



GLOBALSCOPE A GLOBAL CONNECT @ UC IRVINE PUBLICATION

Volume I

INTRODUCTION TO GLOBALIZATION

GLOBALSCOPE PUBLICATIONS

University of California, Irvine • School of Social Sciences



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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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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

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 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

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

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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



Principal Mike Sciacca Host Teacher: Sarah Tucker

TEWINKLE MIDDLE SCHOOL

Principal Dipali Potnis
Host Teacher: Jacqueline Washington

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GLOBALSCOPE

Introduction to Globalization

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ONLINE RESOURCES

Online Resource
Workshop: Mapping the World: Longitude and Latitude
Telling Time: A History of Timekeeping
https://youtu.be/PXiyqWnixqo
Map Skills: Geography, Latitude and Longitude
https://www.youtube.com/watch?v=0z9_t8DMk5k
World: Latitudes and Longitudes – Map Quiz Game
https://online.seterra.com/en/vgp/3252
Lecture: The Global Citizen
Globalization and the Global Citizen by Professor Caesar Sereseres https://youtu.be/oiZry5QS_SM
Lecture: Introduction to Globalization
Introduction to Globalization by Professor James Danziger https://youtu.be/oHpUkdazBGs
Workshop: The Global Family
The 100 People Project: An Introduction
http://www.100people.org/wp/the-100-people-project-an-introduction/

Lecture: Immigration

Migration by Aliza Asad

https://youtu.be/YRaLeao6RSQ

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

Lecture: Media Literacy

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

Unit VI Workshop: Media Verification

The Dark(er) Side of Media: Crash Course Media Literacy #10 https://www.youtube.com/watch?v=rR7j11Wpjiw

Unit V

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/ur4I8tYnxP4

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

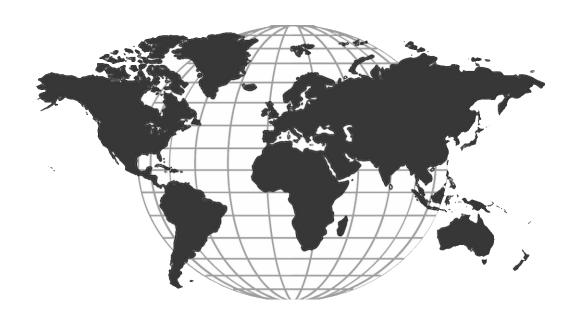
High Hopes: The Future of Dungeness Crab https://youtu.be/pIOf_fg_i5I

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=RnvCbquYeIM

INTRODUCTION TO GLOBALIZATION

Homework Assignments



Name:	
	Introduction to Globalization
Period:	Assignment #1: Globalization Journa
Гeacher:	

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 <u>at least 10</u> 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 –

•	Sports/Extracurricular Interests : Can you discover any global links to your hobbies or interests?
	This assignment is due

Hawaii) or whether the dish represents a certain style of cooking (Sushi – Japan).

Name:	Introduction to Globalization		
Period:	Assignment #2: The Continents		
Teacher:			
The Con	tinents		
To understand our globe we need to be aware of the week's assignment requires you to:	e different characteristics of each continent. This		
1) Complete the "Understanding the Continent	rs" 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	e chart and to answer the questions:		
> www.geography.com			
> www.worldometers.in	fo/geography/7-continents		
This assignment is due _			

Understanding the Continents

	Area (Square Miles)	Population	Number of Countries	Biggest Country (Population)
Africa				
Antarctica				
Asia				
Oceania				
Europe				
North America				
South America				

Na	me: Period:
G	eography 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?

Name:	Introduction to Globalization
Period:	Assignment #3: Global Citizen
Teacher:	
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 <i>Global Citizen Reflection W</i>	Vorksheet.
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 openmindedness 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

Name Perio					
Glol	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 persons actions and see where they are today with their commitment.**

Name: Period: Teacher:	Introduction to Globalization Assignment #4: Material & Non-Material Culture
Material & Non	-Material Culture
Culture can be defined in terms of material cult	ure and non-material culture.
Material Culture: All artifacts/objects to Non-Material Culture: Beliefs, values, a	
Your assignment is to think about "culture" as in "Personal Culture Profile" that defines you and	
Your profile should be divided into two sections	S:
•	et 4 objects that are central to the way you live. Object. These objects can range from your liance, to your most valued book.
values that we use to guide us towards	central beliefs (religious and non-religious) and setting goals, interacting with others, and managing define two of these non-material beliefs or
Format: Create a word document for your assig Times New Roman.	nment. Type your assignment using 12pt. font –
	 d copy to class on the due date.

two basic forces of immigration are often expenses to clean value of the street of the	ose to leave a given nation because of a variety
Immigration when two basic forces of immigration are often expenses of the exp	lained through Push and Pull Factors. ose to leave a given nation because of a variety es, high unemployment, political unrest, and
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ironmental conditions (smog, access to clean v	es, high unemployment, political unrest, and water, destruction created via natural disaster).
	water, destruction created via natural disaster).
	,
These factors are called Push Factors .	
ple migrate to a specific nation/location becau	use of positive options – quality health care,
ilable housing and employment, guaranteed fr	eedoms, good climate, fertile land, etc.
These factors are called Pull Factors .	
nigration Interview Assignment:	
(1) Find a family member, friend, or neighbor	who immigrated to the United States.
(2) Use the questions in the <i>Immigration Inter</i>	view 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 assianment is due	.

Name: Period:				
Ir	mmigration Interview			
1.	What is your name?			
2.	What country were you born in?			
	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?			

Name:Period:	Introduction to Globalization Assignment #7: In the Headlines	
Teacher:		
In The Headlines: Deconstruction		
1) Search a topic and select an article using the resources p	provided to you in class.	
 a) Select a newspaper or a journal article at least 4 part topic. 	agraphs in length that addresses your	
b) Be sure to attach your article to your answer worksh	heet.	
2) Review the <i>Deconstruction Guide</i> 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 New York Times

 The Wall Street Journal https://www.wsj.com/ THE WALL STREET JOURNAL.

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/

The Washington Post

Name:	
Period:	

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.

Name:	Media Diary for: insert / date / here
Media Format:	Time Spent:
Ex: Instagram	1 Hour (~12 p.m1 p.m.)
Watched Captain America movie	2 Hours
Read the news	3o Minutes
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.

Name:	Media Diary for: / /	
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!

ur p	eers!
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?

Name:Period:	Introduction to Globalization Assignment #6: Carbon Footprint
Calculating Your	c Carbon Footprint
Use the Ecological Footprint Calculator to ca http://www.myfootprint.org/	llculate your carbon footprint:
2) Fill out the <i>My Carbon Footprint</i> worksheet v	with your results.
This assignment is due	·

Name:	 Period:	

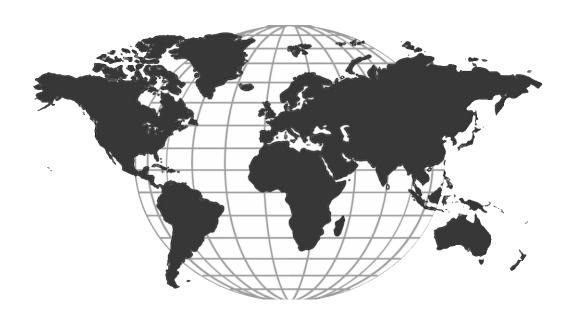
My Carbon Footprint

Your Footprint	U.S. National Average
City Blocks	City Blocks

- 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

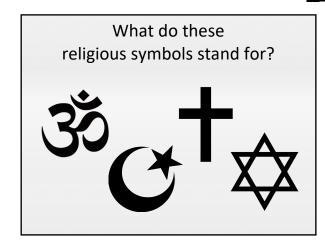












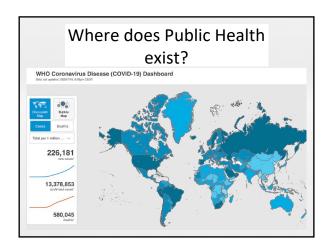




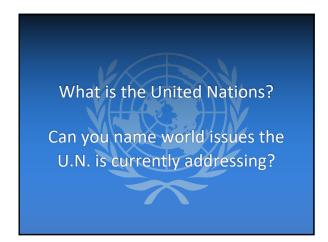














Semester I: Globalization



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 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 UCI INTERNATIONAL RELATION Z RELATIONS WOTTOPICS & HOT SPOTS

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 todays 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.

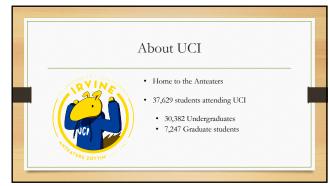
KWL Chart: Globalization

What I Have Learned	
What I Want to Know	
What I Already Know	











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 Humanities - Program in Public Health*





Introduction to the University Crossword Puzzle

Name:		
Period:		

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		
Academic School	Graduate Student	
Advanced Degree	Lecture	
Bachelor's Degree	Major	
Discussion	Professor	
Semester	Quarter	
Undergraduate Student	Registrar	
Discussion	Research	

- 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.

Name: Period:	

Questionnaire and "I Am" Personal Assessment Sheet

Questionnane and TAIN Tersonal Assessment Sheet		
	We would like to get to know you through this questionnaire. Please take time to fill it out an 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?

Name:	ne: Period:				
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".					
Schedule/coordinate Edit/write Compute Research Create computer documents Synthesize Organize/plan	Speak/present Sell Communicate online Serve clients/customers Collaborate (work well in teams) Supervisor others Train/teach	Build/construct Operate Design Repair Sketch/draw Inspect/test Set up/install			
Skill: Organize Example: Organized the yearbo Example: Organized summer p	-				
Skill #1: Example:					
Example:					
Skill #2: Example:					
Example:					

Name:	
Period:	

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.
- Oevelop editing and writing skills that will prepare you for a career as an editor or author.

Affiliation Options

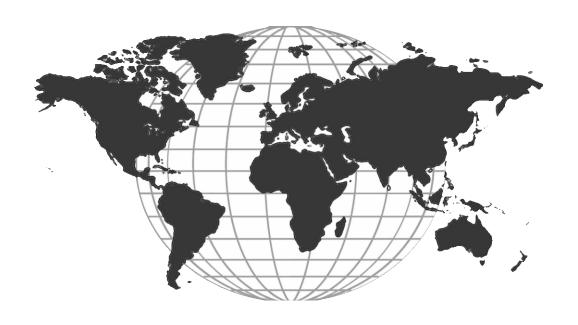
- O Join clubs based on personal interests (hobbies) that are not directly school or work related.
- Enroll in a service or philanthropic organization.
- Pursue membership in a professional association.
- Serve on a leadership board or committee.

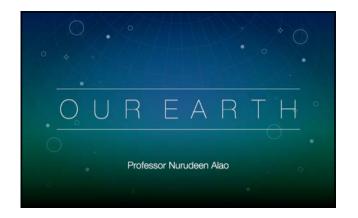
Financial	l-Lifesty	le Ob	ectives

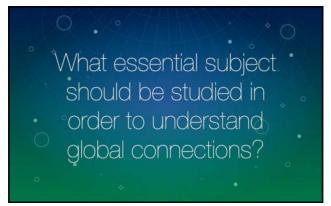
0	Earn a consistent salary with a corporation or a government service job. Be able to afford a car, an apartment, and medical benefits. What type of corporation or public service?
0	Own and operate my own business and earn enough to buy a condo, two cars, and provide medical benefits. What type of business?
0	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.
Pe	ersonal-Lifestyle Objectives
	,
0	Marriage
0	Children (How many?)
0	Pets (How many?) (What kind?)
0	Reside and work in California
0	Reside and work in other U.S. state. (Name of state:)
0	Reside and work in other nation. (Name of nation:)
E	ducational Objectives
0	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.
0	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?

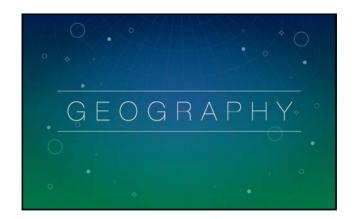
INTRODUCTION TO GLOBALIZATION

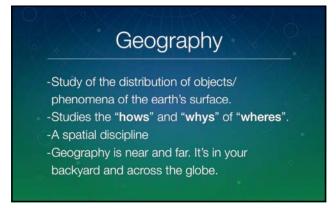
Unit II: Our Earth

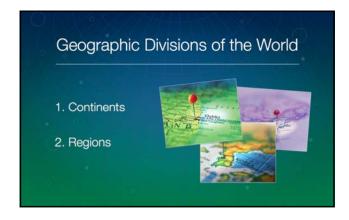














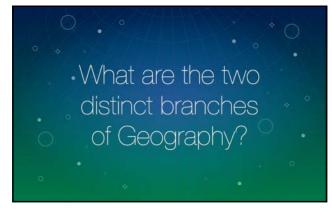


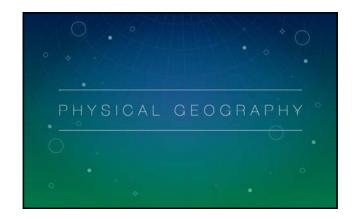


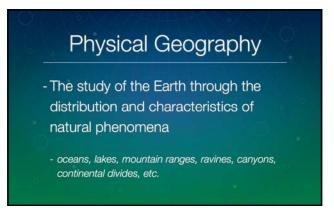


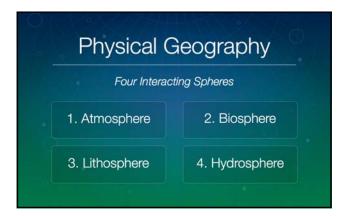










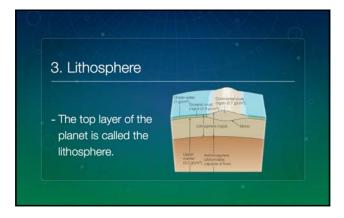


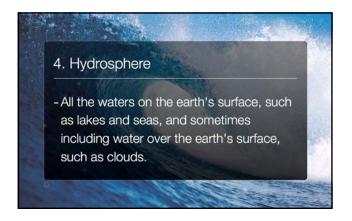
1. Atmosphere

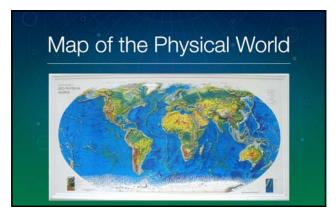
The atmosphere of Earth is a layer of gases surrounding the planet Earth that is retained by Earth's gravity.

The atmosphere protects life on Earth from ultraviolet rays, extreme temperatures.











-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

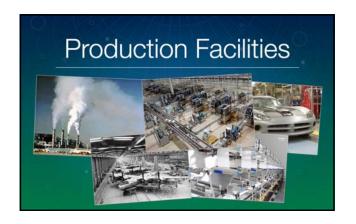
1. Economic

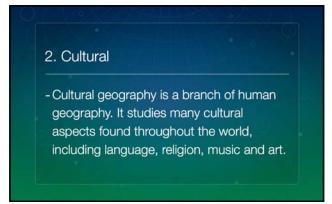
2. Cultural

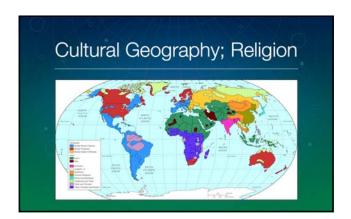
3. Political

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.



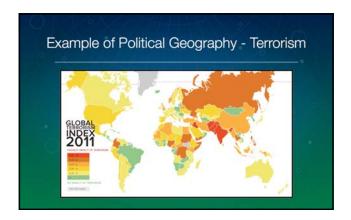






The branch of geography that deals with nation-states, their boundaries, divisions, and population of countries, including the study of how nation-states interact with each other.







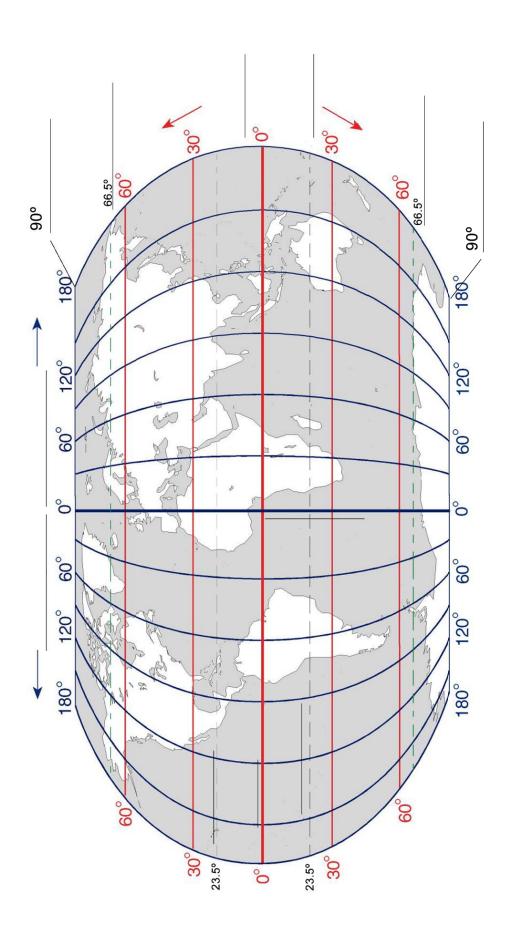


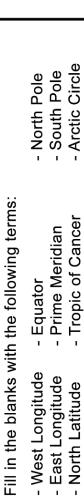


- 1. **Geography:** The study of the area of the Earth's surface.
- Continent: Land mass; any one of the seven large continuous land masses that constitute most of the dry land on the surface of the earth. They are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.



- 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.





- South Latitude

- Tropic of Capricorn - Tropic of Cancer

- Antarctic Circle - Arctic Circle

Produced by the Cartographic Research Lab at the University of Alabama for Robert J. Norrell's *The Alabama Journey*. It is used here with his permission.

We hope you enjoyed this preview of *Introduction to Globalization.*

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