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Course Overview and Goals:

What is globalization and when did it begin? What impact does it have on politics, the economy, and everyday life? Academics often frame globalization as a study of global finance and commerce since the 1970s, yet others have shown that similar global movements of people, products, culture, and ideas have existed for nearly a millennia, and the impact of these movements or “flows” on local markets has varied greatly in time and space. All of these flows comprise an interconnected and dynamic process of “globalization.”

In this course we will use a multi-disciplinary approach to work through definitions of globalization as a process, and examine challenges and benefits experienced in its varying local contexts in the Americas, with particular focus on Latin America. The course will explore how people have been both agents and subjects of “globalization” throughout history.

The objectives for this course are:

1) To complicate and ground students in defining globalization, and elucidate many of its past and present challenges at the international, national, and local levels in the Americas
2) To map and explore the global importance of economic, cultural, and political interconnections
3) To challenge assumptions about “development,” “freedom,” and “citizenship” as defined by varying actors over space and time
4) To improve writing, reading, web, and critical thinking skills and prepare you for advanced study or work in the region

Required books

All reading material will be found online or will be uploaded onto Google Drive. All articles, videos, and music are those accessible by students through the SDSU or UABC libraries or available freely online.
Assignments/Exams

Map Quiz

There will be a map quiz in class in the first couple of weeks of the semester. The study guide will be posted in Google Drive.

Exams

You will take two exams throughout the course based on reading, lecture, and any activities we do this semester. While the format may differ slightly for each, the exams will be in essay format.

Make up exams are permitted only in special circumstances. If you have a medical problem, you must provide a doctor’s note.

Final Group Project: Storify Globalization on the San Diego/Tijuana region

In lieu of a traditional academic paper, we will break into groups and use Storify.com to do a web-curation project. Likely, most of you do not know what “web-curation” means, yet all of you are web-curators to a certain extent already.

The project will tap into a skill all of you have been developing in your everyday use of social media and web browsing, and for those of you who are not well-versed in this area, this project will help you develop some of those basic skills. As Brandon Morgan noted: “In today’s world, emphasis is increasingly placed on the ability to curate ideas and materials from the internet. By some definitions, anyone who uses the web is a “web curator”; others see the task as a unique type of interaction with the internet. At its most basic, web curation is essentially the same as museum curation—curators sift through massive amounts of information about a certain topic in order to find the best sources that will help others to learn more about that topic. Web curation is also much like traditional research in libraries or archives, except that the focus is on digital resources.”

As a course on globalization, there are few classes more appropriate for this kind of project platform.

There are five parts of the project:

1) **Get together with your group and choose a topic on a local issue related to globalization** and sign up for Storify at storify.com

We will break into groups in the courses’ first weeks based on similar interests.
Your topic can be a current event or can be something historical. If you have trouble coming up with a topic, contact me and I will help you out. All topics must be approved by the instructor.

Once you select a topic, you will need to submit as a group a paragraph that describes your topic and states your research question. Your question should be focused and set up a project that does more than just tell us generally about a topic, but will instead address specific issues and that has a real argument or guiding statement.

Also, sign up for Storify and take the tutorial or just play around with its format.


Due: September 20

2) Annotated bibliography

Go to your library’s website for academic articles and books, search online blogs and news sources, and filter through some searches on Twitter, Tumblr, and/or Youtube to find sources and information relevant to your topic. Keep track of the sources you think fit in a Word, Excel, or another type of document.

Make sure to link to one or two sources that promote a viewpoint contrary to your thesis (you should address this difference in opinion or conclusion in the project).

This part of the assignment should be a list of sources, with links and a one or two sentence description of at least:

1) five scholarly articles/books (searchable through SDSU library)
2) five news articles (LA Times, NY Times, etc etc)
3) five social media posts or blog postings (Youtube, Twitter, etc)

You may change your sources later.

Due: October 4

3) Notes Assignment

As a group, provide a minimum one and a half to two pages of notes on at least two of your scholarly articles. Make sure to make note of specific information such as:
names, dates, policies, or events. Also you should include the author’s argument and the type of evidence the author uses to make their claims.

**Due: November 1**

4) **Final Project**

Finally, narrow down your long list of web resources to those that best address your question, and create a Storify story using them.

Components:

1) **Introduction paragraph:** You need to give the project a title and write a short intro paragraph with your research question and a thesis statement that answers your question.

2) **Body:** This is the fun part. You will tell your story through writing and by embedding digital links, images, and videos into your Storify. These links will be used in place of traditional MLA/APA/Chicago Style citations. For your academic sources also include page numbers from which you found information at the end of each sentence.

   Remember to follow basic paper-writing style, and *use lots of evidence* from your sources to speak on your topic. Evidence is key in this assignment.

3) **Conclusion:** Should simply restate your thesis and wrap up the paper with any closing statements.

4) **Length:** It should be equivalent to about a 10-page, double-spaced paper (4,500 words)

5) **References:** Again, you should have at least (but not limited to) five academic sources, five websites/news sources, and five social media/blog posts.

   You may use interviews as well, but if you plan on doing this, please tell me in advance.

   I expect you really engage with the academic material in the project. Just mentioning a source is not enough.

6) Use images. Use video. Use music. Have fun doing serious work.

To submit your project, please post a link into the Google document in the course Drive folder.
Be sure that you click “Publish” in the Storify editor when you finish. If not, I will not be able to access your work—even if you send me the link!!

Due: November 29

PS: Always remember to back up your work. I recommend typing the project on Word first, then applying it to Storify as you go.

Grading breakdown:

- Part 1: 5%
- Part 2: 5%
- Part 4 (final project): 90%

Parts 3 will go into the course’s Assignments grade

Alternative Project:

If you are up for the challenge, or prefer a different format, your group may also produce a 15-20-minute video instead of a Storify. If you choose this option, you will still follow all of the final project steps except for the last one (part 4). The video will be posted on Youtube or a related social media source.

Weekly reading journals

Almost each week you will turn in a two-page reflection on the week’s readings including a concise, one-page summary of the author’s arguments followed by a one-page reflection (or “free-write”) on the author’s article/chapter.

At the end of your paper, provide three open-ended questions you would like to discuss with your classmates. Don’t forget the questions. They are part of the assignment.

Please submit via email before class and bring an electronic or paper copy to reference during class.

Grading

- Map Quiz 5%
- 2 Exams 35% (Exam 1: 15%; Exam 2: 20%)
- Participation 15%
- Assignments 15%
- Final Project 30%
Final grades are based on the following:

A:  93-100%
A-:  90-92
B+:  87-89
B:   83-86
B-:  80-82
C+:  77-79
C:   70-76
C-:  65-69
D+:  62-64
D:   59-61
D-:  55-57

**Extra credit** opportunities will present themselves throughout the semester. If there is an event on or off campus like a film, presentation, talk, trip etc. on globalization in Latin America, submit a two-page review on the event. The first page should be a summary of events, major talking points etc, and the second page a thoughtful reflection based on class materials/readings. You should submit some evidence (photo, brochure etc) that you were actually there as well. The amount of extra credit will depend on the quality of the paper.

You should submit all extra credit via email with the title “Extra Credit”

Maximum two extra credit submissions for each student for the semester. All extra credit will be graded after the final exam.

**Late assignments/missing class:**

I understand things happen in life, sometimes things that keep us from coming to class and completing assignments on time. Each student can miss up to two classes without any questions. The only exception is that you may not miss class on exam or presentation days except in special circumstances.

Late assignments will be accepted, but I will deduct points for these submissions.

**Plagiarism and Academic Integrity:**

Many of you may not fully understand what constitutes plagiarism, but it is your responsibility to know. Violating the code of academic integrity at SDSU or UABC can get you kicked out of school. All of you have pledged to work with honesty upon enrollment.
Cheating will not be tolerated in this class for any reason, and any form of plagiarism will result in a zero for the course and a referral to the Dean. Don’t take this lightly. If you have questions, please ask.

**SDSU Student Disability Services:**

If you are a student with a disability and believe you will need accommodations for this class, you contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Electronics and eating in the classroom**

This is simple: do not disrupt your classmates.

Phones, of course, should be muted in class, and please, do not snap photos of any PowerPoint slides. It’s a distraction for everyone. I will post PowerPoints in the Drive.

**Course schedule**

*Note: Course schedule may change *

**Introductions for Tijuana Students: What is Globalization?**

Week 1: Aug. 16: Introductions for Tijuana students only

Read: Selections from Thomas Friedman, *The Lexus and the Olive Tree* (1999)

**No group meeting**

Week 2: Aug. 23:

Tijuana students should use this time to think about group project topics or get ahead on the readings.
Introductions for SDSU students: What is Globalization?

Week 3: Aug. 30

Introductions for SDSU students only

Read: Selections from Thomas Friedman, *The Lexus and the Olive Tree* (1999)  
Tijuana students should continue to think about group project ideas or get ahead with the readings.

Encounter and Columbian Exchange

Week 4: Sept 6

Read: Charles Mann, “1491”  

In class: Map Quiz  
Due: Journal #1

The Invisible Hand and the Rise of Liberalism

Week 5: Sept 13


In class: Choose Final Project Groups  
Due: Journal #2

Authorization: Science and Medicine

Week 6: Sept 20

Read: TBD  

Due: Journal #3  
Due: Group Project Part #1
Theories of Development and the American Dream

Week 7: Sept. 27


Due: Journal #4

Flower Power, Revolution, and the Global 60s

Week 8: Oct. 4

Read: Selections from Eric Zolov, Refried Elvis (1999)

Due: Journal #5
Due: Group Project Part #2

Neoliberalism-1970s and 1980s

Week 9: Oct. 11


In class: Exam #1**

NAFTA

Week 10: Oct. 18

Watch: “Zapatistas: Crónica de una Rebelión,” https://www.youtube.com/watch?v=D6j7e1uK5cQ

Due: Journal #6
Migration and American Diasporas

Week 11: Oct. 25

Read: Cepeda, “Shakira as the Idealized Transnational Citizen”
Read: Renato Rosaldo, “Forward’, Hybrid Cultures (2005)

Due: Journal #7

Narco-Cultura

Week 12: Nov 1

Read: TBD

Due: Group Project Part #3 (Notes Assignment)

The “World City”

Week 13: Nov. 8

Read: Selections from Hernando De Soto, The Other Path (2006)

Due: Journal #8

Conservation and the Environment

Week 14: Nov. 15


Due: Journal #9

Tourism and Public Health

Week 15: Nov. 22

Read: TBD

Due: Journal #10
The Americas’ Special Period in the Information Age I

Week 16: Nov. 29:


Due: Final Project (Part #4)

Wrapping up: Information Age II

Week 17: Dec 6

Read: Two of your classmates’ Storify’s

Due: Journal #11

Final (Exam #2)

Take home exam (submit via email)

Due: Monday, Dec. 13 at 11:59pm.