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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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.socsci.uci.edu](http://www.globalconnect.socsci.uci.edu)
Common Core Standards in the Social Sciences

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

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

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

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

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District and Newport Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of GlobalScope Curriculum Guides.
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.globalconnect.soesci.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 2018-2019

SEMESTER I: GLOBALIZATION

Volume I: Introduction to Globalization

- Globalization & the Global Citizen
- Introduction to Globalization
- Our Earth
- Climate Change
- Water: A Global Crisis
- Food Scarcity
- Appreciating Cultural Diversity
- Immigration
- Inequality

Volume II: Project of Change

- Introduction to Sustainable Development Goals
- Creating an Original Project of Change
- Hunger and Poverty
- Good Health and Well-Being
- Quality Education
- Gender Equality
- Peace, Justice, and Strong Institutions

→ Capstone Project: Creation of Original NGOs

Volume III: Comparing the Wealth of Nations

- Defining Economic Roots of Globalization
- Defining Wealth
- Comparing the Wealth of Nations
- Multinational Corporations

→ Capstone Project: Comparing Nation-States

SEMESTER II: INTERNATIONAL RELATIONS

Volume IV: Introduction to International Relations

- Introduction to Nation-States
- Infrastructure
- Exploring Foreign Policy
- Human Rights
- Genocide
- Fragile States

→ Capstone Project: International Reporter's Notebook
### Volume V: Hot Topics & Hot Spots

- Media Literacy
- Cybersecurity
- Nuclear Proliferation
- Terrorism
- The Refugee Crisis
- New Nationalism

### 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.

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Dave Leinen, Assistant Dean, Administration, Planning, and Resources

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

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

MISSION VIEJO HIGH SCHOOL

Principal Tricia Osborne
Host Teacher: Chris Ashbach

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teacher: Jennifer Thompson

ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca
Host Teacher: Sarah Tucker

TEWINKLE MIDDLE SCHOOL

Principal Kira Hurst
Host Teachers: Misty Smith & Jackie Washington
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Raman Kaur, Political Science, 2016
# Introduction to Globalization

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Globalization and the Global Citizen by Professor Caesar Sereseres  
[https://youtu.be/oiZry5QS_SM](https://youtu.be/oiZry5QS_SM) |
| **Lecture: Introduction to Globalization**  
Introduction to Globalization by Professor James Danziger  
[https://youtu.be/oHpUkdazBGs](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/](http://www.100people.org/wp/the-100-people-project-an-introduction/) |
| **Workshop: Mapping the World: Longitude and Latitude**  
Telling Time: A History of Timekeeping  
| **Unit III**  | **Latitude and Longitude**  
[https://youtu.be/swKBi6hHHMA](https://youtu.be/swKBi6hHHMA)  
World: Latitudes and Longitudes – Map Quiz Game  
[https://online.seterra.com/en/vgp/3124](https://online.seterra.com/en/vgp/3124) |
| **Workshop: Climate Change around the Globe**  
Photo Evidence: Glacier National Park is Melting Away  
| **Unit IV**   | **High Hopes: The Future of Dungeness Crab**  
[https://youtu.be/p1Of_fg_i5I](https://youtu.be/p1Of_fg_i5I)  
Climate Change: What Can We Do?  
[https://youtu.be/1gFRHVYjsPo](https://youtu.be/1gFRHVYjsPo) |
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
INTRODUCTION TO GLOBALIZATION

Homework Assignments
Two-Day Globalization Journal

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

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

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

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

Suggestions:

- **Clothing**: List specific garments (shirt, pants, skirt, book bag, tennis shoes, etc.) and check the labels for the country where the item was produced.
  - (List the item and country: Nike sneakers – Indonesia, white blouse – Mexico, etc.)

- **Car or Bike Model**: List type and identify where it is manufactured.

- **News Broadcast**: Channel, name of broadcasters, topics covered, and different countries discussed.

- **Newspaper or Magazine Headlines**: List the titles of 3 articles that interest you. Be sure to choose at least 2 that address countries other than the United States.

- **Music**: Name some of your favorite music artists and list their nationalities.

- **Shops**: Check out a local shopping area/mall. List some stores that carry international items or are owned by other countries.

- **Type of Food/Restaurant/Recipe**: Name a food item (ex: banana) or a specific dish you have eaten. Indicate whether a food was imported from another culture (Pineapple –
Hawaii) or whether the dish represents a certain style of cooking (Sushi – Japan).

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

This assignment is due ______________________________.

Be sure to bring a printed copy to class on the due date.
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 in the 21st century?

4. What can you do to confront global challenges? (For example: Climate Change, Poverty, Gender Inequality)
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 _________________.
<table>
<thead>
<tr>
<th>Understanding the Continents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biggest Country (Population)</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Africa</td>
</tr>
</tbody>
</table>
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?
Calculating Your Carbon Footprint

1) Use the Islandwood Ecological Footprint Calculator to calculate your carbon footprint: https://islandwood.org/footprint-calculator/

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?
Calculating Your Water Footprint

1) Take the quiz *What’s your water footprint?* on www.watercalculator.org

2) Fill out the *My Water Footprint* worksheet and answer reflection questions.

This assignment is due ________________.
# My Water Footprint

<table>
<thead>
<tr>
<th></th>
<th>My Water Usage (Gallons/Day)</th>
<th>National Water Usage (Gallons/Day)</th>
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<tbody>
<tr>
<td><strong>Shower</strong></td>
<td></td>
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<tr>
<td><strong>Bathtub</strong></td>
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<tr>
<td><strong>Bathroom Sink</strong></td>
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<tr>
<td><strong>Toilet</strong></td>
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<tr>
<td><strong>Dishes</strong></td>
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<tr>
<td><strong>Laundry</strong></td>
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<td></td>
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<tr>
<td><strong>Shopping Habits</strong></td>
<td></td>
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<tr>
<td><strong>Diet</strong></td>
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</tbody>
</table>

My Water Footprint: ____________ Gallons/Day

Household: ____________ Gallons/Day

U.S. Average: ____________ Gallons/Day
### My Water Footprint Reflection Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>More</th>
<th>Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my water usage comes from...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your average water usage more or less than the national average?</td>
<td></td>
<td></td>
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<tr>
<td>What can you do to reduce your water usage? List at least three ways you can reduce your indoor, outdoor, and virtual water usage.</td>
<td></td>
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</tbody>
</table>
Food Waste Challenge

1) Take the Food Waste Quiz on ivaluefood.com/quiz

2) Record your daily food waste in the iValueFood Challenge Worksheet and answer reflection questions.

This assignment is due _________________.

Name: ____________________________

Period: ___________________________

Teacher: __________________________
iValueFood Challenge Worksheet

Directions: Over the course of five days, record the amount of food waste in your household. Preventable food waste is food you bought to eat but has spoiled or food that was prepared but was not eaten then thrown away. In the notes section, answer the following questions: Why was this food wasted? Who in your house is generating the food waste?

<table>
<thead>
<tr>
<th>Day</th>
<th>Type of Food</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<tr>
<td>5</td>
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</table>

Food Waste Quiz Results

1. What types of food did you waste the most? Why was this food wasted?

2. What are some steps you can take to reduce the amount of food you waste?
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 _________________.

Be sure to bring a printed copy to class on the due date.
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? ________________________
How Wealthy Are You Quiz

1) Take the Quiz *How Wealthy Are You Really?*
   m.huffpost.com/us/entry/1498203/slideshow/225138

   a) Answer all of the questions. Give yourself one point for each “yes” response. Compare your total with the answer key at the end.

   b) Read all of the “reality checks” in the quiz.

2) Fill out the questions on the *How Wealthy Are You? Reflection Worksheet.*

   *This assignment is due ____________________.*
How Wealthy Are You? Reflection Worksheet

1. Was your score surprising? Why or why not?

2. How wealthy are you compared to the rest of the world?

3. In your own words, how would you define wealth?
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?

What regions of the world are connected to these images?

Why do you know these logos?

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?

Match nations to headlines around the world

What is the United Nations?

Can you name world issues the U.N. is currently addressing?

1 [Country] a World Cup Champion that stood above it all in Russia.
2 [Country] fired intercontinental ballistic missile
3 [Country] hacking and influence in the US election
What 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 multietthnic, multicultural, and multilingual.
- As future high school graduates, will you be ready for it?
- How will you prepare yourself?

Your 21st Century World

In your adult careers and personal life, you will:

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

Globalization & International Relations

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

Social Sciences

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

UCI’s School of Social Sciences

Majors in Social Sciences:
• Anthropology
• Chicano/Latino Studies
• Economics
• International Studies
• Political Science
• 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.
Course Format

- **Monday**: PowerPoint Lecture
- **Tuesday**: Geography Adventure
- **Wednesday**: Interactive Workshops
- **Thursday**: Interactive Workshops
- **Friday**: Reading & Writing Your Way to Global Understanding

What are your responsibilities?

- Be an active participant of a high school and college student team
- Act as future college students by giving your full and respectful attention to the speakers
- Contribute to discussions and workshops
- Complete all assigned journal assignments
- Submit completed course projects
<table>
<thead>
<tr>
<th>What I Already Know</th>
<th>What I Want to Know</th>
<th>What I Have Learned</th>
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</thead>
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</table>
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>
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</thead>
<tbody>
<tr>
<td>Advanced Degree</td>
<td>Lecture</td>
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<tr>
<td>Bachelor’s Degree</td>
<td>Major</td>
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<tr>
<td>Discussion</td>
<td>Professor</td>
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<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>
The University of California Campuses

- UC Merced
- UC Santa Cruz
- UC Santa Barbara
- UC Davis
- UC Riverside
- UC Irvine
- UC San Diego
- UC Los Angeles
- UC Berkeley
- UC San Francisco

The Schools in the University of California, Irvine

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

Majors in the 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
# About the University

What does UCI stand for?  
*University of California, Irvine*

Where is the University located?  
*It is located in the city of Irvine.*

What is the name of the University mascot?  
*Peter the Anteater*

## Who attends the University of California, Irvine?

There are 35,958 students attending UCI.

- 29,307 undergraduates
- 6,651 graduate students

## What can you study at the University of California, Irvine?

### The Claire Trevor School of the Arts
- Arts B.A or M.F.A.
- Dance, B.A., B.F.A. or M.F.A.
- Drama, B.A.
- Music, B.A. or B.Mus.
- Music Theatre, B.F.A.

### School of Biological Sciences
- Biochemistry and Molecular Biology, B.S.
- Biological Sciences, B.S.
- Biology/Education, B.S.
- Developmental and Cell Biology, B.S.
- Ecology and Evolutionary Biology, B.S.
- Genetics, B.S.
- Microbiology and Immunology, B.S.
- Neurobiology, B.S.
- Human Biology, B.S.
- Exercise Science, B.S.

### The Paul Merage School of Business
- Business Administration, B.A.
- Business Information Management, B.S.

### School of Education
- Education Sciences, B.A.

### The Henry Samueli School of Engineering
- Aerospace Engineering, B.S.
- Biomedical Engineering, B.S.
- Biomedical Engineering: Premedical, B.S.
- Chemical Engineering, B.S.
- Civil Engineering, B.S.
- Computer Engineering, B.S.
- Computer Science and Engineering, B.S.
- Electrical Engineering, B.S.
- General Engineering, B.S.
- Environmental Engineering, B.S.
- Materials Science Engineering, B.S.
- Mechanical Engineering, B.S.
### Program in Public Health*

- Public Health Policy, B.A.
- Public Health Sciences, B.S.

### School of Humanities

- African American Studies, B.A.
- Art History, B.A.
- Asian American Studies, B.A.
- Chinese Studies, B.A.
- Classics, B.A.
- Comparative Literature, B.A.
- East Asian Cultures, B.A.
- English, B.A.
- European Studies, B.A.
- Film and Media Studies, B.A.
- French, B.A.
- German Studies, B.A.
- Global Cultures, B.A.
- History, B.A.
- Japanese Language and Literature, B.A.
- Korean Literature and Culture, B.A.
- Literary Journalism, B.A.
- Philosophy, B.A.
- Religious Studies, B.A.
- Spanish, B.A.
- Gender and Sexuality Studies, B.A.

### The Donald Bren School of Information and Computer Sciences

- Business Information Management, B.S. (offered jointly with The Paul Merage School of Business)
- Computer Game Science, B.S.
- Computer Science, B.S.
- Computer Science and Engineering, B.S.
- Informatics, B.S.
- Software Engineering, B.S.
- Data Science, B.S.

### School of Physical Sciences

- Chemistry, B.S.
- Environmental Science, B.A.
- Earth System Sciences, B.S.
- Mathematics, B.S.
- Physics, B.S.
- Environmental Science and Policy, B.A.

### School of Social Ecology

- Criminology, Law and Society, B.A.
- Social Ecology, B.A.
- Psychology and Social Behavior, B.A.
- Environmental Science and Policy, B.A.
- Urban Studies, B.A.

### School of Social Sciences

- Anthropology, B.A.
- Business Economics, B.A.
- Chicano/Latino Studies, B.A.
- Cognitive Sciences, B.A.
- Economics, B.A.
- International Studies, B.A.
- Language Science, B.A.
- Political Science, B.A.
- Psychology, B.A.
- Quantitative Economics, B.A.
- Social Policy and Public Service, B.A.
- Sociology, B.A.

### Sue and Bill Gross School of Nursing*

- Nursing Science, B.S.

*New academic school additions to UC Irvine.*
Questionnaire

We would like to get to know you through this questionnaire. Please take time to fill it out and return it to your site supervisor by next week.

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

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

3. What are some of your hobbies?

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

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

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

7. What is your favorite book?

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

9. What is your favorite type of food?

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

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

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

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

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

16. How do you learn best?

17. Why did you enroll in Global Connect? What do you hope to learn from this class?
“I Am…” Personal Assessment Sheet

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

I am Interested in...

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

I am Able to...

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

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

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

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

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

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

**Example:**

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

**Example:**
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: Global Citizen
Summary of the Teaching Modules on “The Global Citizen”

- Understand the Meaning of “Global Citizen”
- Understand Your Responsibilities as a “Global Citizen”
- Understand Major Global Issues
- Understand Your Education and Future Into the 21st Century through 2050

The Global Citizen of the 21st Century

- “Global Citizen” of the 21st century must ask the following questions:
  - What unique responsibilities do I have as a member of the most powerful and wealthiest nation in the world?
  - Why should I know what is happening globally, care about it, and perhaps make a difference by making the world a better place?
  - What educational goals must I set for myself to live a productive and secure life in the 21st century?

Questions to Consider Preparing for Your Future

- Beyond your formal education you must be aware, knowledgeable, and involved as a global citizen
- What kind of education do you need for your future?
- What kind of skills do you need to take advantage of job opportunities during your lifetime?
- How can you plan for a lifetime of opportunities that will take you to the year 2050—the first half of the 21st century?

A Timeline for the Future

1. The year you were born ______ Your age today ______
2. The year you will graduate from high school ______
   Your age when you graduate from high school ______
3. After four years of college what year will you graduate? ______
   What will your age be when you graduate? ______
4. If you plan to go to Law or Medical School, or seek an advanced degree like a Master’s or Doctorate (Ph.D.) add 3-5 years to your graduation year ______
5. Add 30 years to the year that you complete all your education after high school ______
   After 30 years of work experience what year will it be? ______
   What will be your age after 30 years of work experience? ______
6. How old are your grandparents today? ______
1. The United States represents what percent of the world's total population?
   - 35%  
   - 1%  
   - 4%  
   - 20%  

2. The United States represents what percent of the total landmass of the world?
   - 15%  
   - 33%  
   - 49%  
   - 7%  

3. The United States produces and consumes what percentage of the world's energy production and manufactured good?
   - 5%  
   - 50%  
   - 25%  
   - 15%  

4. The total yearly immigration (over 1 million people enter the U.S. as permanent immigrants) to the United States is:
   - 50% of all the world's legal immigration  
   - 25% of all the world's legal immigration  
   - 10% of all the world's legal immigration  
   - Equal to all the world's legal immigration

5. Match the approximate minimum hourly wages of workers making the same shirt in different countries:
   - $1.00 an hour — China  
   - $7.25 an hour — Dominican Republic  
   - $0.50 an hour — United States  
   - $0.15 an hour — Philippines

Where in the world are we located?

Why Care About the Rest of the World?

Identify two reasons why we should care about what happens beyond the shores and land borders of the United States?

Do Americans have a greater responsibility to solve global issues?

Core Questions

- What is Globalization?
- How does it affect the United States? California? My community? Me in particular?
- Why does it matter that we understand the processes and consequences of globalization?
Defining Globalization in the Social Sciences

- “As a result of technological and social change, human activities across regions and continents are increasingly being linked together”
- “A state of the world involving networks of interdependence at multi-continental distances...linked through flows of capital and goods, information and ideas, and people”
- The significance of today’s globalization is not its newness but that it reflects a sharp decline in the costs of global communication and transportation.

Source: Robert O. Keohane, Dialogue, 32, Spring, 2002

Understanding Globalization: Three Basic Concepts

Connections

Competition

Cooperation

Source: The World in 2018

Global Agenda

World Trade

Global Environment

Global Communications and Technology
Citizens Making A Difference
Eco-Soap Bank in Cambodia

- Samir Lakhani - Founder of Eco-Soap Bank
- Average daily wage in rural Cambodia: $1.50
- Hygiene products:
  - lack of affordability
  - low demand = lack of access
- Recycles hotel soap
- “Diarrheal diseases alone account for one in five deaths of Cambodian children age 5 and younger, largely due to poor hygiene practices.”
Globalization and the American Workforce

“We are living in a knowledge-based economy that requires a highly skilled educated, flexible workforce. Requires workers who continually upgrade their skills over the course of their careers, so they can adapt and evolve with changing industries.”

Elaine L. Chao
Former U.S. Secretary of Labor

Questions to Consider
Preparing for Your Future

- Beyond your formal education you must be aware, knowledgeable, and involved as a global citizen
- What kind of education do you need for your future?
- What kind of skills do you need to take advantage of job opportunities during your life time?
- How can you plan for a lifetime of opportunities that will take you to the year 2050—the first half of the 21st century?

Globalization, Health of the Global Community, and You

- Evolution of 21st Century Education and Career Innovations
- Balancing Self-Interest with Service to Others
- Options on Making the World a Better Place
- You and the Year 2050 - How will you get there and what will you do?
Key Terms

1. **Global Interdependency**: Nations and societies are not only interconnected but also interdependent, socially, economically, politically, and environmentally.

2. **Private Life of the Citizen**: The private aspect of the individual pertains to one’s primary needs—education, health, work, family.

3. **The "New California"**: California ranks in the top five of global economies. Over half of the population is non-Anglo: Latinos, Asians, Afro-Americans make up over half of California’s population. It is the most “globalized” and “internationalized” state in America today.

4. **The Global Citizen**: The global citizen sees him or herself as part of a global community understanding that one’s community and nation are intertwined with global conditions and events, recognizing the need for all citizens to contribute to global solutions to problems.

5. **The Nation-State**: An area (territory) defined by specific borders and inhabited by people who mostly share a common culture. It is a combination of a nation (ethnic community) and a state (political entity).

6. **The International Business Sector**: There are thousands of international businesses, headquartered in over 100 countries that drive the global economy. These business enterprises bring together capital, technology, production, labor, and transportation to move goods and services all around the world.

7. **International Organizations and Regimes**: There are several hundred global and regional organizations and regimes that exist in multiple countries, such as United Nations, General Agreement on Trade and Tariffs, NAFTA, and the European Community.

8. **Non-Governmental Organizations (NGOs)**: Any non-profit, voluntary citizens’ group which is organized on a local, national, or international level that are not affiliated with government. NGOs perform a variety of service and humanitarian functions.

9. **Values of Global Equity and Social Justice**: The fairness in the distribution of global wealth and the search for a preferred outcome that would produce social justice among the 200 existing nation-states.
1. The year you were born: __________
   Your age today: __________

2. The year you will graduate from high school: __________
   Your age when you graduate from high school: __________

3. After four years of college what year will you graduate? __________
   What will your age be when you graduate? __________

4. If you plan to go to law or medical school, or seek an advanced degree like a Master’s or Doctorate (Ph.D.) add 3-5 years to your graduation year: _______
   How old would you be at graduation? __________

5. Add 30 years to the year that you complete all your post high school education: __________
   After 30 years of work experience, what year will it be? __________
   What will be your age after 30 years of work experience? __________

Related Questions:

What kind of education do you need for your future? What kind of skills do you need to take advantage of job opportunities during your lifetime? How can you plan for a lifetime of opportunities that will take you to the year 2050 – the first half of the 21st century?

Remember that beyond your formal education, you must be aware, knowledgeable, and involved as a global citizen.
The Global Citizen Quiz

1. The United States represents what percent of the world’s total population?
   - 35%
   - 1%
   - 4%
   - 20%

2. The United States represents what percent of the total landmass of the world?
   - 15%
   - 33%
   - 49%
   - 7%

3. The United States produces and consumes what percent of the world’s energy production and manufactured goods?
   - 5%
   - 50%
   - 25%
   - 15%

4. The total yearly legal immigration (over 1 million people enter the U.S. as permanent immigrants) to the United States is:
   - 50% of all the world’s legal immigrants
   - 25% of all the world’s legal immigrants
   - 10% of all the world’s legal immigrants
   - Equal to all the legal immigrants entering the world’s 200 nations

5. Match the approximate minimum hourly wage of a worker making the same shirt in different countries:
   a) $1.00 an hour
      _____ China
   b) $7.25 an hour
      _____ Dominican Republic
   c) $0.50 an hour
      _____ United States
   d) $0.15 an hour
      _____ Philippines

6. Identify two reasons why we should care about what happens beyond the shores and national borders of the United States.
INTRODUCTION TO GLOBALIZATION

By Professor James Danziger
University of California, Irvine | School of Social Sciences

Where in the world are YOU?
Where do you want to be?

As you start your freshman year in high school... do you have 20/20 vision?

What life do you hope to have in 10 years?

What education will you need to achieve that life?

Will the changing nature of the world help or hinder your attempt to be successful in achieving your life goals?

“When I compare our high school education to what I see when I’m traveling abroad, I’m terrified for our work force of tomorrow. ...In the international competition to have the biggest and best supply of knowledge workers, America is falling behind.”

- Bill Gates

Main Themes

• What is Globalization?

• What are the Social Sciences?
  ° How will Global Connect use the Social Sciences to enhance your knowledge, skills and values as Global Citizens?

#1: What is Globalization

• A state of the world and a process

• Networks, highly complex, interdependent elements, transfers at extraordinary speed, ignore borders

• 4 Modes:
  Economic | Social-cultural | Environmental | Military
Key Facilitators

- ICTs
- IGOs
- NGOs
- MNCs

You, in the 21st Century World

Should you care if...?

- Brazil allows more people into the rainforest
- Russia rebuilds its military forces
- India raises the salaries of its senior IT workforce
- China buys up the industrial metals of Australia

The Great Debate...

“(Globalization) has one overarching feature...
integration. The world has become an increasingly
interwoven place and...whether you are a company or a
country, your threats and opportunities increasingly derive
from whom you are connected to.
This...system is also characterized by...the World Wide Web.
We have gone from an international system built around
division and walls to a system increasingly built around
integration and webs.”

Thomas Friedman
Pulitzer Prize Winner

Key issues:

- Global trade, competitiveness & outsourcing & offshoring, jobs, capital
  flows
- Movement of people and ideas: immigration, “westernization” and its
  enemies, world culture
- Environmental challenges & risks (pandemic, climate change)
- Conflict: ideologies, resources (oil, water, food, minerals)
- How will the US fare? How will CA fare? How will YOU fare?

#2: What are the Social Sciences?

Social:
about people (individuals and groups)
how they think, make decisions, act, interact

Science:
a method of knowing
empirical, search for patterns, testable, less biased

UC Irvine’s School of Social Sciences

- Anthropology
- Business Economics
- Chicano/Latino Studies
- Cognitive Sciences
- Economics
- International Studies
- Political Science
- Psychology
- Quantitative Economics
- Social Policy & Public Service
- Sociology
What does UC Irvine’s School of Social Sciences have to do with this class?

Your teacher has graciously welcomed a team of UCI professors, undergraduate students, and graduate students to join in presenting you with a cutting-edge course on globalization and international relations.

GLOBAL CONNECT

Global Connect:
- Globalization (semester 1)
- International Relations (semester 2)

This course will help you to understand issues, events, trends, and global relationships that are influencing the development of the world of the 21st Century.

How Do These Forces Affect YOU?

How can you improve your game plan, your knowledge, and your skills, as you move from...
- being a freshman in high school
- to the next step (College?)
- to the next step (Professional training? Graduate school? Entry level job apprenticing your trade?)
- to the next steps

GlobalScope Publications

You, in the 21st Century World

• In your career and personal life, you will:
  - Sell to the world
  - Buy from the world
  - 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 and markets
  - Tackle global problems, such as climate change, terrorism, pollution, and disaster recovery

GC this semester aims to help you:

Understand the forces of globalization – in general – and specifically, how they affect you

Improve your game plan to move from...
- being a freshman in high school
- to the next step (College?)
- to the next step (Professional training? Graduate school? Entry level job apprenticing your trade?)
- to the next steps
100 People: A World Portrait

If we could shrink the Earth’s population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

50 would be female, 50 would be male.

26 would be children.
There would be 74 adults, 8 of whom would be 65 and older.

There would be: 60 Asians, 15 Africans, 14 people from the Americas, and 11 Europeans.

There would be 33 Christians, 22 Muslims, 14 Hindus, 7 Buddhists, 12 people who practice other religions, and 12 people who would not be aligned with a religion.

12 would speak Chinese, 5 would speak Spanish, 5 would speak English, 3 would speak Arabic, 3 would speak Hindi, 3 would speak Bengali, 3 would speak Portuguese, 2 would speak Russian, 2 would speak Japanese, and 62 would speak other languages.

83 would be able to read and write; 17 would not.

7 would have a college degree.

77 people would have a place to shelter them from the wind and the rain, but 23 would not.

51 would be urban dwellers; 49 would be rural dwellers.

48 would live on less than $2 USD per day.

1 would be dying of starvation.

15 would be undernourished.

21 would be overweight.

87 would have access to safe drinking water.

13 people would have no clean, safe water to drink.

1 would be infected with HIV/AIDS.

78 would have electricity; 22 would not.

65 would have improved sanitation.

16 would have no toilets.

19 would have unimproved toilets.

75 would be cell phone users.

30 would be active internet users.

22 would own or share a computer.

For more information, visit:
http://www.100people.org/statistics_100stats.php?section=statistics
Understanding the “Global Family”

1. What is the total population of the world? __________________
2. How many people are alive between the ages of birth to 9 years? __________________
3. How many people are alive who are 90 years of age or older? __________________
4. How many people live on the continent of Africa? __________________
5. How many people live on the continent of Asia? __________________
6. Name the 3 nations that have the largest populations:
   1. __________________  2. __________________  3. __________________
7. Name the 5 nations that have the greatest population density:
   1. __________________  2. __________________  3. __________________
   4. __________________  5. __________________
   Bonus question: How is density determined?
8. Will the world population in 2050 be larger or smaller than today’s population?
   Explain: ____________________________
9. What is the change in population in 2040 compared to the present year? __________________
10. Name the capital cities for each of the nations listed below:
    a. China __________________
    b. India __________________
    c. Russia __________________
    d. Pakistan __________________
    e. Iran __________________
General World Statistics

As of 2017, the world population of all ages stood at 7,400,786,496 people, male population stood at approximately 3,727,929,210 and female population is approximately 3,672,857,286.

In addition to growth rates, another way to look at population growth is to consider annual changes in the total population. The annual increase in world population peaked at about 87 million in the late 1980s. The peak occurred then, even though annual growth rates were past their peak in the late 1960s, because the world population was higher in the 1980s than in the 1960s.

It’s getting crowded here.

A hundred years ago, in the beginning of the 20th century the entire world population was less than 2 billion people. Today the current world population has exceeded 7 billion (7,400,786,496).

The world’s population is growing by about 200,000 people a day, but death and birth rates have declined over the past several decades (World Bank).

<table>
<thead>
<tr>
<th>World Population by Continents (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
</tr>
<tr>
<td>Africa</td>
</tr>
<tr>
<td>The Americas and the Caribbean</td>
</tr>
<tr>
<td>Asia</td>
</tr>
<tr>
<td>Europe</td>
</tr>
<tr>
<td>Oceania</td>
</tr>
</tbody>
</table>
## The World Population: Statistics by Age & Sex

<table>
<thead>
<tr>
<th>Age</th>
<th>Both Sexes</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7,400,786,496</td>
<td>3,727,929,210</td>
<td>3,672,857,286</td>
<td>101.5</td>
</tr>
<tr>
<td>1</td>
<td>130,060,033</td>
<td>67,148,452</td>
<td>62,911,581</td>
<td>106.7</td>
</tr>
<tr>
<td>2</td>
<td>128,920,648</td>
<td>66,603,623</td>
<td>62,317,025</td>
<td>106.9</td>
</tr>
<tr>
<td>3</td>
<td>127,885,937</td>
<td>66,098,788</td>
<td>61,787,149</td>
<td>107.0</td>
</tr>
<tr>
<td>4</td>
<td>127,074,952</td>
<td>65,711,186</td>
<td>61,363,766</td>
<td>107.1</td>
</tr>
<tr>
<td>5</td>
<td>126,293,460</td>
<td>65,333,507</td>
<td>60,959,953</td>
<td>107.2</td>
</tr>
<tr>
<td>6</td>
<td>125,401,047</td>
<td>64,895,184</td>
<td>60,505,863</td>
<td>107.3</td>
</tr>
<tr>
<td>7</td>
<td>124,669,597</td>
<td>64,521,780</td>
<td>60,147,817</td>
<td>107.3</td>
</tr>
<tr>
<td>8</td>
<td>124,113,006</td>
<td>64,243,339</td>
<td>59,869,667</td>
<td>107.3</td>
</tr>
<tr>
<td>9</td>
<td>123,496,594</td>
<td>63,942,197</td>
<td>59,554,397</td>
<td>107.4</td>
</tr>
<tr>
<td>10</td>
<td>122,349,076</td>
<td>63,357,444</td>
<td>58,991,632</td>
<td>107.4</td>
</tr>
<tr>
<td>90</td>
<td>4,446,557</td>
<td>1,450,114</td>
<td>2,996,443</td>
<td>48.4</td>
</tr>
<tr>
<td>91</td>
<td>3,571,470</td>
<td>1,112,918</td>
<td>2,458,552</td>
<td>45.3</td>
</tr>
<tr>
<td>92</td>
<td>2,842,335</td>
<td>845,052</td>
<td>1,997,283</td>
<td>42.3</td>
</tr>
<tr>
<td>93</td>
<td>2,173,918</td>
<td>617,841</td>
<td>1,556,077</td>
<td>39.7</td>
</tr>
<tr>
<td>94</td>
<td>1,637,242</td>
<td>444,060</td>
<td>1,193,182</td>
<td>37.2</td>
</tr>
<tr>
<td>95</td>
<td>1,230,948</td>
<td>319,908</td>
<td>911,040</td>
<td>35.1</td>
</tr>
<tr>
<td>96</td>
<td>910,527</td>
<td>225,680</td>
<td>684,847</td>
<td>33.0</td>
</tr>
<tr>
<td>97</td>
<td>634,190</td>
<td>149,566</td>
<td>484,624</td>
<td>30.9</td>
</tr>
<tr>
<td>98</td>
<td>398,943</td>
<td>89,916</td>
<td>309,027</td>
<td>29.1</td>
</tr>
<tr>
<td>99</td>
<td>266,718</td>
<td>57,286</td>
<td>209,432</td>
<td>27.4</td>
</tr>
</tbody>
</table>

*For more information, visit: [https://www.census.gov/population/international/data/idb/worldpop.php](https://www.census.gov/population/international/data/idb/worldpop.php)*
## Countries by Population Density

<table>
<thead>
<tr>
<th>Country</th>
<th>Population/sq. km</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monaco</td>
<td>26,105.4</td>
<td>Monaco</td>
</tr>
<tr>
<td>Macau SAR, China</td>
<td>21,151.1</td>
<td>Macau</td>
</tr>
<tr>
<td>Singapore</td>
<td>8,274.1</td>
<td>Singapore</td>
</tr>
<tr>
<td>Hong Kong SAR, China</td>
<td>7,075.1</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>Gibraltar</td>
<td>3,473.3</td>
<td>Gibraltar</td>
</tr>
<tr>
<td>Bahrain</td>
<td>2,061.8</td>
<td>Manama</td>
</tr>
<tr>
<td>Holy See</td>
<td>1,820.5</td>
<td>--</td>
</tr>
<tr>
<td>Maldives</td>
<td>1,480.9</td>
<td>Malé</td>
</tr>
<tr>
<td>Malta</td>
<td>1,320.3</td>
<td>Valetta</td>
</tr>
<tr>
<td>Bermuda</td>
<td>1,318.1</td>
<td>Hamilton</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>1,278.1</td>
<td>Dhaka</td>
</tr>
<tr>
<td>Sint Maarten (Dutch part)</td>
<td>1,192.7</td>
<td>Philipsburg</td>
</tr>
<tr>
<td>Channel Islands</td>
<td>874.1</td>
<td>--</td>
</tr>
<tr>
<td>State of Palestine</td>
<td>839.3</td>
<td>Ramallah and East Jerusalem</td>
</tr>
<tr>
<td>Mayotte</td>
<td>692</td>
<td>Mamoudzou</td>
</tr>
<tr>
<td>Taiwan, Province of China</td>
<td>669.1</td>
<td>Taipei</td>
</tr>
<tr>
<td>Barbados</td>
<td>666.0</td>
<td>Bridgetown</td>
</tr>
<tr>
<td>Mauritius</td>
<td>624.8</td>
<td>Port Louis</td>
</tr>
<tr>
<td>Lebanon</td>
<td>595.7</td>
<td>Beirut</td>
</tr>
<tr>
<td>Aruba</td>
<td>587.1</td>
<td>Oranjestad</td>
</tr>
<tr>
<td>Nauru</td>
<td>565.6</td>
<td>Yaren District</td>
</tr>
<tr>
<td>San Marino</td>
<td>559.3</td>
<td>San Marino (city)</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>526.2</td>
<td>Seoul</td>
</tr>
<tr>
<td>Rwanda</td>
<td>506.7</td>
<td>Kigali</td>
</tr>
<tr>
<td>Netherlands</td>
<td>506.7</td>
<td>Amsterdam</td>
</tr>
</tbody>
</table>

For more information, visit: https://esa.un.org/unpd/wpp/
# Top 20 Most Populous Nations

<table>
<thead>
<tr>
<th>Nation</th>
<th>Population (in millions)</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1,415.0</td>
<td>Beijing</td>
</tr>
<tr>
<td>India</td>
<td>1,354.0</td>
<td>New Delhi</td>
</tr>
<tr>
<td>United States</td>
<td>326.7</td>
<td>Washington D.C.</td>
</tr>
<tr>
<td>Indonesia</td>
<td>266.7</td>
<td>Jakarta</td>
</tr>
<tr>
<td>Brazil</td>
<td>210.8</td>
<td>Brasilia</td>
</tr>
<tr>
<td>Pakistan</td>
<td>200.8</td>
<td>Islamabad</td>
</tr>
<tr>
<td>Nigeria</td>
<td>195.8</td>
<td>Abuja</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>166.3</td>
<td>Dhaka</td>
</tr>
<tr>
<td>Russia</td>
<td>143.9</td>
<td>Moscow</td>
</tr>
<tr>
<td>Mexico</td>
<td>130.7</td>
<td>Mexico City</td>
</tr>
<tr>
<td>Japan</td>
<td>127.1</td>
<td>Tokyo</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>107.5</td>
<td>Addis Adaba</td>
</tr>
<tr>
<td>Philippines</td>
<td>106.5</td>
<td>Manila</td>
</tr>
<tr>
<td>Egypt</td>
<td>99.3</td>
<td>Cairo</td>
</tr>
<tr>
<td>Vietnam</td>
<td>96.4</td>
<td>Hanoi</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>84.0</td>
<td>Kinshasa</td>
</tr>
<tr>
<td>Germany</td>
<td>82.2</td>
<td>Berlin</td>
</tr>
<tr>
<td>Iran</td>
<td>82.0</td>
<td>Tehran</td>
</tr>
<tr>
<td>Turkey</td>
<td>81.9</td>
<td>Ankara</td>
</tr>
<tr>
<td>Thailand</td>
<td>69.1</td>
<td>Bangkok</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>66.5</td>
<td>London</td>
</tr>
<tr>
<td>France</td>
<td>65.2</td>
<td>Paris</td>
</tr>
<tr>
<td>Italy</td>
<td>59.2</td>
<td>Rome</td>
</tr>
</tbody>
</table>

For more information, visit:  
http://www.worldometers.info/world-population/population-by-country/
Team 1: Inequality

Refer to the *State of the World Atlas*, pages 40-41 to answer the following questions:

1. In 2011, how many billionaires were there in the U.S.?

2. Worldwide, how many people live on less than $2 a day?

3. Which continent demonstrates the greatest inequality of wealth?

4. What percentage of global economic output is owned by less than a tenth of a percent of the world’s population?

5. What percentage of the Russian population lives on less than $2 a day?

6. What does the Gini Index measure?

7. What country had the most billionaires in 2008? In 2011?

8. What country had the fewest number of billionaires in 2008? In 2011?

9. From 2008 to 2011, which countries had an increase in the number of billionaires? Which countries experienced a decrease?

10. Using information from the question above, do you see a trend? If so, explain.
Team 2: Quality of Life

Refer to the *State of the World Atlas*, pages 42-43 to answer the following questions:

1. Name 6 countries in which the people enjoy a very high quality of life.

2. What does the U.N.’s Human Development Index (HDI) measure?

3. What is one reason the quality of life may be low for a country?

4. Name 6 countries with the lowest quality of life.

5. To what can a country attribute its growth?

6. Which are the happiest continents?

7. What is the relationship between countries with the highest quality of life and carbon emissions?

8. Name 5 countries that have the highest scores in their “daily experience of life”.

9. Name a country with a “high experience of life” score but are below 25% in “the happiness league”.


Team 3: Urbanization

Refer to the *State of the World Atlas*, pages 32-33 to answer the following questions:

1. Why is new urbanization largely concentrated in developing countries?

2. What percentage of the world’s population lives in cities?

3. Name five cities with over ten million inhabitants.

4. Name three countries in which 90% or more of the population live in cities.

5. What is one reason most major cities in Europe are static or declining in size?

6. How many megacities were there in 2010?

7. By how much did the urban dwelling population increase between 1990 and 2010?

8. In 2010, how many of largest cities were in the United States? Identify.

9. From the data supplied, which cities were listed as the top 10 in both 1950 and 2010?

10. Approximately how many people live in megacities?
Team 4: Life Expectancy/Education

Refer to the *State of the World Atlas*, pages 24-25 and 30-31 to answer the following questions:

1. What is the world average life expectancy?

2. What are two main factors influencing average life expectancy?

3. What is the relationship between wealth and life expectancy?

4. Which continent has the lowest average life expectancy?

5. What is the mathematical difference between the highest life expectancy of a baby born in Japan and a baby born in Afghanistan in 2009?

6. What is the percent of adult illiteracy? What proportion of them are women?

7. True or False: In Sub-Saharan Africa, enrollment in education continues to increase from primary, secondary, and tertiary.

8. Why is literacy so important?

9. What countries contain 90% or more young people enrolled in tertiary education?

10. What continents have the highest difference in youth literacy from 1990 to 2009?
Unit III: Our Earth
What essential subject should be studied in order to understand global connections?

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

Geographic Divisions of the World
1. Continents
2. Regions
Continents

- Largest distinct landmass surrounded by water that should:
- Be built upon a craton
- Have unique cultural identity, flora/fauna which characterize it
- Be accepted as a continent internationally

The Seven Continents

Regions

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

Realms of the World

What are the two distinct branches of Geography?
Physical Geography

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.
2. Cultural

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

3. Political

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

A GLOBALIZED WORLD

Today's society is a truly “globalized” world

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

- 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.
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. Norrell’s The Alabama Journey. It is used here with his permission.
Mystery Megacities

Global Connect @ UCI

How do we identify the specific locations in written form?

How do you accurately represent the location of features found on the earth's three-dimensional surface on a two-dimensional piece of paper or computer screen?

Coordinates

In writing the location of a given global location we use letters and numbers.

Coordinates

Then we will add the specific degrees, minutes, and seconds to the direction and that will create the “global address” of the location.

Let’s see what coordinates look like and see if you can guess in which continents these cities are located.
Questions

How important is it that we identify the exact location of a city?

If we mistakenly entered the wrong coordinates for a location what real impact could that have on us?

Impact on Transportation

Planes, trains, and other modes of transportation would not be able to reach the proper destinations.

Control towers at airports could misguide landing patterns with deadly results.

Natural Disasters

First responders would not be able to locate those in need.

They would not be able to avoid dangerous locations that could impede their efforts.
Impact on Communications

Communication links for cable lines, cell phones, and satellites will fail.

Megacity

A megacity is a very large city that has a population of more than 10 million people and that is often made of two or more urban areas that have grown so much they are connected.

Mystery Megacities

How well do you think you know the location of the top 10 largest cities in the world?

Let’s see if you can identify the location and name of the top 10 Megacities.

Ranking Mystery Megacities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Megacity</th>
</tr>
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<td>10</td>
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</tbody>
</table>
Mystery Megacities

Read the descriptions below and find the megacity that best matches the description. Attempt to guess the coordinates of the megacity.

<table>
<thead>
<tr>
<th>Country A</th>
<th>Country B</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ has been a gateway to America ever since the first immigrants came to the United States. Over 170 languages are spoken here today. No single nationality or ethnicity dominates the city’s culturally diverse population.</td>
<td>______ is the capital of China and is the center of the nation’s politics and international exchanges. It hosted the Olympic Games in 2008 and is considered the bicycle capital of the world. The historical sites in ______ include the Great Wall, Tiananmen Square, and the Forbidden City.</td>
</tr>
</tbody>
</table>

Megacity: ___________________________  Coordinates: ___________________________

<table>
<thead>
<tr>
<th>Country C</th>
<th>Country D</th>
</tr>
</thead>
<tbody>
<tr>
<td>______’s colonial past is reflected in its architecture. Intramuros, the historic center, is surrounded by a massive wall built by the Spanish in the 16th century. Its parks and historic buildings have become a major tourist attraction.</td>
<td>Greater ______ is the largest urban agglomeration in the world, swallowing up the neighboring cities of Yokohama, Kawasaki, and Chiba. Despite its size, ______ has very efficient public transportation, which accounts for almost 80 percent of all journeys.</td>
</tr>
</tbody>
</table>

Megacity: ___________________________  Coordinates: ___________________________

Name: ___________________________  Period: ___________________________
<table>
<thead>
<tr>
<th>Country E</th>
<th>Country F</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ is India’s capital and recently overtook Mumbai as the biggest city by population size. It’s a place of striking contrasts. Mosques, bazaars, and narrow lanes mark the old town. _______, the capital, features grand boulevards, business centers, and shopping malls.</td>
<td>_______ has been booming since 2005 after suffering economic crises and disasters like floods and earthquakes in recent decades. _______’s economy has boosted Indonesia’s economy to a growth rate of 6 percent.</td>
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<td>Megacity:</td>
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<td>Coordinates:</td>
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<tr>
<th>Country G</th>
<th>Country H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Named after a saint, _______ is a popular municipality in southeast Brazil. Known for having the largest GDP in Latin America, the city is a hub of commerce, finance, and the arts. The city’s populace is known to be highly diverse, making the city a melting pot of ideas and creativity.</td>
<td>_______ has grown rapidly since the Korean War (1950-53). Today, nearly half of the country’s population lives in and around _______. _______ has made remarkable progress in combating air pollution and is one of the cleanest cities in Asia.</td>
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</table>

<table>
<thead>
<tr>
<th>Country I</th>
<th>Country J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also known as Bombay, _____ is the capital city of India’s Maharashtra state. Sitting on India’s west coast, the city is known for its deep natural harbor and dense population. _____ boasts the largest number of millionaires and billionaires in all of India.</td>
<td>_____ has become China's financial and commercial center and is ranked as the planet's largest city proper. It has one of the world’s busiest ports and the world's most extensive bus system with more than one thousand lines.</td>
</tr>
<tr>
<td>Megacity:</td>
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</tr>
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</tbody>
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We hope you enjoyed this preview of *Introduction to Globalization*.

For a complete edition, please contact:

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