

# SPRING 2009: GEOG 1301

# Our Globalizing World

# Syllabus

1 COURSE OBJECTIVES

2 LIBERAL EDUCATION

3 COURSE STRUCTURE

4 INSTRUCTORS

5 READINGS

6 WRITING ASSIGNMENTS

7 RESEARCH PROJECT: OUR GLOBALIZING TWIN CITIES

8 GRADING POLICY

**THIS IS THE BLUEPRINT OF THE COURSE**  
**IT IS YOUR RESPONSIBILITY TO CONSULT**  
**IT REGULARLY**

## 1 Course Objectives

### *Synopsis*

This course will introduce you to the geographical understanding of globalization. But what exactly is geography? It's not easy drawing boundaries between human geography and the other social sciences, such as sociology, urban studies, or anthropology. Geographers study phenomena other disciplines study too, but we argue that we give added value through the way we do this. Many argue that this added value inheres in the exercise of *mapping*. Mapping has been indispensable to the discipline of geography and mapping techniques are more sophisticated every year. We will certainly learn how to understand and use various kinds of maps in this course. However, there is something more fundamental to geography than mapping: a way of thinking about the world that can use maps, but also statistics, descriptions of places, and media images. In the last few decades, geographers have come to realize that the added value they give to the university is the fact they think in terms of **space**, that is, connections and differences between **places**.

For example, if sociologists talk about poverty, a geographer will ask *where* is the poverty, and why is it there and not somewhere else? If anthropologists talk about the significance of a religious ceremony to a society, a geographer would emphasize that the locale where the ceremony happens is crucial to understand its significance. And if urban studies shows how a particular city is rapidly changing through the effects of globalization, a geographer might be of help in mapping the international flows of money and business that intersect in that particular city. This course will present a spatial twist to three concepts at the core of the social sciences: **difference, identity and globalization.**

## 2 Liberal Education

### *What does a course that meets a Liberal Education Theme requirement do?*

Regardless of specific theme, Liberal Education Theme courses foster your critical reflection on important, contemporary challenges facing American society and/or the world, challenges that call for your response and participation. These courses especially focus your attention on developing a sense of *responsibility* for engaging with issues of contemporary relevance, as well as on the realization of the stakes involved. Communities sustain themselves in so far as they meet effectively the challenges that face them. The Liberal Education Theme courses emphasize that critical reflection on, and engagement with, these matters requires that they be understood from different perspectives. Important issues are typically *controversial* ones. A hoped for result is that a Theme course will enhance your own sense of creative involvement and independent thinking.

### *What does a course that meets the Social Science Core requirement do?*

No matter the department in which you take a Social Science Core course, all such courses introduce you to the work that faculty in the social sciences do. This work typically concerns the ways in social processes and institutions unfold in ways that enable and constrain human actions, including the possibilities for individuals to shape their cultural, social, economic, and political worlds. While learning about how social science attempts to explain and/or interpret these processes, typically through multiple theoretical perspectives, and in ways that illuminate the strengths and weakness of different perspectives, you also have an opportunity to do some of the work of social science yourselves, be this through *research and writing* projects, field work, data collection and interpretation, or other suitable format.

### *What does a course that meets the International Perspectives Theme requirement do?*

The purpose of taking an International Perspectives Theme course is so you might situate yourself responsibly in a global context. In part this involves cultivating your awareness of the world beyond the boundaries of the United States, perhaps through investigating how a single issue plays out in one or more places outside the US, or through investigating in depth a variety of phenomena in a single place, or through an investigation of global affairs as such. “Globalization” is a buzz word that, like any buzz word, is capable of concealing as much as it reveals. The actions of the United States are intertwined with the actions of people beyond its borders. For this reason relations and connections internationally may be brought to bear in any course that meets this theme requirement.

This Theme is not intended for you to observe at a far remove isolated places around the world. Rather its intent is for you to discuss and critically reflect on the implications of the issues raised for the United States and for your own lives.

*How does Geog 1301 meet these requirements?*

This course aims to introduce students with no prior background in geographical thinking to a **geographical approach** to globalization. Geography is intrinsically about the differences between places, whether socio-economic, cultural, or environmental. It does not only compare these places, however, but explores how the features of one place (e.g. high population density) depend on features of many other places (e.g. unemployment or drought). Hence the perspective on globalization that the course proposes will continually encourage students to understand that no-one and no place is completely isolated from global processes. This allows students to acquire their own mature and nuanced understandings of difficult global issues such as poverty, indigenous rights, and energy policy.

*The following concepts and skills will make this course meet the Social Sciences Core requirement.*

1. Students are taught that though recently sidelined in the US, **geographical knowledge** has historically been central to the interaction between societies and to university education. In light of the basic values of liberal education, understanding the world as a globally interconnected place leads to a better sense of personal responsibility towards others and the environment.
2. The interplay between the individual and society and **the local and the global** is fundamental to all social science. Geog 1301 emphasizes throughout that what happens locally to individual and group lives is always shaped by international and global processes, such as migration or financial crises, even if it is seldom understood by the actors themselves. The concept of place promoted in this course is one which “maps” (both literally and metaphorically) the networks and flows which go into making each place unique – including yours.
3. Studying places and people requires **skills** in discussing, conducting, and reporting research. This course does not only introduce students to some key geographers and social theorists, but helps them develop research skills themselves and with each other. In fact, the developing of key social science skills constitute most of the course’s grade and are explicitly dealt with, especially during the discussion sections. They include: in-class note-taking and discussion of novel concepts, texts, images, and video; interpreting maps, aerial photography, diagrams, graphs, and tables.
4. More specifically, the research project involves the collection of **primary data in the field** (a public site in the Twin Cities assigned by the instructor), consisting of a sketch map, photographs, short interviews, local media, online statistics, advertising, etc. These primary data are analyzed and corroborated in the research paper with the help of a small number of publications the students individually find (and are aided in this by their TAs). Skills learnt further include distinguishing social science from popular publications and systematic referencing; the critical interpretation of online sources; and finally, in-class peer review.
5. Following the cutting-edge of **theoretical innovations** in the social sciences, for instance in feminist theory, political economy, climate science, systems and complexity theory, actor-network theory, and critical race theory. This does not

- necessarily mean that such theoretical debates are at the forefront of lectures, much less that they take over from learning about concrete case studies, but students are given the philosophical sources where the concepts and frameworks they learn come from.
6. Following the cutting-edge of **theoretical innovations** in the social sciences, for instance in systems and complexity theory, political economy, climate science, feminist theory, actor-network theory, and critical race theory. This does not necessarily mean that such theoretical debates are at the forefront of lectures, much less that they take over from learning about concrete case studies, but students are given the philosophical sources where the concepts and frameworks they learn come from.
  7. Globalization is far from a homogeneous process and this course places great emphasis on the diversity and the inequalities that exist within places. Furthermore, all places are understood as internally **differentiated** by gender, class, race, health, religion, nationality, and other social markers.
  8. Timely social science issues, such as the stereotyping of gender roles or exotic places in advertising, fuel prices, or the “war on terror”, speak directly to **students’ lives**. Discussing worldwide case studies of applications of social science thinking towards civic engagement, nonprofit work, and international social movements forms an integral part of the geography of globalization.

*The course meets the requirement of International Perspectives in the following ways.*

1. Almost all **case studies** in the readings, lectures, and discussion sections are located outside North America. Though this is not a regional geography course covering the world comprehensively, we will include the Global South (the Third World) as much as possible. We will also at the very least discuss places fundamental to US foreign policy: Mexico and the Caribbean, the Middle East, sub-Saharan Africa, South Asia, China, and the European Union.
2. The course is organized more or less around weekly geographical themes. All of these can only be properly understood through **comparing** how they manifest themselves differently in different places yet can be brought together conceptually. For example, though more than half the world’s population lives in cities, urban form is very different in Bangalore and in London, but the two are linked historically through colonialism, both struggle with congestion, both have socially segregated neighborhoods, both try to attract multinational banking, etc.
3. Case studies will return in readings, lectures and video. In this way, over the course you attain a more **in-depth** knowledge of a few carefully selected places through learning about them from different angles, i.e. relating to different geographical issues. Hence Rio de Janeiro returns under the subtopics of race, gender, youth culture, urban planning, and business practices.
4. In discussion section, students will perform basic world **map tests** (about 4 in the semester). These tests are not to simply learn countries by heart (they contribute minimally to your grade) but to talk about relative location: postcolonial connections, geopolitics, and the role of physical distance in the patterns of transport.
5. Through the **fieldwork** (2-3 trips during the semester), you will learn how at actually research how globalization (migration, economic deregulation, the popular music industry, exotic food, NGO activity, etc.) operates in and through the Twin Cities. Fieldwork is a fundamental skill in geography, but it is not possible to teach it outside the

US within this course. Though the geographical focus for this component of the course is local and metropolitan, the conceptual focus is on how the world outside the US impacts on the place where we live and learn.

6. Both in lectures and discussion section, considerable emphasis is placed upon the political and **ethical implications** of global processes. Geography has a strong legacy of studying and contributing actively to policy, activism, civic engagement, development of technology, and science education. In discussions, we identify the degrees and kinds of **responsibility** that geographical knowledge entails. The course will give you a sound knowledge of the ongoing debates on globalization and skills to make sense of them, so that you can keep developing your conceptions about global processes. One immediate connection between **theory and practice** we explore throughout is in the field of sustainable consumption practices in an environmentally and economically fragile world. Since the Twin Cities, Minnesota and the US are important for global processes such as finance and migration, we will also learn to understand globalization through the prism of our local lives. Globalization does not take place “above our heads”, but results from our actions as **historical agents**.

Ultimately this course will challenge you to think in an informed and independent way about ordinary activities, such as factory work, skateboarding, going to the movies, taking the bus, or voting. You will be able to think more completely and critically about your own life, your own body connected to billions of others.

### 3 Course Structure

The course is organized around **12 topics** spread over 15 weeks. After seven weeks, there will be a mid-term **exam** with multi-choice questions. In the fifteenth week we review topics 8 to 12 for the final, non-cumulative exam with essay questions on May 15, 2009. Study guides will be circulated a week before the exams.

These are the 12 topics:

#### What is geography?

- 1 Ecosystems
- 2 Flows
- 3 Maps

#### Difference and identity

- 4 Place
- 5 Gender
- 6 Bodies
- 7 Belonging

#### Global issues

- 8 Cities
- 9 Money
- 10 Food
- 11 War
- 12 Religion

This is how the topics are related:

Geography studies **ecosystems** in which **flows** of people, money, cultures, information, objects and biophysical processes are across space and time, especially as these flows are becoming almost planet-wide (this is called *globalization*). Geography makes extensive use of **maps** to make sense of these flows, drawn according to what aspect of the world is of interest. The unique convergence of flows in a certain location is what geographers call a **place** (the interconnections and flows between places are called *space*). All places are inhabited, felt, and traversed by human **bodies**, and a place demands from bodies certain behaviors. Bodies are *differentiated* in society according to certain physical characteristics, for example through **gender** and race. What results are *identities* (in the case of gender, men and women). Hence, different kinds of bodies are made to feel they **belong** to different places, the clearest expression of which is racial segregation.

Looking at how places work on a global scale, it is clear many flows have to do with **food**: the production, distribution and consumption of food tells us much about the inequalities and interdependencies of our world. Flows of food are embedded in biophysical processes called **ecosystems**. Ecological problems like climate change show why human geography and biogeography cannot be separated. Most humans today live in **cities**, which is why urban geography is so important. The world order is also defined by **war**, especially since 9/11. Understanding the threat of war includes understanding the global role **religion** plays along with conflicts over security and resources.

So this course is focused on concepts, *not* on facts about places, which are traditionally associated with *regional geography*. Nevertheless, there are places you can expect to return to as case-studies during the course. Below is the schedule of the entire course.

### *Segment 1: What is geography?*

Read Alastair Bonnett's *What Is Geography?* by early February.

Jan. 20	1	Ecosystems	a. (Introductory class)
Jan. 22			b. Jared Diamond, 'The last Americans'
Jan. 27	2	Flows	Manfred Steger, 'Is globalization a new phenomenon?'
Jan. 29			
Feb. 3	3	Maps	David Turnbull, from <i>Maps Are Territories</i>
Feb. 5			

### *Segment 2: Difference and identity*

Feb. 10	4	Place	Doreen Massey, 'A global sense of place'
Feb. 12			
Feb. 17	5	Gender	Kevin Bales, 'Because she looks like a child'
Feb. 19			
Feb. 24	6	Bodies	a. Pau Obrador-Pons, 'A haptic geography of the beach'

Feb. 26			b. Eugene Robinson, 'On the beach at Ipanema'
Mar. 3	7	Belonging	a. Kym Ragusa, from <i>The Skin Between Us</i>
Mar. 5			b. Philip Clarke, from <i>Where the Ancestors Walked</i>
Mar. 10			
<b>Mar. 12</b>		<b>MIDTERM EXAM NO CLASS (SPRING BREAK)</b>	
<b>Mar. 17</b>			
<b>Mar. 19</b>			

*Segment 3: Global issues*

Mar. 24	8	Cities	Robert Neuwirth, 'Rio de Janeiro'
Mar. 26			
Mar. 31	9	Money	a. Eric Sheppard et al., 'Colonialism as spatial and labor control system'
Apr. 2			b. Manfred B. Steger, 'The economic dimensions of globalization'
Apr. 7			c. Eric Sheppard et al., 'Borrowing money: aid, debt and dependence'
Apr. 9	10	Food	a. Cynthia Enloe, 'Carmen Miranda on my mind'
Apr. 14			b. Paul Roberts, from <i>The End of Food</i>
Apr. 16			
Apr. 21	11	War	a. Michael Steinberg & Kent Mathewson, 'Landscapes of drugs and war'
Apr. 23			b. Susan Sontag, 'What have we done?'
Apr. 28	12	Religion	a. Tamar Mayer, 'Jerusalem in and out of focus'
Apr. 30			b. <i>The Economist</i> on Jerusalem
<b>May 5</b>		<b>REVIEW WEEK</b>	
<b>May 7</b>			
<b>May 15</b>			<b>FINAL EXAM</b>
			1:30 pm - 3:30pm

## 4 Course instructors

The course is divided into **lectures** and **discussion sections**. The 1301 team this semester consists of instructor Arun Saldanha, who will teach the lectures and oversee the assignments and exams, and two Teaching Assistants (TAs), Sriram Ananth and Chris Strunk, who each lead two discussion sections once a week.

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The course website and email **communication** with your TA are indispensable for obtaining the required materials, for helpful links, and for remaining up to date with the course. The lectures will expand on the reading of that particular week to illuminate the geographical topic. There is a definite logic to the sequence of topics. Hence, though no attendance is taken, it will be quite obvious when you miss a class (lecture or discussion), because you'll have difficulties understanding and taking part in the discussions. The PowerPoint files of the lectures will be available online via Moodle after the lectures, but they are mostly visual and *cannot substitute for your own notes*.

In the **discussion sections**, you will work closely with the TAs and the other students in an interactive environment to ensure that the readings and lectures are properly *understood*. Through a variety of learning techniques (field trips, in-class reading and thinking exercises, homework, debates, small group discussions, video, presentations, quizzes, etc.) you will elaborate on the material of the lectures. The TAs coordinate their sections with each other and the lectures, but they adapt to the specific make-up and dynamics of the section.

If you want to ask or comment on something or disagree with something, you can put up your hand at any time, or send an email after class. Our job is to explain. If you remain silent we get worried, because it is quite impossible that you understand everything straight away (we ourselves surely don't understand everything). Being capable of asking questions is the first step to becoming *better at thinking*. If you cannot apply the geographical concepts to other cases, or put definitions in your own words, or find your own examples, you should jot down what you don't understand and take it to the discussion section or lecture.

**WE LOVE QUESTIONS**

**NEVER HESITATE TO APPROACH US**

## 5 Course readings

Each geographical topic is explored through assigned **readings** for every week, which are bundled in the **course packet** available at Paradigm in the Dinkydome ([www.paradigmcopies.com](http://www.paradigmcopies.com)). Some readings have corresponding **reading guides** in the course packet; for others, reading guides will be emailed to you. In these guides, the most important points are summarized and some questions are given to guide your reading.

Thus *there is no main textbook*, though you will read Alastair Bonnett's *What Is Geography?* (available at the U of M Bookstore from around January 20) alongside the weekly readings for the first segment of the semester. In previous years we have found that students made little use of the textbooks, partly because they were just too long. Also, textbooks tend to emphasize topics and approaches that are outdated in the fast-moving social sciences. And of course, textbooks are expensive. This means that *taking notes is essential*. Studying the reading guides and readings won't be sufficient to help you through the mid-term and final exams – your own notes will be your best material. Again, this course meets the Writing Intensive requirement, and the writing starts in the classroom. We will help you to get better at taking notes.

You need to possess an **atlas** to be able to locate the places mentioned in the lectures and readings, as well as do the topographical exercises during discussion sections. The atlas we recommend is Rand McRally's *Atlas of World Geography*, available at the U of M Bookstore. If you already have an atlas, bring it to the section so your TA can approve it. You will also be required to follow **newspapers**. Getting into the habit of following the news online and through newspapers will be critical in deepening geographical knowledge and in participating in the discussions.

For your university career it is indispensable you become familiarized with the **library**. We have organized trips to the Wilson Library, including the Map library, for this purpose.

You will significantly lose marks on this Writing Intensive course if you only rely on information obtained via Internet.

Here are the full bibliographic details of the readings in the order of the semester:

Bonnett, Alistair (2008) *What Is Geography?* London, Sage.

Diamond, Jared (2003) 'The last Americans: environmental collapse and the end of civilization,' *Harper's Magazine*, June, pp. 43-51.

Steger, Manfred B. (2003) 'Is globalization a new phenomenon?' in *Globalization: A Very Short Introduction*. Oxford, Oxford University Press.

Turnbull, David (1989) 'The conventional nature of maps' and 'Aboriginal-Australian maps', in *Maps Are Territories: Science is an Atlas*. Chicago, Chicago University Press.

Massey, Doreen (1994) 'A global sense of place,' in *Space, Place and Gender*. Minneapolis, University of Minnesota Press.

Bales, Kevin (2004) 'Because she looks like a child,' Barbara Ehrenreich and Arlie Russell Hochschild, eds. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. New York, Holt.

Obrado-Pons, Pau (2007) 'A haptic geography of the beach: naked bodies, vision and touch,' *Social and Cultural Geography*, 8(1):123-141.

Robinson, Eugene (1999) 'On the beach at Ipanema,' *The Washington Post*, August 1.

Ragusa, Kym (2006) Chapter Six, in *The Skin Between Us: A Memoir of Race, Beauty, and Belonging*. New York, Norton.

Philip A. Clarke (2003) 'Arrival of Europeans' and 'Aboriginal Australia transformed', in *Where the Ancestors Walked: Australia as an Aboriginal Landscape*. Sydney, Allen & Unwin.

Neuwirth, Robert (2006) 'Rio de Janeiro: city without titles' in *Shadow Cities: A Billion Squatters, a New Urban World*. New York, Routledge.

Steger, Manfred B. (2003) 'Globalization as an economic process,' in *Globalization: A Very Short Introduction*. Oxford, Oxford University Press.

Sheppard, Eric, Philip W. Porter, David Faust, Richa Nagar, and Bongman Seo (2009) 'Colonialism as spatial and labor control system' and 'Borrowing money: aid, debt and dependence' in *A World of Difference: Knowledge, Livelihoods, Globalization, and the Third World*. New York, Guilford.

Enloe, Cynthia (2001) 'Carmen Miranda on my mind: the international politics of bananas,' in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, updated edition. Berkeley, University of California Press, 2001.

Roberts, Paul (2008) 'The end of hunger' in *The End of Food*. New York, Houghton Mifflin.

Steinberg, Michael K. and Kent Mathewson (2004) 'Landscapes of drugs and war: intersections of political ecology and global conflict', in Colin Flint, ed. *The Geography of War and Peace: From Death Camps to Diplomats*. Oxford, Oxford University Press.

Sontag, Susan (2004) 'What have we done?' *The Guardian* (UK), May 24.

Mayer, Tamar (2008) 'Jerusalem in and out of focus: the city in Zionist ideology', in Tamar Mayer and Suleiman Mourad, eds. *Jerusalem: Idea and Reality*. London, Routledge.

*The Economist* (2006) 'Jerusalem: the key to peace', 'The last conquest of Jerusalem', and 'The heart of holy war', April 15.

## 6. Writing Assignments

This is a Writing Intensive course. All writing follows certain rules, and the kind of writing that you will learn in this course is **academic writing**. A social-scientific research paper is different from what most of you wrote in school. Make sure to visit the website of the Centre for Academic Writing ([writing.umn.edu](http://writing.umn.edu)) and go through it carefully.

- All good research and learning, whether at university or at your future job, starts with taking **notes in class**. We get worried, and you get sleepy, if you're not constantly trying to jot down the information that is being offered to you. *Everything that happens in lecture or discussion section can reappear at the exam*. You will be assisted in this essential skill in the beginning of the semester.
- Academic writing has to conform to principles of **academic honesty**. Any form of plagiarism (taking someone's words without clearly giving them due) will get you into serious trouble. It is your responsibility to find out about academic honesty at [writing.umn.edu](http://writing.umn.edu).
- Academic writings contain an easily identifiable and original **argument** (also called thesis). This is the point *you* are making and trying to convince the reader about, a point nobody has ever made before. You will formulate a particular problem within your section and discuss it with your TA; then you will do your own research in a systematic and careful manner; the research leads you to certain conclusions; finally, you make your argument in the research paper.
- A research paper is **well-structured**, with a clear introduction telling the reader in brief what to expect: what you will argue and how you will do that; a middle in which you develop your argument through a number of sections highlighting

various aspects of the problem and telling the reader what evidence you found; and a conclusion, in which you summarize your evidence and reiterate the argument.

- A social-scientific paper is supported by **references**, and often quotes. Academic writing becomes convincing when you can show the reader you know what research has already been done on your problem. We ask you to refer to at least 3 books and 5 journal articles in your research paper. You will learn how to distinguish between popular and academic titles during discussion sections.

You will write two 2-page **short assignments** to learn what academic writing consists of, one on postcolonial nations and one on commodity chains. Your TA's comments on these two papers will prepare you to write the course's main writing assignment, the research paper, which conforming to the criteria of a Writing Intensive course is 10 pages long. The TA will correct a **draft version** of this paper and you will learn how to comment on each other's writing through a process called **peer review**. The final draft should show how you have learnt to re-write a research paper.

In terms of **citation format**, this course uses the format of the American Psychological Association, *not* that of the Modern Language Association (MLA). We do this because the APA format is easier, more accurate, and the most common format across the social sciences and humanities.

Example of citation within the text of the research paper:

David Harvey (1996) argues for a Marxist interpretation of ecology.

Example of a quote:

As Harvey writes (1996: 43), 'The three words "space, "place," and "environment" encompass much of what geographers do.'

This is how you list the references in the alphabetical bibliography at the end of your paper:

*Books*

Harvey, David (1989) *Justice, Nature and the Geography of Difference*. Oxford, Blackwell.

*Journal articles*

Butzer, Karl W. and David M. Helgren (2005) 'Livestock, land cover, and environmental history: the tablelands of New South Wales, Australia, 1820-1920,' *Annals of the Association of American Geographers*, 95(1):80-111.

*Book chapters*

Longhurst, Robyn (1999) 'Pregnant bodies, public scrutiny: "giving" advice to pregnant women,' in Elizabeth Kenworthy Teather, ed. *Embodied Geographies: Spaces, Bodies and Rites of Passage*. London, Routledge.

*Popular sources*

Chin, Richard (2006) 'Map book takes readers into formerly uncharted territory,' *St Paul Pioneer Press*, July 16, p. G5.

*Websites*

Twin Cities Marathon (2005) 'The most beautiful urban marathon in America,' <http://www.twincitiesmarathon.org>, accessed May 4, 2009.

## 7. Research Project: Our Globalizing Twin Cities

If this course is designed to teach you how to think and write on globalization, it is the **research project** that is going to be most important in this regard. This semester's project will be called *Our Globalizing Twin Cities* and will be duly explained in the discussion sections. All students form groups of three to four, who will go for two **field trips** to a place or on public transport in the Twin Cities assigned to the groups at random by the TAs:

- the Cedar-Riverside neighborhood
- Mercado Central in Minneapolis
- Eat Street in Minneapolis
- Buslines 16, 17, and/or 18
- Minneapolis/St Paul International Airport
- the Ikea store in Bloomington

You will prepare for the fieldtrip (reading, logistics) together with your fellow researchers and TA. After the fieldwork, you are to present and discuss your findings during discussion sections. The fieldwork itself will consist mainly of making observations, asking a few questions from people present, collecting written data such as flyers and local newspapers, and drawing a thematic map. Good fieldwork follows a previously well-defined **research problem**, which students decides on themselves. The research problem (or question) reflects what new ideas *you* as an individual researcher are trying to form about a particular area or urban phenomenon.

The project ends with a research paper of **10 pages**, of which two drafts will be corrected by the TA as required from a Writing Intensive course. You will use at least 3 academic books and 5 journal articles to back up your argument. The basic goal of the research

project, apart from learning how to interpret the cities where we live, is to learn the basics of cartography, using statistical data, and explore relevant academic literature so that you can apply these skills further on in your university career.

## 8. Grading Policy

There will be a mid-term (20% of your final grade) and a final exam (25%), the first of which will contain mostly multiple choice questions and the latter of which is only essay questions. This is to evaluate how you have learnt to use the geographical concepts and skills you have learnt in **independent thinking** and how you can put them onto paper.

*To obtain an A for this course, you will at least:*

- attend all lectures and take notes throughout;
- make sure you can explain all concepts with your own words and examples, and let your TA or instructor know when you do not understand something;
- participate in all discussion sections, summarizing every discussion;
- weekly summarize the readings and reading guides in your own words;
- complete the two short writing assignments;
- complete all components of the research project;
- make a separate summary of all the material to study for each exam.

None of the above is explicitly graded, but if you don't follow them through it is guaranteed to show in your final grade. This is how the grade is broken down:

Participation (includes discussion and map tests)	20 points
Assignments	30 points:
1. postcolonial nations	15 points
2. commodity chains	15 points
Research project	60 points:
field work materials	5 points
thematic map	5 points
peer review	5 points
presentation	5 points
two drafts of the research paper	40 points
Mid-term exam	40 points
Final exam	50 points
<b>Total</b>	<b>200 points</b>

Your final grade at the end of the semester will be specified using the following **approximate** distribution:

96-100%	A	76-79%	C+
90-95%	A-	73-75%	C
86-89%	B+	65-72%	C-
83-85%	B	50-64%	D
80-82%	B-	0-49%	F

It is your responsibility to keep (electronic) copies of all your papers to document any cases of disagreement about your final grade. If you have a question about a grade, please talk to your TA immediately, not many weeks later. **Incompletes** are not an option unless there is a valid, documented medical reason. If you feel by the 10th or 11th week of the course that you may not be able to complete Geog 1301, please talk to your TA. You may consider using a **discretionary withdrawal**, but it is your responsibility to be aware of U of M policy and potential consequences.

Also, remember that all activities at the U, including this course, are governed by the U of M **Student Conduct Code** ([www1.umn.edu/twincities/code](http://www1.umn.edu/twincities/code)). If you in any way disrupt the learning environment that we take so much trouble to create, you can be subject to disciplinary action.

#### *Students with special needs*

All of us learn in different ways and with varying degrees of success. If you know of any factors in your life that may hinder your abilities to learn up to your potential in this course, please notify us at once. If these factors are recognized disabilities under the ADA, please contact the **Office of Disability Services**, located at the McNamara Alumni Center, 200 Oak St SE, Suite 180. They can be reached at [ds@umn.edu](mailto:ds@umn.edu) or 612-626-1333.

If you experience any emotional or behavioral difficulties do not hesitate to contact the Student Health Services, and if it is urgent, phone Crisis Connection at 612-379-6363. We recommend you have a good look at their website <http://www.mentalhealth.umn.edu>.

Good luck! And remember, learning and thinking are easiest when you have fun along the way.