

Georgia College The Challenges of Global Leadership

Steven Elliott-Gower

Associate Professor, Political Science
Georgia College
Steve.Elliott-Gower@gcsu.edu

Harold Mock

Director, Leadership Programs; Assistant Professor, History
Georgia College
harold.mock@gcsu.edu

Georgia College offered two sections of GC1Y 1000 Global Challenges in spring 2022 using Richard Haass' *The World: A Brief Introduction* and complementary World 101 materials. We added a leadership question to the weekly response paper assignment designed to put students in the shoes of state and non-state actors to address regional and global challenges. Students' responses, including the challenges of global leadership (that is, leadership on global issues), were discussed on a weekly (or near-weekly) basis. Issues that came up in the papers and discussion included, inequitable distribution of resources, conflicting interests, lack of leadership, and the pervasiveness of corruption.

GC1Y 1000 CRITICAL THINKING

GLOBAL CHALLENGES (SPRING 2022)

COURSE DESCRIPTION

In this class we will examine some of our most pressing contemporary global challenges within their historical and regional contexts. These are very real, very big, very complex and multifaceted challenges that we can read about every day, and that affect millions, even billions, of people around the world. While the global challenges are, of course, important in and of themselves, it is also useful to think of them as the vehicle for the acquisition and development of the skills and dispositions associated with critical thinking such as information literacy and intellectual curiosity.

LEARNING OBJECTIVES

1. To understand major global challenges
2. To compare and contrast these challenges from multiple regional perspectives
3. To examine these challenges from multiple disciplinary perspectives

My goal here is that you have a rich and enjoyable learning experience.

OUTLINE/READING ASSIGNMENTS

We will typically devote two class periods to each topic. The first class of each week will usually consist of a short, introductory video and a PowerPoint presentation (which I usually post to the class web site right before class); the second class will usually be more discussion-based and/or interactive.

| | |
|---------|---|
| Jan. 10 | Introductions, the syllabus |
| Jan. 12 | Historical Context (Haass, 29-57) |
| Jan. 12 | How History Informs China's Domestic and Foreign Policy |
| Jan. 17 | MLK DAY—NO CLASS |
| Jan. 19 | Pre-test (not-for-grade). Bring a laptop or tablet to class |
| Jan. 24 | Europe (Haass, 67-81) |
| Jan. 26 | Dr. Harold Mock, Leadership |
| Jan. 31 | East Asia (Haass, 82-96) |
| Feb. 02 | East Asia: A Threat to Taiwan |
| Feb. 07 | South Asia (Haass, 97-110) |
| Feb. 09 | South Asia: TBA |

| | |
|------------|--|
| Feb. 14 | The Middle East (Haass, 111-30) |
| Feb. 16 | The Middle East: TBA |
| Feb. 21 | Africa (Haass, 131-42) |
| Feb. 23 | Africa: Ethiopian Troops in Tigray |
| Feb. 28 | The Americas (Haass, 143-58) |
| Mar. 02 | MID-TERM EXAM (online) |
| Mar. 07 | Globalization (Haass, 159-65) |
| Mar. 09 | Globalization: Mardi Gras, Made in China * |
| Mar. 14-18 | SPRING BREAK—NO CLASSES |
| Mar. 21 | Terrorism (Haass, 166-72) |
| Mar. 23 | Terrorism: Counterterrorism in Pakistan |
| Mar. 28 | Nuclear Proliferation (Haass, 173-82) |
| Mar. 30 | Nuclear Proliferation: The Bomb |
| Apr. 04 | Climate Change (Haass, 183-92) |
| Apr. 06 | Climate Change: TBA |
| Apr. 11 | Global Migration (Haass, 193-200) |
| Apr. 13 | Global Migration: TBA |
| Apr. 18 | Cybersecurity (Haass, 201-07) |
| Apr. 20 | Cybersecurity: TBA |
| Apr. 25 | Global Health (Haass, 208-14) |
| Apr. 27 | Global Health: Global Vaccine Inequity |
| May 02 | Post-test (No reading) |
| May 03, 04 | Final Exam (May 03 section 19, May 04 section 18) |

*Brief nudity in this documentary. E-mail me if you wish to be excused from class.

The online quizzes will be available Thursday 8 a.m.-Sunday 11:30 p.m. after each topic.
Reflection papers will be due Sunday at 11:30 p.m. after each topic.

MATERIALS

Textbook

Richard Haass, *The World: A Brief Introduction* (Penguin Press: New York, NY, 2020)

Additional Instructional Materials (no-cost)

Council for Foreign Relations, “World 101” (<https://world101.cfr.org/>)

The New York Times.

ASSIGNMENTS

1) Quizzes (14 @ 10 points = 140 points)

Fourteen 10-question, 5-minute quizzes, consisting of multiple-choice, true/false, fill-in-the-blank, and/or short-answer questions. This regular testing will prepare you for your final exam. In the interests of fairness to students who take the quizzes on time, I do not grant extensions.

2) Reflection Papers (13 @ 10 points = 130 points)

For each topic (except “Historical Context”), write a 1-2 page, single-spaced response addressing the following prompts:

- 1) Challenges: What is the major challenge described in this lesson? Why is it significant?
- 2) Actors: Who are the major state and non-state actors associated with the challenge?
- 3) Interests: What are their interests? Is what they want in the public good?
- 4) Leadership: If you were to address this challenge, what action might you take?
- 5) Perspectives: Identify two different disciplinary perspectives on this topic. How do they inform your understanding of the topic?

Note that each prompt is worth two points, meaning that I want two points worth of answer! For #2, I want you to identify four state and/or non-state actors. For #3, I want you to describe their primary interests or motivations, and consider whether those interests are in the public good; that is, in the interests of society.