UM Global Leadership Initiative

PURPOSE

The challenges that our students will confront at graduation are those that are increasingly global concerns, such as economic viability, population and environmental changes, effects of technological advances, ethical dilemmas, and the generation of wealth and resources. In addition, our global society needs leaders and entrepreneurs to shape progress toward innovation, new technologies, and civic and cultural engagement. The University of Montana will develop a program to instill in its graduates more comprehensive understanding and broader perspectives to address such issues, as well as the leadership skills needed for the global century. Each year, a broadly representative group of 200 first-year students will be invited to participate as Global Leadership Fellows. The program will enrich an already strong University experience composed of major study and coursework that builds competencies by providing a high quality intellectual foundation and fostering skills that enable students to examine critically global challenges and achieve genuine confidence in their knowledge and abilities. The UM Global Leadership Initiative will provide students the coursework, out-of-classroom experiences, guidance, and the support necessary to foster leadership for the global century.

COMPONENT #1: The Context of Global Questions

During their first year of study, the fellows will enroll in seminars focused on big and enduring Global Questions taught by UM faculty recognized for their scholarly work and teaching excellence. Fellows also will attend the Presidential Lecture series, getting an opportunity to participate in structured discussions with national and international figures who are experts in their fields and involved in seeking answers to global questions. Advanced fellows from the previous cohorts will participate in the Global Questions seminars as undergraduate preceptors, gaining additional valuable experience and increased exposure to important global questions. Faculty mentors, preceptors, and advisors in the Office for Academic Enrichment will help entering fellows find an answer to the concern, “How do I design my college experience to deal with these kinds of critical and complex questions?”

COMPONENT #2: Models of Leadership

Distinguished alumni and friends of the university will be invited to interact with students enrolled in the UM Global Leadership Initiative through an intensive Models of Leadership program. Each year, national and international leaders in business, law, science, the arts, humanities, social sciences, and public service with ties to the University will be brought to
Missoula to discuss with the fellows approaches and experiences necessary for meeting challenges posed in the global century. The weekend retreats will be facilitated by UM faculty and held off campus to provide a sustained and concentrated opportunity for discussion and reflection. Each will involve approximately 20 fellows, who will select according to the major topic and expertise provided by the visiting leader.

COMPONENT #3: Beyond the Classroom

All fellows enrolled in the initiative will participate in activities that broaden their understanding and interaction with global questions. These opportunities include Study Abroad, international and regional/local Internships, Service-Learning coursework, and Research or Creative Performances. The University will provide each fellow with a U.S. Passport and funding to cover travel and research expenses. Fellows will be able to take advantage of University partnerships already in place through the International Programs offices and appropriate academic departments, as well as online opportunities to stay connected should they engage in an experience off campus or abroad.

COMPONENT #4: Leadership and Teamwork Brought to Fruition—The Capstone

The fellows enrolled in the Global Leadership Initiative will demonstrate mastery through interdisciplinary, culminating capstone projects fashioned by the students and funded by the University. In small groups, fellows will address crucial issues affecting the world community, such as economic development and expansions, cultural and historical clashes, population and environmental changes and their effects on production, and the development of democratic societies. They will collaborate to design specific questions and propose solutions. At the culmination of the Global Leadership Initiative, successful fellows will be awarded a Certificate of Completion at graduation and their status as a Fellow will be noted on their academic transcript.

Global Leadership Initiative Steering Committee

Daisy Rooks, Department of Sociology (Co-Chair)
Arlene Walker-Andrews, Office of the Provost, Academic Affairs (Co-Chair)
Ray Fanning, School of Journalism
Linda Gillison, Department of Modern and Classical Languages and Literatures
Charles Janson, Division of Biological Sciences
Michael Murphy, Department of Media Arts
Charles Palmer, Department of Health and Human Performance
Liz Roosa Millar, University Center, Student Affairs
Tobin Shearer, Department of History
Spring 2011 Global Leadership Initiative Seminars

Journalism 191H - The Net Effect
Lee Banville, Journalism

Would you expect that two different people googling the same term would get two different sets of results? How does Facebook decide what your Top News is? Is the Internet the same in the U.S. and in France? The answers may surprise you. This class will challenge students’ preconceptions of the Internet and social media. Students will read about how the Internet – initially imagined as a way of making all information available to the public (and still thought of by many as a global library open to all) – has evolved into a media that is both highly filtered but one that also possesses the power to topple governments and empower citizens.

Geosciences 160 - The Power of Numbers
Rebecca Bendick, Geosciences

Open today’s newspaper. Watch the news on TV. Read your favorite online source. Regardless of specific choices, three common themes immediately emerge: our modern society and the issues we face are globally integrated, have important quantitative components, and are discussed using the tools of science and mathematics. The strong influence of quantitative information in our lives mandates equally strong numeracy skills. By conveying why numbers and mathematical concepts matter in all aspects of modern life, then providing students with powerful tools to approach these issues and decisions, this course is intended to provide a basis for lifelong learning, both within and outside of the University. This course will also provide foundational skills for students’ more thorough and sophisticated exploration of big and important issues within the Global Leadership framework.

BIOB 191N - Human Genetics, Your Family, and Global Health Care
Sarah Certel, Biological Sciences

This course addresses two fundamental biological and societal questions; how do genes direct and/or influence our health, and how do cultural, climate, ethical, and political issues affect treatment of genetic diseases? Students will acquire a practical knowledge of the principles of human genetics, which will serve as a basis to understand inherited diseases, application of family information, and genetic testing. Students will learn how the physical, cultural, and political environment impacts treatment of genetic disease. We will also address the ethical issues surrounding costs of genetic testing—who should pay for such information and does society benefit from the treatment or prevention of genetic disease? The course will provide fundamental genetic-related information including:

- Sufficient background to understand the biology of genes and genetic issues as they relate to family inheritance, genetic test results, and disease conditions.
- Solid foundation in genetic terminology and concept.
- Basic knowledge of complex ethical dilemmas surrounding availability and interpretation of genetic testing.
- Understanding of cultural and economic considerations that influence availability of genetic testing and treatment of diseases with genetic components.

BADM 191 - Doing the Right Thing: A Global Strategy for Good Business
Belva Jones, Management Information Systems

This GLI seminar addresses the issues businesses face in doing the right thing. While it is very easy to find examples in the media of corporations and corporate leaders doing the wrong thing and abusing the public trust, it is more difficult to find examples of companies doing the right thing. This seminar encourages students to explore the areas where companies can make a positive impact on global society through the use of practices that promote ethical corporate citizenship. Coverage focuses on current events, drawn from the Wall Street Journal and other publications, and includes specific topics of:

- Corporate social responsibility
- Financial markets and ethical practices
- Sustainability
- Developing countries and their developing markets
- Privacy and security in an electronic world
- Corporate philanthropy
- The role of public policy

PSCI 194 - Issues in Global Public Health
Peter Koehn, Political Science

The overarching seminar question is: “What transnational, national, and local policies and skills will help us address current and future challenges to global health?” Public health by nature is multidisciplinary; we cannot achieve positive population health outcomes without collaboration of multiple disciplines and sectors. To function as informed and active citizens in a world suffused by proximate, distant, and transnational health challenges, students must develop awareness and sensitivities about public-health issues of global concern. Big and enduring issues include the impact of social and political inequities on the global burden of illness in general and on HIV/AIDS prevention and treatment in particular, health impacts of climate change and international development, undernourishment and malnutrition, sanitation and access to clean water, the obesity epidemic, funding disparities, the “fatal flow of expertise” from low-income to wealthy countries, transnational and indigenous health care, health as a human right and development resource, health
implications of displacement, migration, travel, and health care, rural and reservation health challenges, armed conflict and health, public-disaster and health-emergency preparedness/response, quarantines and isolation, optimism/fatalism, and academic preparation for emerging transnational challenges. The seminar will engage as well as inform. By confronting issues of global health in their first year, students will become aware of rewarding opportunities to focus their baccalaureate education, to prepare for professional careers, and to carry out personal responsibility as a concerned citizen. The academic foundation is the Institute of Medicine’s 2003 recognition that public-health literacy is an “essential part of the training of citizens” and that it “prepares students to contribute to the health of the public through positive decision-making and constructive action in personal, professional and civic arenas.”

MCLL 191 - Human Rights Issues in Contemporary Latin American Literature and Film
Clary Loisel, Modern and Classical Languages and Literatures
The course is multidisciplinary in nature, integrating literature, film, and history. The literature and films are varied, but they have much in common. All respond to an understanding that collective history is an experience that affects citizens dominated by authoritarianism and fear. They share an ethical and artistic vision born of the peculiarities of political violence and social injustice. The understanding that the personal is political and historical is one of the principal components of this course’s subject matter. Thus, we observe how the language that the authors and film directors use bears direct witness to a period of repression and is capable of defying censure. Perhaps the most important outcomes of this course will promote understanding of human possibilities and offer faith and hope.

Jour 110Y - News Literacy: Truth v. Truthiness
Ray Fanning, Journalism
Every day we’re bombarded with an avalanche of information. But how do we decide what to trust? In News Literacy, students will develop the skills to become smarter news consumers and more active citizens, locally, nationally and globally. The emphasis is on building critical thinking to deconstruct the news and get to the truth, to separate assertion from verification and to look for fairness and balance in print, broadcast and Internet-based reporting.

Music 191 – Music, Meaning and Manipulation
James Randall, Music
Although we are inundated with music in our everyday lives—via iPods, radio, advertising, soundtracks of TV and film—most of us never learn the critical listening skills necessary to decode how music influences beliefs and behaviors. Music sells us products, political candidates, and systems of thought in increasingly sophisticated ways, yet most are oblivious to music’s specific role. Key to becoming an informed and responsible citizen in the 21st century is an appreciation of how music shapes understanding of the world, particularly in an age of media saturation. This course is an experiential investigation into how advertisers, filmmakers, politicians, and religious leaders use music to shape ideas, what we buy, and the groups to which we belong. How does music communicate meaning? We’ll take an interdisciplinary approach with primary readings drawn from neuroscience, psychology, anthropology, musicology, communications and film to explore how music influences and constructs personal identity and group affiliations. Assignments include written analyses of music’s role in media, politics, and advertising, as well as creative projects in which students use music to generate messages in the form of mock advertisements, short film collaborations, and other creative works. No prior musical experience is required.

Sociology 191 - Food and Society in a Globalized World
Teresa Sobieszczky, Sociology
Drawing on materials from Sociology, Women’s and Gender Studies, Economics, Environmental Studies, and Political Science, this interdisciplinary course will give freshman an opportunity to explore various dimensions of the global food system, from production to consumption. As we examine where our food comes from and how it gets to our table, we become aware of how little knowledge we have of the processes involved in producing, trading, and distributing our food. How do food production and distribution relate to structures of power and inequality nationally and in the global system? How is our disconnection from food production, distribution, and consumption impacted by and reflected in our disconnection from the communities within which we live?

BIOB 191N - Global Climate Change: Science, Society, and Ethics
Art Woods, Biological Sciences
Climate change is an extraordinarily important, multidisciplinary topic, with broad interest and appeal for students. However, most students understand climate change, at best, superficially. All students have heard of climate change, and most have opinions about the validity of climate science—but few can discuss it in any depth. This is in part because the science is complex and in part because scientists often do a poor job of communicating their findings and perspectives. The proposed seminar will prepare students from all backgrounds to participate in ongoing local, national, and global conversations by: (1) laying out the basic science in lay-person’s terms; (2) discussing the structure and validity of climate models; (3) discussing how projected changes in climate will affect both human populations and the ecology and physiology of plants and animals; (4) and analyzing current and past efforts to legislate energy and climate policy.