

Moravian College

World Geography & Global Issues

(IDIS 110)

Spring 2011, Tuesday – Thursday: 8:55 – 10:05

Collier Hall of Science Room 202

Syllabus and Course Guides

Dr. Hugo Ceron-Anaya

Email: hugo.ceron-anaya@moravian.edu

Office Hours: by appointment.

The Association of American Colleges and Universities recently asked employers who hire at least 25 percent of their workforce from four-year colleges what they want institutions to teach. The answers did not suggest a narrow focus. Instead, 89 percent said they wanted more emphasis on “the ability to effectively communicate orally and in writing,” 81 percent asked for better “critical thinking and analytical reasoning skills” and 70 percent were looking for “the ability to innovate and be creative.”

Zernike, Kate, “Making College Relevant”, *The New York Times*, 01, 03, 2010

Course Overview

This course analyses the process of globalization through exploring the diffusion of popular culture and consumption, particularly eating habits and sports. In order to reflect about these issues the course will look at different cases of food and sports diffusion throughout the nineteenth and twentieth century, such as the commercialization of soft drinks in Africa, the expansion of baseball in the world, the relationship between colonialism and food in Central America, the adoption of British football in Asia, the globalization of fast food, the popularization of cricket in Commonwealth countries, the internationalization of national cuisines, and the connection between golf and imperialism. To analyze such topics we will read works from different disciplines, i.e. anthropology, history, and sociology. These studies will provide sufficient empirical information to develop rich theoretical discussions about the current process of globalization.

Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-supported arguments.
- Become critical, creative, and independent thinkers.
- Familiarize yourself with cultural studies.
- Question your previous knowledge about globalization.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

Course Materials

There is one required book, available at the book store:

Held, David & Anthony McGrew, *The Global Transformations Reader* (2nd Edition), Polity Press, ISBN: 978-0-7456-3135-6

This book will be designated in the course schedule as: *The Global*. Additional readings are available on the course site (these are marked in the syllabus with the next symbol: “☞”).

Film Screenings

Black Gold, directed by Marc Francis and Nick Francis, UK, 2006.

The Other Final, directed by Johan Kramer, the Netherlands, 2003.

Cooking Up Dreams, directed by Ernesto Cabellos, Peru, 2009.

- Films will be on the Blackboard site of this course. You are responsible for watching most films outside class hours and be prepared to discuss it before the due date. I will post questions for you to answer beforehand

Course Grading and Components

Quizzes	40%
First paper (Group Project)	20%
Second paper (Group Project)	20%
Video Clip (Group Project)	20%

Quizzes

There will be a series of 9 surprise quizzes which will be based on the reading assignment(s) for the day, no prior notice will be given for them. Quizzes will be given at the beginning of class and cannot be made up, unless a medical note justifies your absence. Additionally, there will be one announced quiz based on the course syllabus.

You are **allowed to use your own notes** to answer the quizzes (please see “Reading Notes” section for more information). Despite you will not be able to use books and/or articles to answer the quizzes you **need to bring the assigned reading(s) of the day to class.**

First Paper

Each of these papers will be prepared by a **team of two students**. You must stay in the same team throughout the semester. Your team is expected to complete a paper analyzing a topic of your interest related to the class. You will write this paper in stages, in the first four-page paper you will describe the topic you are going to work on and the available sources to research such topic. I **strongly suggest** you to be as specific as possible, not only in terms of the topic but also regarding the sources. I will expand on the characteristics of this assignment in class.

Second Paper

This seven-page paper will be an improved version of the topic previous covered in the first assignment. The requirements for the term paper will be discussed in class.

Video Clip

Your final assignment consists of a short (6-9 minute) video explaining one of the topics covered in your previous works. This video will incorporate both images and sound and will consist of original and/or archival footage. I will elaborate on the characteristics of this assignment in class.

A note about Style and Sources

In **all your papers** use Times New Roman font size 12, one-inch margins, and double-space in between lines. The students' names, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment. You should take advantage of Moravian College Writing Center located at the second floor of Zinzendorf. Telephone Number: 610-861-1592.

I expect you to use at least five academic sources for each one of your papers. **You should not use internet sources in any of the essays for this course.** The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature:

- o Articles from full-text databases like JSTOR and Project Muse
<http://www.jstor.org/> and <http://muse.jhu.edu/>
- o Online primary sources (texts written by historical actors that have been re-published on the web)
- o Internet pages that I have approved well in advance, at least one week before turning in the assignment.

Wikipedia is not a reliable source of information, so **it is not acceptable** to base your academic papers on it.

Grades

Course grades follow the letter-grade system. Please consult the Moravian Student Handbook or a description of the level of work characteristic of each grade. The numerical ranges used in assigning each letter grade in this course are as follows:

A	93% - 100%	A-	90% - 92.9%	B+	87% - 89.9%	B	82%-86.9%
B-	80%-81.9%	C+	77%-79.9%	C	72%-76.9%	C-	70%-71.9%
D+	67%-69.9%	D	63%-66.9%	D-	60%-62.9%	F	Below 60%

Bear in mind that all late papers will lose a third of a letter grade per day (B to B-). If you will not be available for a deadline because of athletics, religious holidays, family vacation, job interviews, or a similar kind of reason, you are responsible for completing the necessary work **before** the deadline.

You are welcome to submit drafts to me for feedback, but this must be done at least 72 hours (3 full days) before the due date. Papers submitted later than this will not be read before they are due.

Notes about Electronic Communication

I understand and appreciate the convenience of email communication, but there are limits on how I use it or expect you to use it for academic purposes. Please be aware that

- I may not read or check email immediately after I receive a message
- I may not read or check email after daytime working hours (5:00 p.m.)
- I may not read or check email on weekends
- I may not read or check email on holiday breaks

While I do try respond to student emails in a timely fashion, a response will not necessarily be immediate. Please take this into consideration and plan accordingly if you have questions or need information that is time sensitive.

I will send you relevant information and contact you when necessary only through your Moravian email account. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.

Notes about In-class Participation and other General Expectations

- As a courtesy to the class, please be on time.
- Deadlines are not negotiable.
- Contact me in advance if you have queries about assignments.
- Please turn off your cell phones during class; texting won't be tolerated. Those students who insist on texting in class will be asked to leave the room.

Please do not hesitate to speak directly with the professor if you have any questions about any of the assignments and/or requirements for the class.

Schedule (subject to change)

<i>Week/ Class</i>	<i>Date</i>	<i>Assignments /Films</i>	<i>Reading</i>
<i>Week 1</i>			
1	01/18		
2	01/20		<i>Global</i> : "The Great Globalization Debate". Pp 01-18 & 28-42.
<i>Week 2</i>			
3	01/25		Foster, "Cola Connections and Wordly Things". In Foster, 2008, <i>Coca-Globalization</i> . Pp ix – xxvii  & Giddens, "The Globalization of Modernity". In <i>Global</i> . Pp 60- 66.
4	01/27		Guttman, "The Invention and Diffuse of Modern Sports", 1994, <i>Games and Empires</i> , New York: Columbia. Pp 1-11  & Modelski, "Globalization". In <i>Global</i> . Pp 55 – 59.

<i>Week 3</i>			
5	02/01		Andrews & Ritzer, "The grobal in the sporting glocal." In Giulianotti & Robertson, eds., 2007, <i>Globalization and sport</i> , Oxford: Blackwell. Pp. 28-45 "🔒" & Held, D., <i>et al.</i> , "Rethinking Globalization". In <i>Global</i> . Pp 67 – 74.
6	02/03		Kelly, "Is Baseball a Global Sport? America's 'National Pastime' as global field and International Sport." In Giulianotti & Robertson, 2007, eds., <i>Globalization and sport</i> , Oxford: Blackwell. Pp 79- 93 "🔒" & Keohane and Nye, "Globalization". In <i>Global</i> . Pp 75 – 83.
<i>Week 4</i>			
7	02/08		Wilk, "Globalization through Food". In, <i>Home Cooking in the Global Village</i> , Oxford: Berg, 2006. Pp. 13 – 26. "🔒" & Scholte, "What is Global about Globalization?" In <i>Global</i> . Pp 84-91
8	02/10		Kiple, "Capitalism, Colonialism, and Cuisine". In, Kiple, <i>A Movable Feast</i> , Cambridge: CUP, 2007. Pp. 214 – 225. "🔒" & Hardt & Negri, "Globalization as Empire". In <i>Global</i> , Pp 116- 119.
<i>Week 5</i>			
9	02/15	<i>First Paper</i>	Maguire, "Civilized Games? Beijing 2008, power politics and cultural struggles", in Maguire, J., 2005, <i>Power and Global Sport</i> , New York: Routledge. Pp. 145-158. "🔒" & Nye, "Globalization and American Power". In <i>Global</i> . Pp 112 – 115.
10	02/17		Rumford, "More than a game: globalization and the post-Westernization of world cricket." In Giulianotti & Robertson, eds., 2007, <i>Globalization and sport</i> , Oxford: Blackwell. Pp 94-105 "🔒" & Hirst & Thompson, "Globalization". In <i>Global</i> . Pp 98 – 105
<i>Week 6</i>			
11	02/22	<u>Film:</u> <i>Black Gold</i>	
12	02/24		Wilk, "The Taste of Colonialism". In, <i>Home Cooking in the Global Village</i> , Oxford: Berg, 2006. Pp. 69 – 104. "🔒" & Woods, "Order, Globalization and Inequality in World Politics". In <i>Global</i> . Pp 463 – 476
<i>Week 7</i>			
13	03/01		Ceron-Anaya, "An Approach to the History of Golf." <i>Journal of Sports and Social Issues</i> . 34 (3), Aug, 2010 "🔒" & Castells, "Global Informational Capitalism". In <i>Global</i> . Pp 311 – 334
14	03/03		Klein, 1999. "Cultural Links: An International Political Economy of Golf Course Landscapes". In Martin and Miller, <i>SportCult</i> , Minneapolis: University of Minnesota Press. Pp 211 – 226. "🔒" & Steans, "Globalization and Gendered". In <i>Global</i> . Pp 455 – 462.
<i>Week 8</i>			
15	03/08	<i>Spring Break</i>	<i>Enjoy</i>
16	03/10	<i>Spring Break</i>	<i>Enjoy</i>

<i>Week 9</i>			
17	03/15		Foster, "A Network of Perspectives". In Foster, 2008, <i>Coca-Globalization</i> . Pp. 99- 145 "🔗"
18	03/17		Wilk, "Migrants, Tourists, and the new Belizean Cuisine". In, <i>Home Cooking in the Global Village</i> , Oxford: Berg, 2006. Pp. 155 – 190. "🔗"
<i>Week 10</i>			
19	03/22	<i>Second Paper</i> <u>Film:</u> <i>The Other Final</i>	
20	03/24		Amstrong, "The global footballer and the local war zone". In Giulianotti & Robertson, eds., 2007, <i>Globalization and sport</i> , Oxford: Blackwell. Pp 122 - 139 "🔗" & Mathews, "Power Shift". In <i>Global</i> , Pp. 204-212.
<i>Week 11</i>			
21	03/29		Wilk, "Fast Food or Home Cooking?" In, <i>Home Cooking in the Global Village</i> , Oxford: Berg, 2006. Pp. 191 – 204. "🔗" & Tomlinson, "Globalization and Cultural Identity". In <i>Global</i> , Pp. 269-277.
22	03/31		Kiple, "Fast Food, A hymn to cellulite". In, Kiple, <i>A Movable Feast</i> , Cambridge: Cambridge University Press, 2007. Pp. 274 – 284. "🔗"
<i>Week 12</i>			
23	04/05		Smart, "Not playing around: global capitalism, modern sport and consumer culture." In Giulianotti & Robertson, eds., 2007, <i>Globalization and sport</i> , Oxford: Blackwell. Pp 6-24 "🔗" & Scharpf, "Globalization and the Political Economy of Capitalist Democracies". In <i>Global</i> , Pp. 370 – 377.
24	04/07		Miller, <i>et al.</i> , "Sports Media <i>sans</i> Frontières", In Miller, <i>et al.</i> , 2001, <i>Globalization and sport: playing the world</i> , Sage: London. Pp 60-93. "🔗"
<i>Week 13</i>			
25	04/12	<u>Film:</u> <i>Cooking Up...</i>	Held, "Cosmopolitanism". In, <i>Global</i> . Pp 514 – 529.
26	04/14		Pilcher, "Was the taco invented in Southern California". <i>Gastronomica: the Journal of Food and Culture</i> , Winter, 2008. "🔗"
<i>Week 14</i>			
27	04/19		Guttmann, "Cultural Imperialism?", 1994, <i>Games and Empires: Modern Sports and Cultural Imperialism</i> , New York: Columbia University Press. Pp 171-188 "🔗"
28	04/21		Maguire, "The sports-industrial complex". In Maguire, ed., 2005, <i>Power and Global Sport</i> , New York: Routledge. Pp. 159- 176. "🔗"
<i>Week 15</i>			
29	04/26	<u>Video Clip</u>	Rodrik, "Has Globalization gone too far?" In <i>Global</i> , Pp. 381 – 383.
30	04/28	<u>Video Clip</u>	Smith, "Towards a Global Culture?" In <i>Global</i> , Pp. 278 – 285.

Reading Notes

The next guide will help you to understand what type of information I will ask you in the quizzes. Remember that you are allowed to use **your own notes** to answer the quizzes, therefore, use your notebook to write down detailed comments from the readings.

Photocopies, pictures, or scanned copies of someone else's notes won't be accepted.

- What do you think is the **main purpose** of the article / chapter? There may be several reasons, and some are related, but why do you think the author(s) bothered to put it down? This is the purpose, or objective, of the writing and can often be found at the beginning of the essay, but not always.
- What is the **key question** that the article / chapter as a whole tries to answer? Again, there may be more than one question, but what is the central question? Sometimes the author states the question outright, and does so near the beginning of the text, but not always.
- What is the **main conclusion**? The conclusion is typically the answer to the key question. The conclusion should summarize the main argument or main point the author wishes to make in answer the question. Often, the conclusion is found at or near the end of the article.
- What **type of information** does the author use to back up the conclusions? Does he/she use historical material? Interviews? Research written by other sociologists/anthropologists? Or, surveys? Often, the author does not explain what type of information he/she uses, but the evidence is given in the writing.
- State the **key concepts** that are central to the essay. Concepts are main terms or ideas with special meanings. Often, you will notice the author has repeated those concepts throughout the article. What are some of those key concepts? These are supporting concepts of the argument. There may be several, therefore, write down all of them and then choose the most important concepts needed to understand the article.

Plagiarism

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should simply be cited.
- For a more detailed explanation on plagiarism please see the “Academic Honesty at Moravian College” link under Academic Life at the Student Handbook website.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course.
- Students suspected of plagiarism or cheating will automatically receive an “F” in the course and will be reported to the appropriate school authorities.

Final Considerations

For most of you, this will be the first sociology/anthropology course you will have taken at College. Expectations of students in college-level courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week *outside of class* preparing for this course. Some weeks will require less; others (especially before a paper is due or a mid-term is scheduled) will require more.
- You may need to work on your note-taking skills both outside and inside the classroom. You will have to take notes based on the assigned reading and take notes during the classroom. I will prepare power point presentations to address some of the most relevant information, theories, and arguments about our topic for the day. I suggest that you to write down the most important information, arguments, and concepts.
- The aim of my class is not to repeat what you read in preparation for the class, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, do not tune out because a particular topic is also covered in the reading(s).
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments, however, will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across geographical areas.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments. Please do ask for clarifications if you do not understand the comments.
- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to find that information on the website of this course and to check with other students about what you missed.
- Good writing matters a great deal in this course. This process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading.

- Good Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. Grades of A or A- are rare and are reserved for work of true excellence. Please do not be hurt or offended when a paper or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools.

I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level courses. **I would be happy** to talk with you individually if I can help you in adjusting: please email me to set up a time.

Students with disabilities

Students with disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, neurological disorders, health, physical, mobility, hearing, visual, mental health/psychiatric) should contact learning services for further assistance and information.