**FALL 11 Course Syllabus**

**GE 1400.01 – Globalization and Diversity Dr. Patrick May 535-2501**

Class: MWF 10:10 – 11:00; Memorial 010 Office: Rounds 209

**Office Hrs: MWF 9-10 TR 2-3, -** or by appt. Email: pmay@plymouth.edu

This course is designed to provide students an opportunity to investigate the changing world around them as it is molded by the conflicting trends of globlalization and local diversity, identifying how these issues impact their own lives. Is the world today becoming “smaller” as regional boundaries become less important and communication across the world becomes easier? Or are the differences between cultures becoming more distinct, as members of historically isolated regions grasp to maintain cultural identity in the face of threatening uniformity? This course applies the viewpoint of historical geography, utilizing related concepts of pattern and process to better identify historical trends which have molded each major world region. Emphasis is put on ways of thinking geographically and the analysis of regional patterns as a context for the characterization of the current major world regions and challenging their definition by considering the historical influences which have created them.

**PSU General Education Program:**

Globalization and Diversity is a **Past Present course for the Directions Component** of the **PSU General Education** program and is designed with the following framework in mind:In order to comprehend the present and envision the future, we must understand the past. Cultures and societies discern time and construct chronologies of significant events to explain the past, comprehend the present, and envision the future. By examining issues and events that are currently impacting students’ lives, Past and Present courses explore how people interpret causes and effects within events, and how actions and reactions circumscribe the "origin" of an event. These courses encourage students to realize that different times shape different views of the world. Any form of knowledge is vital and in flux. For students to realize that all fields of knowledge are subject to change, they need to study the changes that have taken place within those fields. They also need to understand the dialectic movement between the past and present: just as the past shapes the present, so does the present shape our understanding of the past. There are multiple perspectives and interpretations of the same events and these interpretations are subject to revision. Past and Present courses emphasize the skills of reading, writing, speaking and listening, critical thinking, and conducting research.

**Course Objectives that meet the General Education program**

By the end of the course, it is expected that students will have:

* incorporated the fundamental concepts of **historical geography – pattern and process – to recognize historical causes for contemporary conditions.**
* utilized the five primary themes to **consider dynamic aspects of settlement, cultural diffusion, migration, and social construction across regions at different time periods**.
* considered **the processes behind the construction and justification of world regions** provided in the textbook and additional course readings, including supporting characteristics. These readings will be designed to provide students with varying perspectives on what defines a region and **how our definition of world regions is subjective and changes over time.**
* acquired an appreciation for geographic **and historical processes to better understand and appreciate the definitions of regions throughout the world.**
* developed **basic skills and techniques used by geographers (eg:** **map interpretation)** as applied to maps of world regions.
* developed an understanding of **the basic concepts of geography and the five primary course themes**, as they apply to specific issues in world regions.
* **been exposed to varying perspectives of different cultures through documentary presentations and writings from different time periods, viewpoints and sources, such as oral history essays,** online magazine or newspapers from regions of the world other than the US.
* enhanced skills of independent research, combining acquired information as related to the text and classroom discussions.
* applied the **geographic perspective in interpreting the various physical, social, political and economic processes** in the world as a whole.
* developed **stronger writing skills** through an appreciation of the process of freewriting, draft writing, editing, and revision.
* **collaborated with classmates** to conduct research and present findings in written, visual, and oral presentations.

**FIVE THEMES OF THE COURSE:**

This course is based on the use of the following Five Primary Themes to evaluate the various conditions which have influenced the world of today. These themes are each considered in the context of the historic foundations that created a world of local diversity as well as waves of cultural diffusion which bring globalization. The Five Themes and related questions addressed to each world region are:

**Environmental Geography: A Restless Earth** - What natural processes (eg. geomorphologic, climatic) have created physical features that serve as a basis for geographic regions?

- How has the world’s view toward and use of the physical environment changed over time? How does this relate to technology?

- What influence do physical features have on the choices which humans make in patterns of settlement?

**Population and Settlement: People on the Land**

- What cultural factors influence population growth throughout history? What changes have occurred in recent decades?

- How can the interpretation of demographic variables (CBR, IMR, NIR) allow us to understand issues relating to “development?”

- What historical factors have produced varying rates of migration? What reactions have resulted from changing migration and

refugee patterns?

**Cultural Coherence and Diversity: The Geography of Tradition and Change**

- What factors contributed to the historic isolation and creation of unique characteristics (language, religion) within the region?

- How is the region influenced by external influences, (eg: migration or diffusion) which have brought cultural changes over time?

- How is cultural imperialism (eg. universalizing religions) evident? Have cultural nationalism or hybridization resulted?

**Geopolitical Framework: Fragmentation and Unity**

- What political structure do the people of the region use? How pervasive is the influence of the western model for the nation-state?

- What centrifugal or centripetal forces have historically worked to weaken or strengthen the political unity within the region?

- How influential are the 20th century trends of supranationalism in the region? What is the basis for such units (econ, defense)?

**Economic and Social Development: The Geography of Wealth and Poverty**

- What factors are considered when measuring or determining the “development” of a region? How has this interpretation changed?

- How does the relative development of the region relate to conditions of economic sector use or external forces such as colonialism?

- What changes have occurred in the social or economic indicators which would suggest potential change for the future?

The first 4 weeks of the course are spent defining these themes and applying them to examples in the Western Hemisphere. The second half of the course then selects specific regional applications of the themes and allows students the flexibility to analyze their application to examples of their choosing.

**TEXTS:**

Required Rowntree, Les, et. al..Globalization and Diversity. (3rd ed.) Prentice Hall, 2011.

*Recommended: Students are expected to have regular access to a world atlas. If you don’t have one, ask me for suggestions.*

- Additional readings may be assigned throughout the semester, via email, on Moodle, or put on reserve in the library.

**COURSE EVALUATION:**

Grades will be based on the following breakdown:

Exams (3) 50% (15 each, Final 20%)

Homework / Maps / Quizzes (several) 10%

Special Topic Reports (2) 30%

Participation/ Attendance 10%

# Total 100%

**Assigned Readings:** Students are required to read and study in advance all sections in the assigned text which coincide with the specific course content or topics listed in the course outline. Periodically, additional readings will be assigned in class, emailed to you, or put on reserve in the library.

**Exams:** THREE (3) exams will given throughout the semester, two mid-term and one final. Exams may consist of various types of questions, including multiple-choice, short answer/identification, and short essay. Students will take exams on the day and time designated for their class section. **ALL MAKE-UP EXAMS WILL BE SUBJECT TO A 10% PENALTY FOR EVERY CLASS PERIOD WHICH HAS PASSED.** **No make-up exams will be allowed without prior notice of a valid excused absence.**

**Homework / Quizzes:**

Throughout the semester, brief homework, essays, and map assignments may be assigned in class. These will also include student comments on news items relating to issues discussed in the course. These assignments are generally due in the following class period and will not be accepted late (since we will probably have moved on to something else).

**Map Portfolio:**

As an important component of this course will be based on a discussion of world regions, is VITAL that you develop a strong understanding of basic locations and regions throughout the world. Therefore, each student will construct a map portfolio, reflecting the progressive discussion of regions in the course. These base maps will be graded, returned, and then used in future assignments. At times, the map portfolio will be used during in-class quizzes and exams.

The cumulative total of all of these assignments, along with attendance and participation in class discussions, account for 20% of you final grade, so they should all be taken very seriously.

**Special Topic Reports:**

Students will be required to complete TWO special topic reports, reflecting research on a specific country or topic, totaling 20% of the grade. Some parts of these projects will reflect participation in a group discussion and feedback process. Students in the group will research foreign events or issues using sources from that region and report their findings to the class as a panel of experts.

**COURSE POLICIES:**

Regular and prompt class attendance is expected from every student. Attendance will be recorded and will factor into the participation portion of your grade. If you anticipate missing a class due to a scheduling conflict, please notify me in advance so we can discuss any assignments. If you participate in PSU sports or group activities that have scheduled off-campus travel, please notify me at the beginning of the semester of any scheduled absences. Students missing any portion of a class are responsible for all notes or assignments given in their absence. As attendance is recorded at the beginning of each class, it is the responsibility of each student to notify the instructor if you arrive late. In the possibility of personal emergency or illness, I will be flexible in allowing for excused absences, but it is ESSENTIAL that you notify me via email of any absence as soon as possible.

**Absences: You are allowed 3 excused absences. After those 3, your participation grade is reduced by 50% for each following absence. All work submitted late, whether excused or unexcused, is subject to a deduction in point total (10% per class period late, unless otherwise stated).**

**Accommodations/ADA Statement:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Cell phones are banned from use during class time. Leave it at home or turn it off. Text messaging during class is unprofessional and unacceptable. If there is a campus-wide emergency, we will also be alerted via siren and I will be notified via cell phone.

**Class Cancellation:** In the unlikely event of PSU closing due to weather, it will be posted on the **PSC Stormline (535-3535).** If the college is open but I am unable to come to class, you should receive an email prior to class and I will post it on my voice mail (535-2501).

**Welcome to Globalization and Diversity.** This course is designed to help you develop a historical-geographic perspective and apply it in analyzing the world you live within. You should find an opportunity to pull knowledge and experience from previous courses in high school (World History, Geography, Civics) as well as other General Education courses here at PSU. I hope that it will be enjoyable for each and every one of you. Given that a significant portion of the class will involve discussion of current issues and their historical causes, it is important that you find a reliable source for news of current world events. A few of my favorites are listed below:

Christian Science Monitor (daily) [www.csmonitor.com](http://www.csmonitor.com)

The Economist (weekly) [www.economist.com](http://www.economist.com)

World Press Review (monthly) [www.worldpress.org](http://www.worldpress.org)

National Public Radio (daily – Ch. 3 on Plymouth cable) [www.npr.org](http://www.npr.org)

I will do my best to accommodate for different needs and expectations for each student and encourage you to bring it to my attention if something is not clear. Class participation is not only required, but should be valuable. I also welcome each of you to visit my office, during office hours or by appointment, to discuss the content of the class. Please, if an assignment is not clear, or you have a question about material discussed, come to see me so we can clear up the difficulty before it becomes a problem. We will both benefit in the long run. Thank you.

**GE 1400: TENTATIVE COURSE OUTLINE**

**Week: Content: Reading assignment:**

1. 9/5-9/7 Defining Globalization – A new process or historical evolution? Preface, Ch. 1

2. 9/10 -9/14 Introduction to the Regional Analysis and Five Themes of the course Chapter 1

*9/10 – Add/Drop Deadline*

3. 9/17 – 9/21 Regional Overview – finding the Five Themes in Regional Chapters All Chapters **Special Topic 1 Assigned**

4. 9/24 – 9/28 Changing Environments: Geomorphology and, Climate Definition and Climate ChangeChapter 2

5. 10/1 – 10/5 Discussion: Melting Pot or Mixing Bowl? Cultural Influences in North America Chapter 3

**10/3 MIDTERM EXAM 1**

**M 10/8 COLUMBUS DAY– NO CLASS**

6. 10/10 – 10/12 The Impact of Colonialism on Latin America: Land, Power, and Class Chapter 4

**Special Topic 1 Due**

7. 10/15 – 10/19 Diaspora, Neocolonialism and Tourism in the Caribbean Chapter 5

8. 10/22 – 10/26 -Saharan Africa: The Triple Heritage **Special Topic 2 Assigned** Chapter 6

*10/26 – FY Student Drop Deadline*

9. 10/31 – 11/2 Southwest Asia & North Africa: Trade, Protectorates, and Oil Chapter 7

Defining “the Middle East” as Perspective

*11/2 – Withdrawal Deadline*

**11/2 MIDTERM EXAM 2**

10. 11/5 – 11/9 The Role of External Influences on Central Asia Chapter 10

**F 11/12 VETERANS DAY– NO CLASS**

11. 11/14 - 11/16 Europe and Russia: Cultural Imperialism? Chapter 8-9

12. 11/19 Diffusion, Development, Fundamentalism and Reaction in Southeast AsiaChapter 12

**11/21 - 11/23 THANKSGIVING BREAK – NO CLASS**

13. 11/26 – 12/30 Post-colonialism and Development in South Asia **Special Topic 2 Due** Chapter 11

14. 12/3 – 12/7 Isolationism and Tradition in East Asia Chapter 13

15. 12/10 – 12/14 Isolationism and Tradition in East Asia Chapter 13

## Friday 12/21 8:00 a.m. – 10:30 a.m. FINAL EXAM AND COMPREHENSIVE MAP QUIZ