

# GEOG/INTST 123: Intro to Globalization

## Bellevue College, Spring 2019 (Item 5166/5282)

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### COURSE DETAILS

<b>Class Sessions:</b>	Online
<b>Instructor:</b>	David Spataro, PhD
<b>E-mail:</b>	david.spataro@bellevuecollege.edu
<b>Phone:</b>	(425) 564-3161
<b>Office:</b>	D200E
<b>Office Hours:</b>	M 9:00 – 10:00AM W 9:00 – 11:00AM & 1:00 – 2:00PM Th 2:00 – 3:00PM

### COURSE DESCRIPTION

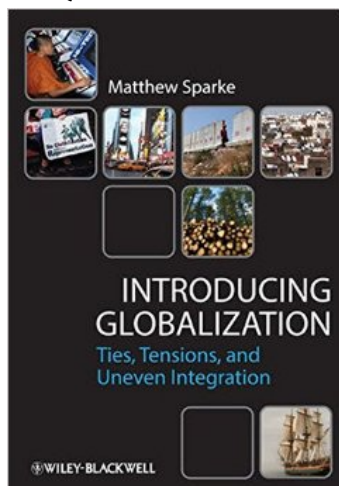
This introductory course on globalization explores the dynamic processes and consequences of human contact over time that cross traditional economic, cultural and geographic boundaries. The course examines the ever-increasing flows of goods, people, ideas, capital and services and the subsequent challenges that have emerged for humankind and the global web of life.

### LEARNING OUTCOMES

After completing this class, students should be able to:

- Define the process of globalization and explain the factors behind the creation of a series of new socioeconomic networks and activities that cross over traditional economic, cultural and geographic boundaries.
- Analyze the regional inequalities in the rate and degrees of globalization.
- Assess the role played by globalization in the diffusion of cultural attributes.
- Evaluate the ways by which globalization is a 'multi-layered process' and the ways by which it effects all parties involved in the exchange process.
- Analyze the relevance played by inter-governmental organizations in fostering or encumbering trade and economic growth and development.
- Critically evaluate the various component parts of globalization and the impact on the environment and the subsequent challenges to humankind.

## REQUIRED READING MATERIALS



Matthew Sparke's *Introducing Globalization: Ties, Tensions, and Uneven Integration* (Wiley-Blackwell, 2013)

Students can purchase the required book at the campus bookstore or online. Other required readings and audio/visual materials will be available on our Canvas website. I encourage all students to find the most appropriate reading method that works for you. BC students have a printing quota each quarter, but this quota is not likely to be sufficient for all the materials and assignments for every class. I suggest that residents of King County patronize the King County library system, [which provides patrons with 75 'units' of free printing per week](#).

## GRADED WORK

Leading Small Group Discussion	10%
Weekly Study Guide	10%
Readings Discussions	10%
Video Response Posts	20%
Test #1	10%
Test #2	20%
Test #3	20%
Total	100%

Grading Scale:		<b>A</b>	92 - 100%	<b>A-</b>	90 - <92%
<b>B+</b>	88 - <90%	<b>B</b>	82 - <88%	<b>B-</b>	80 - <82%
<b>C+</b>	78 - <80%	<b>C</b>	72 - <78%	<b>C-</b>	70 - <72%
<b>D+</b>	68 - <70%	<b>D</b>	60 - <68%	<b>F</b>	<60%

**Leading Small Group Discussion:** Students will be assigned to small groups of approximately 6-8 students at the beginning of the quarter and then rearranged into new small groups after the midterm. Beginning in week two each student will be required to lead one current events discussion having to do with globalization. Leading the discussion requires: (1) selecting three strong news articles, (2) writing the discussion's guiding questions, and (3) facilitating the discussion online. Think of this like a small reading group with your peers. The leader selects the readings, brings questions to start the discussion, organizes the group and then helps to guide the discussion. Students are only graded on the week that they lead the discussion. All students are required to participate in this assignment on a weekly basis, even when they are not

being graded on their participation. In order to ensure participation, there is a grade penalty for not participating. Please see the discussion instruction for details.

**Weekly Study Guide:** Working in the same small groups as the current events discussion, students will produce group study guides for the tests. Each group will submit a study guide for the previous week's material on Monday. Each student is required to "lead" the weekly study guide assignment once during the quarter. Students will only be graded on the study guide that their group produces during the week that they led the group.

**Readings Discussions:** Student participation in online discussions is a significant portion of the class. Each week we have two required discussions about the readings. One discussion is based upon a provocative question or set of questions having to do with the reading. The other discussion requires students to post a comprehension question they have about the reading and "like" two other student questions. For the final grade in this category, I will drop the lowest grade from both types of reading discussion.

**Video Response Posts:** Every Friday students will write a response post after watching a video related the course content for that week. These videos will generally be 15-30 minute TED talks, documentaries, or at times lectures by social scientists and scholars who are highly regarded in their fields. These videos will give students an opportunity to see how scholars are addressing the concepts related to globalization, and how such scholars engage with, agree with, disagree with, or criticize other scholars. This will give you familiarity with ongoing debates around globalization. I will drop the lowest grade in this category.

**Exams:** There will be three tests during the quarter, which are designed to assess your conceptual knowledge and reading comprehension. Each test will focus on three weeks of material. The tests are timed and must be completed in one sitting; students cannot return to the test a second time once it has been opened and closed. Because this is an online class, students are free to use their study guides and books during the test. However, the timed test is designed such that there is not enough time to read whole portions of the material during the test.

## **CLASSROOM POLICIES**

\*These policies may apply differently to students with DRC accommodations. I will be working with all students individually to meet their accommodations.

- **No shaming, no judging:** This classroom is a "no shaming, no judgment zone." It is important that everyone contributes and that everyone is accountable to class policies. But we will not be shaming or looking negatively upon others for mistakes, for their political beliefs, or for any other reason.

- **Collective Structure:** This class is based upon the principles of cooperation and collaboration. Students who develop strong community bonds in college tend to succeed. Additionally, social scientists find that participation in cooperative groups builds “social capital”—a term for hard-to-measure human capacities involving trust and one’s ability to collaborate. All areas of life—including employment, family, community, and politics—involve working together. The development of human capital greatly influences the efficacy of social groups. Thus we will model this behavior in an authentic manner in our discussion boards. Everyone in class wishes to succeed, and everyone can participate in making that goal a reality.
- **Late work:** If you are having significant health or personal issues that prevent you from completing your work on time, please contact me directly about an individualized plan. I will work with you so that you can make up the content and assignments you missed. However, if you miss a deadline due to other reasons, I will use the following late policy automatically (you do not need permission from me for these policies).
  - **Readings Discussions/Video Responses/Weekly Study Guides:** You may turn in your discussion assignments late for 85% of the grade for up to one week.
  - **Exams:** Students must provide genuine evidence of illness or other emergency in order to make up an exam. The exam must be made up within one week of the exam due date.
  - **Leading Current Events Discussion:** This assignment has no late policy and must be done on time. This is because other students are relying on the leader in order to complete their work.
- **English Second (or more) Language Students:** If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.
- **Academic integrity:** Cheating and plagiarism (using the ideas or words of another as one’s own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Please familiarize yourself with BC’s Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050/>. I will report all instances of cheating/plagiarism to the campus Behavioral Intervention Team (now known as the CARE team).
- **Communicating with me:** I encourage you to communicate with me a lot and in a way that works best for you. I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up. Please do not worry about offending or annoying me.

## **CLASSROOM LEARNING ATMOSPHERE**

### **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

### **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. Please provide me with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term.

### **College Anti-Discrimination Statement (Title IX)**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

## **IMPORTANT RESOURCES/SERVICES**

### **Disability Resource Center – B132**

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. Please visit the office or website for application information and other helpful links: <http://www.bellevuecollege.edu/drc/>.

### **Multicultural Services – 2<sup>nd</sup> Floor of B building (above the bookstore)**

Multicultural Services (MCS) is a student-centered service program on campus. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: [bellevuecollege.edu/mcs/](http://bellevuecollege.edu/mcs/).

### **Counseling Center – 2<sup>nd</sup> Floor of B building (above the bookstore)**

The Counseling Center provides personal, career, and academic counseling for all registered BC students. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: [bellevuecollege.edu/counseling/](http://bellevuecollege.edu/counseling/)

## **SCHEDULE**

This online course follows a weekly module format. The most up-to-date schedule for all readings and assignments can be found by going to “MODULES” in Canvas.