Volume I

INTRODUCTION TO GLOBALIZATION

GLOBALSCOPE PUBLICATIONS
University of California, Irvine • School of Social Sciences
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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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.sossci.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.soosci.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 2020-2021

SEMESTER I: GLOBALIZATION

Volume I: Introduction to Globalization

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

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
- Public Health and Pandemics
- 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
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.
Global Connect Visionaries

UNIVERSITY OF CALIFORNIA, IRVINE

Manuel Gomez, Former Vice Chancellor of Student Affairs

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Bill Maurer, Dean of Social Sciences
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Caesar D. Sereseres, Professor of Political Science
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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, Laurel Crossett, 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: Jacqueline Washington
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# Introduction to Globalization

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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

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

Workshop: Media Verification
The Dark(er) Side of Media: Crash Course Media Literacy #10
https://www.youtube.com/watch?v=rR7j11Wpiiu
Workshop: Climate Change around the Globe

Design Thinking of Climate Change
https://www.youtube.com/watch?v=c5Sq1vTARAA

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

3 Unexpected Effects of Plastic Pollution
https://www.youtube.com/watch?v=X4uefUtvlpc

Photo Evidence: Glacier National Park is Melting Away
https://youtu.be/ur4J8tYnxP4

World Day to Combat Desertification
https://www.youtube.com/watch?v=ngf4PgOxmMM

Why is Africa building a Great Green Wall?
https://www.youtube.com/watch?v=4xls7K_xFBQ

Unit VII

Climate 101: Deforestation | National Geographic
https://www.youtube.com/watch?v=Ic-J6hcSKa8

Why transition to deforestation free agriculture?
https://www.youtube.com/watch?v=Ic-J6hcSKa8

ACE Science Short: Ocean Acidification
https://www.youtube.com/watch?v=6SMWGV-DBnk

High Hopes: The Future of Dungeness Crab
https://youtu.be/p1Of_fg_i5I

What Are Fossil Fuels? | National Geographic
https://www.youtube.com/watch?v=YTnEoOQPTEO

Can 100% renewable energy power the world?
https://www.youtube.com/watch?v=RmuCbquYeIM
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?

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This assignment is due __________________________.
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 _________________.

Name: ____________________________
Period: __________________________
Teacher: __________________________

Introduction to Globalization
Assignment #2: The Continents
# Understanding the Continents

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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?
What It Means to Be a Global Citizen

1) Read the article "Beyond Borders: What It Means to Be a Global Citizen".

2) Fill out the questions on the Global Citizen Reflection Worksheet.

This assignment is due ____________________.
Beyond Borders: What It Means to Be a Global Citizen

By Drew Noble Alexander, Published: December 20, 2013

Embrace the idea or ignore it — we are all global citizens. While this citizenship is a birthright, we do have the choice of being contributing global citizens who revel in diversity and seek solutions to the challenges facing our planet or being passive ones who allow others to provide the answers for us.

According to a report recently released by the Institute of International Education, the nation’s leading non-profit educational and cultural exchange organization, more international students studied in the United States during the last academic year than ever before, a trend driven by students from China and Saudi Arabia flocking to American Universities. Conversely, more Americans are studying abroad, primarily in the U.K. and Europe, but with a growing number visiting developing nations.

Now, more than ever, this global generation needs to possess and use the skills necessary to be the environmental stewards of the planet and the international peacekeepers. So, exactly what does it take to be a contributing “global citizen?”

If one is open to it, possessing a passport, traveling to other countries and learning about other cultures and norms do create an awareness, but this plays only a small role in global citizenship. A true global citizen possesses a wide view of the world and the part he or she plays in it. Global citizenship is a way of living that is entrepreneurial and tech-savvy, involves taking risks and encourages critical thinking and connecting the dots. Students in an increasingly global society glean information from all their learning experiences, and analyze and synthesize it when dealing with shared societal issues, be they environmental, financial, social, educational, or political.

This global generation is very different from their 20th-century counterparts. Students need critical thinking skills, a level of self-awareness and confidence that will empower them to take on unfamiliar challenges. They need to be able to work on teams of diverse individuals, opinions and experiences. As they will most assuredly be faced with some of the world’s greatest challenges, they will need to ensure there are sustainable supplies of food, water, and energy; address the needs of more than seven billion people living on a planet with ever-dwindling natural resources. Whatever the challenge, they will need to innovate, work collaboratively and creatively, across borders and disciplines, and with ethics.

Having been an educator in Europe, Asia and the Middle East, I have seen first hand what makes an international education successful, and I am mindful of the life-changing impact such an education has on its students. Via an international curriculum, students become aware of “how the world works.” This is manifested in their open-mindedness to new situations, their desire to strive for a world where social wrongs are eradicated and environmental sustainability is achieved. In a school that is truly international, thinking and acting ‘globally’ is ubiquitous to all grades and content areas as students develop critical thinking skills, gain empathy and the understanding that they can make a difference. Global citizenship cannot be taught; rather, it must be developed and cultivated. If one is lucky enough, it begins in the formative years at home and school, alike.

Global citizenship sees beyond the world’s political borders and ideally starts at an early age. By encouraging our children to share their opinions and explore their own values, while respecting the values and opinions of others, we are creating a
foundation for a contributing global citizen that lasts a lifetime. We are also helping to secure our planet for future generations by preparing our current one to take on the challenges that will undoubtedly lie ahead.

For more information, visit:
http://www.huffingtonpost.com/drew-noble-alexander/beyond-borders-what-it-me_b_4473695.html
Global Citizen Reflection Worksheet

1. How would you define what it means to be a Global Citizen? Do you consider yourself a Global Citizen?

2. What can you do to expand your worldview?

3. What skills are needed to be a successful “global citizen”?

4. What can you do to confront global challenges? (For example: Climate Change, Poverty, Gender Inequality)

5. Name two characteristics needed for a sustainable change.

6. Name one person mentioned in the video who made a commitment to solve a problem in their community/country, and what that problem was. **HW: Trace this person’s actions and see where they are today with their commitment.**
Material & Non-Material Culture

Culture can be defined in terms of material culture and non-material culture.

**Material Culture:** All artifacts/objects that humans make and use.

**Non-Material Culture:** Beliefs, values, and rules.

Your assignment is to think about “culture” as it applies to you. The challenge is to create a “Personal Culture Profile” that defines you and your family.

Your profile should be divided into two sections:

1) **Material culture:** Create a list of at least 4 objects that are central to the way you live. Briefly explain the significance of each object. These objects can range from your apartment/house, a favorite digital appliance, to your most valued book.

2) **Non-material culture:** Each of us has central beliefs (religious and non-religious) and values that we use to guide us towards setting goals, interacting with others, and managing our day-to-day lives. Please identify and define two of these non-material beliefs or values.

Format: Create a word document for your assignment. Type your assignment using 12pt. font – Times New Roman.

This assignment is due _________________.

Be sure to *bring a printed copy* to class on the due date.
Immigration Interview

The two basic forces of immigration are often explained through Push and Pull Factors.

People are usually forced out of one nation or choose to leave a given nation because of a variety of negative factors – lack of educational opportunities, high unemployment, political unrest, and environmental conditions (smog, access to clean water, destruction created via natural disaster). These factors are called **Push Factors**.

People migrate to a specific nation/location because of positive options – quality health care, available housing and employment, guaranteed freedoms, good climate, fertile land, etc. These factors are called **Pull Factors**.

**Immigration Interview Assignment:**

1. Find a family member, friend, or neighbor who immigrated to the United States.
2. Use the questions in the *Immigration Interview* worksheet for your interview and record their answers.
3. In one paragraph, describe your interview and what you learned. What surprised you the most during your interview?

*This assignment is due _________________.*
Name:  
Period:  

Immigration Interview

1. What is your name?

2. What country were you born in?

3. How old were you when you left your home country?

4. Why did you leave your home country?

5. Why did you choose the United States?

6. What challenges did you face moving to a new country?
In The Headlines: Deconstruction

1) Search a topic and select an article using the resources provided to you in class.
   
a) Select a newspaper or a journal article at least 4 paragraphs in length that addresses your topic.
   b) Be sure to attach your article to your answer worksheet.

2) Review the Deconstruction Guide worksheet and answer all of the questions.

   This assignment is due ____________________________.
News Resources

- BBC News
  https://www.bbc.com/news

- The Economist
  https://www.economist.com/

- CNN
  https://www.cnn.com/

- The New York Times
  https://www.nytimes.com/

- The Wall Street Journal
  https://www.wsj.com/

- Reuters
  https://www.reuters.com/

- NPR (National Public Radio)
  https://www.npr.org/

- PBS (Public Broadcasting Service)
  https://www.pbs.org/newshour/

- The Washington Post
  https://www.washingtonpost.com/
Deconstruction Guide: Worksheet

1. All media messages are constructed:
   a. Who created this message? What was it (source, author, title of article)?

2. Media messages are constructed using a creative language with its own rules:
   a. What creative techniques are used to attract my attention? What do I like or dislike about this?

3. Different people experience the same media message differently:
   a. What is the message being sent? What is it trying to tell me?
4. Media have embedded values and points of view:
   a. What values and points of view are represented in, or omitted from, this message?
      What is this trying to tell me about how other people live and believe? Is anything or anyone being left out?
**CURRICULUM RESEARCH WORKSHEET: ACTIVITY ON MEDIA LITERACY**

**Media Diary Worksheet:** Below is a table where you can keep track of the amount of time spent on media in a given 24 hour period. Fill out the table the most accurately you can and submit it the following day. Remember, media formats are everywhere, so make sure to count everything from watching TV to playing video games! *Pro tip: If you have iPhones, Androids, or Google phones, these devices often come with apps to track screen time and many third party apps are also available!

**Instructions:** For one day, track how much time you spend on the media. This includes all social media accounts, watching TV, watching movies, listening to podcasts, listening to music, watching YouTube, playing video games, reading news, etc. List how much time you spent on each activity and write the total at the bottom of the page. Also, highlight or circle the form of media you spent most time on.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Media Diary for: insert / date / here</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Media Format:</th>
<th>Time Spent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Instagram</td>
<td>1 Hour (~12 p.m.-1 p.m.)</td>
</tr>
<tr>
<td>Watched Captain America movie</td>
<td>2 Hours</td>
</tr>
<tr>
<td>Read the news</td>
<td>30 Minutes</td>
</tr>
</tbody>
</table>

| | |
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| | |
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| | |

**Total Time:**
Now it’s your turn!

**Instructions:** For one day, track how much time you spend on the media. This includes all social media accounts, watching TV, watching movies, listening to podcasts, listening to music, watching YouTube, playing video games, reading news, etc. List how much time you spent on each activity and write the total at the bottom of the page. Also, highlight or circle the form of media you spent most time on.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Media Diary for: / /</th>
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</table>

**Total Time:**
Discussion Questions

Instructions: After completing your media diary, answer these questions to reflect on how you engaged with the media sources of your choice. If in class, take 10 minutes to discuss in either small groups or with the entire class. If online, answer the questions and reflect on the experience of your peers!

1. Did you spend the amount engaging in media outlets you expected or was it more? How did the media structure your day?

2. Did you check the validity of sources if you were reading news articles or following information based pages on platforms like Instagram, Twitter, etc.?

3. Will your ability to spot biases improve? How much bias did you encounter while recording your media diary?

4. In your opinion, why is the media critical in situations like the pandemic?
Calculating Your Carbon Footprint

1) Use the Ecological Footprint Calculator to calculate your carbon footprint:
   http://www.myfootprint.org/

2) Fill out the My Carbon Footprint worksheet with your results.

This assignment is due ____________________.
**My Carbon Footprint**

<table>
<thead>
<tr>
<th>Your Footprint</th>
<th>U.S. National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Blocks</td>
<td>City Blocks</td>
</tr>
</tbody>
</table>

1. If each person in the world had the same Ecological Footprint as you, how many earths would it take to sustain our population?

2. What are five steps you can take to reduce your carbon footprint?
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?

Global Voices

Where does hunger exist?

Where does Public Health exist?

Match nations to headlines around the world

1. [Country] a World Cup Champion that stood above it all in Russia.
2. [Country] had a 7.4 magnitude quake that shook Latin America
3. [Country] experienced politicians and celebrities hacked on Twitter from an unknown source.
What is the United Nations?
Can you name world issues the U.N. is currently addressing?

What are NGOs?

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 remotely and utilize media literacy
• 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 public health.

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.
## KWL Chart: Globalization

<table>
<thead>
<tr>
<th>What I Already Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Want to Know</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Introduction to University of California

University of California Campuses

About UCI
- Home to the Anteaters
- 37,629 students attending UCI
- 30,382 Undergraduates
- 7,247 Graduate students

View of UCI

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

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Degree</td>
<td>Lecture</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>Major</td>
</tr>
<tr>
<td>Discussion</td>
<td>Professor</td>
</tr>
<tr>
<td>Semester</td>
<td>Quarter</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>Registrar</td>
</tr>
<tr>
<td>Discussion</td>
<td>Research</td>
</tr>
</tbody>
</table>
Key Terms

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.
Questionnaire and “I Am” Personal Assessment Sheet

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. I am interested in…. (Examples: Sports, fashion, creative writing, politics)
18. I am able to…. (Examples: Draw, organize, lead a club, create a website, bake)

19. I am motivated by… (Examples: Helping others, earning money, working with others, exploring new ideas)

20. Why did you enroll in Global Connect? What do you hope to learn from this class?
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</td>
<td>Sketch/draw</td>
</tr>
<tr>
<td>Synthesize</td>
<td>teams)</td>
<td>Inspect/test</td>
</tr>
<tr>
<td>Organize/plan</td>
<td>Supervisor others</td>
<td>Set up/install</td>
</tr>
<tr>
<td></td>
<td>Train/teach</td>
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</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**: 
Backpack Skills & Interests

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
OUR EARTH

Professor Nurudeen Alao

What essential subject should be studied in order to understand global connections?

GEOGRAPHY

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. Continente
2. Regions

CONTINENTS
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.

Map of the Physical World

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.
Production Facilities

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.

Cultural Geography; Religion

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.

Countries of the World
Example of Political Geography - Terrorism

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

Produced by the Cartographic Research Lab at the University of Alabama for Robert J. Norrel's *The Alabama Journey*. It is used here with his permission.
We hope you enjoyed this preview of Introduction to Globalization.

For a complete edition, please contact:

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Director, Global Connect @ UCI
Phone: (949) 824-9407
Email: jjesquiv@uci.edu