

Global Citizens Course
The Global South
FYE 2090, Spring 2010
1 Credit Hour

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Office Hours: To Be Determined

Class Meetings: To Be Determined

Course Description

From time to time, in discussions of human rights or trade, the term the “Global South” will appear. Typically invoked by those sympathetic to the plight of exploited workers who toil day after day in horrible and often illegal conditions, the term Global South can obscure more than it reveals. This course will explore the relationship between the local and the global by interrogating the concept of a Global South. We will begin by tracing the term’s origins and then go on to place the history of the United States South in a global context. Finally, we will examine the industrial and economic development of the United States South in the post-World War II era as a model that was exported to the rest of the world in the decades that followed. This class will allow students to develop an understanding of the role the United States South played in creating the global economy and how the South was created by the global economy.

Catalog Description

Graduates in all fields face many challenges in today's world that require the ability to think and interact globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students investigate their own cultural perspective, the existence of global cultural diversity, and the relationship between local and global issues. Because examples are drawn from disciplinary perspectives, sections are designated by college, and students are encouraged to enroll in sections taught by faculty in their college or potential college. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester. Prerequisite: FYE 1220/1220H.

Student Learning Outcomes for FYE 2090

This course will prepare students to recognize that different cultural perspectives influence the understanding of world issues. To achieve this overarching goal, students will specifically be able to:

1. Identify their own cultural perspective;
2. Recognize the existence of global cultural diversity; and,
3. Demonstrate the relationship between local and global issues.

Tentative Schedule

(Effective August 23, 2009)

Please note that the following course outline and dates are subject to change. Regular visits to GaVIEW will keep you abreast of any changes to this schedule. Due dates for the may be changed by the instructor.

Week 1: The United States South and the Atlantic World

Reading: Susanna Delfino and Michele Gillespie, "Introduction" in *Global Perspectives on Industrial Transformation in the American South* [available on GaView]

Week 2: Origins of the "Special Relationship" between Great Britain and the United States

Reading: Emma Hart, "Charleston and the British Industrial Revolution," in *Global Perspectives on Industrial Transformation in the American South* [available on GaView]

Week 3: From Agriculture to Industry in the "Backwards" South

Reading: Susanna Delfino, "The Idea of Southern Backwardness: A Comparative View of the United States" in *Global Perspectives on Industrial Transformation in the American South* [available on GaView]

Week 4: Textile Manufacturing as the Proto-Industry

In-Class Movie: *The Uprising of '34*, documentary on the textile industry in the United States South.

Week 5: Textile Manufacturing as the Proto-Industry, continued

Reading: Mary E. Frederickson, "Back to the Future: Mapping Women Workers across the Global South," The Newberry Library Series on Women and Gender, Chicago, Illinois, 26 September 2008. [available on GaView]

Week 6: Discussion of Uprising of '34 and "Back to the Future"

Due: Three Discussion Questions comparing *The Uprising of '34* and "Back to the Future"

Week 7: Postwar Capital Mobility and the Global South

Reading: Excerpts from William Adler, *Mollie's Job: A Story of Life and Work on the Global Assembly Line* [available on GaView]

Week 8: Postwar Capital Mobility and the Global South, continued

Reading: Excerpts from Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* [available on GaView]

Week 9: Wal-Mart and the Global South

In-Class Movie: *Wal-Mart-The High Cost of Low Price*, part 1

Week 10: Wal-Mart and the Global South, continued

In-Class Movie: *Wal-Mart-The High Cost of Low Price*, part 2
Class Discussion to follow

Week 11: New Immigrants and the Global South

Reading: “Hospitality and Hostility: Latin Immigrants in Southern Georgia” in *Latino Workers in the Contemporary South* [Available on GaView]

Week 12: Lab Session - The World Comes to Savannah

Using published data from the Georgia Ports Authority, students will examine the range of materials that are shipped to the United States through the Port of Savannah.

Week 13: Lab Session - Map It!

The class will be broken up into 6 groups of 5 students each. Students will get a brief introduction to ESRI’s Geographic Information Systems (GIS) to be utilized in the following week’s lab session.

Week 14: Lab Session - Map It For Real This Time!

Using GIS software and working collaboratively, each group will apply the Ports Authority database created last week and create a map that illustrates the origins, materials and destinations for the Port of Savannah.

Week 15: Guided Critique

Using a standard rubric as a guide, students will evaluate each group’s map.

Final Exam: Reflections on the Global South

Students will submit a blog-style essay that identifies the role that Southeast Georgia has played in the Global South. In 750 words or less, students will consider the role between the local and global meanings of a truly Global South.