations**

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**Week 16:      May 9                                      Student Presentations**

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**Week 17:      May 16                                      Student Presentations**  
Finals Week meeting time:                      Mon 6:00-7:50 p.m.

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**Project 2 Due: Aspects of Globalization in my Field**

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