



PRESIDENTS
LEADERSHIP
CLASS

PRLC 3810: GLOBAL ISSUES IN LEADERSHIP
SPRING 2016

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Required Texts

Thomas L. Friedman, *The World is Flat, A Brief History of the Twenty-First Century* (Picador 2007), ISBN-13: 978-0-312-42507

A three-time Pulitzer Prize winning journalist, and winner of the National Book Award for non-fiction for his previous books on Globalization, Friedman's *The World is Flat, A Brief History of the Twenty-First Century* won the Goldman Sachs Financial Times Business Book of the Year Award in 2005. *U.S. News* has named Friedman as one of America's Best Leaders.

Thomas P. M. Barnett, *The Pentagon's New Map*, (Putnam 2005), ISBN-10: 042520239

Barnett holds a Ph.D. in political science earned at Harvard University. A former Professor of Strategy at the U.S. Naval War College in Newport, Rhode Island, Barnett has also worked for the Office of the Secretary of Defense and as a Project Director for the Center for Naval Analyses and the Institute for Public Research. Barnett currently works as the Vice President of Communications at Resilient Corp., a Global Management Consulting Service headquartered in Virginia.

The Economist (purchase a student subscription or use CU library)

Established in 1843 by James Wilson, a hatmaker from Scotland, as part of a political issue campaign strategy, the paper remains true to its founder's vision: to encourage free trade, internationalism, and minimum government interference, especially in market affairs. U.S. President Woodrow Wilson, a great admirer of the paper, and Lord

Granville, British Foreign Policy Secretary, said, that whenever uncertain about an economic issue, the next issue of *The Economist* was sure to sway. Recent editor of the paper, Rupert Pennant-Rea describes the paper as “A Friday views-paper where the readers, with higher than average incomes, better than average minds but with less than average time, can test their opinions against ours.” The emphasis of *The Economist* is Global. Today, 50% of the paper is owned by the Rothschild/Exor family and the paper is viewed as Centrist in its bias.

The Christian Science Monitor (purchase a student subscription or use CU library)

An independent international news organization, the paper’s manifesto commits itself to being unrelenting but fair, offering multiple perspectives and in-depth analysis, and resisting the sensational in favor of the meaningful in terms of news coverage focusing on people who “do something that makes a difference.” Everything in the Monitor is international and US news except for one religious article in the weekly magazine which continues in honor of the Monitor’s founder, Mary Baker Eddy, a Christian Scientist who in 1908, at the age of 86, took on New York newspaper owner Joseph Pulitzer in court—and won. Ironically, in the years that followed, Monitor journalists have won seven Pulitzer Prizes for journalism and more than a dozen Overseas Press Club awards. Today, independent “all sides” bias rating watchdog groups have ranked reader confidence in CSM as high as its writers come from “all sides of the political spectrum” and the paper does not endorse any political candidates or agendas.

The New York Times (purchase a student subscription or use CU library)

Founded 165 years ago, the goal of the paper, in the words of its founder, first-generation American Adolph Ochs, was “to cover the news without fear or favor” and to treat readers, news sources, and advertisers fairly and openly, avoiding conflicts of interest or even the appearance of a conflict and “to be seen to be doing so.” Ochs parents, Jewish-Bavarian immigrants who arrived in the U.S. prior to the Civil War—his father to North, his mother in the South, were on opposite sides during the “conflict between the states” but lived peacefully and happily together in the South following the Civil War, and this shaped Ochs views about people and conflict. Read daily by 1.3 million people, today *The New York Times* remains one of the top 10 newspapers in the world. It’s bias rating lists it at 60% liberal and confidence in the fairness of its reporting is ranked high. Over 30 million unique viewers visit the paper’s website each month and journalists working for *The New York Times*, collectively, have won 112 Pulitzer Prizes for journalism.

In addition, each week, there will be journal articles, database articles and videos as assigned (available on-line or through the library databases).

Official Catalog Course Description: 3 credits. This course examines leadership in a dynamic 21st century world. It is designed to help students think broadly about global issues and continues their preparation for leadership positions in business, government, and non-profit organizations.

Role in the Curriculum: PLC Student Learning Outcomes for the course require that students demonstrate:

- 1) Academic and Professional Excellence: *This learning outcome is measured by individual student performance on the course final exam and as a team, on components from the team projects.*
- 2) Creativity: *This learning outcome is measured by student performance on components from the team projects.*
- 3) Critical thinking: *This learning outcome is measured by individual student performance on the case study paper.*
- 4) Ethical reasoning: *This learning outcome is measured by individual student performance on course leadership ethics paper.*
- 5) Implementation/Applied Leadership: *This learning outcome is measured by student performance on components from the team projects.*

In addition to its role in the Presidents Leadership Class (PLC) curriculum, this course also fulfills the “*Leadership in Context*” requirement for the University of Colorado’s Leadership Minor. “*Leadership in Context*” courses require that students demonstrate the following student learning outcomes/demonstrate the ability to perform:

- 6) Critical evaluation and analysis of historical and contemporary leaders: *This learning outcome is measured by student performance on course leadership ethics paper.*
- 7) Critical evaluation and situational analysis of contemporary leadership in action/applied leadership theories: *This learning outcome is measured by student performance on the case study paper.*
- 8) The ability to connect leadership behaviors to organizational outcomes: *This learning outcome is measured by student performance on the final exam.*

Course Specific (Content) Objectives

This course examines leadership in a dynamic 21st century world. It is designed to introduce you to ways of thinking broadly about global issues as you continue your preparation for leadership positions in business, government, and non-profit organizations. We will focus on improving your awareness of global leadership issues, continue to focus on the development of your personal leadership code of ethics, and continue to emphasize the importance of intentionality and critical thinking as part of always leading with the highest ethical principles and values.

These course specific objectives allow you to learn and then demonstrate:

- Understanding of selected global issues.
- Capacity to think strategically about global issues.

- Analytic skills, including the ability to identify and assess the political, economic, cultural, environmental, and ethical factors global leaders must consider.

These course specific content requirements will be assessed via performance on the final exam for the course.

Please be sure to update your leadership minor e-portfolio.

This portfolio is required by the University of Colorado for those seeking the Leadership Minor. Only those graduating in 2016 are grandfathered and do not need to complete this portfolio.

Individual Student Requirements

This course requires you to do the assigned reading, actively contribute to class discussions and team projects, write papers, make oral presentations, and complete a final written exam.

Assigned Readings and Videos – The required reading and videos combine material from the textbooks with an eclectic mix of related, generally shorter pieces. All the readings and videos are important and should be completed by the date assigned.

Class Attendance – Like any Presidents Leadership Class course, much of the learning will take place in the classroom so regular attendance is required. The course fellow tracks attendance. You must inform the course fellow at least one week in advance if you must be absent for a foreseeable reason. Excused absences are limited to unforeseeable emergencies (accidents, illness, death of a relative, etc.), educational/professional development activities (conferences, scholarship interviews, etc.) or religious holidays. Excused absences must be approved prior to missing class. Unexcused absences lower your overall participation/active engagement score.

Professionalism – Our class culture will be one of polite professionalism. Please be on time because class will start promptly. The name cards (tents) are required for all classes. Business formal dress is required for presenters during class presentations and for all students when there is a guest speaker. Repeated tardiness, unprofessional conduct, or inappropriate lecture dress will affect your active engagement score.

Active Engagement – This will be a highly interactive class. Complete the assigned reading before class and come prepared to contribute to the discussion. You are expected to be familiar with the assigned reading but your questions, insights, opinions and conclusions are equally important. The key is how skillfully you apply the concepts, principles or techniques. Quality is more important than quantity. See the Active Engagement Grading Method handout posted to D2L for more information on how your active engagement will be evaluated.

On the Spot – We will devote a few minutes at the beginning of class to “On the Spot” drills. Students can be expected to be asked questions about the assigned reading or videos

three times during the semester. Students will not know prior to the class period that they will be “on the spot.” The questions will be ones you can answer in less than one minute but only if you prepared for class. “On the Spot” drills recognize and reward (with active engagement points) those who do their homework and come to class prepared and penalizes those who are not prepared. You may prepare a single 3 by 5 notecard to refer to each class period should you be called upon for an “on the spot.”

Your World 90 Seconds – CBSnews.com has an app called “Your World in 90 seconds” --- we are borrowing that name for our own class start. At the start of each class, one student will provide a 90 second scan of the top global headlines. The 90 seconds should include top headlines in technology, health, science, U.S. and world finance/economics, the environment, the U.S. presidential election, the Middle East, India, China, the European Union, South America, the U.S., Canada, the United Nations, something local (Colorado), something CU-Boulder/university-related, and conclude with something humorous/from the entertainment field. Dates for this “your world in 90 seconds” are pre-assigned. Students should dress in business casual for their assigned date and will present at the front of the room. PowerPoint or a pre-recorded media montage is permitted, but the entire presentations must be exactly 90 seconds.

Student Team Project Requirements

You and your assigned teammates will be assigned a unit topic for which you must prepare and make a formal oral presentation to the class (teaching overview), propose a policy change, invite a guest speaker, and design an experiential weekend/walk-about field experience for future PLC students. Like real world workplace teams, your scores on team activities will be based on your team’s collective performance. For the team teaching and team presentation, teams may request a Red Team review with the course fellow for feedback before your presentation date.

Team Teaching Oral Presentation – Your team will teach for an entire class period on an assigned topic. Your team will introduce the topic to the class, so your main teaching objective should be to provide a strong overview of the topic. The team teach should involve a 30-minute formal presentation, followed by an interactive activity (15 minutes), followed by 15 minutes of Q and A where your peers pose questions of the team and earn participation/engagement points for their participation.

Team Policy Proposal Oral Presentation – The next class period, your team will present a new policy proposal to the class based on a specific problem related to your presentation topic, and assume the role of a policy-writing team presenting their draft to a senior leadership group. Following the presentation, your peers will pose questions of the team (earning participation/engagement points for their participation), and ultimately vote whether or not to approve or reject the policy draft as proposed.

Team Guest Speaker Requirement – For your assigned unit, your team will work with the course fellow to select and invite a guest speaker to attend our class and to provide a guest talk.

Design a Field Experience Requirement – For your assigned unit, your team will design and submit a proposed experiential weekend related to your topic. This is presented orally (and submitted in written form).

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Performance Evaluation

Active Engagement

(90-seconds, On-the-Spot, Q &A, Class Participation)

200

Final Exam

200

Leadership Ethics Paper

100

Case Study Paper

100

Team Project #1

(Oral presentation 200, Policy Proposal 100, Walk-About 100, Guest Speaker 50)

450

Team Project #2

(Oral presentation 200, Policy Proposal 100, Walk-About 100, Guest Speaker 50)

450

Total

1,500 points

University Policies and Procedures

Disability Accommodations – If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Absences Because of Religious Observances – Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you must inform both the professor and course assistant at least one week in advance if you must be absent to observe a religious holiday. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior – Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Please see the CU student code.

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Positive Learning Environment – The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

<http://hr.colorado.edu/dh/>

Honor Code and Council – All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

GLOBAL DAY-BY-DAY

In addition to the required texts for the course, please see D2L for posted readings, assigned videos and activities to be completed prior to the start of each class. D2L is a work in progress, and prior to the start of each unit, the readings will be posted as soon as they are available. This schedule is subject to change pending on availability of guest speakers.

Monday January 11 INTRODUCTION TO THE COURSE

Wednesday January 13 90 Seconds: Nikki
On the Spot: _____

In Class Discussion of the following:

- “Educating global leaders: Exploring intercultural competence in leadership education,” *Journal of International Business and Cultural Studies*.
<http://www.aabri.com/manuscripts/09392.pdf>
- “In Search of Global Leaders,” by Stephen Green, Fred Hassan, Jeffrey Immelt, Michael Marks, and Daniel Meiland. *Harvard Business Review*, 2003.
<https://hbr.org/2003/08/in-search-of-global-leaders>
- “The Best Global Leaders are Local,” by Ndubuisi Ekekwe. *Harvard Business Review*
<https://hbr.org/2012/01/the-best-global-leaders-are-local>
- *The Pentagon’s New Map*, pp. 1-35, 50-58.
- *The World is Flat*, pp. 3-29, 38-40, 51-77, 93-126.

Monday January 18 No Class

UNIT ONE: Universal Human Rights (PEOPLE)

The right to life, liberty, freedom of expression, civil rights, political rights, cultural rights, the right to participate in culture, the right to food, to water, to work and to receive an education.

Team: Nikki*, Noha, Andrew

Unit Goal for Team Presenters: To seek to define, analyze and gain an understanding of what is meant by Human Rights. Identify the origins of the terms and the major failures and successes in the past 20 years. Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.

- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Wednesday January 20 90 Seconds: Alex
 In Class: Team Teach Overview and Interactive Activity

Monday January 25 In Class: Invited Guest Speaker

Wednesday January 27 90 Seconds: Luke
 On the Spot: _____
 In Class: Team Policy Proposal and Class Evaluation of that Proposal

Monday February 1 90 Seconds: Cece
 On the Spot: _____
 In Class: Team Design for a Field Experience related to this subject

UNIT TWO: ENERGY AND THE ENVIRONMENT (RESOURCES)

Fueling the Future--- Energy supply, demand, and world-wide energy consumption and how these factors relate to global energy problems including energy costs, climate change, acid rain, greenhouse gas emissions, dependency on oil and other resources imported into countries from other nations, geopolitics and energy security/stability relationships with the nations supplying the energy that runs the world.

Team: Savannah*, Amanda, Brooke

Unit Goal for Team Presenters: To seek to define, analyze and gain an understanding of Global Energy Issues. Identify the major failures and successes in the past 20 years. Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.
- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Wednesday February 3 In Class : Team Teach Overview and Interactive Activity

Monday February 8 In Class: Team’s invited Guest Speaker

Wednesday	February 10	90 Seconds: Noha On the Spot: _____ In Class: Team Policy Proposal
Monday	February 15	90 Seconds: Andrew On the Spot: _____ In Class: Team Design for a Field Experience related to this subject
LEADERSHIP ETHICS PAPER ASSIGNED DUE MARCH 2nd, 2016		

UNIT THREE: The Role of Technology and Business Processes (The Flat-World Platform)

“More connections to more devices means more vulnerabilities. . . If you control the code, you control the world.” Marc Goodman

“The convergence of the ten flatteners had created a whole new platform. It is a global, web-enabled platform for multiple forms of collaboration. This platform enables individuals, groups, companies, and universities anywhere in the world to collaborate-- for the purposes of innovation, production, education, research, entertainment, and, alas, war-making.” Thomas Friedman

“Global Security can be formed or threatened by heads of state whose wisdom, folly, and obsessions shape global events. But often it is the security practitioners, those rarely in the headlines but whose craft and energy quietly break new ground, who keep us safe or put us in peril.” Michael Hayden

Team: Cece, Amanda

Unit Goal for Team Presenters: To seek to define, analyze and gain an understanding of how technology and business processes have changed the world. What is the role of technology and business in stabilizing or destabilizing global security? Identify the major failures and successes in the past 20 years. Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.
- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Wednesday	February 17	In Class: Team Teach Overview and Interactive Activity
Monday	February 22	In Class: Team's invited Guest Speaker
Wednesday	February 24	90 Seconds: Savannah On the Spot: _____
		In Class: Team Policy Proposal and Class Evaluation of that Proposal
Monday	February 29	90 Seconds: Nikki On the Spot: _____
		In Class: Team Design for a Field Experience related to this subject

Wednesday March 2 90 Seconds: Amanda
On the Spot: _____

LEADERSHIP PAPER DUE.

In Class Topic: Case Studies in Contemporary Global Leadership

CASE STUDY PAPER ASSIGNED. DUE APRIL 4th, 2016.

UNIT FOUR: WAR AND PEACE (International Terrorism and Global Security)

“If everyone fought for their own convictions there would be no war.”

— **Leo Tolstoy, War and Peace**

“Peace is not so much a political mandate as it is a shared state of consciousness that remains elevated and intact only to the degree that those who value it volunteer their existence as living examples of the same... Peace ends with the unraveling of individual hope and the emergence of the will to worship violence as a healer of private and social dis-ease.”

— Aberjhani, The American Poet Who Went Home Again

“The object of terrorism is terrorism. The object of oppression is oppression. The object of torture is torture. The object of murder is murder. The object of power is power. Now do you begin to understand me?”

— George Orwell, 1984

“How can you have a war on terrorism when war itself is terrorism?”

— Howard Zinn

“How to defeat terrorism? Don't be terrorized. Don't let fear rule your life. Even if you are scared.”

— Salman Rushdie, Step Across This Line

Team: Andrew* Savannah, Noha

Unit Goal for Team Presenters: To seek to define what is meant by “international terrorism” and “global security” and to analyze and gain an understanding of “Global Chaos”, and how Empire Building has played a part in creating the Arc of Instability. What are the forces that lead to stabilization or destabilization? And what, exactly, is terrorism and how big a threat is

it to a “flat world”? Identify the major failures and successes in the past 20 years. What does or would global peace look like? What is the possibility of another world war? Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.
- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Monday	March 7	TEAM TEACH
Wednesday	March 9	In Class: Team Invited Guest Speaker
Monday	March 14	90 Seconds: On the Spot: _____ TEAM POLICY PRESENTATION
Wednesday	March 16	90 Seconds: On the Spot: _____ TEAM EXPERIENTIAL WEEKEND PROPOSAL

Monday	March 21	SPRING BREAK
Wednesday	March 23	SPRING BREAK

UNIT FIVE: GLOBAL INFECTIOUS DISEASE (Pandemics, Zombies, and the End of the World)

Team: Brooke*,

“Many people, most of them in tropical countries of the Third World, die of preventable, curable diseases.... Malaria, tuberculosis, acute lower-respiratory infections—in 1998, these claimed 6.1 million lives. People died because the drugs to treat those illnesses are nonexistent or are no longer effective. They died because it doesn’t pay to keep them alive.”

— Ken Silverstein, *Millions for Viagra. Pennies for Diseases of the Poor*, *The Nation*, July 19,

1999

“If using a fictional **zombie pandemic** helps educate the general public about the very real danger of an epidemic like Ebola, then I, for one, am all for it.” (The Zombie Research Society, 2014).

Unit Goal for Team Presenters: When asked to identify the top global issues facing the world today, leaders across the world identify the spread of infectious disease, noting that many of their stakeholders fear that a “global epidemic will wipe out mankind.” Analyze the threat. Identify the major failures and successes in the past 20 years. Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.
- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Monday	March 28	TEAM OVERVIEW
Wednesday	March 30	In Class: Team invited Guest Speaker
Monday	April 4	TEAM POLICY 90 Seconds: Savannah On the Spot:_____

CASE STUDY PAPER DUE

Wednesday	April 6	90 Seconds: Noha On the Spot:_____
		TEAM EXPERIENTIAL WEEKEND

UNIT SIX: DRUGS

Team: Nikki*, Alex, Cece

“How about this? Hong Kong had been appropriated by British drug pushers in the 1840s. We wanted Chinese silk, porcelain, and spices. The Chinese didn't want our clothes, tools, or salted herring, and who can blame them? They had no demand. Our solution was to make a demand, by getting large sections of the populace addicted to opium, a drug which the Chinese government had outlawed. When the Chinese understandably objected to this

arrangement, we kicked the fuck out of them, set up a puppet government in Peking that hung signs on parks saying NO DOGS OR CHINESE, and occupied this corner of their country as an import base. Fucking godawful behavior, when you think about it. And we accuse *them* of xenophobia. It would be like the Colombians invading Washington in the early twenty-first century and forcing the White House to legalize heroin. And saying, "Don't worry, we'll show ourselves out, and take Florida while we're at it, okay? Thanks very much."

— David Mitchell, Ghostwritten

CNSNews.com) – “After thirteen years of occupation by U.S. forces, Afghanistan set a record for growing opium poppies in 2014, according to data from the United Nations Office on Drugs and Crime (UNODC). Heroin is derived from the poppy. According to the 2014 World Drug Report, also published by the UNODC, Afghanistan by far the world’s largest producer of opium. “The opium production in Afghanistan accounts for 80 percent of the global opium production (5,500 tons),” said that report.”

Unit Goal for Team Presenters: To seek to define, analyze and gain an understanding of the global drug trade and the impact it has politically. What role does the drug trade play in stabilizing or destabilizing global security? Identify the major failures and successes in the past 20 years. Based on your analysis your team will jointly present an overview of the various challenges faced by global leaders, leadership strategies and options for action and the roles and views held by those in positions of power in political, religious, social, medical, military, scientific and financial arenas (as applicable).

- Overview – Your purpose is to introduce your topic to the class. To accomplish this, you should identify: the major issues, influential actors, important forces and trends, past successes and failures, key issues for global leaders.
- Leadership discussion – Once you have provided an overview of the topic, you will lead a discussion about leadership roles and strategies for the future.
- Interactive Activity – You should move beyond presenting only known facts about your topic. Create an interactive activity that requires your peers to use their skills with analysis.

Monday	April 11	TEAM TEACH
Wednesday	April 14	Team Invited Guest Speaker
Monday	April 18	90 Second: Amanda On the Spot: _____ TEAM POLICY
Wednesday	April 20	90 Seconds: On the Spot: _____ TEAM EXPERIENTIAL WEEKEND
Monday	April 25	IN CLASS FINAL EXAM PART ONE
Wednesday	April 28	IN CLASS FINAL EXAM PART TWO