Exploring Global Powers
Comparing Priorities & Positions
GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

All rights reserved. Printed in the United States of America. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Copyright © 2016 Global Connect @ UCI | University of California, Irvine.
Introducing **GLOBAL CONNECT @ UCI**

Global Connect @ UCI is an original educational partnership developed by the University of California, Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical and reflective thinking about global issues.

For additional information, please visit our website at: [http://www.socsci.uci.edu/globalconnect/](http://www.socsci.uci.edu/globalconnect/)
Common Core Standards in the Social Sciences

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st Century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- **Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings**
- **Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing**
- **Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)**
- **Expanding the students’ abilities to: Use quality academic sources, organize data, analyze, and cite & discuss**
- **Integrating contemporary use of technology for online research and general inquiry**

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District and Newport-Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of *GlobalScope Curriculum Guides*. 
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.soesci.uci.edu/globalconnect.

Ellen Schlosser

Ellen Schlosser
Global Connect @ UCI
Founding Director
Curriculum Development Advisor

Note:
In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students. The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GUIDELINE TO GLOBALSCOPE

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

Unit Presentations vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the Teacher Edition. Some presenters have also provided lesson outlines.

Workshop Scripts seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by Global Connect undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

Literacy Building Readings and Assignments provide students with exercises that will require them to read non-fiction primary source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

Global Perspectives: International Relations & Globalization Course Workbook is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location” includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)” will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies, and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/or the objectives set forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council’s Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: http://www.socsci.uci.edu/globalconnect
EXPLORING GLOBAL POWERS

Global relationships are built upon a complex network of different interests and different levels of power. To introduce students to these complexities, Global Connect has created a new curriculum unit entitled Exploring Global Powers.

Key Questions Addressed

- What criteria are used to determine a nation-state’s power?
- Which nations are considered to be most powerful and influential?
- Which individuals are viewed as global leaders of their respective powers?
- How do these nation-states establish their own priorities? What are their priorities?
- When do the countries of the world address shared challenges?
- What major obstacles and conflicts define current (2015-2016) international affairs?
- How do nation-states share perspectives and dialogue through both arguments and agreements?
- Can the different powers collaborate on the future destiny of the fragile state of Syria?

Capstone Project

Exploring Global Powers will ask students to refer back to earlier lessons on the meaning of the nation-state, foreign policy, and the complicated realities of the Syrian conflict. In this unit, students will represent the interests and positions of a specific global power (China, Germany, Russia, or the United States); conduct independent research on a specific area of power (economic, military, political, or cultural/soft power influence); orally present their positions in a simulated global summit; synthesize their information and observations into written format, and orally participate in an multi-state panel debate.

Publication Credit

The publication ladder and format for this edition of GlobalScope was co-edited by Undergraduate Editor, Raman Kaur and Curriculum Development Advisor, Ellen Schlosser.
The core academic PowerPoints were developed by Political Science PhD Candidate Jason Berger (Defining Global Strengths) and Political Science PhD Candidate Brian Denny (Taking Global Positions). Nation-State Profile PowerPoints were created by Glenna Morin (Russia), Gabriela Zavaleta (Germany), Arianna Aguero (United States) and Mildred Melendez (China).

On behalf of the Global Connect team and the editorial staff of GlobalScope, I hope that you find this publication a valuable educational resource. We would sincerely appreciate your insights regarding future themes and effective techniques that we can incorporate in our workshop materials. Please forward your suggestions to Ellen Schlosser at edschlos@uci.edu.
GLOBAL CONNECT VISIONARIES

UNIVERSITY OF CALIFORNIA, IRVINE

Manuel Gomez, Former Vice Chancellor of Student Affairs

SCHOOL OF SOCIAL SCIENCES

Bill Maurer, Dean of Social Sciences
Barbara Dosher, Professor of Cognitive Science
Caesar D. Sereseres, Professor of Political Science
Mark Petracca, Associate Dean of Undergraduate Studies
Dave Leinen, Assistant Dean, Administration, Planning, and Resources
Louis DeSipio, Professor of Political Science
Nurudeen Alao, Professor of Geography

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teachers: Jennifer Thompson & Evan Chalmers

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Vice Principal Tricia Osborne
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

Principal Ray Gatfield
Vice Principal Dan Sullivan
Host Teacher: Chris Ashbach

EL TORO HIGH SCHOOL

Principal Terri Gusiff
Vice Principal Dan Bode
Host Teacher: Stacey Arroyo
**Publication Credits**

**Editors-In-Chief**

Jessica Chan  
*Director, Global Connect @ UCI*

Ellen Schlosser  
*Curriculum Development Advisor, GlobalScope Curriculum Guides*

**Undergraduate Editors**

Vincent Tong  
*Informatics*

Aliza Asad  
*International Studies & Public Health Policy*

Mark Barcelona  
*Political Science & History*

**Graduate Student Contributors**

Jason Berger, *Doctoral Candidate, Political Science*

Brian Denny, *Doctoral Candidate, Political Science*

**Undergraduate Student Contributors**

Raman Kaur, *Political Science*

Glenna Morin, *History*

Gabriela Zavaleta, *Political Science*

Arianna Aguero, *Political Science*

Mildred Melendez, *Cognitive Psychology*

Tiffany Tan, *Sociology & Public Health Policy*

Mehrangiz Olimjanova, *Business Economics*

Jonathan Gutierrez, *Political Science*
# Exploring Global Powers

## Table of Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic &amp; Presenter</th>
<th>Workshop &amp; Assignment</th>
</tr>
</thead>
</table>
| I.   | Defining Global Strengths  
      Jason Berger       | Global Powers Jeopardy  19  
                       Assignment 1: State Profile Research  29 |
|      | Germany as a Global Power  
      Gabriela Zavaleta  | Identity Game  50 |
|      | China as a Global Power  
      Mildred Melendez   | Assignment 2: Global Conference Challenge  63 |
|      | United States as a Global Power  
      Arianna Aguero     | Syrian Peace Summit  74  
                       Assignment 3: Panel Note Cards  92 |
|      | Russia as a Global Power  
      Glenna Morin       | Multi-State Panels  94 |
| III. | Taking Global Positions  
      Brian Denny        |                       |
| IV.  |                   |                       |

## Appendix & Additional Resources

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossary</td>
<td>100</td>
</tr>
<tr>
<td>National Standards</td>
<td>105</td>
</tr>
</tbody>
</table>
## ONLINE RESOURCES

<table>
<thead>
<tr>
<th>Unit</th>
<th>Online Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit II</td>
<td><strong>Lecture: China as a Global Power</strong></td>
</tr>
<tr>
<td></td>
<td>Econ 1.6- Economic Systems: Why is Communist China doing so well?</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=KPpmAuK1oIa">https://www.youtube.com/watch?v=KPpmAuK1oIa</a></td>
</tr>
<tr>
<td></td>
<td>Voice of China: students tell C4News why communism works</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=nRjdJWeCuFo">https://www.youtube.com/watch?v=nRjdJWeCuFo</a></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture: United States of America as a Global Power</strong></td>
</tr>
<tr>
<td></td>
<td>F35 vertical take off and landing in HD</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=zxN1YnjmB68">https://www.youtube.com/watch?v=zxN1YnjmB68</a></td>
</tr>
<tr>
<td></td>
<td>Promise for the Future</td>
</tr>
<tr>
<td>Unit III</td>
<td><strong>Workshop: Identity Game</strong></td>
</tr>
<tr>
<td></td>
<td>The President Addresses the 70th United Nations General Assembly</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=RKpLjPngIjo&amp;feature=youtu.be&amp;t=30m26s">https://www.youtube.com/watch?v=RKpLjPngIjo&amp;feature=youtu.be&amp;t=30m26s</a></td>
</tr>
<tr>
<td></td>
<td>Merkel addresses U.N. development panel</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=1j93Bp9RJ4k">https://www.youtube.com/watch?v=1j93Bp9RJ4k</a></td>
</tr>
<tr>
<td></td>
<td>Vladimir Putin spoke at the 70th session of UN General Assembly –USA</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=aOLWjl_FTeo&amp;feature=youtu.be&amp;t=3m29s">https://www.youtube.com/watch?v=aOLWjl_FTeo&amp;feature=youtu.be&amp;t=3m29s</a></td>
</tr>
<tr>
<td></td>
<td>Chinese President Xi Jinping Policy Speech Seattle September 22, 2015</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=P9aQPvus8Tuw&amp;feature=youtu.be&amp;t=31m44s">https://www.youtube.com/watch?v=P9aQPvus8Tuw&amp;feature=youtu.be&amp;t=31m44s</a></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture: Taking Global Positions</strong></td>
</tr>
<tr>
<td></td>
<td>What Is The Paris Climate Change Deal?</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=3tnDjCA4peY">https://www.youtube.com/watch?v=3tnDjCA4peY</a></td>
</tr>
</tbody>
</table>
EXPLORING GLOBAL POWERS

Defining Global Strengths
DEFINING GLOBAL STRENGTHS

Jason Berger
PhD Student
University of California, Irvine

Criteria: What does it take to be a global power?

Economic Power
- Size of economy (GDP)
- Presence of powerful MNCs
  - Google, BP, Toyota, Alibaba
- Influence among trading partners
  - Larger economy = more economic influence
- International economic cooperation facilitates good relations among countries

Economic Power & International Relations
- Trade relationships can make conflict less likely
  - Countries with economic ties have an interest in mutual stability and growth
  - Wealthier countries are less likely to go to war with each other
- Example: E.U. decided to tie economies of European nations together to avoid a history of constant conflict between the nations

Economic Power & International Relations
- Sanctions
  - When governments impose economic sanctions to try to alter the decisions of other states.
  - This is usually used when a nation is acting in a way that threatens the well-being of other nations.
Economic Power & International Relations

- Connections to the global market
- Ability to influence world economic activity through, e.g., stock exchange fluctuations
- National GDP growth driving global growth—and drawing investment by other countries
- World reserve currency
- Recognized currency of dominant nations
- Examples: US Dollar, Euro, Chinese Yuan, Canadian Dollar, Swiss Franc

Economics & Technology

- Modern post-industrial (service-based) economy
- Emphasis on computer technology rather than manufacturing
- Sophisticated information systems
- Modern workforce
- Widespread internet access
- Continued development of information technology
- Cybersecurity (important for projecting and protecting both economic and military power)
- Heavy investment in science in order to be among the first to reap the rewards of scientific advancement

Military Power

Size of military (e.g., number of troops, tanks, aircraft, ships, aircraft carriers, etc.)

Military Power (Cont.)

- Technology
  - Technologically-advanced militaries have the potential to overpower larger armies
  - Example: First Gulf War
  - Smaller army, but more technologically-advanced
  - Gives us the ability to respond quickly
  - Example: Drones

Military Power (Cont.)

- Counterterrorism
  - The policies and techniques a government uses to prevent terrorism
  - U.S. strategy includes creating information sharing ties with other nations to monitor common enemies such as ISIS
  - Creating advanced technology to shield infrastructure

Military Power (Cont.)

- Leadership
  - Rank system of personnel
  - Force management: A decision-making process used in the military to inform senior leaders about defense strategy
Military Spending

- The ability of a country to persuade others to do what it wants without military force or coercion
- Media: Television, Music, Websites
- Promoting Norms
- Advocating national perspective on global human rights

Soft Power

- Importance of NGOs
  - Able to advocate for nation’s perspective on global issues without direct involvement by the state
- Humanitarian Aid
  - Short term monetary and logistical assistance to people in need

Political Power

- Extensive involvement in intergovernmental organizations (IGOs)
  - UN: being a permanent member of the Security Council
  - NATO: multi-national alliance system
  - IMF: global monetary cooperation
  - World Bank: loans for developing nations
- Participation in global summits
1. **Trade Relationship**: A relationship that involves the transfer of goods between two nations.

2. **Sanctions**: Government actions taken by a country against the economy of another country, such as refusing to trade with it, in order to force it to obey a law or a set of rules.

3. **Post-industrial Economy**: A shift of industrial economies away from producing goods towards producing services.

4. **Cybersecurity**: Measures taken to protect a computer, network, or data from an unauthorized attack.

5. **Counterterrorism**: The policies and techniques a government uses to prevent terrorist attacks.

6. **Force Management**: A decision-making process used in the military to inform senior leaders about defense strategy.

7. **Soft Power**: A persuasive approach to international relations, typically involving the use of economic, cultural influence, or diplomacy.

8. **Humanitarian Aid**: Short term monetary and logistical assistance, such as emergency volunteering, food assistance, and medical assistance to those in immediate need.

9. **Intergovernmental Organizations**: Generally a public or governmental organization created by a treaty or agreement between states.
Workshop: 
Global Powers Jeopardy
Related PowerPoint: Defining Global Strengths

 Objective(s):

● To identify the primary responsibilities of a nation-state
● To consider how the nation-state integrates its priorities through foreign policy
● To review the primary qualities and strengths of global powers

 Outline:

I. (Day 1) Socratic Dialogue [15 min]
II. Global Powers Jeopardy Game [25 min]
III. (Day 2) Complete Jeopardy Game [20 min]
IV. Introduce Unit Project [20 min]

 Materials:

● Exploring Global Powers Project PowerPoint
● Global Powers Jeopardy PowerPoint
● Jeopardy Team Placards
● Jeopardy Record and Score Sheet
● Global Powers Team Sign-Up Sheet
● Assignment # 1

 Key to Script:

● Italicized words indicate role/action.
● Bolded sentences are questions to be posed to class.
● Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Socratic Dialogue (Day 1)

Site Supervisor:
- Open the “Exploring Global Powers Project PowerPoint”.
- Today, we are going to review the goals and priorities of a nation-state and then play a game of Jeopardy.
- Present slides 1-6.
  - Review missions of the nation-state and hold a discussion about the use of foreign policy tools.

Part II: Global Powers Jeopardy

Intern A:
- Jeopardy Roles: Intern A and Intern B will host the Jeopardy game, Intern C will be the scorekeeper, and Site Supervisor will serve as the A/V technician and record keeper.
- Slide 7: Let’s play Jeopardy! We will divide you up into four different groups and then discuss the directions and rules of the game.
  - Ask teachers prior to game to see if they would like to pre-set team members or randomly divide class, since these are the groups that will be used during the unit project.
  - Divide the class into 4 teams and randomly distribute number placards (1-4).

Intern B:
- Open up “Global Powers Jeopardy PowerPoint”.
- There are four categories in this Jeopardy game. Team one will select their category and point value first. One of your Jeopardy hosts will read the question out loud. Once the question is read, the first team to raise their placard will be allowed the chance to answer the question. If you raise your placard before the question is done being read, your team will not be allowed to answer the question.
- All answers must be in question form.
  - For example: This large body of water runs on the West Coast of the United States.
  - “What is the Pacific Ocean?” is the correct form of the answer.
- If you answer the question correctly, you will be awarded the point value for that question and your team will choose the next category and question for the next round.
  - If you answer the question incorrectly, we will allow other teams the opportunity to answer the question by raising their placards.
- If your question is a “Double Jeopardy” question, you are allowed to wager as much as your current point value, but you are not obligated to do so. You will place your wager...
before you see the question. If you answer the question correctly, you will earn the amount of points you wagered.

- If your team answers the question incorrectly, you will lose those points from your overall score. No other teams are eligible to answer the question.
- At the end of the period, the team with the highest amount of points wins!
- Begin game and continue until the end of the period.

Site Supervisor:

- **When controlling the Jeopardy PowerPoint click the number of points on the home grid to go to a question.** Once on the question slide, click anywhere on the screen to start the jingle. Once a team has answered correctly, press anywhere on the slide to go to the answer slide. Once this slide has been reviewed, press the dot button on the bottom of the slide to return to the home grid.
- **During the game, record which questions and point values have been selected, as well as the team scores on the “Jeopardy Record & Score Sheet” for the following day. Leave this sheet with the host teacher for the Thursday team.**

Part III: Complete Jeopardy Game (Day 2)

Intern A:

- Look at “Jeopardy Record & Score Sheet” from the previous day and finish any leftover questions. Have scorekeeper write down team scores from previous day on board.
- Announce winners.
- **(Slide 8): Using the information you were introduced to through “Defining Global Strengths” PowerPoint, what nation-states would you consider to be global powers?**
  - Write student responses on the board.

Part IV: Introduce Unit Project

Intern B:

- **(Slide 9): For this unit project, we have decided to focus on four global powers: United States, Germany, Russia, China.**
- We will focus on these global powers through our Four Powers Team Challenge!
  - In order to address each nation individually and to be able to compare these powers as they interact on the world stage, the class is going to stay divided in your Jeopardy teams.
  - Your Jeopardy team numbers will now be replaced by country names.
- **Which country will your team represent?**
  - Allow the winning Jeopardy team to choose their country first. Next, let the second place team decide, and so forth.
Intern C:

- (Slide 10): In your teams you will be asked to focus on the strengths and global positions your state has taken during 2015-2016.
  - Each of you will be asked to focus on one specific “area of strength” – economic power, military power, soft power, and political power.
- (Slide 11): [Optional: Consult with host teacher first.] Your teams will be competing just as you have in the Jeopardy Game. The team that has the highest assignment totals (3 assignments) and oral scores (2 participation opportunities) for their thoughtful contribution to our Peace Summit and the final Panel Discussions will be chosen the winner. As a member of the winning team, you will receive extra credit at the discretion of your teacher.

Site Supervisor:

- (Slide 11): The project will consist of 3 major components: homework assignments, Syrian Peace Summit, and the final panel debate.
  - Your participation and grades for each of these will determine the winning team. Overall team scores are determined by adding all the individual grades within the groups.
- (Slide 12-13): This is your first assignment for the project and will help you begin studying your state.
  - Present details regarding Homework Assignment #1. This assignment will be due the following Monday.
- Break students out into teams. Have them fill out the “Global Powers Team Sign-Up Sheets”. They must also decide and record which “area of strength” they will focus on. Limit two students per specialization.
The Nation-State and its Role in Foreign Policy

Missions of the Nation-State

- To protect its own territory
- To provide for its citizens' health, safety, and economic well-being
- To act as the main unit of international diplomacy

Foreign Policy Tools

Would nations set-up trade agreements with other nations if it did not benefit its own economy?

Does a nation-state actively invest in or use its military?

Do both nations in a foreign aid agreement benefit?

Is the self-interest of a state the top priority when interacting with other nations?

What difficulties arise when 196 independent states try to collaborate on global issues that affect them all?

Why are some states more powerful and influential than others? Do they have a greater "voice" than the other states?
Which Nation-States would you consider to be global powers?

Exploring Global Powers Unit Project
You will be studying the following nation-states in detail over the next few weeks:
- USA
- Germany
- Russia
- China

Exploring Global Powers Unit Project
Each member of the group will be focusing on a specific area of strength:
- Economic Power
- Military Power
- Soft Power
- Political Power

Homework Assignment #1
State Profile Research
- You have been assigned to be a diplomatic representative of a specific global power.
- In order to prepare yourself to cover its current issues and challenges effectively, you should familiarize yourself with the priorities and realities of your nation-state.
- Visit the following two sources as they relate to your assigned nation.
  - CIA World Factbook
  - BBC Country Profile

Exploring Global Powers Unit Project
- Homework Assignments
  - State Profile Research: 20%
  - Global Conference Challenge: 20%
  - Syrian Peace Summit: 10%
- Final Panel Assignments
  - Panel Note Cards: 20%
  - Participation in Panel Debates: 30%
Homework Assignment #1
State Profile Research

• Write the following in a two page summary statement:
  • Identify at least 4 major points of information related to your nation and area of specialization.
  • What are the major transnational issues your nation is currently facing?
  • List and describe 3-5 major highlights on the leader of your assigned state.
Global Powers Jeopardy

**Economic Power**

100- Nike, Honda, and IKEA are all examples of this type of organization.  
Answer: What are MNCs?

200- This kind of relationship involves the transfer of goods between two nations.  
Answer: What is a trade relationship?

300- Corporations operating in several countries, but managed in one country.  
Answer: What are MNCs?

400- This measures the size of the economy and drives global growth.  
Answer: What is GDP?

500- This foreign policy tool imposes financial and trade restrictions on another country.  
Answer: What are sanctions?

**Military Power**

100- This nation has the highest military budget in the world.  
Answer: What is the United States of America?

200- This nation has the second highest military budget in the world.  
Answer: What is China?

300- An unmanned aerial vehicle used by the military.  
Answer: What are drones?

400- These are policies and techniques a government uses to prevent terrorism.  
Answer: What is counterterrorism?

500- A decision making process used in the military to inform senior leaders about defense strategy.  
Answer: What is force management?
**Soft Power**

100- Means of mass communication such as television, music, and websites.
Answer: What is media?

200- A non-profit group, established by individuals and unaffiliated with governments that addresses issues for the public good.
Answer: What is a non-governmental organization?

300- Volunteering, food assistance, and medical assistance are all examples of this.
Answer: What is humanitarian aid?

400- The means to persuade others through economic and cultural influence.
Answer: What is soft power?

500- Soft power is measured in part by a nation’s ability to wield international influence without the use of this.
Answer: What is military force?

**Political Power**

100- The UN, NATO, IMF and World Bank are examples of this type of organization.
Answer: What are IGOs?

200- This is an intergovernmental organization that promotes international cooperation.
Answer: What is the United Nations?

300- These two organizations promote monetary stability around the world.
Answer: What are the World Bank & IMF?

400- A political and military alliance of 28 North American and European countries that have joined to pursue security and defense.
Answer: What is NATO?

500- A meeting or conference between heads of state, especially to conduct diplomatic negotiations and ease international tensions.
Answer: What is a global summit?
Global Powers Team Sign-Up Sheet

Name of Power: __________________________

<table>
<thead>
<tr>
<th>Economic Power</th>
<th>Military Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Member #1:</td>
<td>Team Member #1:</td>
</tr>
<tr>
<td>Team Member #2:</td>
<td>Team Member #2:</td>
</tr>
<tr>
<td>Team Member #3:</td>
<td>Team Member #3:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soft Power</th>
<th>Political Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Member #1:</td>
<td>Team Member #1:</td>
</tr>
<tr>
<td>Team Member #2:</td>
<td>Team Member #2:</td>
</tr>
</tbody>
</table>
Assignment #1: State Profile Research

You have been assigned to be a diplomatic representative from a specific global power. In order to prepare yourself to cover its current issues and challenges effectively, you should familiarize yourself with the priorities and realities of your nation-state.

The CIA World Factbook and BBC Country Profiles are recommended sources for you to begin your research.

After researching your assigned country, write a two-page summary statement addressing the following:

- Identify at least four major points of information related to your area of specialization.
- What are the major transnational issues your nation is currently facing? (CIA Factbook)
- List and describe 3-5 major biographical highlights on the leader of your assigned state.
  - Consider: Why is the head of state qualified to lead your country? What are their personal strengths? (BBC Country Profiles)

The two-page summary statement is due the following Monday and will be worth 20% of your grade for the unit.
Exploring Global Powers

Identifying Global Powers
GERMANY AS A GLOBAL POWER

Why is Germany a Global Power?
- Economic Power
- Military Power
- Geopolitical Power
- Political Power
- Cultural Power

20th Century Germany
- WWI and the Rise of Hitler
- WWII and the division of Germany
- Germany is divided into the Federal Republic of Germany in the West, and the Communist German Democratic Republic in the east (1949)
- From division into unity
- Into the Millennium

WWII Devastation (Infrastructure)
• The Berlin Wall, separating East and West Germany, is torn down. A unified Germany is formed with Berlin as the capital (1989-1991)
• Officials announce plans to create a $5.2 billion fund to pay the more than 1 million slave laborers forced to work under Nazi rule (1999)

The German Miracle
The two main factors were the introduction of a new currency and the elimination of price controls, both of which happened over a period of weeks in 1948.

Demographics
• 9 countries directly border Germany
• Population: 80,996,685 (July 2014 est.)
• GDP Per Capita: 46,200
• Net immigration rate: 1.06 migrant(s)/1,000 population (2014 est.)
• Ethnic Groups: German 91.5%, Turkish 2.4%, other 6.1% (made up largely of Greek, Italian, Polish, Russian, Serbo-Croatian, Spanish)

Demographics
• Birth Rate: 8.47 births/1,000 population (2015 est.)
• Health Expenditures: 11.3% of GDP (2013)
• GDP per Inhabitant: 27,400

Government
• Federal Republic
• Capital: Berlin
• Head of Government: Chancellor Angela Merkel
Germany's Military Scope Today

- However...
- History
- Low defense spending
- Constrained by Constitution
- Diplomacy over military action

Involvement in International Organizations

- European Union
- United Nations
- NATO
- OSCE
- WTO
- IMF
- G20

Economy

- Germany is the 3rd largest Exporter after China and the United States
- Germany is also the 3rd largest importer
- 5th Largest Economy in the World
- Its Role in the EU and the world

Labor Force

- Europe’s largest economy
- Labor force 44.2 million
- Machinery, vehicles, and chemicals
- Skilled vs unskilled
- Competitive Industries

Germany Dominance in the EU

- German Strength over some EU countries (e.g.) Greece
- The ‘German Euro’ represents Berlin’s newfound dominance within the EU.
- The Euro crisis has allowed Germany to dominate Southern Europe
- Germany is Europe’s largest creditor

Humanitarian Aid

- 3rd largest government provider of human aid
- 44.9% of Germany’s assistance has gone to countries in Sub-Saharan Africa
- Largest recipients of its humanitarian assistance have been
  - Afghanistan (US $507 million)
  - Sudan (US $505 million)
  - Democratic Republic of the Congo (US $283 million)
- Germany was the third largest donor to Afghanistan in 2012.
Current Refugee Crisis

- Registration funds, secure accommodations, health services, and identification to all refugees
- Germany has taken in the majority of migrants escaping war and deprivation in the Middle East, Africa, and Asia (about 1.5 million refugees)
- "Germany's biggest challenge since reunification in 1990...
- Majority of European countries refuse to share equal distribution of refugees
- Moral imperialism?

Cultural Influence

- Food and drinks (OKTOBERFEST)
- Classical music
- Architecture
- Technical experts/lawyers and businesses people
- Unification Day (October 3rd)
- Soccer

World Cup Champions

- "The top team will have the best training camp..."
- The DFB also shipped 23 tons of luggage and equipment for Germany's stay in Brazil, including mountain bikes, billiards and table-tennis tables and even dartboards.
- As a gesture of goodwill, the DFB paid to renovate local football facilities in the community
Key Terms

1. **Federal Republic of Germany**: Another name for West Germany between 1949 and 1990 before Germany became one unified state.

2. **Communist German Democratic Republic**: Another name for East Germany, occupied by Soviet forces between 1949 and 1990.

3. **Berlin Wall**: Wall constructed by the Communist German Democratic Republic to separate East and West Berlin. The wall prevented movement between the two parts of Germany, and was taken down in 1992.

4. **Price Controls**: Government regulations that sets a maximum price a good or service can be sold for.

5. **Federal Republic**: A federation of states with a democratic form of government. Power is shared between the central government and individual states.

6. **European Union (EU)**: Political and economic union of 28 member states in Europe. The EU allows for movement of people, goods, services and capital throughout its member-states.

7. **Exporter**: Someone who sends goods out of a country to be sold.

8. **Importer**: Someone who brings in goods from a foreign country.

9. **Humanitarian Aid**: Short term monetary and logistical assistance to those in immediate need to help alleviate suffering.

10. **Imperialism**: A policy or practice by which a country increases its power by gaining control over other areas of the world.
We hope you enjoyed this preview of

**EXPLORING GLOBAL POWERS**

For a complete edition, please contact:

**Jessica Bit**

Director, Global Connect @ UCI
Phone: (949) 824-9407
Email: jjbit@uci.edu