**Solving Global Problems**

Political Science Department

**WSUA 102**

Fall 2016

**Faculty Members:** Dr. Michael Hall Dr. Carolyn Shaw

**Class:** T/Th from 9:30 – 10:45

Corbin Hall 162

**Office Hours:** T/Th 11-12:15 M/W 11-1:00; T/Th 2-3:00

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**Overview**

In this course we will explore three global problems that do not have simple solutions: Economic Development, Environmental Sustainability, and Security. We will examine the challenging issues surrounding these topics, exploring contradictions, different national perspectives, and different policies that have been adopted historically. Students will then engage the materials experientially in problem solving groups and through role playing, attempting to find effective solutions and evaluating various proposed solutions.

**General Education Mission and Goal**

The mission of general education is to provide a well-rounded education that enables you to live the fullest most meaningful life possible regardless of your particular career preparation or academic major. Embedded throughout this course and furthered in the major are the skills that enable graduates to contribute productively to society and the on-going culture.

The goal of general education is to enable you to live a rich, meaningful life by developing an informed appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events, and a sensitive and tutored appreciation of diverse cultures and ways of living. To this end, this course has the following specific learning outcomes linked to more broad general education outcomes:

**General Education Outcomes**

Upon completion of this course, you will have started on your journey to:

1. Acquire knowledge in the arts, humanities, and/or natural and social sciences

2. Demonstrate the ability to think critically and independently

3. Effectively write and speak

4. Employ analytical reasoning and problem solving techniques

5. Develop fundamentals of information literacy and library research

6. Develop an appreciation for diversity

**Student Success Outcomes**

During this course, you will have the opportunity to:

1. Connect to faculty and other students to develop an appreciation for others and respect for diversity.

2. Develop more effective study and life skills in areas including information literacy, time management, note taking, test taking, personal finance, and learning styles.

3. Immerse yourself into the Wichita State community to understand resources, campus traditions and culture and the value of student involvement.

**Learner Outcomes Specific to This Class**

(These align with the General Education Outcomes noted above)

Upon completion of this course, you will be able to:

1. Explain the nature of the challenges that countries face in addressing the issues of economic development, environmental sustainability and security.

2a. Contrast and evaluate multiple common lines of argument with regard to advancing economic development.

2b. Reflect on and respond to arguments presented by others regarding environmentally sustainable policies in the simulated negotiation setting so as to encourage negotiated agreement.

2c Evaluate and critique various policy proposals promoting global security interests with multiple arguments.

3a Prepare and present an argument regarding globalization’s positive and negative effects for economic development with clarity and accuracy.

3b Demostrate negotiating skills that defend your party’s interests while satisfying mutual interests on the topic of environmental sustainability.

3c Develop and present a clear and comprehensive policy proposal to promote a specific aspect of national/global security.

4a. Identify multiple causal pathways by which globalization affects development.

4b. Identify, articulate, and defend specific national interests with regard to environmentally sustainable policies.

4c. Craft effective solutions to promote state and/or global security interests and articulate why those solutions would be effective.

5. Use library resources to identify quality journal articles and other online content to inform policy positions on the topics of economic development, environmental sustainability, and global security.

6a. Identify and articulate the varying interests and perspectives of different countries and regions as they pertain to the global problems of development, environmental sustainability, and security.

6b. Recognize and appreciate different perspectives of peers with regard to global problems.

6c. Identify multiple learning styles and ways of working with others who use alternative styles.

**Required Readings**

The course has no textbook for purchase. All of the assigned readings will be posted on Blackboard (Bb). Students will also be using library resources to find much of the information required for investigating the global problems discussed. We encourage you to keep up with current events by visiting news sites such as the New York Times, Washington Post, Huffington Post, BBC and others.

**Course Requirements**

There are many short assignments for this class, with basically something due every week. None of these assignments are worth a lot of points, but collectively they add up. In order to do your best in the class, you need to complete all of the work. The variety of assignments will give you experience with a lot of different types of work that may be required of you in your other university classes in coming semesters.

Basic Skills assignments (5%)

1. Learning Styles survey 2.5%

2. Worksheet on Financial literacy 2.5%

Writing Assignments (40%)

3. Development Summary Points 10%

 Part I and Part II

4. Environment Portfolio 10%

5. Reflection Questions 5%

6. Security Policy Proposal 10%

7. Peer Critique of Proposals 5%

Presentations / Active Participation (35%)

8. Weekly class discussions 10%

9. Extracurricular Activities 5%

10. Development Class Debate 5%

11. Role Play Participation 10%

12. Security Policy Proposal Presentation 10%

 Quizzes on Assigned Readings (15%)

13. Economic Development 5%

14. Environmental Sustainability 5%

15. Security 5%

Assignment Details

Basic Skills assignments

• Students will complete two worksheets during the course related to skills development in the area of learning styles and financial literacy. These will be linked to presentations in the course by guests from the Office of Student Money Management (OSMM) and other offices on campus.

Writing Assignments

• Development Summary Points

In the first unit on Economic Development, students will be assigned to a small group to learn about the causes of underdevelopment and the impacts of globalization. Each group will prepare brief summary sheet of their arguments for the class on their perspective. (2 page max)

• Environment Portfolio

Prior to engaging in a role play exercise negotiating a climate change treaty, students will be assigned roles to play and will research the background for these roles. They will write up background papers in preparation for the role playing exercise (approx 3-5 pages).

• Reflection Questions

Following completion of the role play exercises, students will reflect on a short series of questions regarding their experience in the simulation. (2-4 pages)

• Security Policy Proposal

 Each student will select a specific aspect of security to research in more detail. They will define the security problem and draft a policy proposal as a solution to that problem. (3-4 pages).

• Peer Critique of Proposals

Each student will be assigned a policy proposal written by one of their classmates to read and critique. This will include an evaluation of the proposal’s strengths and weaknesses. (1-2 pages).

Presentations / Active Participation

• Weekly class discussions

The course is discussion based and students will be expected to attend regularly and actively engage with each other and the instructors during each class, incorporating the assigned readings and their own group research into the discussions.

• Extracurricular Activities

 One of the goals for the class is help students connect with others and engage with activities on campus. In order to meet this goal, students are expected to attend three events outside of class. You will be required to provide evidence of attendance.

1. **Required**: Convocation on Sept 29 at 9:30 am (Koch Arena)

(This is during our regularly scheduled class)

2. LGBT History Month Keynote Speaker: Shane Windmeyer on Oct 12 at 6:00 pm (Hubbard Hall 208)

**OR** UN Day Dinner on October 23 at 6:00 (Marcus Welcome Center)

3. “Two Rooms” WSU theatre on Oct 1 at 2:00 (Welsbacher at the Metroplex)

# OR Impulse Percussion Group (IPG) on Nov 13 at 7:30 (Miller concert hall)

• Development Class Debate

In the first unit on Economic Development, students will be assigned to a specific side of a debate within the discipline regarding the effects of globalization. They will research their specific topic and prepare a brief presentation for the class on their perspective (approx 5 min presentation).

• Role Play Participation

Students will prepare to participate in a two day role playing exercise negotiating a climate change treaty. This will develop negotiating skills (both speaking and listening).

• Security Policy Proposal Presentation

For the unit on Security, students will research a specific aspect of security and craft a policy proposal to address the problem. They will present this proposal to the class for discussion (approx 5 min presentation).

Quizzes on Assigned Readings

• Each unit will begin with some assigned readings to provide students with the background necessary to understand the context of the global issue at hand and some of the historic responses to these problems. Students will be quizzed on the content of these readings (multiple choice questions) for each unit.

**No Extra Credit will be offered**. Do each assignment that is given.

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| **Percentages** | **Letter Grade** | **Grade Points**  | **Interpretation**  |
| 93-100% | A | 4.00 | The A range denotes excellent performance. |
| 90-92% | A- | 3.67 |  |
| 87-89% | B+ | 3.33 |  |
| 84-86% | B | 3.00 | The B range denotes good performance. |
| 80-83% | B- | 2.67 |  |
| 77-79% | C+ | 2.33 |  |
| 74-76% | C | 2.00 | The C range denotes satisfactory performance. |
| 70-73% | C- | 1.67 |  |
| 67-69% | D+ | 1.33 |  |
| 64-67% | D | 1.00 | The D range denotes unsatisfactory performance. |
| 60-63% | D- | 0.67 |  |
| 59% and below | F | 0.00 | F denotes failing performance.  |

Grade of A-, A (90-100)

“A” level work exudes “excellence”. Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)

“B” level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in “A” work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)

“C or C+” level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

Grade of D+, D, D- or C- (60-73)

“D or C-” level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60)

“F” quality work is not expected in this course.

**Important Notes**

Academic Honesty:

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students violating this standard must accept the consequences; penalties are assessed by instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. (WSU Student Code of Conduct)

Intellectual Property:

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9\_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

Disabilities:

ADA: If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Office of Disability Services (DS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Inclusive Excellence:

Wichita State University is committed to achieving “Inclusive Excellence” and institutional strength through curricula and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Counseling & Testing:

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Student Health Services:

WSU’s Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth](http://www.wichita.edu/studenthealth).

The Heskett Center and Campus Recreation:

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities that are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Shocker Alert System:

SAS facilitates electronic emergency notification to individual faculty, staff, and students within the University community are delivered through mass e-mail and cell phone text messaging. See [www.wichita.edu/alert](http://www.wichita.edu/alert) to elect to opt-in to SAS to receive emergency notification by text message.

Course Definition and Assignment of Credit Hours:

The expectation of work in order to be successful in this 3 credit course is three hours of out of class work for each hour spent in class. This includes work assigned online through Blackboard, readings, written assignments and other course related activities.

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| **DATE** | **TOPIC** | **ASSIGNMENTS** |
| Aug 23 (Tues) | Introduction |  |
| Aug 25 (Thurs) | Learning styles | **Learning Style Worksheet Due**(bring to class) |
| Aug 30 (Tues) | **Development:****Introduction** |  |
| Sept 1 (Thurs) | Intro to Library | Do Development readings based on your assigned group, posted on Bb. |
| Sept 6 (Tues) | Group researchBring a laptop if you have one | **Quiz on readings**(complete on Bb by Monday Sept 5 at midnight) |
| Sept 8 (Thurs) | Debate 1: Underdevelopment | **Summary points (Part I)** **due by 9:00 am**Submit through Bb Assignments |
| Sept 13 (Tues) | Group research | Do Globalization readings based on your assigned group, posted on Bb. |
| Sept 15 (Thurs) | Debate 2: Globalization | **Summary points (Part II)** **due by 9:00 am**Submit through Bb Assignments |
| Sept 20 (Tues) | Reflections on Policy Norms:Order, freedom, wealth and justice |  |
| Sept 22 (Thurs) | Reflections on Politics / Analysis |  |
| Sept 27 (Tues) | Development:Conclusions |  |
| Sept 29 (Thurs) | Fall Convocation | **Koch Arena 9:30 – 11:00** |
|  |
| Oct 1 (SAT)2:00 pm |  “Two Rooms” | Play at the Wellsbacher Theatre (Metroplex) |
| Oct 4 (Tues) | **Environmental Sustainability:****Introduction** | Do Environmental readings posted on Bb. |
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| Oct 6(Thurs) | Research day  | Location TBD  |
| Oct 11 (Tues) | Writing Skills | **Quiz on readings**(complete on Bb by Monday Oct 10 at midnight)  |
| Oct 12 (WEDS)6:00 pm | LGBTQ Keynote SpeakerShane Windmeyer | Hubbard Hall 208 |
| Oct 13 (Thurs) | Small group discussions |  |
| Oct 18 (Tues) | OCTOBER BREAK | No Class |
| Oct 20 (Thurs) | Curriculum planning  | **Environmental Portfolio****due by 9:00 am**Submit through Bb Assignments |
| Oct 23 (SUN)6:00 pm | UN Day Dinner | Marcus Welcome Center |
| Oct 25 (Tues) | Simulation Day 1 |  |
| Oct 27 (Thurs) | Simulation Day 2 |  |
| Nov 1 (Tues) | Reflections on Policy Norms |  |
| Nov 3 (Thurs) | Reflections on Politics / Analysis | **Reflection Questions** **due by 9:00 am**Submit through Bb Assignments |
|  |
| Nov 8 (Tues) | **Global Security / Terrorism: Introduction** | Do Security readings posted on Bb. |
| Nov 10 (Thurs) | Small group discussions |  |
| Nov 13 (SUN)7:30 pm |  Impulse Percussion Group | Miller Concert Hall |
| Nov 15 (Tues) | Research dayMEET IN LIBRARY ROOM 217 | **Quiz on readings**(complete on Bb by Monday Nov 14 at midnight) |
| Nov 17 (Thurs) | Financial Literacy / Career planning | **Financial literacy worksheet due** (bring to class) |
| Nov 22 (Tues) |  | **Policy proposals** **due by 9:00 am**Submit through Bb Assignments **Policy presentations (Group 1)**Submit powerpoint presentation through Bb Assignments |
| Nov 24 | THANKSGIVING | **No Class** |
| Nov 29 (Tues) |  | **Policy presentations (Group 2)** |
| Dec 1 (Thurs) |   | **Policy presentations (Group 3)** |
| Dec 6 (Tues) | Global Security: Ranking of policies | **Peer critiques** **due by 9:00 am**Submit through Bb Assignments |
| Dec 8 (Thurs) | Reflections on Politics / Analysis |  |
| FINAL | Conclusions |  |