

## **First-Year Seminar: Should We Fear Globalization in the Twenty-First Century?**

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**Office Hours:** Mondays and Wednesdays, 2-3pm

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**Required Material:** Readings posted on Moodle; No required textbook for this class.

### **Course Description:**

We are facing daunting challenges and difficult choices in the 21st century. How does a country prosper socially and economically in such a setting? We will start the course by examining historical cases around the world. Then we will move on to some of the difficult challenges and choices of today's world. We will be examining the following questions. Is international trade bad for us? Are immigrants harming the US economy? How do we handle refugee crisis across the world? Should climate change be taken seriously, and if so, what should be done by policymakers? Do we ignore socialist ideas, such as free education and free healthcare for all? Do we ignore free market ideas of free trade and no government regulations? Should we be scared rising power of machines? This course will delve into these difficult questions and try to make sense of these issues. For detailed understanding of current issues, we will be focusing on articles from outlets, such as the Economist, the New York Times, CNN, and other outlets. Additionally, we will be watching video clips from different sources to get a better sense of current issues.

### **Student Learning Goals**

The First-Year Seminar (FYS) introduces students to Dickinson as a “community of inquiry” by developing habits of mind essential to liberal learning. Through the study of a compelling issue or broad topic chosen by their faculty member, students will:

- critically analyze information and ideas in the texts we discuss;
- examine issues from multiple perspectives;
- discuss, debate and defend ideas, including one’s own views, with clarity and reason;
- learn to find, evaluate, and correctly incorporate outside sources so as to avoid plagiarism;
- create clear academic writing.

### **Key Dates:**

Required Public Talks:

9/12: Morgan lecture: The Genocidal Foundation of the United States

9/26: Priestley Lecture: The Good News on Energy, Environment and our Future:  
 11/2: Clarke Forum Lecture: The Vaccine-Autism Controversy  
 11/9: Clarke Forum Lecture: The Shadow of “Fake News”

Research paper related dates:

10/18: Research paper topic and annotated bibliography due  
 11/8: Submission of first draft of research paper  
 12/1: Submission of final research paper

### **Grading:**

Attendance and Participation during Lecture – 30%  
 Writing Assignments (Weekly) – 24%  
 Information Literacy Assignment – 3%  
 Annotated bibliography – 2%  
 Podcast/video – 4%  
 First Draft of Paper – 5%  
 Final Draft of Paper – 25%  
 Individual Presentation – 5%  
 Participation during Student Presentations – 2%

### Evaluation Policies for Writing Assignments

In general, I will evaluate your writing by considering how well you have achieved the following goals (developed by the Writing Program):

1. The author crafts an introduction that identifies a question, frames the question, and states a thesis.
2. The author organizes the writing, demonstrates a progression of ideas, and maintains a consistent focus or thread.
3. The author contextualizes the question and supports it with evidence.
4. The author sustains analytical inquiry throughout the assignment.
5. The author effectively incorporates relevant outside information.
6. The author engages the intended audience with a consistent, distinctive voice appropriate to the task.
7. The author adheres to appropriate standards for language use.
8. The author conforms to appropriate formats for citation of source material.

### Paper

Your paper will go through the invention, drafting, feedback, and revising process. The process of revision and the ultimate success of the paper depend upon a thoughtful first draft as well as a

polished final draft. For each paper, you will have ample time for writing the first version and for revising after receiving feedback on the draft. All papers (first and final versions) must be word-processed and meet standard format practices: double-spaced; 12 point Times New Roman font, pages numbered in the right hand corner, title and name on first page, date of submission. Throughout the paper, the citations and documentation style should be consistent. Late papers will be penalized one full letter grade.

### Attendance

Regular attendance and conscientious preparation for class are assumed and expected. Preparation, attendance, and participation are crucial to this course and your success in it. Your participation grade will be calculated based on the following criteria:

- You come to class having done the day's reading.
- You prompt discussion and/or respond to your peers.
- You enter the conversation without dominating or silencing others.
- You offer more than just personal opinion or anecdote – that is, you root your comments in the text we are discussing. (In other words, people who try to comment on things they have not read will lose points.)
- You attend peer review sessions with a complete rough draft.
- You work collaboratively with people to achieve learning goals when you are placed in a small group.
- You are present and engaged in every class. Therefore, you take care of your needs before you come to class. You will lose all of your participation points if you make a regular habit of excusing yourself in the middle of class to take a phone call or to use the restroom.

### Research Paper Presentations:

Presentation skills and being able to articulate clearly and convincingly are important sought-after skills necessary for jobs nowadays. Presentations will thus help you develop those skills.

To help develop their research paper, students will get the chance to present their work in class. This will give them the opportunity to get feedback from the instructor and their peers to improve the paper. A part of this presentation evaluation will be done by the audience (other students in class) in the class, which means students will have to adequately convince the audience of the arguments.

### Participation during Student Presentations:

To help your peers develop their paper, you will be critiquing the work of your peer. You will be providing valuable comments about your peer's research through the discussion of his/her work. You should raise questions and provide constructive comments on other students' research presentations. Additionally, you are expected to provide feedback by writing a couple of sentences on how the presenter may possibly improve his/her research.

### **Few Ground Rules:**

1. Family and medical emergencies, and conflicts with university-recognized extra-curricular activities, are the **only** reasons to request that work be rescheduled
2. Please arrive on time. If you must leave early, please let me know before class begins.
3. Please turn cell phones off before class. And **no texting**, please!
4. Please do not use laptops, tablets, smartphones, or any other electronic communication devices in class please.
5. Neatness counts: Assignments that are disorganized, illegible, sloppy, or in otherwise unacceptable condition will not be accepted

### **What Is Required of You**

#### Readings/Preparation

You should complete all readings in advance of the class in which they will be discussed. You should also complete the tasks from the Course Schedule that are listed in the column labeled “What to prepare for class today.” You will want to reference this column every day so that you know what is expected of you at each class.

In order for our meetings to be successful, it will be important for you to do the following:

(taken from the book, *Peer Instruction for Astronomy*, by Paul J. Green, p. 29)

1. READ. Come to class prepared to discuss the material.
2. RISK. Be open with your opinions and your questions. Listen to and encourage everyone’s ideas so they can take risks too.
3. RELAX. Don’t take criticism of your own ideas personally. Change your mind when the evidence shows that you should.
4. RESPECT. Act toward your peers as you would have them act towards you. Be civil. Be charitable.
5. REASON. Play the skeptic, but be critical of reasoning, ideas, and data -- not of people.
6. RESTATE. Try to paraphrase another’s explanation in a way that makes sense. Focus on coming to the best possible answer.

Plagiarism and other forms of academic dishonesty will not be tolerated. Consistent with Dickinson College’s Community Standards, cheating of any kind may lead to disciplinary action, which often includes failing the course. Submission of someone else’s written work or using sources without proper credit is unacceptable. Enrollment at Dickinson represents a commitment to abide by the College’s principles of academic integrity. Please read Dickinson's plagiarism and academic integrity policy, available at:

[http://lis.dickinson.edu/library/documents/Academic\\_Integrity\\_Info.pdf](http://lis.dickinson.edu/library/documents/Academic_Integrity_Info.pdf)

All incoming Dickinson students are required to complete the Academic Integrity Tutorial posted on Moodle by **(insert date)**. Students who do not complete this tutorial will not be able to request spring classes during the registration period in October.

All questions must be completed to get credit for the tutorial.

Instructions:

- Log on to Moodle through Gateway.
- Select the course entitled “Academic Integrity Tutorial – 2017.”
- Click on the link to the tutorial “Join the Conversation: Work Honestly and Use Information Responsibly.”
- Follow the instructions carefully.

### Resources for You

#### The Writing Center

Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. In our course, we have a dedicated Writing Associate, **Brian Nickless**, who is able to provide this kind of feedback. However, for other courses, or if you would like additional help in this course, Dickinson’s trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor’s preferred documentation style, understand and respond to professor feedback, edit your writing – among other things. You can walk in or call and make an appointment at (717) 245-1620 (or 245-1767 for foreign language writing). For more information about hours and procedures, visit the web: <http://www.dickinson.edu/academics/resources/writing-program/content/Writing-Center/>

#### Reference Librarians

The library employs several reference librarians, trained professionals who help library users find information. Whether it be for this course or any other, you need never become frustrated by your research. Instead, you can ask a reference librarian to help you find sources related to your topic. They can help you find information (books, articles and more), choose the most relevant databases, improve your research strategy, critically evaluate information, and cite sources properly. The reference librarian on duty has a little red flag hanging from the top of the door.

### Accommodating Students with Disabilities

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can

be implemented. The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or [proctoring@dickinson.edu](mailto:proctoring@dickinson.edu)). Address general inquiries to 717-245-1734 or e-mail [disabilityservices@dickinson.edu](mailto:disabilityservices@dickinson.edu). For more information, go to [www.dickinson.edu/ODS](http://www.dickinson.edu/ODS).

### **Tentative class schedule:**

8/24: Introductions

8/26: Why Nations Fail: The Origins of Power, Prosperity and Poverty - Daren Acemoglu  
*Reading: Chapters 1-6, 8 (pg 230 – 234), and 9*

8/28: Why Nations Fail: The Origins of Power, Prosperity and Poverty - Daren Acemoglu  
*Reading: Chapters 1-6, 8 (pg 230 – 234), and 9*

8/30: Understanding Water, Food, and Energy Nexus  
*Reading: (i) Water Security: The Water-Food-Energy-Climate Nexus; (ii) Buying farmland abroad: Outsourcing's third wave.*

9/1: Understanding the alternate worlds that lie in the future  
*Reading: NIC Alternative Futures 2030*

9/4: Outsourcing, Offshoring, Technology Boom, and US wage stagnation  
*Reading: (i) Outsourcing and Offshoring; (ii) Third Great Wave*

9/6: (i) Technology Boom, and US wage stagnation (continued); (ii) Deindustrialization in Africa  
*Reading: (i) Minimum wages: A reckless wager; (ii) Industrialization in Africa*

9/8: Understanding the cross-section of population and sustainability issues  
*Thomas Friedman: Hot, Flat, and Crowded*

9/11: Class with librarian Theresa Arndt: Introduction to library resources  
Archives classroom, Library lower level

9/12: Morgan lecture: The Genocidal Foundation of the United States  
ATS auditorium, 7pm: <http://clarke.dickinson.edu/roxanne-dunbar-ortiz/>

9/13: President Trump and jobs

9/15: Understanding sustainability at Dickinson; Visiting sustainability initiatives on campus

9/18: Legal and illegal immigration

9/20: Understanding inequality in the U.S.

9/22: Understanding inequality in the U.S.

9/25: Understanding inequality in the U.S; Wage stagnation and deflation; Corporate taxes  
*Reading: (i) Growth in America: Careful Now; (ii) Deflation: Feeling down.*

*(iii) Corporate taxation: New rules, same old paradigm (focus on first three pages)*

9/26: Priestley Lecture: The Good News on Energy, Environment and our Future:

ATS auditorium, 7pm: <http://clarke.dickinson.edu/richard-alley/>

9/27: Class discussion on lecture

9/29: Understanding climate change: “Before the Flood”

10/2: Understanding climate change: “Before the Flood”

Readings: (i) Science: How much is the world worth?; (ii) NYT: How much is the nature worth?

10/4: Climate change policies; Talk about research topic

10/6: Day of caring

10/9: Where to invade next?

10/11: Discussion of “Where to invade next?”

10/13: Class with librarian Theresa Arndt: Work on preliminary research topic

Library classroom 1, Library lower level

10/16: Mid-Term Pause: No class

10/18: Where to invade next?; Research topic due

10/20: Discussion of “Where to invade next?”

10/23: Syrian war and refugee crisis; WA visiting class

10/25: Islam and terrorism

10/27: Understanding the causes of the Great Recession

10/30: Understanding the causes of the Great Recession

11/1: Working on draft

11/2: Clarke Forum Lecture: The Vaccine-Autism Controversy

ATS auditorium, 7pm: <http://clarke.dickinson.edu/paul-offit/>

11/3: Class discussion on lecture

11/6: Class with librarian Theresa Arndt, identifying “fake news” and evaluating sources

Library classroom 1, Library lower level

11/8: TBD; Email submission of draft

11/9: Clarke Forum Lecture: The Shadow of “Fake News”

ATS auditorium, 7pm: <http://clarke.dickinson.edu/jonathan-albright/>

11/10: Discussion of fake news; Individual Presentations

11/13: Individual Presentations

11/15: Individual Presentations

11/17: Individual Presentations

11/20: Work on second draft

11/22 - 11/24: Thanksgiving holiday

11/27: TBD

11/29: In-class peer review

12/1: Submission on final paper