

SIERRA NEVADA COLLEGE
DEPARTMENT OF BUSINESS
SYLLABUS
INTB 465 – FORCES DRIVING GLOBALIZATION
Semester: Fall 2014, August 19 – December 9, 2014

General Information:

Faculty: Mary L. Lewellen, Associate Professor
Telephone: 703-585-7454 or 775-849-3721
Office Hours: Wednesdays, 8 am – 3 pm
Office Location: TCES, Room 217
E-Mail: mlewellen@sierranevada.edu or mllafrica@aol.com
or tedmorse@aol.com
Teaching Schedule: Tuesday – Thursday, 11:30 – 12:45, Patterson Hall 207
Credit: 3 hours
Required Text: Global Issues: Politics, Economics, Culture, Fourth Edition, by Richard J. Payne, 2013.
Global Issues, Annual Editions, 30th edition, edited by Robert M. Jackson, ISBN-13: 9781239142175.

Prerequisites: Senior standing or consent of the instructor.

Course Description:

This senior level, seminar courses focuses on the forces driving Globalization--from human rights, terrorism, and weapons proliferation to climate change, global trade, and pandemics. The course will examine the complex issues affecting global affairs that transcend state boundaries and are transforming the international system, thereby explaining the growing economic, political, and culture interdependence visible in today's headlines and students' lives.

Course Objectives:

Through lectures, problem-solving, role-playing, and case studies, students will develop an understanding of the complexity of operating and managing an organization in a global economy, including the various lens (economic, political, social, legal, etc.) through which a manager must examine his/her options.

Upon successful completion of this course, the student will be able to:

- Describe and discuss the challenges of globalization and identify a number of issues or forces, e.g., economic, financial, cultural, political, environmental, and the military that are driving globalization,
- “Develop a deeper awareness of the growing inability of governments, non-state actors, and individuals to neatly compartmentalize problems within countries outside broader global developments.

- Develop an appreciation for the complexities of global problems and their interdependence.
- Describe the global issues and problems affecting developing countries.”¹
- Identify and explain issues involved in managing a diverse, increasingly globalized workforce. Identify strategies to respond to these changes and the issues/forces of globalization. Transnational Issues that will be discussed include:
 - Human Rights
 - Democracy
 - Terrorism
 - Weapons Proliferation
 - The Global Financial Crisis
 - Global Trade
 - Global Inequality and Poverty
 - Environmental Issues
 - Population and Migration
 - Global Crime
 - Globalization of Disease, i.e., HIV/AIDS, SARS, etc.
 - Cultural Clashes and Conflict Resolution
- Communicate effectively through both oral and written presentations
- Work effectively as a team member through group projects, case studies and problem analysis

Instructional Strategies:

This class will use lectures, reading assignments, team projects, case studies, reports, class discussions, and role-playing exercises to teach course concepts and materials. *Students may be called on at random to lead and present the class reading(s) for the day. If the student is not prepared to lead the discussion and/or present the reading, he/she will receive a ZERO for the day's work.*

Approximate Timetable and Schedule of Class Activities:

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on scheduled with the syllabus. However, the professor reserves the right to make changes in the syllabus as the semester progresses and the particular needs of the class emerge. These changes will be announced in class. It is the responsibility of the individual student to stay informed about any changes in topic order, tests dates, etc.

¹ Global Issues, page xi.

Course Requirements and Methods of Evaluation:

Grading System:

Your grade will be determined by (1) class preparation assignments (CPAs) or homework and (2) quizzes, class participation, case studies/ presentations, and exams.

<u>Course Grade</u>	<u>Percentage</u>	<u>Course Grade</u>	<u>Percentage</u>
A	94% and above	C+	78% - 79%
A-	90% - 93%	C	74% - 77%
B+	88% - 89%	C-	70% - 73%
B	84% - 87%	D+	68% - 69%
B-	80% - 83%	D	64% - 67%
		D-	60% - 63%
		F	59% and below

Homework:

There will be a minimum of 10 class preparation assignments (CPAs), also referred to as “homework”. For each assignment you will have to answer questions and complete exercises/problems over the assigned reading and bring to class two copies of your answers – one to hand in at the beginning of class and one to use and expand on during class. All CPAs or homework assignments will be graded as “pass” or “fail”. To earn credit for a CPA you must:

1. Give a good faith effort on each and every question.
2. Bring two copies of your answers to class, and give us one copy before class starts.
3. Attend class to modify and expand your answers and add value to the discussion.

If you do not show a good faith effort on all of the assignment's questions, or you do not bring two copies of your answers, or you do not give me one copy before class starts, or you miss class (even if you have answered all of the assignment questions), you will not earn credit for that CPA.

Before class starts, place one copy of your CPA answers on the table in front of the class. If you come to class more than five minutes late, then you will be counted as tardy. Two tardys will equal one absence, meaning that you will not receive credit for the CPA on the second tardy. If you miss class, be sure to get the CPA for the next class.

Please ensure that your homework represents your OWN work. While students are encouraged to work together, your answers must reflect your own original work.

Quizzes:

There are up to ten quizzes worth a total of **100 points**. Each quiz will be worth 10-20 points. The quiz questions will be multiple choice, true/false, fill in the blank, short answer, problem-solving, and/or essay. If you miss a quiz and do not receive an excused absence, you will receive

a zero on that quiz. If you have an excused absence for a quiz, the makeup will be the next exam. For example, suppose you miss quiz 1 and you have no excuse. In that case, you will receive a zero on quiz 1. However, if you have a sufficient excuse, the makeup will be exam 1. If you make 70 out of 100 on exam 1, your quiz 1 grade will be 70% of 10 – i.e., 7.

Exams:

There are three exams worth a total of **300 points**. The exam questions will be multiple choice, true/false, fill in the blank, short answer, problem-solving, and/or essay. The final exam will be cumulative. If you miss an exam, you will receive a zero if you do not have an excused absence. If you have an excused absence, the final exam will serve as the makeup.

Exam 1 (100 points)
Exam 2 (100 points)
Final Exam (100 points)

Class Participation and Current Events:

100 total points will be based on class participation. We learn by being actively involved and engaged, and we therefore expect you to come to class prepared. We will ask many questions. Class participation is designed to engage you in the learning process, and to maximize what you learn in this class. As part of your class participation grade, you should be reading, listening, and viewing the news. For each class, you should bring an article on that week's "global issue". You may be called upon to lead a discussion of the article that you have brought to class. Your article should be provided to the professor at the beginning of each class. Based upon your professor's review of the articles submitted, one or more students will be asked to brief the class on the article, including the pros and cons associated with the subject matter.

Class participation grades will be assigned based on the following criteria:

- | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A: 90-100 | Student is actively engaged in every class. Answers multiple questions each class. Excels at answering the harder questions. Always prepared. All homework completed. |
| B: 80-89 | Student frequently participates in class, but does not excel every class. Answers many questions; sometimes answers the harder questions. Prepared most of the time, but not always. Performance is good, but not consistently excellent. Most homework completed. |
| C: 70-79 | Student attends class and answers some questions, but performance is not consistent. Student is engaged in some classes and disengaged in others. Student answers correctly most questions I ask, but does little beyond that. Student knows the basics from the CPAs, but cannot go beyond that. Approximately half of the homework completed. |
| D: 60-69 | Student attends class. Only answers questions that I ask. Student pays attention in class, but reluctantly participates. Student seldom volunteers |

to answer questions. Student is present in class, but rather passive. Less than half of the homework completed.

F: < 60

Student does not attend all classes. Seldom answers questions correctly even when asked. Comes to class unprepared to answer the basic questions from the CPAs. Seldom volunteers for anything, very passive, sometimes disruptive behavior. Usually seems to be present only in body, but not in mind and spirit. Takes notes and hopes that he/she will not have to speak. Less than half of the homework completed.

Your overall grade for your CPAs/homework assignments are included in your class participation grade as noted above.

Op-ed piece. In order to develop their skills in constructing concise arguments about international topics, students are asked to write an imaginary “op-ed piece” for a major media outlet on a topic or issue of contemporary significance. Specific topics for the op-ed will be discussed as the deadline draws nearer. Op-eds should be 800-1,000 words, or three-to-four pages. The op-ed assignment is worth **100 points**.

Map Test. Americans in the 18-to-24 age group came next to last in a nine-nation survey of geographic literacy conducted by the National Geographic Society in 2002. This course aims to tackle this problem by encouraging students’ awareness of and familiarity with major world countries and geographical features. The map quiz is worth **100 points**.

Research paper: The purpose of this assignment is to help you to develop your knowledge and outlook on a specific issue of significance in the field of “Global Issues.” The paper should be about twelve pages in length (no fewer than ten and no more than fourteen). The research paper is worth 200 points; your presentation is worth 100 points. You will be expected to present your research paper in class. This project/paper may be done as a group project (not to exceed two people per team). You will present your paper in class. Your presentation is worth 100 points. Your presentation must be interactive, include media or other visual resources (power point is not considered interactive or a visual resource).

Summary of Grade Points

Quizzes	100
Exams	300
Class Participation	100
Op-Ed	100
Map Test	100
Research Paper/Presentation	<u>300</u>
Total	<u>1000</u>

Class Assumptions:

1. The student is serious about pursuit of educational goals, degree, and classes at Sierra Nevada College, and it is their top priority over any other professional and personal

commitments, including interpersonal relations, skiing or snowboarding, extracurricular activities, and employment.

2. The student is knowledgeable about using the Internet, in class technology tools, and the library to research specific information required in the fulfillment of the course requirements.
3. The student has the knowledge designated as prerequisite to take this class and is competent in Microsoft Office.
4. The student is responsible for all of the material in textbooks, assignments due, and any material covered in class lectures, presentations, case-studies, and discussions.

In-Class Distractions:

Students must turn-off their cell phones and computers in class, unless otherwise approved by the professor.

During lectures or presentations, students must show respect to the lecturers and/or presenters by not talking amongst themselves or working on their computers. Students who do not adhere to these requirements may, at the discretion of the professor, be asked to leave the classroom, and/or receive a grade penalty, and/or receive an F as a final grade, and/or dropped from the course.

Attendance, Participation, and Attitude:

Attendance, participation, and positive attitude in class are required. The classroom is in essence practice for the “real world” and in the real world, punctuality is mandatory. Punctual attendance is expected of all students at all times. Frequent absences and tardiness will adversely affect a student’s class performance. If a student is absent more three or more classes, his/her grade will be affected. Unexcused absences amounting to three or more classes will result in a “W” (if the student drops the class) or an “F” as final overall grade. Three tardies and/or fifty minutes of missed class constitute one absence. Each absence will result in loss of 10% of the class attendance grade. Attendance will be taken so please be prompt.

It is the responsibility of each student to obtain approval from the professor for an absence prior to the missed class, to furnish an acceptable explanation or written evidence, and to submit work that will be missed. Absence from the class does NOT excuse any student from due assignments, quizzes, in-class exercises, projects, or exams scheduled during the missed class period. Make-ups for assignments, quizzes, presentations, and in-class exercises will not be granted for any absences. Make-ups (for examinations only) will be made/rescheduled at the discretion of the instructor, and only if the instructor receives at least a one week advance notice that the student will not take the particular exam as scheduled.

Written Work and Presentation Requirements:

All written requirements—assignments, projects, papers, etc.,--MUST be typed in double space. Any assignment that is NOT typed will NOT be graded. All written work submitted for grading must be **original** copy. All written work will become the property of the professor. Students wishing to retain a copy of the assignment should make a copy prior to submitting the work for grading. All work, assignments, and other requirements submitted for grading must be of

professional quality and in a folder or binder. Students will be expected to use spell-check on all work submitted. All work submitted for grading will be returned to the student for a brief period in the class for the student's review and information. The written work and examinations will be returned only to the student named on the work.

Papers are due at the start of class on the date listed on the syllabus. Each twenty-four hours that a paper is late will result in a penalty of one letter grade, unless otherwise agreed to by the professor. ***Late papers must be submitted by e-mail and must receive confirmation of receipt from the instructor to be considered "turned in." For your protection, submit your paper from an e-mail account which will keep a record of your outgoing e-mail. With this, you could demonstrate a true attempt to submit the paper that somehow disappears into the electronic ether. Do not submit papers to the instructor's faculty snail mailbox, the department secretary, or under the instructor's office door. After submitting papers electronically, students should bring a print-out of the late assignment to the next class meeting.*** Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.

Reminder: All assignments are due at the beginning of the class period on the date indicated in the tentative schedule.

Substitution or extra credit will NOT be allowed for assignments not submitted on the scheduled or due date. Assignments may be turned in early. Students are urged to jointly and collaboratively work together on case study analysis, team projects, and assignments. Details of all assignments and projects will be thoroughly explained in the syllabus or in subsequent attachments.

For writing style and reports, student must follow the The Little Brown Compact Handbook, Jane Aaron, 5th Ed., ISBN 0-321-10495-1, Pearson and Longman Pub.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

A written statement of the official policies, procedures, and processes related to Academic Honesty/Plagiarism can be found in the Student's Handbook/University Catalog. It is critical that students understand that many of the assignments in this class will be done as team projects. As such, EACH student on the team is responsible for ensuring that the academic honesty/plagiarism policies are adhered to on all assignments.

Students are encouraged to collaborate and work together on assignments. However, all submissions must be the original work of the individual student and should not be duplicative of another's student's work. This includes homework assignments.

Students will be required to submit all written papers/presentations electronically through www.turnitin.com using course codes provided by the instructor.

ADA Accommodations:

In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations.

Possible accommodations for disabilities include extended testing time, test-taking in isolation, computer use for test taking, tape recorders in class, study skills counseling, and share note-taking in classes. If a student wishes to request an accommodation in one of his or her classes, the student should contact the Director of Academic Support Services, Henry Conover, at (775) 831 1314 x7475, hconover@sierranevada.edu or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

The SNC E-Mail System:

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

SIERRA NEVADA COLLEGE
DEPARTMENT OF BUSINESS
SYLLABUS
INTB 465 FORCES DRIVING GLOBALIZATION
Semester: Fall 2014 – August 19, 2014 – December 12, 2014

Date	Topic	Assignment
August 19	Review of the Syllabus Course Organization	Syllabus
August 21	Global Issues: Challenges of Globalization Global Trends 2030: Alternative Worlds	Chapter 1 Article 1.1
August 26 - 28	The Struggle for Primacy in a Global Society Reading: “Globalization and Its Contents,” by Peter Marber, <i>World Policy Journal</i> , Winter 2004/2005 “Why the World isn’t Flat,” by Pankaj Ghemawat, <i>Foreign Policy</i> , March/April 2007 The Revenge of Geography The End of Easy Everything	Chapter 2 Article 1.2 Article 1.3
September 2 - 4	Human Rights Humanity’s Common Values: Seeking a Positive Future	Chapter 3 Article 7.6
September 9 - 11	Promoting Democracy “Unfinished Mideast Revolts,” by Jonathan Broder, <i>The National Interest</i> , May/June 2012 “The Future of History: Can Liberal Democracy Survive the Decline of the Middle Class?” by Francis Fukuyama, <i>Foreign Affairs</i> , January/February 2012 A Dictator’s Worst Nightmare Power of the iMob	Chapter 4 Article 7.1 Article 7.2 Op-Ed Piece Due
September 16 - 18	Global Terrorism The Growing Threat of Maritime Conflict Unfinished Mideast Revolts Peacekeepers at War	Chapter 5 Article 5.3 Article 5.4 Article 5.5 Map Quiz
September 23 - 25	Weapons Proliferation “Living with a Nuclear Iran,” by Robert D. Kaplan, <i>The Atlantic</i> , September 2010 “America’s Nuclear Meltdown towards “Global Zero,” by Lavina Lee, <i>USA Today</i> , May 2011	Chapter 6

	“War in the Fifth Domain,” <i>The Economist</i> , July 3, 2010	
	Why Drones Work	Article 5.6
	How Does Cyber Warfare Work?	Article 5.7
September 30	Mid-Term Exam	
October 2	The Global Financial Crisis	Chapter 7
	Broken Brics	Article 4.4
	Think Again: European Decline	Article 4.3
October 7	Global Trade	Chapter 8
	The Insourcing Boom	Article 4.1
	Innovation’s Long March	Article 4.2
	The New Economics Foundation Presents	Article 4.7
October 9 – 14	Global Inequality and Poverty	Chapter 9
	Global Campaign Takes Aim...	Article 6.2
	The End of Men	Article 7.4
October 16 – 21	Environmental Issues	Chapter 10
	Africa: MCC and Coca-Cola’s Commitment...	Article 6.3
	What if We Never Run Out of Oil?	Article 4.12
	Mojave Mirrors: World’s Largest Solar...	Article 4.13
	Nuclear Energy: The Dream That Failed	Article 4.14
	“The Melting North,” <i>The Economist</i> ,	Article 3.3
October 23 - 28	Population and Migration	Chapter 11
	“The New Population Bomb:	Article 2.1
	African Child Mortality...	Article 2.3
	“Population and Sustainability,” by Robert Engelman, <i>Scientific American</i> , Summer 2009	
Oct. 30 – Nov. 4	Global Crime	Chapter 12
	Mafia States	Article 4.8
	Global Issues Research Paper Due	
November 6	Mid-Term Exam	
Nov. 13 – 18, 20	The Globalization of Disease	Chapter 13
	African Child Mortality: The Best Story in Development	Article 2.3
	“Virus Hunter,” by Bryan Walsh, <i>Time</i> , November 7, 2011	
November 24 - 28	Thanksgiving Break	
December 2 - 4	Cultural Clashes and Conflict Resolution	Chapter 13
December 12	Final Exam	

**SIERRA NEVADA COLLEGE
DEPARTMENT OF MANAGEMENT
CPA/HOMEWORK DISCUSSION QUESTIONS
INTB 465 FORCES DRIVING GLOBALIZATION**

Chapter 1 – Global Issues: Challenges of Globalization

1. As stated in this chapter, even people involved with international relations often use the terms state and nation interchangeably. What are the differences between a state, a nation, and a nation-state? How are the technical definitions of these terms different from your everyday usage of them?
2. What roles do non-state actors play in international relations?
3. This chapter discusses the five waves of globalization and provides examples for each time period. What are some of the additional examples of globalization within some of these periods?
4. What is the difference between a multinational, transnational, and international corporation?
5. “Interdependence is the foundation of society.” What does this mean? How does it relate to the concept of globalization?
6. What are some of the advances in technology that have contributed to globalization? What are some of the new problems we face because of these advances?
7. What are some of the arguments made against globalization? Do you agree or disagree with these arguments? Explain.

Chapter 2 – The Struggle for Primacy in a Global Society

1. Economic power and military power are often discussed as the two most important factors that make up a great power. What are some of the other elements of power? How might they contribute to a nation’s rise to superpower status?
2. What are the three types of leadership? Provide some examples of how the U.S. and past world powers have exercised these types of leadership.
3. What are some of the strategies for maintaining power and preventing rising powers from creating disorder in the international system? Provide some examples of countries that have used these strategies.
4. This chapter stated that the U.S. borrowed from past great powers in becoming a world power itself. Provide some examples of how the U.S. did this.

5. What are some current examples of challenges to American hegemony? What are the strongest challenges the U.S. faces to maintain its status as a great power? Explain.
6. What are some of the ways that globalization makes it difficult for the U.S. to maintain its status as a great power?
7. What are some reasons that states pursue primacy? Do these pursuits matter in today's world of globalization?
8. Does China pose a major threat to the United States? How can U.S.-China relations be managed in light of increased competition?

Chapter 3 – Human Rights

1. Explain the differences between relativistic and universal human rights. How are they different in their scope and normative assumptions?
2. What are the differences between positive and negative human rights? How are positive and negative human rights related to the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights?
3. What are the differences among civil/political rights, economic rights, and social rights? What specific areas of human rights do each of these concepts covers?
4. Explain some of the important legal protections built into the U.S. Constitution and Britain's Magna Carta.
5. What are the different forms of sanctions used in international politics and relations?
6. Are sanctions an effective weapon for promoting human rights? If so, how are they effective? If not, how do they hurt human rights?
7. What is ethnic cleansing? How was it used in Rwanda? Yugoslavia? Sudan? Other countries?
8. What is the difference between peacekeeping and peacemaking?
9. What is humanitarian intervention? Give examples.
10. What did the Helsinki Final Act do to promote human rights?

Chapter 4 – Promoting Democracy

1. How would you define democracy? What are some of the basic elements that are needed for democracy to flourish?
2. Name some examples of how conventional and unconventional participation are implemented in real life. Name the strengths and weaknesses of both approaches.

3. Are there any pitfalls in trying to impose democracy by force? Can force be used to impose democracy, or are the two concepts incompatible? What about Afghanistan? Is the attempt to build a democracy leading to the growth of poppy exports?
4. What is civil society? Discuss the role of civil society in promoting democracy.
5. How does culture impede or help to promote democracy? Give some examples.
6. What are some of the ways that would help the U.S. or other countries promote democracy throughout the world today?
7. How does liberalization and/or globalization help in the transition to democracy in traditionally undemocratic states?
8. Name some ways in which global institutions have undermined democratic developments in individual nation-states.
9. Does dramatic economic inequality between rich and poor countries have negative implications for the proliferation of democracy throughout the world? If so, how?
10. Discuss democratic transition(s) in the Middle East and North Africa.

Chapter 5 – Global Terrorism

1. What is asymmetrical power? How does it relate to the war on terror? Give examples.
2. What is the main difference between guerrilla warfare and terrorism?
3. Do you believe that one can objectively define terrorism, or will such attempts always result in subjective, relative definitions? How does the Department of State, the Department of Defense, the United Nations and the Federal Bureau of Investigation define terrorism? What are the differences between the various institutional definitions?
4. What impact does the War on Terrorism or terrorism have on the world's economies?
5. What are some of the goals of and reasons for terrorism?
6. Give an example of an act of domestic terrorism committed in the U.S.
7. What are the four reasons for the extreme violence of religious terrorism?
8. Discuss the different kinds of terrorism. Give examples.
9. Discuss America's responses to terrorism. Evaluate the costs and effectiveness of those responses.

Chapter 6 – Weapons Proliferation

1. In light of America's declining power and the need to cooperate with other nations, how should it deal with Iran and North Korea?
2. Do you think the world would be a safer place without nuclear weapons?
3. Discuss the dangers of small arms proliferation. Give examples.
4. Discuss the logic behind developing national missile defense systems. Do you think such efforts will help increase or decrease the level of nuclear proliferation? Why or why not?
5. Discuss global efforts to control chemical and biological weapons.
6. What is WMD?

Chapter 7 – The Global Financial Crisis

1. Discuss how deregulation of financial markets and low interest rates contributed to creating the financial crisis.
2. Discuss the implications of the stimulus package for the United States. In light of the benefits derived from Europe's safety net, discuss the pros and cons of America's adoption of European policy, such as universal health care and job protection.
3. Discuss the role of subprime loans in real estate in the financial crisis and their broader social and economic implications.
4. In your view, has the financial crisis weakened the United States globally and strengthened China? Discuss.
5. Evaluate the global responses to the financial crisis. Give examples.

Chapter 8 – Global Trade

1. What exactly is the mercantilist model?
2. What is the difference between comparative advantage and competitive advantage?
3. Distinguish between the global roles of the IMF and the World Bank.
4. What are the premises and principles of GATT addressed in this chapter?
5. What are intellectual property rights? Do intellectual property rights potentially violate principles of free trade? Explain.
6. What factors discussed in this chapter have helped environmental issues become a concern in global trade?

7. What is free-trade coffee? What are the benefits of buying free-trade coffee?
8. Do you think regional trade agreements, such as NAFTA and the FTAA, are more beneficial or harmful in the long-term? Explain.
9. What are some of the objectives behind the European common agricultural policy?
10. Have U.S. and European agricultural policies had a detrimental or positive impact on developing countries? Explain.
11. How has AGOA affected U.S. trade with Africa? How has APEC affected trade with Asia?

Chapter 9 – Global Inequality and Poverty

1. What role do government redistributive programs have on either increasing or decreasing inequality? Can you think of specific examples of such programs implemented in the U.S? Zimbabwe? What impact have these programs had on the country's economy? Globalization?
2. Distinguish between globalist and anti-globalist perspectives in the debate over global and domestic inequality.
3. Do you think globalization increases or reduces global and domestic inequality? Explain. What are some of the main factors contributing to increasing global and domestic inequality?
4. What effect does domestic or global inequality have on promoting or hindering democratization? Is there an inverse relationship between increasing inequality and lower prospects for democratization?
5. What is the global digit divide?
6. How can microlending, as practiced by groups like the Grameen Bank, help to alleviate poverty and to decrease inequality?
7. What are the six dimensions of poverty?
8. How do you believe China and India were able to leap the “poverty” or “inequality” divide?
9. What are some of the main factors contributing to increasing global and domestic inequality?
10. What is “food security”? Discuss the global food crisis, including its causes and possible solutions. What can you do to help improve food security?

Chapter 10 – Environmental Issues

1. The global environmental movement emerged primarily in Western Europe and North America. What were some of the issues that led to the creation of this movement?
2. Because of the global nature of environmental problems, international agreements are often used to address environmental issues. What are some factors that can influence these agreements?
3. What are some of the domestic factors that influence a country's effectiveness in enforcing strong environmental standards?
4. As discussed in previous chapters, revolutions in technologies have played an important role in a number of global issues. How have these developments both helped and hindered the current environmental movements?
5. What are some examples of how environmental problems more negatively affect women and indigenous people than men?
6. What are some of the strategies used by environmental NGOs to achieve their objectives? Explain.
7. What are some of the impediments that global NGOs often encounter?
8. What is the Nile River Basin Initiative? What effect could it have on the countries participating?
9. What is an eco-terrorist? How are eco-terrorists groups different than other mainstream environmental groups?

Chapter 11 – Population and Migration

1. How has migration challenged the traditional divisions between nation-states?
2. How has migration affected the economies of the EU and South Africa?
3. What are some of the causes, as well as negative consequences, of high and low population growth rates? Give some examples.
4. In what way do remittances help strengthen the ties between economies and people? How much of the Philippines, India's, and Mexico's economies are dependent upon remittances? Do you think remittances are a positive thing? Explain.
5. What are some of the push and pull factors that traditionally lead to increased regional and global migration?
6. What is the difference between return migration and a reverse wave of migration?

7. What is a diaspora? Give two examples.
8. In what ways have governments attempted to tackle population problems? Have they been effective?
9. What are some initiatives that governments have used to limit immigration and prevent non-citizens from gaining citizenship? What impact, if any, have these initiatives had on the country's economy?

Chapter 12 – Global Crime

1. Discuss ways in which globalization facilitates the growth of global crime.
2. How and to what extent has globalization affected the ability of states to diminish global criminal activities?
3. Compare European and American approaches to dealing with illegal drugs. What are the arguments for and against legalizing drugs?
4. What is government corruption? How does it affect development?
5. Discuss the growth of piracy, its causes, and possible ways to reduce it.
6. What can individuals do to reduce the growth of cybercrime?
7. What is Plan Colombia? Is America losing the war on drugs?
8. What specific steps can states take to reduce the smuggling of migrants?
9. Discuss how legalizing prostitution might affect the crime of human trafficking.

Chapter 13 – The Globalization of Disease

1. Discuss the causes and effects of the global obesity epidemic. How does obesity relate to the global epidemic of noncommunicable diseases?
2. Discuss the role of WHO and CDC in preventing the spread of infectious diseases.
3. Discuss the factors that facilitate the spread of HIV/AIDS and various efforts to deal with this pandemic. What is PEPFAR? What are the key precepts promoted by PEPFAR?
4. Compare domestic and global approaches to malaria and tuberculosis.
5. Discuss how conflicts, global warming, and poverty contribute to the emergence and spread of infectious diseases.
6. How have NGOs affected efforts to respond to the globalization of disease?

7. What is the difference between an epidemic and a pandemic? Gives examples of each.

Chapter 14 – Cultural Clashes and Conflict Resolution

1. How does globalization affect ethnicity, nationalism, and cultural clashes?
2. What are the four approaches to resolving cultural conflicts discussed in this chapter?
3. What is the difference between peacekeeping, peacemaking, and peacebuilding?
4. What is ethnocentrism? How has it contributed to national conflicts? Do transnational or global businesses contribute to ethnocentrism?
5. Give a short background on the Hutu/Tutsi ethnic conflict that resulted in the Rwandan genocide. Do you believe that France's role in the conflict mitigated or contributed to the genocide? Explain.
6. Who are the Kurds? In what states do they currently reside? What is ethnic cleansing?