INTRODUCTION TO

GLOBALIZATION
Volume I

INTRODUCTION TO GLOBALIZATION
GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Introducing **GLOBAL CONNECT @ UCI**

Global Connect @ UCI is an original educational partnership developed by the University of California, Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical and reflective thinking about global issues.

For additional information, please visit our website at: [www.globalconnect.socsci.uci.edu](http://www.globalconnect.socsci.uci.edu)
Common Core Standards in the Social Sciences

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st Century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- **Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings**
- **Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing**
- **Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)**
- **Expanding the students’ abilities to: Use quality academic sources, organize data, analyze, and cite & discuss**
- **Integrating contemporary use of technology for online research and general inquiry**

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District and Newport Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of GlobalScope Curriculum Guides.
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.globalconnect.socsci.uci.edu

Ellen Schlosser

Ellen Schlosser
Global Connect @ UCI
Founding Director
Curriculum Development Advisor

Note:
In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students. The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GUIDELINE TO GLOBALSCOPE

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the *Teacher Edition*. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by *Global Connect* undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction primary source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**Global Perspectives: International Relations & Globalization Course Workbook** is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location” includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)” will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies, and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/or the objectives set forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council's Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: www.globalconnect.socsci.uci.edu
# Global Connect Course Syllabus 2019-2020

## Semester I: Globalization

### Volume I: Introduction to Globalization
- Introduction to Globalization
- Our Earth
- Nation-States
- Globalization & the Global Citizen
- Appreciating Cultural Diversity
- Immigration
- Climate Change
- Media Literacy

### Volume II: Project of Change
- Introduction to Sustainable Development Goals
- Creating an Original Project of Change
- Hunger, Poverty, & Food Scarcity
- Water & Sanitation: Water Crisis
- Good Health and Well-Being
- Quality Education
- Gender Equality
- Peace, Justice, and Strong Institutions

→ **Capstone Project: Creation of Original NGOs**

### Volume III: Global Economic Competitors
- Defining Economic Roots of Globalization
- Defining Wealth
- Infrastructure
- Inequality
- Comparing the Wealth of Nations
- Origins of Trade
- Multinational Corporations

→ **Capstone Project: Comparing Nation-States**

## Semester II: International Relations

### Volume IV: Introduction to International Relations
- Exploring Foreign Policy
- Fragile States
- Introduction to Human Rights
- Genocide
- Introduction to Voting Systems

→ **Capstone Project: International Reporter’s Notebook**
Volume V: Hot Topics & Hot Spots

- Freedom of Expression
- Cybersecurity
- Nuclear Proliferation
- Terrorism
- Immigration & the Refugee Crisis
- New World Order
- AI/ML and Society

Volume VI: Generation Z – On the Path to Global Citizenship

- Generation Z
- Social Media
- Social Movements
- Global Citizen

→ Capstone Project: On the Path to Global Citizenship
INTRODUCTION TO GLOBALIZATION

The “Introduction to Globalization” is the initial GlobalScope Curriculum Guide used to engage the students in the year-long course. Through this unit, students will be introduced to the nature and significance of globalization in the 21st century through an academic sampler of different topics.

The topics focus on, but are not limited to, addressing the following key questions:

- What is meant by the phrase “Global Citizen”?
- How do we define globalization in geographic terms?
- What 21st century environmental challenges do we need to address in order to protect and provide for the growing global population?
- What are the cultural ties that connect the global population of 7 billion people?
- How do the forces of “push” and “pull” define contemporary migration patterns across borders?
- Which methods are used to measure economic conditions within a given nation and between different nations?

Through this introductory unit of study, students will experience the unique teaching-learning format that will be used throughout the course. Weekly academic themes are introduced through research-based PowerPoint presentations, followed up by two days of interactive workshops, and take-home “critical thinking” assignments to be completed independently by each student.

Ellen Schlosser

Ellen Schlosser
Global Connect @ UCI
Founding Director
Curriculum Development Advisor
GLOBAL CONNECT VISIONARIES

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Dave Leinen, Former Assistant Dean, Administration, Planning, and Resources
Belinda Robnett, Assistant Dean of Faculty and Diversity

SANTA ANA UNIFIED SCHOOL DISTRICT

MCFADDEN MIDDLE SCHOOL

Principal Ignacio Muniz
Host Teacher: Javier Diaz

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Host Teachers: Yoleisy Avila, Carri Geiger, Steven Schrenzel

MISSION VIEJO HIGH SCHOOL

Principal Tricia Osborne
Host Teacher: Chris Ashbach

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teacher: Evan Chalmers
ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca
Host Teacher: Sarah Tucker

TEWINKLE MIDDLE SCHOOL

Principal Dipali Potnis
Host Teacher: Misty Smith
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# Introduction to Globalization

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<td>Latitude and Longitude&lt;br&gt;&lt;i&gt;<a href="https://youtu.be/swKBi6hHHMA">https://youtu.be/swKBi6hHHMA</a>&lt;/i&gt;</td>
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<td>World: Latitudes and Longitudes – Map Quiz Game&lt;br&gt;&lt;i&gt;<a href="https://online.seterra.com/en/vgp/3252">https://online.seterra.com/en/vgp/3252</a>&lt;/i&gt;</td>
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<td>Workshop: The Global Family&lt;br&gt;The 100 People Project: An Introduction&lt;br&gt;&lt;i&gt;<a href="http://www.100people.org/wp/the-100-people-project-an-introduction/">http://www.100people.org/wp/the-100-people-project-an-introduction/</a>&lt;/i&gt;</td>
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Lecture: Immigration

Migration by Aliza Asad
https://youtu.be/YRaLea06RSQ

Workshop: Immigration Journey

Immigration History Research Center: Caceelia Moe
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/652

Canadian Museum of Immigration at Pier 21: From Akureyri to Gimli
https://pier21.ca/digital-storytelling/gimli-berghildur

Canadian Museum of Immigration at Pier 21: Looking for Identity
https://pier21.ca/digital-storytelling/charlottetown-keyvan

Melxis Sutter: Immigrant Stories
https://youtu.be/vU0AXtaPGXo

Workshop: Climate Change around the Globe

Photo Evidence: Glacier National Park is Melting Away
https://youtu.be/ur4I8tYnxP4

High Hopes: The Future of Dungeness Crab
https://youtu.be/pIQf_fg_i5I

Climate Change: What Can We Do?
https://youtu.be/1gFRHVYjsPo

Lecture: Media Literacy

Introduction to Media Literacy: Crash Course Media Literacy #1
https://youtu.be/AD7N-tMj-DU

Workshop: Media Verification

The Dark(er) Side of Media: Crash Course Media Literacy #10
https://www.youtube.com/watch?v=r7j11Wpjiw
Two-Day Globalization Journal

For two days during the next week maintain a journal describing:

1) What you wear, what you view or read, what food you eat, and what activities you participate in (music, extracurricular school activities, etc).

2) Identify the countries linked to the objects/activities listed. Use the list below for journal suggestions. You may create “global connections” to anything you observe or are affected by during this two-day period.

Each day's journal should include at least 10 separate observations. Be sure to type your Globalization Journal using 12pt. font – Times New Roman.

Suggestions:

- **Clothing**: List specific garments (shirt, pants, skirt, book bag, tennis shoes, etc.) and check the labels for the country where the item was produced.
  - (List the item and country: Nike sneakers – Indonesia, white blouse – Mexico, etc.)
- **Car or Bike Model**: List type and identify where it is manufactured.
- **News Broadcast**: Channel, name of broadcasters, topics covered, and different countries discussed.
- **Newspaper or Magazine Headlines**: List the titles of 3 articles that interest you. Be sure to choose at least 2 that address countries other than the United States.
- **Music**: Name some of your favorite music artists and list their nationalities.
- **Shops**: Check out a local shopping area/mall. List some stores that carry international items or are owned by other countries.
- **Type of Food/Restaurant/Recipe**: Name a food item (ex: banana) or a specific dish you have eaten. Indicate whether a food was imported from another culture (Pineapple –
Hawaii) or whether the dish represents a certain style of cooking (Sushi – Japan).

- **Sports/Extracurricular Interests**: Can you discover any global links to your hobbies or interests?

This assignment is due ______________________________.

Be sure to bring a printed copy to class on the due date.
The Continents

To understand our globe we need to be aware of the different characteristics of each continent. This week's assignment requires you to:

1) Complete the “Understanding the Continents” Worksheet.
2) Answer the eight geography questions.

This assignment will require you to go online. The following websites are recommended, but additional resources may be needed to complete the chart and to answer the questions:

- www.geography.com
- www.worldometers.info/geography/7-continents

This assignment is due _________________.

## Understanding the Continents

<table>
<thead>
<tr>
<th>Continent</th>
<th>Area (Square Miles)</th>
<th>Population</th>
<th>Number of Countries</th>
<th>Biggest Country (Population)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
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<td>Antarctica</td>
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<td>Asia</td>
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<td>Oceania</td>
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<td>North America</td>
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<tr>
<td>South America</td>
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</tbody>
</table>
Geography Questions

1. What is the largest continent, and which half of the equator is it located on?

2. What is the continent that is south of the Arctic Ocean and east of the Atlantic Ocean?

3. What is the smallest continent that is not connected to any other continent?

4. What ocean is to the west of the Californian coast and east of Asia?

5. Antarctica is located at the bottom of the ________________ hemisphere?

6. What is the second largest continent that both the Prime Meridian and the equator run through?

7. North America is the largest continent ________________ (direction) of the Prime Meridian?

8. What is the name of the continent that is located in the southwest and north of Antarctica?
INTRODUCTION TO GLOBALIZATION

Unit I: Introduction to Global Connect @ UCI
Globalization & International Relations

Global Connect @ UCI

What has impacted all modes of 21st century communication?

Why do you know these logos?

What regions of the world are connected to these images?

What do these religious symbols stand for?

Influential people of the world: Do you recognize them?
Influential people of the world: Do you recognize them?

How would you define a multinational corporation?

Coca-Cola  McDonald's  Uber  Airbnb

Global Voices

Where does hunger exist?

Match nations to headlines around the world

France  China  North Korea  Russia  UK

1 [Country] a World Cup Champion that stood above it all in Russia.
2 [Country] fired intercontinental ballistic missile
3 [Country] hacking and influence in the US election

What is the United Nations?
Can you name world issues the U.N. is currently addressing?
What are NGOs?

- **Amnesty International**
- **American Red Cross**
- **Oxfam**
- **Habitat for Humanity**

Semester I: Globalization

What do you think “Globalization” refers to?

- Advanced Technology & the Information Revolution
- "Borderless" issues that impact people and places all over the Globe
- Current Events

Globalization

*Globalization is the process by which national economies, politics, cultures, and societies become integrated with those of other nations around the world.*

*The Modern World* by Ellis and Esler

Globalization & You

- The future is here.
- It’s multiethnic, multicultural, and multilingual.
- As future high school graduates, will you be ready for it?
- How will you prepare yourself?

Your 21st Century World

*In your adult careers and personal life, you will:*

- Work for international companies.
- Manage employees from other cultures and countries.
- Collaborate with people all over the world in joint ventures.
- Compete with people on the other side of the world for jobs.
- Tackle global problems, such as terrorism, climate change, pollution, and disaster recovery.
Semester II: International Relations

Globalization & International Relations

This course will allow you to look at issues, events, trends and global relations between countries that are influencing the development of today's world... the world of the 21st century.

Social Sciences

• Though you will be introduced to the historical background behind current events and issues, this class is not a history course.
• This is a social science class.
• What are the social sciences?

UCI’s School of Social Sciences

Majors in Social Sciences:
• Anthropology
• Chicano/Latino Studies
• Economics
• Cognitive Sciences
• International Studies
• Political Science
• Language Sciences
• Psychology
• Social Policy & Public Service
• Sociology

What does UCI's School of Social Sciences have to do with this class?

Your teacher has graciously welcomed a team of UCI professors, undergraduates, and graduate students to join him or her in presenting you with a cutting-edge course on globalization.

Global Connect @ UCI is a special team of professors and students who will serve as academic connectors.
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<th>What I Already Know</th>
<th>What I Want to Know</th>
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Introduction to University of California

University of California Campuses

About UCI
- Home to the Anteaters
- 36,742 students attending UCI
  - 29,736 Undergraduates
  - 7,006 Graduate students

Academic Schools in UCI
- Claire Trevor School of Arts
- School of Education
- School of Biological Sciences
- The Paul Merage School of Business
- Henry Samueli School of Engineering
- School of Social Ecology
- School of Social Sciences
- School of Physical Science
- Donald Bren School of Information and Computer Sciences
- Sue and Bill Gross School of Nursing*
- School of Humanities
- Program in Public Health*
### Majors in School of Social Sciences

- Anthropology
- Cognitive Sciences
- Political Science
- Quantitative Economics
- Business Economics
- Economics
- Psychology
- Chicano/Latino Studies
- International Studies
- Social Policy & Public Service
- Sociology
- Language Science

### Let’s Learn How to Zot!
Introduction to the University Crossword Puzzle
Introduction to the University Crossword Puzzle

Across
2. System used to break up the university into several more specific areas of focus
4. The types of degrees graduate students work for, such as a master’s or PhD
7. Class session where the professor will speak to the students regarding course material
8. Students with a Bachelor’s degree attempting to obtain a higher level of specialization
9. Class session, typically lead by a graduate student, where the teacher’s assistant discusses the material in more depth
10. Educators who teach at institutions of higher education
11. 10-week school term, in contrast to the 15-week semester system
12. Students attempting to earn their Bachelor’s degree
13. System in which students at a university sign up for classes

Down
1. The degree received after undergraduate study in a given major
3. Undergraduate student’s area of emphasis and primary field of study
5. Discovery of new facts through prolonged study
6. 15-week school term, in contrast to the 10-week quarter system

Word Bank

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<td>Discussion</td>
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</table>
1. **Academic School**: System used to partition the university into several more specific areas of focus.

2. **Advanced Degree**: The types of degrees graduate students work for, such as a master’s or PhD.

3. **Bachelor’s Degree**: The degree obtained after undergraduate study in a given major.

4. **Discussion**: Class session, typically led by a graduate student, where the teacher’s assistant discusses the material in more depth.

5. **Graduate Student**: Students with a bachelor’s degree attempting to attain a higher level of specialization.

6. **Lecture**: Class session where the professor will speak to the students regarding the course material.

7. **Major**: Undergraduate student’s area of emphasis and primary field of study.

8. **Professor**: Educators who teach at institutions of higher education.

9. **Quarter**: Ten-week school term, in contrast to the 15-week semester system.

10. **Registrar**: System in which students at a university sign up for classes.

11. **Research**: The discovery of new facts through prolonged study.

12. **Semester**: 15-week school term, in contrast to the ten-week semester system.

13. **Undergraduate Student**: Students attempting to earn their Bachelor’s degree.
We would like to get to know you through this questionnaire. Please take time to fill it out and return it to your site supervisor by next week.

1. What is your favorite subject? Your least favorite subject?

2. Are you involved in any extracurricular activities? (Sports, clubs, etc.)

3. What are some of your hobbies?

4. Do you have any siblings? How old are they?

5. What is your favorite type of music? Who are your favorite groups or artists?

6. What is your favorite T.V. show? Movie?

7. What is your favorite book?

8. What social media app do you use the most?

9. What is your favorite type of food?

10. How many languages do you speak? Which ones?
11. Have you traveled outside of the U.S.? If so, where to? What was it like?

12. If you could visit any country in the world, what country would it be? Why?

13. Who is a personal role model in your life? Tell us about him or her.

14. Are you planning to go to college? Which colleges would you like to attend?

15. What career are you planning to pursue in the future?

16. How do you learn best?

17. Why did you enroll in Global Connect? What do you hope to learn from this class?
Name: ______________________
Period: ____________________

“I Am…” Personal Assessment Sheet

As a ninth grader you are taking your first steps towards your future studies and career objectives. Understanding your own interests and goals will help you succeed in your classes, your future career, and your global pursuits. Take a few minutes to fill-in your responses to the following statements.

I am Interested in…

(Examples: Sports, fashion, creative writing, politics)

I am Able to…

(Examples: Draw, organize, lead a club, create a website, bake)
I am Motivated by…

(Examples: Helping others, earning money, working with others, exploring new ideas)

For more information, visit:
www.career.uci.edu
As a ninth grader you are taking your first steps towards your future studies and career objectives. Understanding your own interests and goals will help you succeed in your classes, your future career, and your global pursuits. Take a few minutes to fill-in your responses to the following statements.

<table>
<thead>
<tr>
<th>I am Interested in…</th>
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</tr>
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</table>
I am Motivated by…

(Examples: Helping others, earning money, working with others, exploring new ideas)

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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Transferable Skills Worksheet

Transferable skills are skills that can be taken from one life experience and applied to another very different life experience. When you interview for an internship, or job, or complete your college application you may be asked to identify your personal “skill set”.

<table>
<thead>
<tr>
<th>Information/Data</th>
<th>People</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule/coordinate</td>
<td>Speak/present</td>
<td>Build/construct</td>
</tr>
<tr>
<td>Edit/write</td>
<td>Sell</td>
<td>Operate</td>
</tr>
<tr>
<td>Compute</td>
<td>Communicate online</td>
<td>Design</td>
</tr>
<tr>
<td>Research</td>
<td>Serve clients/customers</td>
<td>Repair</td>
</tr>
<tr>
<td>Create computer documents</td>
<td>Collaborate (work well in teams)</td>
<td>Sketch/draw</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Supervisor others</td>
<td>Inspect/test</td>
</tr>
<tr>
<td>Organize/plan</td>
<td>Train/teach</td>
<td>Set up/install</td>
</tr>
</tbody>
</table>

**Skill**: Organize  
**Example**: Organized the yearbook photos into desktop files.  
**Example**: Organized summer practices for my volleyball team.

**Skill #1**:  
**Example:**

**Example:**

**Skill #2**:  
**Example:**

**Example:**
As students studying globalization and international relations you are expected to be an active learner and contributor. Identifying your own objectives and the skills you hope to acquire will assist you in the course and allow you to envision your role in both a local and global setting.

Read and complete each Skill or Interest section. Fill in at least one of the options presented. You may fill in multiple circles if they reflect your true goals.

**Communication Skill Options**

- Possess a set of basic communication skills for interaction in person and online.
- Learn proper phone etiquette; develop the ability to write informal business level memos and to maintain professional communication via email.
- Acquire bilingual reading and speaking knowledge of at least one language beyond English. What language(s)?
- Become a public speaker capable of presenting lectures/formal talks to a large audience.
- Publish academic or journal articles online or in-print.
- Develop editing and writing skills that will prepare you for a career as an editor or author.

**Affiliation Options**

- Join clubs based on personal interests (hobbies) that are not directly school or work related.
- Enroll in a service or philanthropic organization.
- Pursue membership in a professional association.
- Serve on a leadership board or committee.
Financial-Lifestyle Objectives

○ Earn a consistent salary with a corporation or a government service job. Be able to afford a car, an apartment, and medical benefits. What type of corporation or public service?

○ Own and operate my own business and earn enough to buy a condo, two cars, and provide medical benefits. What type of business?

○ Become a professional and earn wages that will provide with the opportunity to have two cars, home ownership, benefits, and funds for travel and investment.

Personal-Lifestyle Objectives

○ Marriage

○ Children (How many? __________ )

○ Pets (How many? __________ ) (What kind? __________ )

○ Reside and work in California

○ Reside and work in other U.S. state. (Name of state: ______________ )

○ Reside and work in other nation. (Name of nation: ______________ )

Educational Objectives

○ I want to earn an AA Degree and be ready to pursue a career in technology or in a commercial field in two years after I graduate high school.

○ I want to earn a Bachelor’s Degree and then enter the work force. I want to major in ____________________________ .

○ I want to go on to graduate level studies and prepare for a career as a professional. What profession would you like to pursue? ____________________________
INTRODUCTION TO GLOBALIZATION

Unit II: Our Earth
What essential subject should be studied in order to understand global connections?

Geography
- Study of the distribution of objects/phenomena of the earth's surface.
- Studies the "hows" and "whys" of "wheres".
- A spatial discipline
- Geography is near and far. It's in your backyard and across the globe.

Geographic Divisions of the World
1. Continents
2. Regions
Continents
- Largest distinct landmass surrounded by water that should:
- Be built upon a craton
- Have unique cultural identity, flora/fauna which characterize it
- Be accepted as a continent internationally

The Seven Continents

Regions
- Less physically fixed in character than a continent
- A device for analyzing and studying areas
- Regionalization collapses some areas into smaller units, each unit having unique characteristics which define the area.
- Example: Northern vs. Southern California (one is wetter than the other!)

Realms of the World

What are the two distinct branches of Geography?
Physical Geography

- The study of the Earth through the distribution and characteristics of natural phenomena.
  - oceans, lakes, mountain ranges, ravines, canyons, continental divides, etc.

Physical Geography

Four Interacting Spheres

1. Atmosphere
2. Biosphere
3. Lithosphere
4. Hydrosphere

1. Atmosphere

- The atmosphere of Earth is a layer of gases surrounding the planet Earth that is retained by Earth’s gravity.
- The atmosphere protects life on Earth from ultraviolet rays, extreme temperatures.

2. Biosphere

- Physical geographers use the term biosphere to describe our living world. This is where all the trees, bugs, animals and humans live. The biosphere extends to the upper areas of the atmosphere.

3. Lithosphere

- The top layer of the planet is called the lithosphere.
4. Hydrosphere
- All the waters on the earth’s surface, such as lakes and seas, and sometimes including water over the earth’s surface, such as clouds.

Human Geography
- The branch of social sciences that studies the world, its people, communities, and cultures, as well as the interactions among themselves and with their environments.

Major Subdivisions of Human Geography
1. Economic
2. Cultural
3. Political

1. Economic
- Branch of geography concerned with the production and distribution of goods and services, and the influence that they exert on the different populations of the globe.
2. Cultural

- Cultural geography is a branch of human geography. It studies many cultural aspects found throughout the world, including language, religion, music and art.

3. Political

- The branch of geography that deals with nation-states, their boundaries, divisions, and population of countries, including the study of how nation-states interact with each other.
Example of Political Geography - Terrorism

A GLOBALIZED WORLD

Today's society is a truly “globalized” world

- Geography allows us to examine the many connections that have created our “globalized world”.

Today's society is a truly “globalized” world

- Globalization is a process that connects various parts of the world. The events (natural catastrophes, economic production, cultural practices), organizations like the United Nations or Multi-National Corporations, as well as forces like technology, trade, and transportation in any one given place can instantly impact distant locales.
Key Terms

1. **Geography**: The study of the area of the Earth’s surface.

2. **Continent**: Land mass; any one of the seven large continuous land masses that constitute most of the dry land on the surface of the earth. They are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

3. **Region**: A geographic area; a large land area that has particular geographic, political, or cultural characteristics that distinguish it from others, whether existing within one country or extending over several.

4. **Physical Geography**: The natural state of the earth; oceans, lakes, mountain ranges, etc.

5. **Atmosphere**: A layer of gases surrounding planet Earth that is retained by the Earth’s gravity. It protects life on Earth from ultraviolet rays and extreme temperatures.

6. **Biosphere**: Part of the earth in which living organisms exist or that is capable of supporting life; extends to the upper areas of the atmosphere.

7. **Lithosphere**: The outer part of the Earth including the Earth’s crust and the uppermost part of the mantle.

8. **Hydrosphere**: All the waters on the earth’s surface, such as lakes and seas, and sometimes including water over the earth’s surface, such as clouds.

9. **Economic Geography**: Branch of geography concerned with the production and distribution of goods and services, and the influence that they exert on the different populations of the globe.

10. **Cultural Geography**: Branch of human geography; studies many cultural aspects found throughout the world, including language, religion, music, and art.

11. **Political Geography**: Branch of geography that deals with nation-states, their boundaries, divisions, and population of countries.
Fill in the blanks with the following terms:
- West Longitude
- East Longitude
- North Latitude
- South Latitude
- Equator
- Prime Meridian
- Tropic of Cancer
- Tropic of Capricorn
- North Pole
- South Pole
- Arctic Circle
- Antarctic Circle
We hope you enjoyed this preview of *Introduction to Globalization*.

For a complete edition, please contact:

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