Globalization and Southeast Asia: Module Materials

TEKS Alignment

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
   (D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.

(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
   (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.

(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
   (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.

Key Vocabulary
- Free trade zone
- Outsourcing
- Globalization
- Pandemic
- Choke Point
- Entrepot
- Types of diffusion – hierarchical, contagious, expansion
- Cultural imperialism

Module Introduction

A popular coffee franchise once stated that “Geography is a flavor”. A close examination of the flavors of Southeast Asia reveals an incredibly rich and complex palate of flavors which have been heavily influenced by the processes of globalization over time. Sit down in any Thai or Vietnamese restaurant and the first thing you will most likely see is either a pot of chili oil or a bottle of sriracha – both made from chiles brought by the Spanish from Mexico and Central America. Go across the street to a Mexican restaurant and you will inevitably be served a side of rice, which the Spanish brought back from their travels in Southeast Asia. In fact, Southeast Asia is the culture hearth for many of the products we use every day – from bananas and rice to spices such as cinnamon, nutmeg, cloves and mace. It was the search for those very spices
which generated one of the largest periods of trade growth in the world and spread European culture to every corner of the globe.

That growth continues today as consumers constantly search for lower prices and unique products. As those products increasingly flow out of countries in Southeast Asia, global culture continues to flow in. Major trading cities such as Singapore and Bangkok are already centers of urban culture and becoming more indistinguishable from other world cities. Even formerly closed economies such as Burma are beginning to open their doors – earlier this year, Coca-cola opened its first factory in Yangon, leaving only two countries in the world without the presence of this American icon. As immigration from these countries continues to increase, so does their cultural presence around the world. Both Thai and Vietnamese cuisines have spread across the globe as the result of increasing tourism to these countries and the large numbers of immigrants who have come from both countries. While diners in America can be grateful for the addition of such lively and flavorful additions to their dinner options, the presence of global culture and the demand for resources can have destructive consequences in the region.

The case study focuses upon the early days of globalization – The Spice Trade. It was this trade which ultimately caused the spread of European colonialism and culture across the globe. The lesson plan has students investigating culture traits such as music or food products and exploring the implications of their spread from or to the region.

Video Presentations

- **Globalization - Full video**
  o http://stream.its.txstate.edu/users/tage/Globalization_Full.mov
- **Shaping Southeast Asia and Urbanization Video Clip**
  o http://stream.its.txstate.edu/users/tage/Web_Shaping_SEAsia.mov
- **Globalization and Diffusion in Southeast Asia Video Clip**
  o http://stream.its.txstate.edu/users/tage/Web_VoicedOverClip.mov
- **Globalization of People Video Clip**
  o http://stream.its.txstate.edu/users/tage/Web_GlobalizationofPeople.mov
- **Introduction to Globalization Video Clip**
  o http://stream.its.txstate.edu/users/tage/Web_Globalization_Clip.mov
- **Global Touch - Diffusion of Goods to Southeast Asia**
  o http://stream.its.txstate.edu/users/tage/Web_Global_Touch.mov
- **Types of Diffusion**
  o http://stream.its.txstate.edu/users/tage/Web_Diffusion.mov
- **Imports and Exports in Southeast Asia**
  o http://stream.its.txstate.edu/users/tage/Web_Imports_Exports.mov
- **Examples of Diffusion - Spread of Hybrid Corn**
  o http://stream.its.txstate.edu/users/tage/Web_SpreadofHybridCorn.mov
Case Study
The Spice Trade Power Point focuses upon an early example of a globalized process – the spice trade. It was this trade which initiated European colonialism and led to the spread of European culture across the globe.

Readings and Visual Resources

U.S. Imports from Southeast Asian Countries


This online article titled “Southeast Asia: Region on the Rise” was published in January 2013 on the Inbound Logistics website. The article describes the economic growth of Southeast Asia overall and highlights some of the region’s major players in the global market.

Global Railway Networks


Published by the European Commission, this map shows the limited connectivity Southeast Asia has via rail lines with the rest of the world.

Navigable Rivers


Published by the European Commission, this map shows navigable rivers of the world and illustrates the importance such rivers have played in connecting Southeast Asia with countries such as China.
Globalization and Southeast Asia - Module Materials 4

Shipping Lanes


Published by the European Commission, this map shows global shipping lanes and illustrates the significant role the region plays in global shipping.

Southeast Asia: Crouching Tiger or Hidden Dragon?


This report by the Global Think Tank at the Carnegie Endowment for International Peace outlines Southeast Asia’s growth and its importance in the global market.

Fighting Piracy in the Malacca Strait

http://development.asia/issue03/cover-05.asp

One downside of increasing global traffic and trade is the threat of piracy. This report published on Development Asia’s website in 2009 outlines the threat of piracy in the Strait of Malacca.

National Identity: How is Globalization Transforming the Borders of National Identity?

http://cgge.aag.org/NationalIdentity1e/CaseStudy4_Singapore_Sep10/index.html

This case study investigates the effects globalization has had on borders and the concept of nation-state. The initial focus is on the Indonesia-Malaysia-Singapore Growth Triangle, but examples from North America and Europe are provided for comparison. As the reading level
might be challenging for high students, the case study is listed here as a background source for teachers. However, it might prove to be a good resource for an AP Human Geography course. The module is part of a collection of online modules designed for college courses by the AAG Center for Global Geographic Education.

**Lesson Plan**

Students investigate culture traits such as music or food products and explore the implications of their spread from or to the region. The lesson plan consists of two documents:

- “The Geography of…”: Globalization in Southeast Asia Lesson Outline
- “The Geography of…”: Student Handout
“The Geography of …”: Globalization in Southeast Asia

Grade Level: 9-12

Created By TAGE Teacher Consultant: Michelle Crane

Time Frame: Three 55 minute periods

Curriculum Connection: This lesson is intended to be taught as part of a unit on Southeast Asia in a 9th grade World Geography course. Since this unit is typically taught towards the end of the year, it is assumed that students already have a basic understanding of the concept of globalization and the types of diffusion. If not, a review may be necessary. A video with a brief description can be found under the Video Resources of the Globalization module.

Learning Outcomes:
Upon completion of this unit, students should be able to:
1. Trace the diffusion of one culture trait from or to Southeast Asia,
2. Create an annotated flow map to show the historical spread of this trait,
3. Explain the impact of this culture trait,
4. Identify the type of diffusion responsible for the spread of this trait,
5. Speculate on how increasing globalization will affect the diffusion of this product, and
6. Create a visual presentation to illustrate the spread of this trait.

TEKS Strand(s) Objective(s):

(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

   (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:

   (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.
(18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

(22) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

(B) generate summaries, generalizations, and thesis statements supported by evidence;

(C) use geographic terminology correctly;

(23) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions;

**Materials:**

<table>
<thead>
<tr>
<th>For Student Use:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank World Map</td>
<td>See References for an appropriate file. If students are creating digital posters, provide the file to students. If students are creating a traditional poster, file may be printed.</td>
</tr>
<tr>
<td>Computer lab with Internet connection</td>
<td></td>
</tr>
<tr>
<td>The Geography of …student handout</td>
<td></td>
</tr>
<tr>
<td>Access to Glogster, optional</td>
<td>Glogster is a website which allows students to easily create digital posters. It is a subscription site. A one year subscription for a secondary teacher is $39, but a free trial is available if this is the only time the teacher will utilize this resource. Students can create a traditional poster if access to Glogster is not possible.</td>
</tr>
</tbody>
</table>
For Teacher Use:

<table>
<thead>
<tr>
<th>Computer with Internet connection and speakers</th>
<th>Link is listed under References. The file can be downloaded or streamed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How to Sell Coke to People Who Have Never Had a Sip” audio file</td>
<td></td>
</tr>
</tbody>
</table>

References:


Strategies: Students will use the Inquiry Method and flow maps they have created to analyze the diffusion of one product or culture trait either to or from Southeast Asia.

Procedures to conduct the lesson:

Starting the Lesson: 20 minutes

Access the NPR Morning Edition story “How to Sell Coke to People Who Have Never Had a Sip”. Stream the story while students listen. If you like, you can display the graphic “Translating the Coke Experience”.

Spend a few minutes discussing the story with students and asking the following questions:

- Explain why the US had sanctions on Cuba, North Korea and Myanmar. They all have dictatorial/communist political systems.
- Describe the difficulties faced by Coke doing business in Myanmar. Limited connectivity to the outside world, few cell phones, limited internet access
- Describe and give examples of the factors which make Myanmar an ideal market for Coke.
  - Culture - food preferences for sweet drinks – sell cane juice on the street,
  - presence of counterfeit and smuggled products
  - Demographics - Large population – 55+ million people

Texas Alliance for Geographic Education
http://www.geo.txstate.edu/tage/
September 2013
Describe and give examples of the factors which will make it difficult to market Coke in Myanmar.

- Economic - Presence of counterfeit products which are cheaper
- Culture - Smuggled Coke extremely expensive, so Coke seen as an elite product
- Culture – no one (except extremely rich) had ever had it, completely unfamiliar

Explain how Coke is addressing these issues and where did they receive their inspiration.

- Free samples, simple marketing “Good delicious and fresh mind”, inspired by original
  American Coke campaigns

Speculate on how Coke might change the culture of Myanmar.

*Answers will vary*

**Asking Geographic Questions:** 5 minutes

Explain to students that Coke is just one example of a global product. As globalization increases, more products and culture traits will be shared around the world. The students will create a visual presentation describing the diffusion of one such product and answering the following question:

Describe the diffusion of one global (or soon to be global) product or culture trait to or from Southeast Asia and analyze how this product or trait impacted or has been impacted as it spread globally.

**The Lesson:**

**Acquiring Geographic Information:** Remainder of Day One

Distribute the “The Geography of…” handout to students. They will work individually or in pairs to select a product or trait and research its diffusion. The products can be individual food items (bananas, mangos), prepared products (Sriracha), cuisine (Thai food), music (rap in Burma), religion (Buddhism), clothing (denim jeans) or anything the student wishes to research. Make sure to guide students to products or traits which are extremely wide spread in order to ensure students will be able to find material. Examples and instructions are found on the students’ handouts.

Students will use the Internet to research their product.

**Organizing Geographic Information:** Day Two – Entire period

Students will organize their research onto a PERSIAN matrix and prepare a flow map showing the culture hearth and diffusion of their product.
Analyzing Geographic Information: Day Three – 45 minutes

Students will analyze their research and prepare their posters. Students may either use Glogster (see note in Materials list above) or prepare a traditional paper poster.

End the Lesson:

Answering Geographic Questions: Day Three – 10 minutes

Closing product:
Have each student write a brief paragraph answering the original question and describing their product, its diffusion and its impacts.

Questions:
Describe the diffusion of one global (or soon to be global) product or culture trait to or from Southeast Asia.

- Each group will have a different answer to this depending upon the product or culture trait they select. Several examples would be the arrival of European religions and languages as the result of colonization, or the arrival of American products such as Coca-Cola due to global trade networks.

Analyze how this product or trait impacted or has been impacted as it spread globally.

- Again, this will vary depending upon the product. An example of a culture trait would be that French who emigrated to French Indochina tended to be the educated elite. The children of the elite went to school and were taught French while children of less wealthy parents either did not go to school or did not go to a school where French was taught. Therefore, French diffused to the region but in such a way as to become a cultural wedge between the wealthy and the poor in this area.

Evaluate the impact this product has had on the culture of places where it has been introduced.

- Answers will vary depending upon the product, but an example would be the arrival of American soft drinks, such as Coca-Cola. These drinks often tend to supplant local and/or traditional beverages in popularity. As a result, the culture becomes more global and less local. In addition, even in America, these drinks have led to health issues such as loss of bone density and tooth enamel. On the other hand, the arrival of these products tends to accompany the arrival of improved and/or increased trade which can create jobs, and become income generators.
### Evaluation/Assessment : 5 points total

<table>
<thead>
<tr>
<th>Content</th>
<th>Not There Yet</th>
<th>Satisfactory</th>
<th>Clearly Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Summary makes little to no attempt to analyze diffusion and impact.</td>
<td>Summary adequately analyzes diffusion and impact.</td>
<td>Summary completely analyzes diffusion and impact.</td>
<td></td>
</tr>
<tr>
<td>Summary and annotations do not utilize appropriate vocabulary.</td>
<td>Summary and annotations correctly utilize appropriate vocabulary.</td>
<td>Summary and annotations demonstrate mastery of appropriate vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Summary and annotations are difficult to read due to spelling and/or grammar errors.</td>
<td>Summary and annotations are generally free from spelling or grammar errors.</td>
<td>Summary and annotations are largely free from spelling or grammar errors.</td>
<td></td>
</tr>
<tr>
<td>Map is missing or incorrectly labeled.</td>
<td>Map is present and correctly prepared.</td>
<td>Map is detailed and enhances information presented in poster.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>0.75 Points</th>
<th>1.25 Points</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map and poster are not clear and are difficult to read.</td>
<td>Map and poster are clear and legible.</td>
<td>Map and poster are clear, legible and attractive.</td>
<td></td>
</tr>
<tr>
<td>Annotations obscure map.</td>
<td>Annotations are neat and do not obscure map features.</td>
<td>Annotations are neat and enhance the map presentation.</td>
<td></td>
</tr>
<tr>
<td>Graphics clutter poster and make reading information difficult.</td>
<td>Graphics are clear and do not clutter poster.</td>
<td>Graphics are clear and enhance the poster.</td>
<td></td>
</tr>
<tr>
<td>Map and poster show minimal effort.</td>
<td>Map shows effort and attention to detail.</td>
<td>Map shows great effort and attention to detail.</td>
<td></td>
</tr>
</tbody>
</table>
“The Geography of...”

You and your partner will be investigating the spread of a product or culture trait from or to Southeast Asia. Your goal is to create a visual presentation describing the product, its trip around the world, and the impact it has had.

I. You will need to select a product. You can choose any product or culture trait you like, as long as your teacher approves. Below is a list of suggestions:

Products and traits diffusing into Southeast Asia:

<table>
<thead>
<tr>
<th>Language – French, English</th>
<th>Religion – Catholicism, Islam, Hinduism, Mahayana Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music – Rap, Rock</td>
<td>Food – French bread, chilies, Coca-cola, McDonalds, etc.</td>
</tr>
<tr>
<td>Clothing – denim jeans</td>
<td>TV, movies or other pop culture (Indonesian Idol)</td>
</tr>
</tbody>
</table>

Products and traits diffusion from Southeast Asia:

| Food – rice, bananas, sriracha, Thai cuisine, cinnamon, nutmeg, cloves, mace | Religion – Theravada Buddhism |

II. Once you have selected your product, do some research on your product and complete the following graphic organizer:
<table>
<thead>
<tr>
<th>Product or trait:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture hearth or region of origin:</td>
</tr>
<tr>
<td>Diffusion:</td>
</tr>
<tr>
<td>When did the product begin to spread from its hearth?</td>
</tr>
<tr>
<td>On a blank world map, draw arrows from the product’s culture hearth to all of the areas to which it has diffused. Make thicker lines for areas with higher adoption rates.</td>
</tr>
<tr>
<td>How did the product spread from its culture hearth? Be sure to explain the type of diffusion – expansion, hierarchical, contagious.</td>
</tr>
<tr>
<td>Which areas of the world have adopted this product?</td>
</tr>
<tr>
<td>Why has this product been adopted in these regions?</td>
</tr>
<tr>
<td>Were there cultural, social, political, economic or other factors which made this region more likely to adopt this product?</td>
</tr>
<tr>
<td>Impact:</td>
</tr>
<tr>
<td>What impacts did this product have in the region of adoption? Be sure to include political, cultural, economic, and social impacts.</td>
</tr>
<tr>
<td>Have these impacts been positive, negative or both? Explain your answer.</td>
</tr>
<tr>
<td>Has this product been changed or impacted by the adopting region?</td>
</tr>
</tbody>
</table>
III. Use Glogster to create a poster of your product and its diffusion. Be sure to include your map, interesting graphics, and the information above. Also, make sure you include the sources you used for your research using the format indicated by your teacher.
The Spice Islands: 
Early Globalization and the Search for Great Flavor

by Michelle Crane
Teacher Consultant for the Texas Alliance for Geographic Education
The Moluccas

- Also known as the Maluku Islands
- Located in Indonesia along the equator
- Composed of hundreds of islands, but only a few were important to the spice trade
  - Ternate, Tidore, Moti, Makian, and Bacan
- Volcanic islands with extremely fertile soil, covered with rain-forests
- Only source of cloves, nutmeg and mace until the 1700’s
The Spice Trade

- Spices such as cloves, nutmeg and mace were introduced to Europe by the Arabs
- Arabs controlled most of the overland trade routes and kept the source of their products secret
- Europeans began searching for sea routes to obtain the products they desired after the Crusades threatened trade with the Arabs
- The Portuguese found the Moluccas and discovered the source of the spices
Treaty of Saragossa (1529)

- Magellan’s explorations caused conflict between Spain and Portugal because the Treaty of Tordesillas did not define who controlled territories in the Pacific
- The Moluccas were a primary cause of contention
- Portugal paid Spain for the Moluccas and the Treaty of Saragossa extended the line of demarcation between Portuguese and Spanish territories around globe
Cloves

- Flower buds of an evergreen tree
- Found in Indonesia and India
- Cloves contain a powerful food preservative
- Clove oil is both an antiseptic and an anesthetic
Early Maps

- **1521**: Pigafetta, Antonio, ca. 1480/91–ca. 1534. “Figure of the Five Islands Where Grow the Cloves, and of Their Tree.” From volume 2 of *Magellan’s Voyage: A Narrative Account of the First Circumnavigation*. Translated and edited by R. A. Skelton (New Haven, Conn., 1969). Shown with the permission of the Beinecke Rare Book & Manuscript Library. [Rare Books Division]
On that day of Sunday I went ashore to see how the cloves grow. The tree is tall and as thick as a man. Its branches in the center spread out widely, but at the top they grow into a kind of peak. The leaf is like that of a laurel, and the bark of the color of brown tan. The cloves come at the tip of branches, ten or twenty together. These trees almost always bear more of them on one side than on the other, according to the season. When the cloves sprout, they are white; when ripe, red; and when dried, black. They gather them twice a year, at Christmas and again on the feast of St John the Baptist, because at these two seasons the air is most temperate, but more so at Christmas. And when the year is hotter, and there is less rain, they gather three or four hundred bahar* of cloves in each of those islands, and they grow only in the mountains. . . . Nowhere in the world do good cloves grow except on five mountains of those five islands. . . . We saw almost every day a cloud descend and encircle first one of those mountains and then the other, whereby the cloves become more perfect. (1:120–21)
Dutch East Indies

- Dutch East India Company formed in 1602 and became the wealthiest trading company of the time
- During the 17th century, the Dutch destroyed clove trees in order to control the trade
- At this time, cloves were “worth more than their weight in gold”
- Cloves were considered an important part of island culture, so the destruction caused problems with the native population
Nutmeg

- The island of Run was the center of the nutmeg trade
- Was once the most valuable land on earth
- The Dutch and the English fought for control of the island
- England gave control of Run to the Dutch in exchange for control of Manhattan
- After gaining control of the island, the Dutch East Indian Company decimated the island’s population, destroyed thousands of trees, created plantations and instituted strict penalties for growing without permission
Nutmeg seeds covered with Mace
Nutmeg crop in a village on Ambon
Mace drying on rooftop
Effects of the Spice Trade

- New spices influenced cuisines world-wide
- Enormous creation of wealth during the height of the spice trade
- Diffusion of European languages, religions and cultural practices to Indonesia
- Destruction of local populations and their culture
- Destruction of natural habitat – replaced with plantation agriculture
Bibliography


Notes & Credits

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