

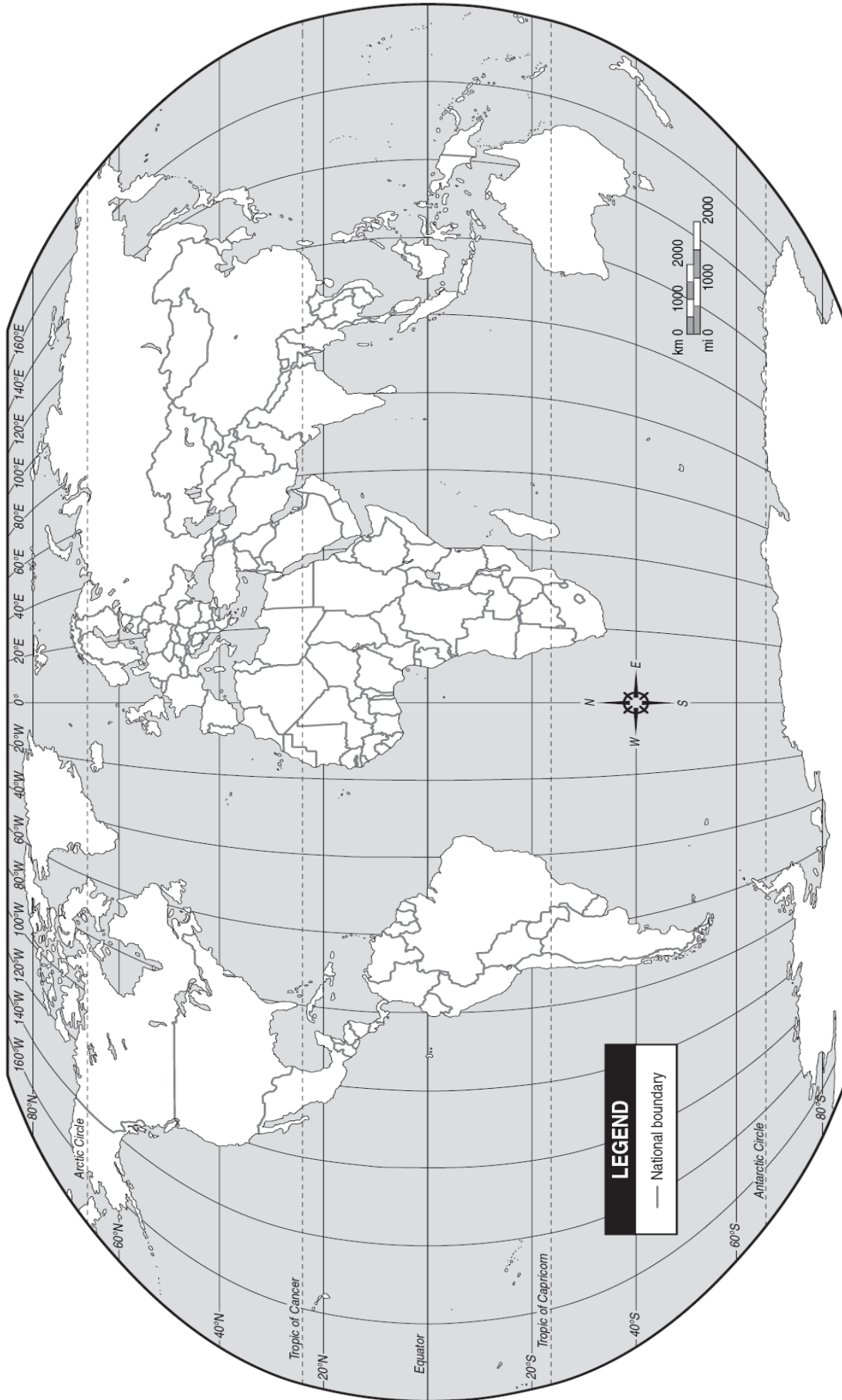
## Globalization Exercise: An Introduction to the world

To start the semester we will examine the increasing interconnection of the world which is occurring as a result of advances in communication, transportation, and other technologies. In this assignment, you will enhance your awareness of the magnitude at which globalization has affected your life personally while previewing major cultural characteristics that we will examine throughout this course. **The assignment also forces you to “preview” your book, make sure you use your book to find answers not the internet.** Carefully follow these steps to complete the assignment:

1. **Select 10** name-brand consumer goods that you own and use on a regular basis. These goods could be as simple as the ball point pen that you use in class, to an article of clothing, to the car you drive to school, etc. Select only those goods that are not manufactured in the United States (this should not be difficult; **choose items manufactured in at least 7 different countries**). Then perform the following and fill in all information in the table provided.
  - a. Identify the **country and the city** that the item was manufactured in. To do this, look for the information directly on the product. Or, you may have to look up the information on the Internet using the name brand. For example, I have a shirt that is of the brand “Mudoc”. The tag on it says “made in Argentina”. But, it doesn’t tell me which city. So, I typed the brand name into the Google search engine on the Internet and found the company’s website. On the website, I clicked on “About Us”, and found the following information: *Moduc t-shirts are are manufactured in Buenos Aires, Argentina*. If you cannot find the exact city after searching use the country capital as the default location.
  - b. Determine the **latitude and longitude** of each city (round to whole degrees). Use any of the maps in your book; “googling” will return a different answer than your estimation from the book.
  - c. Use the map on page 162-163 (152-153) of your textbook to determine both the **language family and the specific language** spoken in the manufacturing location. (*ex: in Indonesia the map color corresponds to the language family of “Austronesian” while the map indicates the specific language is “Javanese” thus Javanese is in the Austronesian language family; list both on the worksheet, family first*)
  - d. Use the map on page 184-185 (174-175) to determine the specific **religion** practiced in the location. Be specific (i.e. be sure to differentiate between different branches of Christianity, Islam, etc.)
  - e. Use the map on page 56 (56) to determine **life expectancy** in the location.
  - f. Use the map on page 331 (314) to determine what percentage of the region’s population is **engaged in agriculture**.

<i>*Rubenstein 10<sup>th</sup> edition page numbers in parenthesis</i>
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2. Using the information from step “b”, precisely plot a dot at the source location of each of your goods on the world map provided. Using blue or red ink and a ruler, **draw a thin, straight line** from the 10 source location dots to San Diego.
  
3. Use the space provided below to answer the following: refer to the per capita income map on page 294 (276) to help explain the patterns you see emerging. Answer these specifics:
  - ✓ Define “per capita income” in your own words
  - ✓ Where do the majority of the goods seem to be manufactured (are they from a specific region, from high vs low income countries, etc.) and why there?
  - ✓ How do the life expectancies recorded differ throughout the world, what are the spatial and/or economic patterns that emerge?
  - ✓ How does the percentage of workforce employed in agriculture vary? What is the pattern between the life expectancy, per capita income and employment in agriculture?





## Globalization Table

Product	Country and City	Latitude/Longitude	Life Expectancy	Language (family/specific)	Majority Religion	Agriculture
"Moduc" T-shirt	<i>Buenos Aires, Argentina</i>	<i>34°S, 58°W</i>	70-79	<i>Indo-European; Spanish</i>	<i>Christianity; Roman Catholicism</i>	<i>5-19%</i>

\*Be sure to list **both** language family and the specific language as well as the specific religious branch  
 For example: the specific language ENGLISH is in the INDO-EUROPEAN Family – list both; likewise *Roman Catholicism* is a specific  
 BRANCH of *Christianity*; Do not over generalize simply “Christianity” or “Islam”. Refer to the map keys for the specifics.