

# GEOG 121: Geographies of Globalization\*

Spring 2022

**Location:** Carolina Hall 220

**Class Sessions:** Mondays & Wednesdays, 3:35pm – 4:50pm ET

**Instructor:** Mark Ortiz (He/Him), PhD Candidate

**Email:** [marcoso@live.unc.edu](mailto:marcoso@live.unc.edu)

**Student Office Hours**<sup>†</sup>: MW, 2-3:30 PM or by appointment in Carolina Hall 223  
or virtually

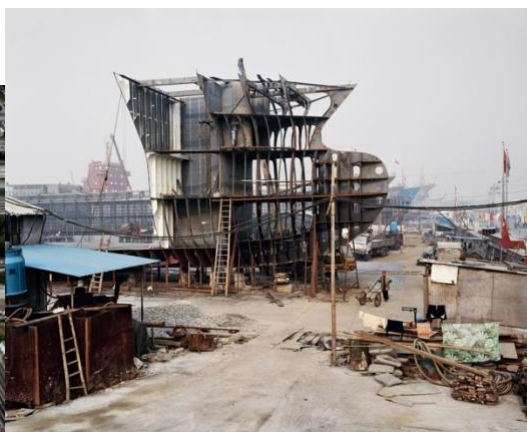
**Teaching Assistant:** Deanna Corin

**Office Hours:**

**Zoom Link:**

<https://unc.zoom.us/j/99716222914?pwd=RDB5b1JldUIJcWpkYzZKYUx6QkFRUT09>

**Passcode:** 9868696573



## Course Description:

Geography 121 is an introductory study of historical and contemporary processes of globalization. Broadly, globalization can be understood as a set of processes – economic, political, cultural, etc. – which have collectively created interconnections binding together

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\* Adapted from syllabus by Dr. Jon Lepofsky, UNC Department of Geography

<sup>†</sup> **Student Office Hours:** Student office hours are designated times for you to meet with your professors, get questions answered, learn more about particular topics, get advice, or just get to know each other as people. These are times I have set aside each week with the sole purpose of meeting with you. You are welcome to drop-in and just show up during these times each week. You can also make an appointment if you'd like, during these hours or whenever you have availability. I am always happy to talk to you about any questions or concerns you have with course content, logistics, or academic advising. I will hold student office hours on Mondays & Wednesdays before class, from 2-3:30 PM. If my designated student office hours don't work for you, I am always glad to meet as our schedule allow (in person or via Zoom). Please [email me](mailto:marcoso@live.unc.edu) to arrange that.

disparate places and people. From global environmental and economic systems to public health and culture, what happens in any one nation, region, or place is consequentially linked with the fates of many other places. Using geographical theories and approaches, we will be working together to understand the uneven historical and present relationships underlying contemporary globalization and the economic, political, cultural, and environmental interconnections which now define and differentiate contemporary global life.

### **Health & Wellbeing:**

The coronavirus pandemic is resurging in this country as we begin this spring, and will likely continue to do so through the entire semester. So, while I will do my best to create a robust learning experience and I expect you to be your best as a student, I really want to stress to you that your health and well-being matters the most to me. I am your teacher for GEOG121, but we are all human beings in the midst of a global pandemic. With that stated, I am entering this semester by placing particular value on empathy, honesty, trust, and forgiveness.

All of this also means that if you are ill and unable to complete any of the assignments before the end of the semester, please email me as soon as you are able. I will do my best to work with you to figure out what alternate arrangements may be possible to show your learning, or if it makes sense for you to receive an Incomplete for the course, which you can then complete when you recover. I will also aim for flexibility as I am able, but there are some institutional constraints (such as the end of the semester's deadline to submit final course grades to the Registrar) which I cannot control.

At the end of this semester, I hope that you will have learned how to think like a geographer and that you will have acquired a lot of meaningful skills and information related to the geographies of globalization. But, ultimately, I hope you end this semester safe and well. I don't think those hopes contradict each other. Of the various lessons I have already taken away from the pandemic so far, one is a greater awareness of what is and is not in my control. I hope you find that one aspect of life that is in my control is making it possible for you to succeed in this course while prioritizing your health and well-being. So, the short version of this statement: take care of yourself.

Especially when you are on campus, please remember that as a student at UNC, you are obligated to embrace and practice the Community Standards in order to help promote a safe and healthy environment for everyone. That will not only allow you to take care of yourself, that will help you take care of everyone around you. A big idea from geography is interdependence--that we are all connected to each other through spatial networks and through the locations where our lives take place. Adhering to these standards and guidelines is one way to practice thinking like a geographer and living like one, too. Be safe, get a Covid-19 vaccine if you are eligible, wash your hands, wear your mask, keep your distance, and be well.

### *Spring 2022 Course Delivery:*

As long as it is possible to do so safely, we will be meeting in a hybrid format this semester. This means that there will be in-person classes and also the option to join live class sessions by Zoom

if you are not feeling well or you are uncomfortable with rising COVID rates. I understand the ongoing COVID-19 pandemic may require changes to this plan, including the possibility of going fully remote, and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

### **Course Objectives/Learning Goals:**

In this course, you will answer the question:

How are you connected to people, places, and histories through geographies of globalization?

In order to achieve that goal, you will learn about the geographies of globalization and practice thinking like a geographer. In the process of doing so, you will come to know lots of information, understand important ideas, and do some of the tasks geographers do. You will:

Learn:

- Core concepts which geographers use to understand globalization
- Detailed information about different facets of modern globalization, with a particular emphases on economy, politics, history, culture, and environment
- The spatial causes and effects of cultural transmission, economic globalization, environmental change, political structures, and historical legacies evident in specific places as they constitute modern globalization

Understand:

- How and why you live in a world of uneven interdependencies
- How global phenomena affect local people and places, and vice versa
- Why particular people and places are interconnected to others, and why that changes
- Why inequities between people and places persist, how geographical factors contribute to sustaining them and how geographical factors could help reduce them

### **Course Expectations, Policies and Procedures:**

You should strive to participate in all aspects of this class to your fullest ability. This means being prepared to discuss your interpretation of readings and assigned materials and being an active participant in class sessions (I don't think of participation narrowly as talking, there are a variety of forms of participation outlined below in the grading section).

*Required Materials:*

There are two books which will serve as the main textbooks for this course, along with other readings and multimedia resources. Both are available for free as electronic editions through the UNC libraries:

- [\*Introducing Globalization: Ties, Tensions, and Uneven Integration\*](#) by Matthew Sparke

- [\*Cultural Globalization: A User's Guide\*](#) by J. Macgregor Wise

Other readings specific to each lesson are listed on the Schedule of class meetings. Any readings not found in these areas will be made available under the Resources tab on Sakai.

### *Library Services and course Reserves*

Students enrolled in this course have access to the UNC Library System. Visit Distance Education Library Services to access a wide array of online services and resources including Course Reserves, online databases, online journals, online books, and live help with research and library access. Most online resources require you to log in with your Onyen and password. If you have any trouble finding the resource that you need or logging in to a resource, you can contact the library through the contact information at Distance Education Library Services. You can chat live about your problem or send an email to request assistance.

## **Assignments and Grading:**

### *Grading Breakdown:*

Final course grades for the semester will be based on the following:

<b>Assignment</b>	<b>% of Final Grade</b>	<b>Grading Scale</b>	
Participation/Engagement	10%	A: 93-100	C: 73-75
Group Work/Peer Review	10%	A-: 90-92	C-: 70-72
Midterm Exam (3/9)	20%	B+: 87-89	D+: 66-69
Small Project 1 (2/14)	15%	B: 84-86	D: 63-65
Small Project 2 (4/6)	15%	B-: 80-83	D-: 60-62
Final Project (5/2)	30%	C+: 76-79	F: <60

My intention is for class to involve as little “busy work” as possible and as many deliberate, intentional, and hopefully/potentially fun opportunities to work on projects further exploring course themes in creative and unique ways.

### *Assignment Descriptions:*

#### 1) Participation/Engagement:

I do not take attendance as a strict policy, particularly not in the middle of a global pandemic. But it does become obvious if attending class is not a priority for you and so I do encourage you to attend class virtually or in person with as much regularity as possible.

I think of participation as more than just speaking in class. It can involve taking notes, looking engaged, asking questions during, before or after class by email or at office hours, and participating in in-class activities. It may be notetaking for classmates who cannot attend. I think of participation as more about creating an inclusive classroom space for learning rather than just speaking up (though that is also welcome ☺). Each project we do as part of this course will also come with opportunities to meet with myself and/or the course TA to discuss. I'll ask everyone

to prepare a one-page, double-spaced participation/engagement self-evaluation for the end of the semester that will also factor into your participation grade.

## 2) Group Work & Peer Review

Within the first few weeks of this course, you will be split into groups based on your interests. These groups will stay consistent for the entirety of the semester. You will work together on certain in-class activities, meet periodically outside of class, and peer review one another's projects. If you choose to, you may also work within these groups for one or both of the small projects and the final project, or you may work solo as described further below. Your group engagement will form a portion of your course grade. Along with the participation self-evaluation, I'll ask you to prepare a one-page, double-spaced reflection on group work.

## 3) Midterm Exam

The Midterm Exam will be on 3/9. It will be an open notes/open book exam consisting of 3 short-medium length essay questions. It will cover Lessons 1, 2 & 3 on histories of globalization, and the global economy and environment. We will be hosting an in class review session on Monday, 3/7.

## 4.) Small and Final Projects

The two small projects and the final projects can be academic research papers, creative multimedia projects, or creative writing approaches focused on course themes. If you wish, you may write a standard academic research paper exploring the themes of the course, you may also experiment with creative approaches, including creative writing genres, TikTok videos analyzing course topics, podcasts, Storymaps (which I will demonstrate in class), originally created or remixed music addressing course topics, digital or analog art or any combination of the above. If there is a format you may wish to use that isn't listed here you may also pursue that. You also have the choice to work on these projects individually or in your peer review groups. Both myself and Deanna will be available to talk about course project formats and expectations for non-traditional formats as well as guidance writing academic research papers. The specific expectations for each project will be further discussed in class.

### *Academic Integrity and the Honor Code:*

Academic integrity is a cornerstone of a meaningful education as well as the UNC Honor Code. A common violation of this integrity is plagiarism. Plagiarism is when you represent others' words and ideas as your own. This is a serious academic offense—it is a both form of stealing and lying—and a violation of the UNC Honor Code. I take plagiarism very seriously and will respond to suspected acts of plagiarism in line with the UNC Honor Code. That noted, I want to help teach you how to avoid plagiarism because it can be a complicated matter. Indeed, it is possible to plagiarize by accident or by carelessness, in addition to plagiarizing through flagrant and purposeful acts. I require that all of your submitted assignments make proper references by using a bibliography and in-text citations. Through the assignments in this course, you will refine how to make the best use of others' work to enhance your own ideas, how to attribute such use, and how to judge reliable sources from less reliable ones (a task that can be particularly difficult when using the Internet). As part of helping you learn good strategies for crafting quality academic work, I will not accept any assignment that uses wikipedia as a sole source. If you have

questions about plagiarism, see the UNC Libraries' excellent tutorial as well as the resources available through UNC's Writing Center.

### *Grades*

Grades are not really assessments, and they certainly do not define who you are! Assessments come from useful and relevant feedback in response to specific tasks; the best assessments foster growth, improvement, and on-going learning. I will provide you lots of feedback on a number of different tasks throughout this course. Unfortunately, I am only allowed to provide you one grade, which comes at the end of the course, and ultimately reduces all those assessments to a single letter. I aim to make my grades transparent, and to have them authentically reflect the semester's worth of feedback I will have provided you.

## **Student Support**

### *Communicating with me:*

The best way to communicate with me is through email. You can also email me directly through the Messages feature on Sakai. If you send me a message, I aim to get back to you in 24 hours. I also value health and well-being—both mine and yours!—so I believe in the value of a good night's sleep (which I hope you do as well). If you send me a message in the middle of the night Eastern Time, I won't see it until the next day. There are many resources available to support you as a student, some focused on your academic needs, others related to your rights, and still others focused on your well-being (especially in the midst of the pandemic).

### *Accessibility and Accommodations:*

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu). Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the ARS website under the About ARS tab. The ARS office is located in Suite 2126 of the Student Academic Services Building (SASB), 450 Ridge Road, Chapel Hill, NC, and is open from 8 am to 5 pm Monday through Friday. You can contact them by phone at 919-962-8300 or 711 (NC-RELAY), or by email at [accessibility@unc.edu](mailto:accessibility@unc.edu).

### *Counseling and Psychological Services (CAPS)*

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### *Title IX Resources*

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne

Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators 17 (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

*Gender-Inclusive Language:*

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with that commitment, the gender-inclusive terms (chair; first-year student; upper-level student, etc.) should be used on University documents, websites and policies. Please use gender-inclusive language during this course, especially through your interactions with your fellow students. The UNC Writing Center has a handout on Gender-Inclusive Language

*The Learning Center:*

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

*The Writing Center*

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.

*Academic Appeals and Discrimination*

The University's appeals process seeks to ensure that all students are treated fairly when it comes to the assessment of their scholarship, and provides support for students experiencing academic difficulties. A student who feels he or she has been awarded an incorrect grade should first attempt to resolve the matter with their instructor. You may also consult the Director of Undergraduate Studies or the chair of the academic department that offers the class. If your issue is still not resolved, you can appeal the grade through Academic Advising by submitting the Grade Appeal Student Form. This form must be submitted by the last day of class of the following fall or spring term. For a grade appeal to be considered, it must be based on one or more of the following grounds: arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. For more on this policy, visit the Faculty Guidelines for Academic Appeals. For more information about the University's discrimination and harassment policies, refer to the Equal Opportunity/ADA Office's policy summary.

**Detailed Course Schedule:**

This schedule may change during the semester in response to your feedback about the course as well as relevant opportunities which may arise. I will update you with any changes, but be sure to use the schedule posted on Sakai to make sure you are following the most recent schedule

<b><u>Week 1: Course Introduction</u></b>	
Monday, 1/10	<i>Read:</i> The GEOG 121 Syllabus & Sakai Site
Wednesday, 1/12	<i>Read:</i> “ <a href="#">A Global Sense of Place</a> ,” Doreen Massey
<b><u>Lesson 1: Weeks 2 &amp; 3 – Introducing Globalization</u></b>	
<b>Week 2: Introducing Globalization &amp; Geography</b>	
Monday, 1/17	No Class, Dr. Martin Luther King Jr. Day
Wednesday, 1/19	<i>Read:</i> Preface, Chapter 1, & Chapter 2: Globalization & Discourse, in Sparke, <i>Introducing Globalization</i>
<b>Week 3: Globalization + History – Race, Space, and the Histories of Global Interconnection</b>	
Monday, 1/24	<i>Watch:</i> “ <a href="#">Geographies of Racial Capitalism</a> ” with Ruth Wilson Gilmore  <i>Read:</i> Khalil Gibran Muhammad on “ <a href="#">Sugar</a> ” in <i>New York Times Magazine</i> (Part of the <a href="#">1619 Project</a> )
Wednesday, 1/26	<i>Read:</i> “Introduction: Slavery’s Capitalism,” Sven Beckert & Seth Rockman, in <i>Slavery’s Capitalism: A New History of American Economic Development</i> , Available on UNC Libraries  “Introduction,” <i>An Indigenous Peoples’ History of the United States</i> , Roxane Dunbar-Ortiz
<b><u>Lesson 2: Weeks 4, 5, &amp; 6: Globalization + The Economy and Politics</u></b>	
<b>Week 4: Globalization + Economy – Commodities &amp; Labor</b>	
Monday, 1/31	<i>Read:</i> Chapter 3: Commodities, in Sparke, <i>Introducing Globalization</i>



	View: " <a href="#">How the Supply Chain Crisis Unfolded</a> ," <i>The New York Times</i>
Wednesday, 2/2	Read: Chapter 4: Labor, in Sparke, <i>Introducing Globalization</i>  <a href="#">Inside Amazon's Employment Machine</a> ," <i>The New York Times</i>
<b>Week 5: Globalization + Economy – Global Poverty &amp; Development</b>	
Monday, 2/7	Read: Chapter 5: Money, in Sparke, <i>Introducing Globalization</i>
Wednesday, 2/9	Read: Chapter 2, <i>Encountering Development</i> , Arturo Escobar
<b>Week 6: Globalization + Politics – (Corporate) Global Governance</b>	
Monday, 2/14	Read: Chapter 7: Governance, in Sparke, <i>Introducing Globalization</i>  <b>Due: Small Project 1</b>
Wednesday, 2/16	Listen: " <a href="#">Capitalism: What Makes us Free?</a> " <i>NPR Throughline</i>  Read: " <a href="#">Why is inequality booming in Chile? Blame the Chicago Boys</a> ," <i>The Guardian</i>
<b><u>Lesson 3: Weeks 7 &amp; 8: Globalization + Environment</u></b>	
<b>Week 7: Globalization + Environment – The Global Environment</b>	
Monday, 2/21	Read: "The (Modern) World Since 1500," In <i>A Companion to Global Environmental History</i>
Wednesday, 2/23	View: <a href="#">EJatlas.org</a> , look at two cases in detail, one in U.S. one elsewhere  Read: " <a href="#">Plantation Legacies</a> ," <i>Edge Effects</i>
<b>Week 8: Globalization + Environment – Climate Change</b>	
Monday, 2/28	Read: Chapter 1, <i>Power in a Warming World</i>
Wednesday, 3/2	Read: " <a href="#">The Great Climate Migration has Begun</a> ," <i>The New York Times</i>

	<i>In Class: Global Climate Negotiations Simulation</i>
<b>Week 9: Midterm</b>	
Monday, 3/7	<i>Prepare: Group Study Guides, Midterm Review In-Class</i>
Wednesday, 3/9	<b>Midterm Exam (in or out of class)</b>
<b>Week 10: Spring Break, No Class</b>	
Monday, 3/14	No Class
Wednesday, 3/16	No Class
<b><u>Lesson 4: Weeks 11 &amp; 12: Globalization + Culture</u></b>	
<b>Week 11: Globalization + Culture – Cultural Globalization</b>	
Monday, 3/21	<i>Read: Chapters 1 &amp; 2, <a href="#">Cultural Globalization: A User's Guide</a>, J. McGregor Wise</i>
Wednesday, 3/23	<i>Read: "Capitol Riot Puts Spotlight on 'Apocalyptically Minded' Global Far Right," <a href="#">The New York Times</a></i>
<b>Week 12: Globalization + Culture – Music</b>	
Monday, 3/28	<i>Read: "Hip-Hop &amp; The Global Imprint of a Black Cultural Form" Optional: Watch, "<a href="#">Hip Hop and Streaming</a>," Hasan Minhaj</i>
Wednesday, 3/30	<i>Listen: <a href="#">Afrobeats' Global Takeover</a>, Pitchfork</i>
<b><u>Lesson 5: Weeks 13, 14, &amp; 15: Global Futures</u></b>	
<b>Week 13: Globalization + Childhood &amp; Youth</b>	
Monday, 4/4	<i>Read: "<a href="#">Children in a Digital World</a>," [Report], UNICEF</i>

Wednesday, 4/6	<p>Watch: <a href="#">Ishmael Beah on The Moth</a><sup>‡</sup></p> <p>Read: Excerpts from <i>On Earth We're Briefly Gorgeous</i>, Ocean Vuong (32 &amp; TBD)</p> <p>Excerpt from <i>What Strange Paradise</i>, Omar el Akkad</p> <p><b>Due: Small Project #2</b></p>
<b>Week 14: Globalization + Infrastructure &amp; Urbanization</b>	
Monday, 4/11	<p>View: <a href="http://Inhabitedsea.org">Inhabitedsea.org</a></p> <p>“<a href="#">Bitcoin uses more electricity than many countries. How is that possible</a>,” <i>The New York Times</i></p>
Wednesday 4/13	<p>Read: “<a href="#">It’s the Geography, Stupid! Planetary Urbanization Revealed</a>,” <i>Public Books</i></p>
<b>Week 15: Globalization + Sovereignty, Indigeneity, Futures Otherwise</b>	
Monday, 4/18	<p>Read: TBD</p>
Wednesday, 4/20	<p>Read: “<a href="#">What is the land back movement?</a>,” <i>Teen Vogue</i></p>
<b>Week 16: Final Projects</b>	
Monday, 4/25	<p>Present final projects</p> <p><b>Due: Participation Self-Evaluation &amp; Group Work Reflections Due</b></p>
Wednesday, 4/27	<p>LDOC! &amp; <b>Final Projects due 5/2</b></p>

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<sup>‡</sup> Content Warning: This video features an at times graphic and personal recollection of the speaker’s experiences of facing war and violence.