

# Class Syllabus

## Geog 222: Geographic Perspectives on Globalization

### Summer 2022

#### About the instructor

**Name:** Dr. Judith Otto  
**Office Hours:** TBD, after consultation with students  
**Office Phone:** 508-626-4770  
**Email address:** [jotto@framingham.edu](mailto:jotto@framingham.edu) (best way to contact me)

#### About the course

##### Day, time and location of class meetings:

Mode: Online asynchronous

Dates: Monday 5/30 – Friday July 1, 2022

**Course Description:** An examination of globalization as a spatial process. Economic, social, political, and cultural analyses are integrated to look at geographically uneven development; the spatial expansion of power systems, which take many forms; and economic and environmental issues between nation-states and global governance institutions. 4 credits.

##### Introduction:

Terms such as “globalization,” “global village,” and “think globally, act locally,” have become part of our everyday vocabularies. But what do these terms mean? What are the interconnections between people, places, political and economic systems, and environments across the globe? A geographical point of view integrates thinking from a variety of disciplinary perspectives, supporting geography’s role as a synthesizing social science discipline.

##### Course Goals:

By the end of the semester, you will be able to:

1. Explain the various (contested) meanings and implications of the term "globalization;"
2. Demonstrate competent use of geographic, political, cultural, and economic vocabulary to engage with issues of globalization;
3. Describe the cultural, political, and economic contexts of globalization in the past and present;
4. Critically evaluate the effects of globalization on peoples, cultures, inequalities, and health;
5. Analyze environmental changes and their relationships to globalization at multiple scales; and
6. Build critical thinking, writing, and speaking skills.

#### Course materials

##### Required Texts

- Steger, Manfred B. 2013. *Globalization: A very short introduction*. New York: Oxford University Press.

- Other course readings (available electronically on Canvas);
- Other materials/links posted on the course website on Canvas.

### **Recommended Readings:**

As noted below, in handouts, and on the course website.

In addition, I strongly recommend that you read a good regional or international newspaper every day. There are many clues about the workings of globalization to be found there!

## **Course Requirements**

The longstanding general rule for undergraduate university work in the U.S. is 2 hours of “homework” for every hour in class.

### **Assignments:**

Online, asynchronous discussions	35%
Short written exercises: 3 @ 15 points each	45%
Commodity chains and you	
Environmental issues	
Global cultures	
Visual/performance assignment	10%
Summary mental map of globalization	10%

Discussions: This is the most important component of the course, as reflected by its weight in your final grade. See “Course Expectations” online for further explanation of the role that the Discussions play. You will be expected to post entries several times each week, and often to respond to other students’ posts as well. All posts will be graded; there is a grading rubric in “Course Expectations.”

Short written exercises are intended to encourage you to apply course materials, provide a basis for class discussion, or help you to make connections between this course and your own life. You should show evidence of effort to think analytically and creatively about the topics of these exercises.

Visual/performance assignment: you will create a work of visual art (e.g., painting, sculpture, or drawing) or a performance (e.g., dance, play) that is your own personal interpretation of the many facets of globalization. You will also turn in a short “artist’s statement” that explains your intent.

Summary mental map of globalization: at the end of the course, you will create a detailed mental map that illustrates how the course concepts are interrelated.

Assignment prompts will be provided for each of these assignments.

## **Class schedule**

The course will be divided into sections (called Modules in Canvas), each with a specific focus on a particular dimension of globalization. However, it is important to consider that the historical, cultural,

economic, environmental and political dimensions of the subject are very closely interrelated: you will be able to demonstrate this in the summary mental map assignment.

### Module 0: May 30-June 1

Getting to know each other and understanding the course structure and requirements

Read:

- Course syllabus
- “Course expectations” document
- “The online learning environment”

Upload:

- Discussion 1 (hereafter, D<sub>n</sub>, where n is the sequential number of the Discussion): about you

### Module 1: June 2-5

Understanding globalization: perils and prospects

Read/view:

- Steger, Chap. 1, “Globalization: a contested concept”
- Steger, Chap. 7, “Ideologies of globalization”
- John Green on Globalization I - The Upside: Crash Course World History #41, at <https://www.youtube.com/watch?v=5SnR-e0S6Ic>
- John Green on Globalization II – Good or Bad? Crash Course World History #42, at [https://www.youtube.com/watch?v=s\\_jwrt7D5OA](https://www.youtube.com/watch?v=s_jwrt7D5OA)

Upload:

- D2:

### Module 2: June 6-8

Is globalization new?

Read:

- Steger, Chapter 2, “Globalization and history”

Upload:

- D3
- Short piece: Commodity chains and you

### Module 3: June 9-12

Global economies

Read:

- Steger, Chap. 3, “Economic dimensions”

Upload:

- D4

#### Module 4: June 13-19

How globalization challenges the nation-state, and how nation-states push back; global governance

Read:

- Steger, Chap. 4, “Political dimensions

Upload:

- D5

#### Module 5: June 20-22

Cultural dimensions

Read/view:

- Steger, Chap. 5, “Cultural dimensions”
- Brooks, David. “The culture wars have gone global.” New York Times April 10, 2022
- Tedx Aix Peter Alfandary on global culture, at <https://www.youtube.com/watch?v=xUYNB4a8d2U>

Upload:

- D6
- Short exercise on global cultures

#### Module 6: June 23-26

Globalization and the environment

Read:

- Steger, Chap. 6, “The ecological dimension

Upload:

- D6
- Environment assignment

#### Module 7: June 27-July 1

The future of globalization

Read/view:

- Steger, Chap. 8, “Global crises and the future of globalization
- Why future globalization will be different, Richard Baldwin Tedx Lausanne, at <https://www.youtube.com/watch?v=qHBoxRdd08o>

Upload:

- Mental map of globalization
- Artistic representation of globalization

I view this class as a virtual learning COMMUNITY in which each of us is responsible to everyone else 1) to prepare for our time online by doing our best work; and 2) to share our insights so that others may gain from them. **“Preparing for our time online” means completing the readings, making notes on them, and being prepared and willing to discuss them in the Discussion area.**

### Guidelines for student success

My position on communicating in standard English is evolving. Faculty insistence on what is called “standard written English” potentially disadvantages students who have grown up in different language traditions than those of the white, middle-class, well-educated sector of the U.S. That said: Take pride in your work: PROOFREAD!

I am happy to work individually or in small groups with students who want to take their writing to the next level.

Policy on submission of assignments: You are expected to turn in the assignments on the day scheduled in the syllabus as an upload to Canvas. **I do not accept emailed assignments.**

Late work unaccompanied by extraordinary circumstances\* will be penalized one-half grade (5 points out of 100) for each 24-hour period that they are late. Late assignments will not be accepted more than ONE WEEK (7 calendar days) after the due date! No exceptions!

\*Extraordinary circumstances include serious illness or injury, travel on behalf of the University (for example, as a member of a sports team), crises in your immediate family, self-isolation or quarantine; or required attendance elsewhere by the authorities (such as testifying in court out-of-state, jury sequestration, etc.). Documentation of such circumstances will be required. Extraordinary circumstances do NOT include car breakdowns, printer problems, hard disk crashes, etc.

A productive course environment depends on everyone’s cooperation. Here is what I expect of you:

- We’ll be discussing issues on which “reasonable people may disagree.” Debate is healthy and educational, but please be civil and courteous in your arguments and in your responses to others.
- If there is something that is unclear, please don’t hesitate to ask me at any time! If you didn’t follow, the chance is good that you are not alone.

Here is what you can expect of me:

- Written work will be promptly reviewed and returned (usually within one week).
- Emails and phone calls will be promptly answered (on weekdays, within 24 hours, and usually sooner).
- I will have prepared notes, visual materials, and assignments designed to enhance your learning.
- I will treat all students fairly, and will try my best to create a space in which diverse opinions and perspectives can be fairly and freely expressed.
- I will not tolerate racism, bigotry, or *ad hominem* attacks being expressed in the virtual classroom.

- I am committed to supporting an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion (statement adapted from Brown University).

### **Syllabus subject to change**

A syllabus is not a contract (please feel free to ask me about this; not all administrators would agree); it is a roadmap or general guide. This syllabus may change as needed to support the learning objectives of this course.

### **General Course Policies**

Please see separate document on Canvas for general course policies.