

**Global 190/290/390/490-003 Think Tank Learning Community**  
***People, Politics and Globalization***  
**Fall 2006**

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**Office Hours:** By appointment; generally available weekdays, 8am-4:30pm.

**Class Time/Location:** Wednesdays 2:00-2:50pm, Business S263

**OVERVIEW**

Think Tank Learning Community courses are a required part of the Global Studies program. Global Studies students must take a minimum of four Think Tank courses as part of their degree. Consequently, many (but not all) students enrolled in this one-credit course are Global Studies students. Think Tanks are taught as “combined” courses, including freshmen, sophomores, juniors and seniors in a single classroom. The course aims to allow students to learn from one another while further enhancing their understanding of globalization through critical analyses of current world issues.

**Course Description:** This course provides students with an opportunity to discuss in a structured setting some of the more important current events and issues pertaining to globalization, as identified by the students, themselves. In particular, students will consider the human dimensions of globalization, including peoples’ role in stimulating transnational phenomena, and how specific policies and strategies of local, national, and international entities (such as governments, non-governmental organizations, multinational corporations – all staffed by people) adversely or positively impact people.

Students will be assigned to teams of two or three. Each team will select a current topic for which it will plan a reading assignment for the class, present a ten-minute summary, and facilitate small group discussion of the issue. The team members/facilitators will then summarize for the class the action recommendations resulting from the small group discussions. For the final assignment, each student will write a three-page briefing paper, summarizing background information, key considerations and recommended actions pertaining to the globalization issue of their choice.

Assignments in this course involve strict deadlines and time and page limitations. This structure requires students to adhere to practices which are common in the working world and to develop their ability to judge the relative importance of contextual information when summarizing complex issues.

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

1. Express informed opinions on a variety of issues pertaining to globalization;
2. Facilitate and summarize discussions representing a variety of perspectives on globalization issues;

3. Write a persuasive, summary analysis of a critical globalization issue which recommends a specific course of action.

**Required Readings:** With the exception of the first assignment, readings for this course will be determined by the teams of students who prepare the week’s discussion topic, as described under “**STUDENT RESPONSIBILITIES AND ASSIGNMENTS.**”

Week 1 (9/5): No readings due prior to first class meeting

Week 2 (9/12):

Review: definition of “globalization” located at:

<http://globalization101.org/>

Complete: “D2L Scavenger Hunt” (handout provided in class and also located on class D2L website)

Read: Chua, Amy (2003) “Globalization and Ethnic Hatred” in **World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability**, pp. 1-17. New York, NY: Doubleday (handout provided in class Week 1)

Weeks 3-15: Reading assignments to be distributed in class and/or available on the class D2L site the week prior to each team presentation (see below).

## COURSE REQUIREMENTS

All students in the class are required to:

1. Read the appropriate reading assignment prior to the class discussion of that topic.
2. Submit via Discussions section of the class D2L site one discussion question or statement reflecting on that week’s readings no later than 12:00 noon each Wednesday prior to the class meeting.
3. Participate in class discussion.
4. Collaborate with assigned partners on selecting a topic, selecting appropriate class readings, and preparing and presenting a summary of the topic, its key background considerations and its human implications.
5. Facilitate small group discussion of the team’s topic on the topic’s assigned day.
6. Prepare and submit a three-page briefing paper on a globalization issue, which may or may not correspond to the student’s classroom presentation topic.

## GRADING POLICY

Course grades will be based on the following formula:

1. Final briefing paper (25 points)
2. Team reading assignment selection and submission (15 points)
3. Team presentation (15 points)
4. Small group discussion facilitation and presentation of recommendations (15 points)
5. Submission of discussion questions/statements (15 points)
6. Class participation and attendance (15 points)

**Grading Scale:**

A (94-100 points)	B- (80-82 points)	D+ (67-69 points)
A- (90-93 points)	C+ (77-79 points)	D (63-66 points)
B+ (87-89 points)	C (73-76 points)	D- (60-62 points)
B (83-86 points)	C- (70-72 points)	F (< 60 points)

## STUDENT RESPONSIBILITIES AND ASSIGNMENTS

Attendance and participation in small group discussions represents a significant part of each student's grade. Students are expected to attend and participate in class each week in order to earn points toward this portion of their grade. Full participation is essential for making the course a quality experience for the class. The instructor plays a moderating role, but the students are responsible for the course content.

**Students are expected to check their UWM email accounts regularly.** This is how the instructor will communicate with students regarding assignments and deadlines.

**Team Assignments:** Part of the grade for this course is based on team work. Students are expected to participate fully in team assignments. Teams of students will be assigned at random by the instructor at the first class meeting. Teams are responsible for:

- **Identifying a topic** on which the team will focus and signing up for a presentation date by the end of the first class;
- Meeting outside class to research, review and **select reading assignments** pertaining to their topic. Reading assignments should be selected with consideration for the quality of the background information that they provide, the variety of perspectives they represent, and the relevance to the course's major theme (i.e. human dimensions of globalization). Readings should be chosen to maximize their value for classmates while also providing a reasonable week's reading workload for a one-credit course;
- **Submitting reading assignments** to the instructor no later than **12:00 noon on the Tuesday one week prior to your team's Wednesday presentation date**. Assignments may be submitted in digital format by email to the Drop Box on the class D2L website or in hard copy format at Garland 102.
- Preparing and **presenting a concise summary** (no more than 10 minutes per team) of the key issues pertaining to your topic. This presentation should provide:
  - important background information regarding the event or issue;
  - how it impacts people (positively and/or negatively);
  - current policies or practices which serve to reinforce the impact on people; and
  - prevailing schools of thought regarding changes in policies or practices;
- **Facilitating small group discussion** regarding the topic; each team member will facilitate one small group discussion following the team presentation. The facilitator's role is to stimulate discussion on the subject by raising pertinent questions, introduce alternative perspectives when appropriate, ensure that all group members have the opportunity to express their views, and keep the discussion on track;
- **Reporting back** to the class on action recommendations resulting from the small group discussion. Each team member/facilitator will have 3 minutes to summarize key policies or strategies, their pros and cons, and the action(s) recommended by the small group. (**The group is not required to reach a consensus**, and doing so or not doing so will not impact the facilitator's grade on this course component.)

**Weekly Reading Assignments:** All students are responsible for completing the readings selected by their peers prior to the class meeting at which the topic is discussed. Students are responsible for ensuring that they have received copies of all readings, whether they are posted on the class D2L site or distributed as handouts in the prior week's class.

**Weekly Reading Statements/Questions:** Students who are not presenting in the given week are required to submit by email to the Discussions section of the class D2L site a brief (1-2 sentence) question or statement reflecting on the week's assigned readings *no later than 12:00 noon each Wednesday prior to the 2:00pm class meeting.*

**Small Group Discussion:** The purpose of the small group discussion is to consider key elements of the topic presented, how they are both driven by and impact people, and policies or strategies which could help to create positive outcomes for those involved. The facilitator for each small group discussion will be a member of the presenting team. Following the small group discussion, the entire class will reconvene. Each facilitator will have 3 minutes to summarize key policies or strategies discussed, their pros and cons, and the action(s) recommended by the group.

**Ground rules governing class discussion:**

1. Keep the discussion on track, focusing on key elements of the topic at hand, and policies or strategies which could help to create positive outcomes for those involved.
2. Engage actively in small group discussions. Be prepared to comment on views expressed during the team presentations and to express your own views or questions during the group discussion.
3. Listen thoughtfully to your colleagues and be respectful of their opinions, including opinions which may differ from your own.
4. Think critically by forming your own opinions about the subjects, based on the presentations, reading assignments, and your own experiences or perceptions.
5. If the group seems to be in general agreement about the topic at hand, consider challenging the prevailing perception by asking whether you have considered alternative perspectives.
6. Respect time limitations and the need to allow sufficient time for all your colleagues to voice their views.
7. Make inquiries of your colleagues to learn what has led them to think as they do.

**Final Briefing Paper (due by 4:00pm on Monday, December 18. Submit to the Drop Box on the class D2L site):** The final briefing paper provides the students with an opportunity to demonstrate their thorough understanding of and ability to summarize the key issues surrounding a transnational event or issue and its human impact from the perspective of a stakeholder. Students may write their papers on the topic on which their team presented, or on any other issue or event that demonstrates the impact of globalization. This is an individual (i.e. not team) assignment and should be completed by each student individually. **In writing the briefing paper, please use the format attached to this syllabus.**

This paper involves role playing. Identify the key issue that you will address, the person or entity which you are briefing, and your own role within that organization. For example, you may wish to write the briefing as the U.S. Undersecretary of State for Latin America, summarizing an issue and recommending a course of action or new policy direction to the Secretary. Or you may wish to write from the perspective of a multinational corporation's Vice President for New Business Development, recommending an expansion or lobbying strategy to your corporation's Board of Directors. Or perhaps you are a representative from a developing country's government, lobbying an international aid organization for financial assistance.

Include information about the context, how the issue or event affects people, and action recommendations that are most appropriate given your organization's priorities and interests. *It is possible that your "employer's interests" will not always result in the most positive outcomes for people involved.* You are expected to weigh the options, demonstrate a strong understanding of human impacts, but ultimately make the case for your recommended course of action.

Papers must be written in 12 point font, with one inch margins, and may not exceed three pages. The memo header may be single spaced, but the narrative portion must be double spaced.

The ability to use correct grammar and spelling in written communications is important in the professional world and in this class. Grammar and spelling errors will influence final grades on the paper. *Please proof read and correct any errors in your paper prior to submission.*

**Final Exam:** There is no final exam for this course.

**Extra Credit:** The instructor reserves the right to offer extra credit writing assignments to those students who have regularly attended and participated in class but are nevertheless earning a grade of C or lower. Such opportunities may be offered on a case-by-case basis, depending on the circumstances resulting in the grade. In such cases, the instructor will consult with the faculty coordinator of the Global Studies program to ensure that objective criteria are used in determining eligibility for extra credit assignments.

## COURSE SCHEDULE

(Weekly topics will be added following teams' topic selection at the first class meeting, 9/6.)

Week 1 (9/6): **Class orientation:** discussion of syllabus, assignment of team partners, and selection of topics and presentation dates

Week 2 (9/13): **Globalization and Ethnic Hatred**

Week 3 (9/20): **Ethnic Conflict: Chiapas**

Week 4 (9/27): **Islam and the West: Mutual Misperceptions**

Week 5 (10/4): **UN Peacekeeping**

Week 6 (10/11): **Terrorism**

Week 7 (10/18): **International Drug Trafficking**

Week 8 (10/25): **Anti-Americanism**

Week 9 (11/1): **Ethnic Conflict: Chechnya**

Week 10 (11/8): **UN Peacekeeping: Congo**

Week 11 (11/15): **Globalization of Culture**

Week 12 (11/22): **Global Energy Security**

Week 13 (11/29): **Multinational Corporations: Effect on Other Cultures**

Week 14 (12/6): **Human Rights in China**

Week 15 (12/13): **No Class**

Monday, December 18: **Final Briefing Papers Due by 4:00pm** to instructor (Please deposit in class drop box.)

## UNIVERSITY AND INSTRUCTOR POLICIES

**ACADEMIC HONESTY:** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources and for respecting 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.

**ATTENDANCE:** Attendance is required and will count toward your participation grade. If you can not attend class due to a religious observance or emergency, you must notify the instructor in writing ([swtully@uwm.edu](mailto:swtully@uwm.edu)) as soon as possible in order to receive a written make-up assignment. Only those absences which are excused prior to the class meeting that is missed will be eligible for a make-up assignment, unless written documentation is provided by an appropriate individual (such as a healthcare provider in the case of a medical emergency).

**INCOMPLETE GRADES:** As a general policy, no incomplete grades will be offered for this course. **All class assignments, including final briefing papers and any written make-up assignments, must be emailed to the Drop Box of the class D2L website no later than 4:00pm on Monday, December 18.** All incomplete assignments as of this due date will receive 0 (zero) points in the calculation of the student's final grade for the course. Only in exceptional circumstances for which the student may be required to submit documentation from an appropriate outside source (such as a letter from a doctor in the case of a medical emergency) will students be allowed to carry incomplete grades beyond Monday, December 18. In such cases, the instructor will determine a revised due date for incomplete work and will notify the student of this new date in writing. All incomplete assignments as of the revised due date will receive 0 (zero) points in the calculation of the student's final grade for the course.

**RELIGIOUS OBSERVANCES:** The instructor will provide "reasonable accommodation of a student's sincerely held religious beliefs with regard to all examinations and other academic requirements." Please inform your instructor of any conflicts between your academic responsibilities and your religious commitments.

**STUDENTS WITH DISABILITIES:** If you need special accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible.

**SEXUAL HARASSMENT:** Sexual harassment is reprehensible and will not be tolerated. It subverts the mission of the University and threatens the careers, education experiences, and well-being of students, faculty and staff. UWM will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

# MEMORANDUM

*(Briefing Paper Format)*

(DATE)

**TO:** (The individual or group you are seeking to persuade)  
**FROM:** (Your name, Role/Title)  
**RE:** (Issue)

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**I. ISSUE:** a summary statement about the critical event or issue, including why action on this issue is important to the organization to which you are appealing (i.e. the “TO: \_\_\_” above). Consider this a “need” statement; this section should be brief (e.g. 2-3 sentences) but should clarify the organization’s priorities. This will reinforce the argument you will be making about the recommended action (below).

**II. BACKGROUND:** the most important information that your audience needs to know about the issue, including its human impacts. This section should include important cultural, political, economic and/or strategic considerations. By providing context, it will support your analysis of the advantages and disadvantages of each potential course of action, noted below. This is likely to be the longest section of the memo.

**III. POTENTIAL COURSES OF ACTION:** a summary of the advantages and disadvantages of each potential action, including “inaction” – (i.e. continuing with the status quo). This section should seek to provide a balanced representation of options, while relying on the “cons” of the non-recommended actions, the “pros” of the recommended action, and their relationship to your earlier need statement (under “**Issue:**” above) to make the case for your ultimate recommendation.

**IV. RECOMMENDED ACTION:** a statement of your recommended course of action and a summary of how this action best fits the organization's interests, given the issue ("need statement") and background information described above. By the time the reader gets to this section, he/she should already have been persuaded regarding your recommended course of action. This section should therefore be very brief.

**Sample Topics List** (To focus on human dimensions and action recommendations, discussion of any of the following transnational phenomena should be set in a locational context and considered in relation to e.g. economic, social and/or political impacts)

Antiamericanism	International Trafficking in Women & Children
Antiglobalization movement	International Women's Issues
China's Economic Power	Iraq (IWA program 9/26)
Congo, UN Peacekeeping	Israeli/Palestinian Conflict
Cybersecurity	Judaism, Christianity, Islam: Challenges and Opportunities for Finding Common Ground (IWA program 10/10)
Diasporic communities, migration, immigration	Knowledge Economy
Ethnic Conflicts	Kurdish Nationalism and Political Islam
European Integration	National and regional trade policies, agreements, free trade areas
Global Energy Security	National Language Policies
Global Health crises, e.g. AIDS, bird flu	NATO
Global Information Access	NGOs and international relief efforts
Global Islam	Nuclear weapons testing, proliferation, disarmament
Global McDonalds: multinational corporations, exports, challenges to (/responses by) local cultures	Outsourcing of jobs
Global Oil Crunch and the Middle East (IWA program 10/3)	Peace, Conflict (e.g. in local crisis spots)
Global Poverty Gap	Post-Conflict Reconstruction
Global Warming/Environmental Change	Sudan and the Darfur Crisis
Global Water Crisis	Tensions with Iran, North Korea
Globalization of Culture	Terrorism
Human Rights	Turkey and the EU
India and Pakistan	United Nations Peacebuilding
India in the Global Economy	United Nations Reform
Information Communications Technologies	US-Muslim World Relations
International Collaborations in Science, Space Exploration	Weapons of Mass Destruction
International Drug Trafficking	International Justice
International Economic Development	
International Peacekeeping Initiatives	

**Sample Online Resources:**

Foreign Policy Association <http://www.fpa.org/>

Globalization101.org (includes an extensive list of links to online resources)

<http://globalization101.org/>

Globally Speaking: the politics of globalisation <http://abc.net.au/global/history/default.htm>

Center for Strategic & International Studies <http://www.csis.org/>

New York Times <http://www.nytimes.com>

CNN <http://www.cnn.com>