

Global 190/290/390/490-001 Think Tank Learning Community
Current Issues in Globalization and Transnationalism
Spring 2006

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Class Location: Garland 104

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Office Hours: By appointment

Class Time: Wed, 3:00-3:50p.m.

Course Description

This course provides a forum dedicated both to analyzing issues of globalization and transnationalism and to refining key skills for engaging in a community of ideas. Through brief presentations, active listening, participation in and facilitation of group discussions, and formulating and posing topical questions, students can strengthen their grasp of subjects relevant to Global Studies while practicing or mastering the elements of informed discussion and constructive intellectual debate.

The Think Tank Learning Community affords a valuable opportunity for students of varying backgrounds, interests, and class years, to form a cohort as fellow Global Studies majors and/or students interested in global issues. To encourage greater exposure to on-campus international events during the semester, students will be expected to attend particular conference presentations and/or public programs that are relevant to global issues. Students will be given a chance to select from among a list of events which programs they would like to attend, and they must later give brief presentations in class that paraphrase and critique the ideas presented in those various venues. In addition to referring to the assigned readings and lectures, students are encouraged to draw upon their own perspectives gleaned from other coursework and reading and, if relevant, from experiences of studying or living abroad.

This course is organized around three major international programs that will be taking place at UWM this semester:

- Institute of World Affairs Great Decisions lecture series (see details under “Course Requirements”)
- *Constant Capture: Visibility, Civil Liberties, and Global Security* (April 21-22, Conference at the UWM Hefter Center)
- *Conflict Resolution in the Americas* (April 28-29, Conference/workshop at the UWM Hefter Center)

Course Objectives

By the conclusion of this course, students should be able to:

1. express informed opinions on international or global issues through group discussions;
2. facilitate discussion about speaker presentations or conference sessions on international or global issues;
3. connect the themes of the course with past experiences or future plans related to one's own studies or interests abroad.

Required Text

Great Decisions (Briefing Book), 2006 Edition

\$15 each. Books may be purchased at the registration desk for the Great Decisions lecture on Tuesday nights, or they will be distributed by the instructor during the Feb 8th class meeting.

COURSE REQUIREMENTS

Everyone in the class is required to:

1. Read the appropriate reading assignment prior to the class discussion on that subject.
2. For the Great Decisions series, you may choose from one of four options to complete prior to the class discussion on that subject (students are welcome to attend the speaker presentations on Tuesday nights, but it is not required for the course):
 - a. Attend the speaker presentation at the UWM Student Union on Tuesday 7-8:30 pm. (See schedule.)
 - b. OR log-in and watch the archived speaker presentation.
URL for streaming video: <http://www.uwex.edu/ics/stream/uwm/decisions/>
User: GDPILOT
Passwd: UWMIWA
 - c. OR listen to the interview with the guest speaker on the Wisconsin Public Radio website (www.wpr.org).
 - d. OR watch the Great Decisions TV Show on Channel 36 (Sundays, 5-5:30 pm).
3. Facilitate one discussion on a Great Decisions topic, according to your assignment.
4. Attend a keynote address or 90-minute panel session during one of the April conferences and write a brief summary (1-2 pages) of the main ideas discussed by the panel. During the class meeting, briefly summarize/critique the panel discussion for the class.

5. Complete the final assignment (2-3 written pages, see below).

GRADING POLICY

Each area of evaluation is described in further detail below:

Class participation 50%

Discussion facilitation 20%

Conference session report 15%

Final assignment 15%

CLASS PARTICIPATION

Some ground rules for class/small-group discussion:

- Engage actively in both class discussions and small-group discussions. You should be prepared to comment on the views expressed by the guest speaker and the main ideas from the reading assignment.
- Listen thoughtfully to your peers and be respectful of the opinions of others.
- Think critically by forming your own opinions about the subjects, based on the presentations, class readings, other coursework and readings, and/or your own experiences or perceptions.
- Make inquiries of your peers to learn how they came to form their thoughts or opinions.
- As a class or a group, there is NO requirement to reach a consensus. You may try to persuade each other, but you should respect each other's views, especially if there are differences of opinion. If there is a consensus readily reached, that would signal an occasion to consider the issue from alternative points of view.
- Respect time limitations and the need to allow sufficient time for all your peers to voice their views.
- Attendance is required and will count toward your participation grade. If you cannot attend class due to a religious observance or emergency, you must notify the instructor as soon as possible in order to receive a written make-up assignment.

DISCUSSION FACILITATION

Students generally choose the topic for the discussion they will facilitate, but they may be assigned by the instructor. Facilitation assignments will be confirmed via email by the instructor before the Feb 8th class meeting.

As a facilitator, you are responsible for keeping the discussion moving. That means you and your fellow facilitators will frame the conversation and pose discussion questions for the

class (for an illustration of how this might work, see the recommended discussion format below). Be prepared: read the article carefully and critically, and take notes while you are viewing or listening to the speaker presentation. We will typically alternate between discussion as a class and discussion in smaller groups. The facilitators should consult with each other over email or in person: first, to divide responsibilities and decide on a format. After they have done the class assignments but before the class meeting, they should be in contact again to decide on discussion questions for the class. Here are some guidelines for a recommended discussion format (facilitators are free to choose a different format, but all presentations should include an Overview):

- **Overview**

Facilitators should begin by giving a brief synopsis of the guest speaker presentation and the article. This sets up the discussion. Some questions to consider: Who is the speaker? What arguments or opinions did the speaker express about the issue? How persuasive was the speaker and why? How did the readings relate to the presentation, or what aspects did you find most relevant to the speaker's presentation? Why is the topic important/timely? [~15 minutes; each facilitator should present for 4-5 minutes]

- **Small group discussion**

The instructor will break up the class into groups, which may range from 2-3 people to 5-6 people each. Facilitators provide an open-ended discussion question (or questions) to the class that is relevant to the topic. An open-ended question can be added onto a yes/no question, but you should be asking your peers to figure out their views on a controversial subject and to talk about how they arrived at those views. Facilitators may come up with their own questions for the class, but you are welcome to borrow or adapt from the study guide at the end of the article. For example, "Do you think Turkey should join the EU? Why or why not?" You may also want to consider setting up a role-play by asking each group to approach this question from a different perspective. In the example of Turkey and the EU, you could assign each group to assume roles of various stake-holders, such as: a Turkish state official from Ankara, a US diplomat, a Turkish Muslim, a Turkish member of the PKK, an EU representative from Germany, etc. [8-10 minutes]

- **Debriefing**

Facilitators will open the discussion to the entire class. We will define any remaining keywords, if they have not been clarified yet. We will have each group report back on what they talked about or concluded and open the floor to further questions and general discussion. [15-18 minutes]

CONFERENCE SESSION REPORT

Students must choose at least one panel or keynote address to attend during either the

Constant Capture conference (April 21-22) or the Conflict Resolution conference (April 28-29).

1. Write a brief summary/critique (2-3 pages) of the main ideas discussed by the one of panelists or the keynote speaker. Some questions to consider: Who is the speaker/panelist? What argument(s) did he or she make? What examples or evidence was used to support the argument(s)? How persuasive was the speaker and why? Do you agree with the opinions expressed, and why or why not?
2. During the class meeting, briefly give a synopsis of the panel discussion for the class and include your reactions or critique.

More details will be given about the conferences will be given later in the semester as those schedules are finalized.

FINAL ASSIGNMENT (DUE MAY 10TH)

Write a 2-3 page essay answering both of the following sets of questions (#1 AND #2) to evaluate your own learning experience in this course:

- 1) What did you learn in this course that you did not know before? What topics or questions that arose during the course would you like to pursue further in your future studies?
- 2) Choose (a) or (b). You must refer to at least one speaker presentation in your essay, but you may refer to more than one, if appropriate. Be sure to include specific examples in your response.
 - a. Describe how the speaker presentations, course readings, and/or class discussions have influenced your career goals and/or academic plans (i.e. discuss how your career goals and/or academic plans have changed or been affirmed).

OR

- b. Which of the speaker presentations, readings, and/or class discussions most influenced your understanding of issues facing the region where you expect to study abroad or have studied abroad, and why/how? Or (if you do not plan to study abroad or have not decided on a region) which of the speaker presentations, readings, and/or class discussions most influenced your understanding of global issues in general, and why/how?

COURSE SCHEDULE

Jan 25 Introduction/Orientation

Feb 1 No class

Feb 8 Turkey

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *Turkey*

Feb 15 Discussion: Human Rights in an Age of Terrorism

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *Torture and the War on Terror*

Feb 22 Discussion: Dealing with Iran

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *US & Iran*

March 1 Discussion: Pandemics and national security

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *Global Health*

March 8 Discussion: UN Peacebuilding

Assignments: Reading TBA

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *UN Peacebuilding*

March 15 Discussion: The energy policy conundrum

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *Energy*

March 22 Spring Break

March 29 No class meeting

April 5 No class meeting

April 12 No class meeting

April 19 Introduction to upcoming conferences; Postponed discussion: China & India

Assignments: Read article in Great Decisions Briefing Book

Attend presentation, or watch *International Focus* show, or listen to WPR radio interview on: *China & India*

April 21-22 Constant Capture: Visibility, Civil Liberties, and Global Security (CIE Conference)

April 26 Discussion of Constant Capture conference

April 28-29 Conflict Resolution in the Americas (CLACS Conference)

May 3 Discussion of Conflict Resolution conference

May 10 Final assignment due

Discussion of final assignments

Course evaluations

Special notes

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources and for respect of others' academic endeavors. A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Sexual Harassment

Is reprehensible and will not be tolerated by the University. It subverts the mission of the

University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.