GLOBAL COMPETITION FOR POWER

Case Study: A Close Up on China
GLOBALSCOPE
www.socsci.uci.edu/globalconnect

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.

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Copyright © 2014 Global Connect @ UCI / The University of California, Irvine.
Global Connect @ UCI is an original educational partnership developed by UC 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 This cannot be achieved through textbook curriculum that is outdated by the time it is received by students.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 @ UCI 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 @ UCI 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–reflective thinking about global issues.

For additional information about Global Connect curriculum and UCI’s team of faculty and student scholars, please visit our website at:

www.socsci.uci.edu/globalconnect/
Realizing Common Core Standards in the Social Sciences & Literacy

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 formal-academic forms of in-class writing, take-home assignments, and unit capstone projects
- 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 / 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. The partnership between UCI and SVUSD 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: http://www.socsci.uci.edu/globalconnect/

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.
The Global Competition for Power

The Global Competition for Power GlobalScope Curriculum Guide examines the nations in 2014 that have the potential to assume roles of leadership on the international stage.

This edition will introduce the students to:

1. Emerging Nations: countries identified by as possessing great economic growth potential
2. The European Union: a new model of regional power through a cooperative organization between different sovereign nations
3. A Close Up on China
4. The Superpower Competition between China and the United States

Key Questions Addressed:

Which countries have the economic potential to become global powers?
What strengths of each of the BRIC and MINT countries have been identified?
How has China’s economic, social, and cultural evolution made this nation a “power house?”
What is a superpower? What is the meaning of hegemony?
Will America be able to retain its superpower status or will the 21st century belong to China?

Writing Capstone Project: 21st Century China

This unit also introduces the secondary students to the structure and purpose of writing a five-paragraph evidence-based essay. The capstone project will require each student to write an informative and well-constructed essay related to the growth factors that have made China an emerging power.

Students are assigned one of the following topics:

1. China’s Expanding Economy
2. The Rapid Development of China’s Infrastructure
3. An Assessment of China’s 21st Century Educational Policies and Position
4. China’s Rising Military Power and Cyber Aggression

The prompts follow the thesis-supported topics, conclusion format and each addresses one aspect of 21st century China.
Specific topical readings have been selected for each prompt. These up-to-date readings are selected from well-respected sources.

Students are also required to secure at least two additional sources in order to complete their preliminary research notes.

Once reading and research activities are completed, each student is required to transform his or her research notes into a cohesive research paper.

Finally, the student is required to submit the completed research report as a word document.

The unit will conclude with a viewing of one of Canada’s Munk Debates entitled “Does the 21st Century Belong to China?” The Munk Debates bring together leading global thinkers to debate the major issues facing the world and Canada. The specific debate the students will be viewing was held on June 17, 2011.

After viewing the Munk Debates, students will engage in their own structured debate considering China’s rise in the global arena. Students will address the affirmative or negative positions of one of three prompts. This will provide them with valuable insights into contemporary China.

**Structured Debate Topics**

1) Will the United States remain the #1 influence in the world?
2) Will China surpass the United States in the 21st century?
3) Will China and the United States have the ability to coexist?

All of the Global Connect publications are designed to address the key literacy and analytical thinking objectives identified by the Common Core Standards. The syllabus and detailed curriculum for a yearlong course on Globalization and International Relations are accessible to all educators via the Global Connect @ UCI website: [http://www.socsci.uci.edu/globalconnect/contactus.html](http://www.socsci.uci.edu/globalconnect/contactus.html)

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 edschlos@uci.edu

**Ellen Dee Schlosser**

Founding-Director, Global Connect @U CI
Editor-In Chief, GlobalScope Curriculum Guides
edschlos@uci.edu
**GUIDELINE TO GLOBALSCOPE**

**GlobalScope** is an expanding library of in-print and on-line 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 *Teachers’ 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 – 10) 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, original-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.

**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 205 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.

**Complementary 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](http://www.socsci.uci.edu/globalconnect)
GLOBALSCOPE

Global Connect Visionaries

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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
Wayne Sandholtz, Professor of Political Science
Bojan Petrovic, Professor of International Relations
Joanne Christopherson, Professor of DASA

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Brian Ferguson
Vice Principal Elisa Felix
Host Teachers: Yoleisy Avila & Paul Weinberger

EL TORO HIGH SCHOOL

Principal Terri Gusiff
Vice Principal Mike Ciecek
Host Teacher: Stacey Arroyo

MISSION VIEJO HIGH SCHOOL

Principal Ray Gatfield
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# Video Resources

## Unit Lecture/Workshop & Resource Links

**Workshop: Understanding 21st Century Emerging Nations**

- “MINT” Nations: A Closer Look at Mexico’s and Indonesia’s Economies  
  [Video](http://www.youtube.com/watch?v=C1ih7WffN3Y)
- “MINT” Nations: The Economies of Nigeria and Turkey at a Glance  
  [Video](http://www.youtube.com/watch?v=9cfkvEkchGc&feature=youtu.be)
- Emergence of the Middle Class in Mexico 2011  
  [Video](http://www.youtube.com/watch?v=9wRwSo7TVhA)
- Indonesia: Country Profile  
  [Video](http://youtu.be/SWk9gCKEkgw)
- Nigeria at the Heart of African Economic Renaissance  
  [Article](http://www.bbc.co.uk/news/world-africa-16800822)
- Can Turkey’s Economic Boom Continue?  
  [Video](http://www.youtube.com/watch?v=AjLOKyQjSQY)

**Lecture: The European Union**

- European Union by Andrew Duncan  
  [Video](http://www.youtube.com/watch?v=nyu_fmwV_PY)

**Video: Young and Restless in China**

- Young and Restless in China  
  [Video](http://www.pbs.org/wgbh/pages/frontline/youngchina/view/)

**Munk Debates: Will the 21st Century Belong to China?**

- The Munk Debates  
  [Website](http://www.munkdebates.com/debates/china)
GLOBAL COMPETITION FOR POWER

Introduction to Global Competition
An Introduction to Global Competition

How do countries compete?

There are 4 main areas of competition

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<td>Political</td>
<td>Cultural</td>
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Military

List of the Top 10 Militaries by Country Expenditure

1. United States 6. France
2. People's Republic of China 7. Saudi Arabia
3. Russia 8. India
4. United Kingdom 9. Germany
5. Japan 10. Italy

Economic

Countries by GDP

Political

The UN Security Council

- 36 members - 15 permanent members
- USA, China, Russia, France, UK
- 6 rotating non-permanent members
- Bahamas, Namibia, Singapore, South Africa, Austria, Gabon
- Secretary-General: Antonio Guterres

Graphic: "The UN Security Council" by http://www.stockpair.com
Cultural

Sochi 2014: How do we define global competition? Why are the Olympics a good example?
1. Who’s hosting the Olympics?
2. How much will it cost the host nation?
3. What nations hosted before/ will host after?

Why have those nations been chosen to be hosts?

Why have certain nations been identified as having the greatest potential for growth?

Countries with the Potential for Growth

BRIC/MINT emerging nations

Countries with the Potential for Growth

BRIC/MINT emerging nations

What are the Emerging Nations?
Emerging Nations

Nations in the process of rapid growth and transition to a modern market economy, a process often involving industrialization, urbanization, and the social change that accompanies this structural change.

BRIC nations

An acronym coined by Goldman Sachs in 2001 to include the rapidly growing economies of Brazil, Russia, India, and China. These are forecast to become some of the world’s most dominant economies by the middle of this century.

MINT nations

An acronym popularized by Jim O’Neill in 2012 to include the rapidly growing economies of Mexico, Indonesia, Nigeria, and Turkey. In addition to the BRIC nations, these are forecast to become some of the world’s most dominant economies by the middle of this century.

Why do we care about the European Union?

The EU is a unique and historic change in regional politics. Although the member nations have retained their sovereignty, they also function as a collaborative unit. Could it be a sign of the future?

The EU is the largest economy in the world.

- The largest producer
- The largest exporter
- The largest importer
What is **POWER**?

<table>
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<th>The 4 Axes of Power</th>
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<tr>
<td>Military</td>
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<tr>
<td>Economic</td>
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<td>Political</td>
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<tr>
<td>Cultural</td>
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Two Accompanying Essentials for Power

- Sizeable Population
- Supply of Natural Resources

What is a **SUPERPOWER**?

Countries that have international influence in

- Impacting global events
- Protecting their own interests
- Having the ability to project power

In one term: these nations have a sphere of influence.
The term **SUPERPOWER** implies that one nation has power over other nations.

This is called hegemony.

A hegemony describes the leadership of one state over others in an international system.

International relations is about winning the championship game and coming out on top.

Think about the Super Bowl!

China has become the 21st century’s fastest growing nation.

How powerful is it?

<table>
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<th>History of US Power</th>
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<tr>
<td>• By the end of the 20th century the European influence in the world had declined</td>
</tr>
<tr>
<td>• The US was left as the strongest nation standing after World War II, gaining immense financial power thereafter (post-1945)</td>
</tr>
</tbody>
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In the 21st century, are there two great powers, the **United States** and China, or is there only one superpower?
The Future of US Power

- Right now America’s economy is the strongest in the world, but the economy has grown only 1.6% last year, whereas China’s economy has grown 8.9%.

- Despite America’s role as a superpower for the past few decades, the changing global climate is suggesting that other nations can surpass America’s influence by 2050.
Global Competition for Power

Unit I: The Emerging Nations
EMERGING NATIONS
BRIC AND MINT

Jazmin Martinez
Global Connect @UCI

What makes an emerging nation?
Which nations are currently considered emerging nations?

Overview

- An emerging nation is often characterized by having one (or several) of these characteristics:
  - Military (size, technology, bases)
  - Economic (GDP, spending power, income)
  - Political (international community, international aid)
  - Cultural (entertainment, cuisine, traditions)
- Other characteristics:
  - Population
  - Amount of natural resources

BRIC Nations

- BRIC
  - Stands for: Brazil, Russia, India, China
  - This acronym was created by Jim O’Neill, an economist at Goldman Sachs.
  - O’Neill made a prediction that these countries would be the economic powers of the 21st century.
BRIC’s New Rivals?
- BRIC’s economic performance (so far) has largely been underwhelming, China’s the only exception though.
- A new block of countries has been popularized by O’Neill as alternative to the BRIC nations.
  - MINT (Mexico, Indonesia, Nigeria, Turkey)

Critical Thinking Questions
- Do you think the BRICS are still destined to become the economic powers of this century?
- What types of things could keep these countries from going on the path to success?
- What issues will need to be resolved?

Why the MINT?
- All contain very young populations
- All are in geographically good locations
- They are commodity producers (except Turkey)
  - Commodity: goods that are made for sale

Cultural
- Brazil: Soccer, Coffee, Samba, Carnival
- Russia: Matryoshka Dolls, Russian Ballet
- India: Henna, Bollywood, Yoga
- China: Kung Fu, Tea, Lanterns
Mexico

- Close to the U.S. and well connected to Latin America
- Makes trading easy and well connected to emerging markets.
- Large export economy
- Auto industry
- Manufacturing
- Large working population
- Undergoing many reforms
- BUT there are ONGOING PROBLEMS
  - Crime
  - Poverty and Inequality
  - Black Market
  - Cartels
  - Unskilled workforce

Nissan Plant in Aguascalientes, Mexico.

Soldier standing guard on a road in Michoacan, Mexico.

---

Indonesia

- In the heart of Southeast Asia
- 4th largest population in the world
- Growing Middle Class
- Rapid urbanization
- Exports of raw materials
- ONGOING Problems
  - Infrastructure
  - Government bureaucracy
  - Slums
  - Corruption

Jakarta, Indonesia

Slum in Jakarta

---

Nigeria

- Nigeria is near the Atlantic and part of the rising continent
- Very entrepreneurial
- Commodity wealth
  - Oil
  - Minerals
- ONGOING Problems
  - Government
  - Crime
  - Infrastructure (electricity)
  - Corruption
  - Poverty

---

Turkey

- Between the East (Asia) and the West (Europe)
- GDP has gradually grown
- Entrepreneurial, establishing spheres of influence in Middle East and Africa
- Turkish Airlines is one of the fastest growing airlines
- Trading openness
- Low labor costs
- ONGOING Problems
  - Institutions (government)
  - Unstable region?

Istanbul, Turkey

Protestors in Taksim Square in Istanbul

---

BRIC vs. MINT

[Bar chart comparing BRIC and MINT countries on GDP and other economic indicators]
Review Questions

- What developing nations have the ability to challenge the status of global powers?
- Is BRIC still poised to be the emerging nations of this century?
- Will all the nations from the BRIC and MINT/MIST emerge, or only some of the countries?
- Will these emerging nations change America's role as a superpower in the future?
MINT economic indicators

Population and % growth, 2013

- **Mexico**: 116m (1.07%)  
- **Indonesia**: 251m (0.99%)  
- **Nigeria**: 175m (2.54%)  
- **Turkey**: 81m (1.16%)

SOURCE: CIA WORLD FACTBOOK

GDP, 2012

- **Mexico**: $1,178bn  
- **Indonesia**: $878bn  
- **Nigeria**: $263bn  
- **Turkey**: $789bn

SOURCE: WORLD BANK

GDP growth, %

<table>
<thead>
<tr>
<th>Year</th>
<th>Mexico</th>
<th>Indonesia</th>
<th>Nigeria</th>
<th>Turkey</th>
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<tbody>
<tr>
<td>2009</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>6</td>
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<tr>
<td>2010</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>2011</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

SOURCE: WORLD BANK

Ease of doing business, World Bank index

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank</th>
<th>Index</th>
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<td>Singapore</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>New Zealand</td>
<td>3</td>
<td>69</td>
</tr>
<tr>
<td>US</td>
<td>4</td>
<td>120</td>
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<tr>
<td>UK</td>
<td>10</td>
<td>147</td>
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Index averages a country’s rankings on 10 topics, with a high ranking meaning the regulatory environment is conducive to business operation.

SOURCE: WORLD BANK
Vocabulary List

1. **Emerging Nations**: Nations in the process of rapid growth and transition to a modern market economy, a process often involving industrialization, urbanization, and the social change that accompanies this structural change.

2. **BRIC**: An acronym coined by Goldman Sachs in 2001 to include the rapidly growing economies of Brazil, Russia, India, and China. These are forecast to become some of the world's most dominant economies by the middle of this century.

3. **MINT**: An acronym popularized by Jim O'Neill in 2012 to include the rapidly growing economies of Mexico, Indonesia, Nigeria, and Turkey. In addition to the BRIC nations, these are forecast to become some of the world's most dominant economies by the middle of this century.

4. **Commodity**: Goods that are made for sale.

5. **Superpower**: A state with a superior position in the international system with the ability to influence events and project great strength and power worldwide.

6. **Sphere of Influence**: Any area in which one nation wields dominant power over another.

7. **Hegemony**: Leadership or predominant influence exercised by one nation over others.
Workshop: Understanding 21st Century Emerging Nations

Objective(s):
- To review the term and the derivation of the term “MINT”
- To examine the reasons why each of the MINT nations is considered emerging.
- Discuss the strengths and weaknesses of Mexico, Indonesia, Nigeria, and Turkey
- To introduce the concept that the list of "emerging nations" is not constant and that new countries can be added or eliminated from the list.

Outline:
I. Review the PowerPoint on Emerging Nations
II. Videos of MINT nations
III. Introduce Worksheet: Compare & Contrast MINT
IV. Assign Readings and Complete Worksheet
V. Review the Compare & Contrast Worksheet (Day 2)
VI. Watch Videos on Individual MINT Nations
VII. MINT Team Breakout- MINT Indicators Sheet
VIII. Group Presentations
IX. Read: The MINT Countries: Next Economic Giants?

Materials:
- MINT Video Note Sheet
- Access to a computer to watch MINT Videos
- Compare and Contrast- MINT Worksheet
- MINT Readings (5 articles)
- MINT Indicators Sheet

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: Review the PowerPoint on Emerging Nations

Site Supervisor:

- **What are the MINT nations?** The MINT nations are Mexico, Indonesia, Nigeria, and Turkey, and were grouped together because of their fast-growing economies.

- **Remind students that MNCs are not only product driven but can also provide valuable analyses for global investment.** Individuals or corporations can use these analyses and services to make investments in bonds, factories, retail outlets, etc. Research conducted by MNCs provide us with broad perspectives on current global economic conditions.

- Goldman Sachs, Inc. is a global investment banking and financial services multi-national corporation headquartered in New York City, USA. In 2001, Goldman Sachs’ former Chairman and asset manager Jim O’Neill coined the term BRIC to describe how the emerging markets of Brazil, Russia, India, and China would challenge the West’s economic dominance. In 2012, O’Neill also popularized the term MINT- Mexico, Indonesia, Nigeria, and Turkey- in order to differentiate among the variety of emerging economies. He forecasts these countries to be among the ten largest economies in the next 30 years.

Part II: Videos of MINT Nations

Intern A:

- **Show videos to class and have students take notes of each nation on the “MINT Video Note Chart.”**
  - Mexico & Indonesia: “MINT” Nations: A Closer Look at Mexico’s and Indonesia’s Economies
    - http://www.youtube.com/watch?v=C1ih7WffN3Y
  - Nigeria & Turkey: “MINT” Nations: The Economies of Nigeria and Turkey at a Glance
Part III: Introduce Worksheet: Compare and Contrast- MINT

Intern B:
- Introduce Compare and Contrast- MINT worksheet and define criteria.
  - Government (strengths and weaknesses)
  - Population profile (middle class, domestic consumption)
  - Exports (balance of trade)
  - Dependency on specific natural resources
  - Infrastructure
  - Economic diversity (different sectors developing simultaneously-- e.g. not a reliance on one or few sectors; not having “all eggs in one basket”)
  - Obstacles to growth

Part IV: Assign Readings and Complete Worksheet

Intern C:
- Assign all four readings and have students complete “Compare and Contrast- MINT” score sheet to best of their abilities. Have students complete the score sheet as homework if they cannot complete it in class.
  - Mexico: BRICS creator O’Neill Wowed by Lula’s success: Mexico credit
  - Indonesia: Natural Resources and Sensible Leaders Bring High Hopes for Indonesia
    - http://www.theguardian.com/world/2014/jan/09/natural-resources-high-hopes
  - Nigeria: Nigeria Offers Promise for Investors Looking for Next Growth Story
  - Turkey: Turkey’s Economic Success Threatened by Political Instability

Part V: Review Compare & Contrast Worksheet (Day 2)

Site Supervisor/Teacher:
- Check off the students’ score sheets at the beginning of class. Give students who completed the assignment appropriate credit.
Part VI: Watch Additional Videos on MINT Nations

Intern A:
- Have students take additional notes on “MINT Video Note Chart.”
  - Mexico: Emergence of the Middle Class in Mexico 2011
    - http://www.youtube.com/watch?v=9wRw5o7TvHAl
  - Indonesia: Country Profile
    - http://www.youtube.com/watch?v=SWk9gCKEkgw
  - Nigeria: Nigeria at the Heart of African Economic Renaissance
  - Turkey: Can Turkey’s Economic Boom Continue?
    - http://www.youtube.com/watch?v=AjLOkYQjSQY

Part VII: MINT Team Breakout

Intern B:
- Break the class into four different teams (Mexico, Indonesia, Nigeria, and Turkey). Have each team use the “MINT Indicators Sheet” to compare and contrast the strengths of the assigned nation’s economy and the weaknesses that might jeopardize each nation’s continued growth.

Part VIII: Group Presentations

Intern C:
- Have each group share findings with class.
- After presentations, take a class vote: Which country do you think is most likely to become the next superpower?

Part IX: Read “The MINT Countries: The Next Economic Giants?” Article

Intern D:
- Popcorn read “The MINT Countries: Next Economic Giants?”
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### Compare and Contrast - MINT

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MINT Indicators Sheet

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BRICs Creator O’Neill Wowed by New Lula’s Success: Mexico Credit

By Nacha Cattan, Published: December 18, 2013

Jim O’Neill has been tracking economic reform initiatives in countries across the world during his 33-year career on Wall Street. Only a few of them, he said, rank higher than what Mexico achieved this year.

“I can’t think of many other countries that have had a period of such deep reforms,” said O’Neill, who coined the term BRICs while serving as a top Goldman Sachs Group Inc. economist in 2001, correctly predicting a surge in growth for Brazil, Russia, India and China. “Markets are only just really starting to give Mexico any credibility now that the energy reform is going through.”

President Enrique Pena Nieto shepherded through at least 10 constitutional amendments in his first year in office, including measures to open Mexico’s oil industry to private investment for the first time in 75 years. He is slated to enact as soon as this week the new drilling rules, which are aimed at luring oil majors from Exxon Mobil Corp. (XOM) to Chevron Corp. (CVX), after a majority of states ratified the changes adopted by the national congress.

O’Neill estimates the reforms will boost Mexico’s long-term economic growth to 5 percent from the current 3 percent, helping trigger a bond rally that will top gains in other emerging markets next year. Barclays Plc predicts the reforms will spark investor demand for bonds in coming weeks, with yields on longer-term securities falling about 0.25 percentage point by year-end.

Outperforming Peers

Mexico was the only major Latin American economy whose local-currency bonds gained this year in dollar terms. They returned 1.6 percent, compared with an average 3.9 percent loss for emerging-market countries. Yields on Mexico’s benchmark peso bonds have risen 0.98 percentage point this year to 6.40 percent as speculation the Federal Reserve will curtail U.S. monetary stimulus eroded demand for developing-nation bonds.

Analysts forecast Mexico’s peso will strengthen 3.4 percent against the U.S. dollar by the end of 2014, boosting dollar-based gains on local fixed-income assets. The projected gain is the biggest among 33 currencies tracked in a Bloomberg survey of analysts.

Brazil’s Lula

Pena Nieto, 47, wasted little time pushing his agenda after taking office a year ago. On his second day on the job, he signed a pact with the two biggest opposition parties to pursue legislative proposals to spur economic growth.

The reform agenda has drawn praise from Pacific Investment Management Co.’s Bill Gross, BlackRock Inc. Chief Executive Officer Laurence D. Fink and former U.S. Treasury Secretary Lawrence Summers. O’Neill says the legislative victories put Pena Nieto in position to be the decade’s most successful policy maker from the Group of 20 nations, a title he gave to Brazilian President Luiz Inacio Lula da Silva in the past decade.

Changes he implemented include forcing teachers to undergo annual evaluations and curbing the market power of dominant telecommunications companies such as billionaire Carlos Slim’s America Movil SAB. (AMX) He also signed
measures to encourage banks to lend more and added taxes on dog food, soda pop and high-calorie snacks in an attempt to reduce the government’s dependence on oil revenue.

‘Laser-Beam-Focused’

“On political success, I’d give him an A,” said James R. Jones, a former U.S. Congressman and CEO of the American Stock Exchange who served as ambassador to Mexico from 1993 to 1997, when the North American Free Trade Agreement was implemented. “Pena Nieto from what I hear is laser-beam-focused on what he wants to accomplish. His cabinet meetings are no-nonsense. He makes assignments, holds people responsible.”

The president’s office declined to comment about his first year in office.

Pena Nieto has retained enough political goodwill to keep pressing ahead, said Jan Dehn, the head of research at Ashmore Group Plc in London, which oversees $78.5 billion in emerging-market assets.

“This is just the beginning of good news for Mexico,” Dehn said in a phone interview. “Compared to a lot of other EM countries, Mexico has already done all of the hard work, and there’s much less uncertainty going forward.”

Mexico’s improved growth outlook will help the country’s bonds outperform other emerging markets next year, Marco Oviedo, the chief Mexico economist for Barclays, said in a phone interview. The economy will grow 3.6 percent next year, after 1.35 percent growth this year, based on the average of economists’ estimates in a Bloomberg survey.

‘Unrealistic’

Risks remain that Mexico’s energy legislation will take a long time to implement, and any gains in oil output may be delayed by a lack of pipelines and other infrastructure, according to Joe Kogan, the head of emerging-market strategy at Bank of Nova Scotia.

The government’s goal of pumping 3 million barrels per day of oil by 2018 is “unrealistic,” New York-based consulting firm Eurasia Group said in a Dec. 17 report. The country’s output was about 2.5 million a day during the first half of December.

“Many years go by between when you start exploring for oil and when you produce oil,” Kogan said in an e-mailed response to questions.

Informal Economy

O’Neill, 56, who left Goldman Sachs in April and now writes a column for Bloomberg View, Bloomberg LP’s opinion website, said one of Mexico’s biggest challenges is the high percentage of the population in undocumented jobs. About 60 percent of workers are off the books, according to the national statistics institute.

He said he visited Mexico City in October for a BBC radio program on the rise of “MINT” countries -- Mexico, Indonesia, Nigeria and Turkey -- he predicts are poised for faster growth.

As he walked through Tepito, an open-air market reported to be a forum for sales of pirated video games, fake Levi’s jeans and stolen stereos, he asked a woman he met what she thought about Pena Nieto’s economic reforms.

“She looked at me like I was coming from another planet,” O’Neill said. “They need to persuade all these huge numbers in the informal economy that their lives could be better if they’re in the formal economy.”

Rising wages in China will make Mexico more competitive as a manufacturing center, helping bolster economic growth, O’Neill said.

If Pena Nieto’s administration “really persuades investors they’re serious, and they stick to the reform program, it’s going to result in a lot of people wanting to invest in Mexico,” he said.

For more information, visit:
Natural resources and sensible leaders bring high hopes for Indonesia

By Jeff Hutton, Published: Thursday, January 9, 2014

A political tussle over Indonesia's formidable mineral exports goes a long way towards illustrating the political risks of doing business in Indonesia.

On 12 January the country is due to enact legislation that will ban exports of unprocessed mineral ore, following the passing of a law in 2009. The ban is one of President Susilo Bambang Yudhoyono's landmark economic reforms. But with Sunday's deadline looming, last-minute exemptions are still being argued over.

The tussle between those who want Indonesia to benefit more from its mineral wealth and those who worry about the long-term impact of export controls reveals the growing wave of nationalism, in the runup to this year's elections, that has prodded lawmakers to take more control of the country's vital resource sector. Oil, gas coal and minerals are the government's top revenue earners.

The bigger picture remains fairly benign. Indonesia tends to be blessed with capable policymakers. Agus Martowardojo, the central bank governor, is credited with minimising the fallout of the US Federal Reserve's decision to wind back its monetary stimulus through currency swaps with other regional central banks and stricter capital adequacy rules for the country's lenders. The finance minister, Chatib Basri, has won praise for beating back protectionists in cabinet by killing off ill-advised import quotas that caused the prices of beef and vegetables to soar by more than half during the first five months of 2013.

"Bad times make for good policy," he told journalists late last year. "We have to rethink protectionism."

While growth may be slowing, Indonesia will experience an increase of almost 6% this year underpinned by a rising consumer class. And for only the third time this sprawling country of more than 240 million people will directly elect a president when it goes to the polls in July.

By then, the impact of the mineral export ban will be more apparent.

In August the government required all tin produced in Indonesia to first be sold on a domestic exchange, in a bidan effort to unseat the London Metals Exchange supremacy when it comes to trading the metal. In early 2012, the government unexpectedly halved to 10 years the time foreign-owned projects must sell a majority stake to local investors.

The ban is expected to slash production of nickel by 80%. Production of bauxite, used to make aluminium, will slump by 98%, the ministry for energy and mineral resources has warned.

Indonesia can ill afford to lose the export earnings. The country's current account deficit is stubbornly high. It narrowed to $8.5bn (£5.2bn) in September after reaching a record $10bn in the three months from June. Balance of payments issues and nationalistic policies such as the ban saw the rupiah fall more than 20% against the US dollar last year.

For more information, visit:
http://www.theguardian.com/world/2014/jan/09/natural-resources-high-hopes-indonesia
Nigeria offers promise for investors looking for the next growth story

Country can no longer be ignored, say economists, but grinding poverty and corruption persist

By Monica Mark, Published: Thursday, January 9, 2014

If you want an idea of what Nigeria can offer the world's more fearless investors, raise a glass to South African supermarket chain Shoprite. Last year, its seven Nigerian branches sold more Moët & Chandon champagne than its 600 South African stores combined.

Nigeria may be best known for Islamist militants, bomb attacks, advance fee fraud and large-scale oil theft, but with a population of 170 million and a decade of annual growth rates around 7%, it also offers some outsized returns for investors willing to take the risk.

Just ask FTSE-listed Afren, whose share price shot up 9% in November when it discovered a "giant" oilfield in Nigeria, which is already the continent's biggest energy producer.

But it is not just the traditional, grubby business of oil extraction that stands to make a mint. A youthful population is showing glimmers of a consumer boom: last year Nigeria overtook Ireland to become the biggest market for Guinness, while brands from Porsche to men's luxury clothes brand Ermenegildo Zegna have scrambled to open shops recently.

"It's caught on with investors. They recognise that there's a resemblance to what we saw in Asia [in the 1980s] and those who missed the incredible growth story [there] now have the opportunity to invest in the next growth story," said Charles Robertson, global chief economist at Renaissance Capital.

The group forecasts that Nigeria's GDP will hit $5tn (£3tn) by 2050, which would be on a par with Japan today as the world's third-biggest economy. A statistical rebasing exercise next month – in which the base year for calculating GDP will be changed from 1990 to 2008 – could lead Nigeria to rival South Africa for the spot of the continent's largest economy, with a value of close to $400bn. That would mean the economic output of Lagos, the vibrant commercial hub, alone overtaking Ghana.

Despite a decade of breakneck growth, two-thirds of Nigerians still endure crushing poverty.

After decades of false starts, Nigeria is slowly addressing its feeble electricity generation. It still produces only enough to power one vacuum cleaner for every 25 inhabitants.

"Nigeria cannot be ignored any more as an investment destination, but I'm not convinced [the Mint group – four countries identified as emerging economic giants, the other members being Mexico, Indonesia and Turkey – is] where it fits in," said Samir Gadio, an emerging markets strategist at Standard Bank.

"If you take a closer look, Nigeria is the least developed, trails in terms of manufacturing base and displays limited economic diversification."

Gadio said that the government relies on oil for up to 80% of its income. Shocking education levels – especially in the north, where one report found only a fraction of 16-year-olds could add up two numbers – have provided a way in for the Boko Haram Islamists. The attacks have sometimes shut down swathes of the north, prevented truck drivers from delivering goods there and prompted traders to flee south.
Along the southern shores, too, where 2m barrels of oil are pumped each day, militancy has increased amid anger as decades of oil wealth have failed to trickle down to people living in the heart of the oil industry in the Niger Delta.

Corruption and lack of transparency pushed Nigeria down nine places to 147 out of 189 countries on the World Bank's Ease of Doing Business index this year. Business people say local oligarchs have such a stranglehold on most sectors of the economy that it is impossible to operate unless you "know someone".

"If you don't have the right person holding your hand in this country, you're going to get your fingers burnt," said the director of a multinational food brand.

But some see potential progress from a low base.

"The challenges we have here, if you look at them differently, they're actually opportunities," said former bank chief executive officer and business magnate Tony Elumelu. "For example, infrastructure is a limiting factor but it's also an opportunity for investors."

His gleaming glass and chrome office overlooks the leafy Lagos suburb of Ikoyi, which nicely sums up how Nigeria's economic growth has failed to radiate. Tucked behind high walls, there are more millionaires living in this part of Lagos than anywhere in Africa, and most cities in the world. But the potholes are some of the city's worst and flooding caused by blocked drains quickly turns roads into rivers, where sometimes barefooted fruit-sellers can be seen wading through with baskets on their heads.

Clearly, there's a lot that needs doing – and no doubt plenty of money to be made doing it.

For more information, visit:
http://www.theguardian.com/world/2014/jan/09/nigeria-promise-for-investors
Turkey's economic success threatened by political instability

Recep Tayyip Erdoğan faces his biggest crisis since coming to power following corruption scandal and protests

By Constanze Letsch, Published: Thursday, January 9, 2014

Turkey's strong economic growth over the past decade, bringing relative prosperity to previously neglected parts of the country, has underpinned the popularity of the prime minister, Recep Tayyip Erdoğan, and his mildly Islamist Justice and Development party (AKP).

But the danger of a worsening economy is compounding the instability, essentially political, that has seized the country in the past year, generating the biggest crisis of Erdoğan's 11 years in power – just before local and national elections this year and next.

The crisis threatens the economic gains made by the Erdoğan government: since his AK party came to power in 2002 Turkey's staggering annual inflation rate of up to 100% has been brought down to single digits, while GDP has risen by more than 45% in real terms.

The tamed inflation and the accompanying economic stability brought the long neglected country to the attention of international investors and global finance, winning Turkey its first investment-grade credit ratings in two decades.

Backed by conservative and highly entrepreneurial businessmen sometimes called the "Anatolian Tigers", the AKP won three elections on a ticket of continuous growth and a promise of increasing prosperity for Turks, as well as an appetite for an open market economy and globalised business, leading to a decade of growth with annual rates of more than 4%.

But Turkey's political stability, until recently the country's most prized asset, is in peril after the eruption of a corruption scandal that led to the resignation of four cabinet ministers and, some say, may unseat the prime minister. It followed a summer of street unrest that also shook Erdoğan's international credibility.

"Political stability was the cornerstone of the government's political and economic success," said Asaf Savas Akat, an economist and professor at Bilgi University in Istanbul. "This crisis might shake the confidence of economic actors and lead to considerably slower growth in an already more difficult economic environment."

The allegations of corruption, bribery and tender-rigging implicating members of the AKP call into question the party's claims to "purity" – the translation of the Turkish word "ak" – and government promises to end illicit practices and corruption. While the investigations triggered a record low of the Turkish lira and a huge sell-off of Turkish stocks, Akat warned against alarmism: "The exchange rate does not reflect economic policies per se, but rather psychological trends," he said. "It tells us more about how people read the crisis."

He underlined that it was too early to make predictions about the country's long-term economic outlook. "There has always been political noise during the past decade, but the fundamentals have essentially stayed the same. But the crisis we are now witnessing is entirely unprecedented and we don't know how it will be resolved."

"The number of possible scenarios is infinite and as long as we don't know in which direction this is
going, we cannot say what the medium- and long-term impact on the Turkish economy will be."

The Turkish government remains defiant in the face of the burgeoning crisis. "Turkey's macroeconomic fundamentals [are] strong. [The] banking sector is healthy. Strong public finances provide significant room to respond [to] shocks," the finance minister, Mehmet Simsek, tweeted on 28 December.

In his new year's speech, Erdoğan renewed his goal to bring the country into the top 10 world economies by 2023, the year of the republic's centennial.

From the point of view of the ruling party, the timing of the crisis could not be worse: local elections are scheduled for March followed by the country's first direct presidential election in August and general elections next year. Turkey is in the most volatile and unpredictable political period since Erdoğan came to power. But his prospects of surviving the turmoil may yet rest on public perceptions of economic success and transparency.

Seyfettin Gürsel, head of BETAM at Bahçesehir University, said that electoral support for the AKP might decline in the light of the corruption scandal, but the outcome of elections was difficult to predict.

"If the AKP's vote in March falls below 43% [from 50% in general elections in 2011], it will be very difficult for Erdoğan to secure the majority necessary for his presidential election and the constitutional changes that would install a presidential government in Turkey."

For more information, visit:
The MINT countries: Next economic giants?

In 2001 the world began talking about the BRIC countries - Brazil, Russia, India and China - as potential powerhouses of the world economy. The term was coined by economist Jim O'Neill, who has now identified the "Mint" countries - Mexico, Indonesia, Nigeria and Turkey - as emerging economic giants. Here he explains why.

Published: January 5, 2014

So what is it about the so-called Mint countries that makes them so special? Why these four countries?

A friend who has followed the Bric story noted sardonically that they are probably "fresher" than the Brics. What they really share beyond having a lot of people, is that at least for the next 20 years, they have really good "inner" demographics - they are all going to see a rise in the number of people eligible to work relative to those not working.

This is the envy of many developed countries but also two of the Bric countries, China and Russia. So, if Mexico, Indonesia, Nigeria and Turkey get their act together, some of them could match Chinese-style double-digit rates between 2003 and 2008.

Something else three of them share, which Mexican Foreign Minister Jose Antonio Meade Kuribrena pointed out to me, is that they all have geographical positions that should be an advantage as patterns of world trade change.

For example, Mexico is next door to the US, but also Latin America. Indonesia is in the heart of South-east Asia but also has deep connections with China.

And as we all know, Turkey is in both the West and East. Nigeria is not really similar in this regard for now, partly because of Africa's lack of development, but it could be in the future if African countries stop fighting and trade with each other.

This might in fact be the basis for the Mint countries developing their own economic-political club just as the Bric countries did - one of the biggest surprises of the whole Bric thing for me. I can smell the possibility of a Mint club already.

What I also realised after talking to Meade Kuribrena, is that the creation of the Mint acronym could spur pressure for Nigeria to become a member of the G20, as the other Mints already are.

This was something the charismatic Nigerian finance minister, Ngozi Okonjo-Iweala was keen to talk about: "We know our time will come," she said. "We think they are missing something by not having us."

Meade Kuribrena went so far as to suggest that, as a group of four countries, the Mints have more in common than the Brics. I am not sure about that, but it is an interesting idea.

Economically three of them - Mexico, Indonesia and Nigeria - are commodity producers and only Turkey isn't. This contrasts with the Bric countries where two - Brazil and Russia - are commodity producers and the other two - China and India - aren't.

In terms of wealth, Mexico and Turkey are at about the same level, earning annually about $10,000 (£6,100) per head. This compares with
$3,500 (£2,100) per head in Indonesia and $1,500 (£900) per head in Nigeria, which is on a par with India. They are a bit behind Russia - $14,000 (£8,500) per head - and Brazil on $11,300 (£6,800), but still a bit ahead of China - $6,000 (£3,600).

A big question that guided my thinking on visits to these countries for the BBC was - "How do these countries actually feel on the ground, compared to my own expectations and the general consensus of opinion?"

When expectations are low - as one might generally say about Nigeria for example (although not in recent years among specialist investors in Africa) - it is easier to be positively surprised.

But the opposite is also true - and this could be a problem for Mexico, which financial investors are really quite excited about.

I returned from my travels thinking it won't be so difficult for Nigeria and Turkey to positively surprise people, as many put far too much weight on the negative issues that are well-known - crime and corruption in Nigeria, for example, or heavy-handed government in Turkey.

Indonesia, I am less sure about. The country's challenges are as big as I thought and I didn't hear too many things that made me go "Wow" in terms of trying to deal with them. The country needs more of a sense of commercial purpose beyond commodities, and has to improve its infrastructure.

In Turkey, visits to white goods manufacturer Beko and Turkish Airlines, the world's fastest growing airline, definitely made me go "Wow", and in Nigeria, I was saying it all the time.

The creativity in that place is so easy to get enthused about, at least it was for me, and I returned full of excitement about different personal investments I might follow up on.

In Mexico I was all set to be disappointed, as expectations are so high, but the young president and his equally young colleagues are full of determination to change the place.

If you thought Maggie Thatcher stood for serious reforms, these guys make her seem like a kitten. They are reforming everything from education, energy and fiscal policy to the institution of government itself.

What about all the challenges and things that usually scare people? Well corruption is obviously one topic that all four would seem to share, and I had many interesting discussions about it in each country.

In Nigeria, Central Bank Governor Lamido Sanusi argued that corruption rarely prevents economic development - and that the growth of the economy, accompanied by improvements in education, will lead to better governance and greater transparency.

Such views are important to listen to, as an alternative to our often simplistic Western way of thinking. For many credible people in the Mint countries, corruption is a consequence of their weak past, not a cause of a weak future, and certainly not the number one challenge. It falls way down a list compared with the costs of energy and the breadth of its availability and, of course, infrastructure.

Sorting out energy policy was seen in both Mexico and Nigeria as a top priority and each country has launched a major initiatives this year, which if implemented, will accelerate growth rates significantly.

Here is an amazing statistic. About 170 million people in Nigeria share about the same amount of power that is used by about 1.5 million people in the UK. Almost every business has to generate its own power. The costs are enormous.

"Can you imagine, can you believe, that this country has been growing at 7% with no power, with zero power? It's a joke." says Africa's richest man, Aliko Dangote.

He's right. I reckon Nigeria could grow at 10-12% by sorting out this problem alone. That would double the size of its economy in six or seven years.
In Indonesia, the fourth largest country in the world, I would say leadership and infrastructure are the major challenges, though there are many more too. But challenges and opportunities sit side by side.

In one of Jakarta's slum areas, Pluit, the land is sinking by 20cm per year because of over-extraction of water, but property prices elsewhere in the city are rocketing.

I talked to a man building the country's first Ikea store, who reckons a third of greater Jakarta's population of 28 million (the third biggest conurbation in the world) would have sufficient disposable income to shop at his store. As he said: "We just know it's going to work."

In Turkey of course, its politics and the combination of a Muslim faith with some kind of desire to do things the Western way is a unique sort of challenge. Some might argue the same challenge exists for Indonesia but I returned thinking this was not the case. In Jakarta at least, the Western way of doing things seems to be generally accepted - in striking contrast with Turkey.

So can the Mints join the top 10 largest economies in the world, after the US, China, the rest of the Brics and maybe Japan?

I think so, though it may take 30 years.

I look forward to going back to each of them more regularly now I am helping to put them on the map, just as happened with the Bric countries 12 years ago.

*For more information, visit: http://www.bbc.co.uk/news/magazine-25548060*
GLOBAL COMPETITION FOR POWER

Unit III: If You Were Chinese
IF YOU WERE CHINESE  如果你是中国人
Mengfei Chen (2010) and David Liu (2013)

You Would Be

- From the most populous nation in the world
  1,343,239,923 (July 2012 est.)
- US: 313,847,465

You Would Live in

- A country slightly smaller than the US
- Fourth largest country in the world
- Most populous cities:
  - Shanghai/上海 15,789,000
  - Beijing/北京 11,106,000
  - Guangzhou/广州 9,447,000

Surrounded by Many Types of Ethnic Groups

- Han Chinese 91.6%, Zhuang, Manchu, Hui, Miao, Uighur, Tujia, Yi, Mongol, Tibetan, Buyi, Dong, Yao, Korean, and other ethnic groups 8.5% (2010 census)

Maybe the City

- 47% of total population (2010)
- Average Income: $2000 per year
- US: 82%

Go to the Park
Or Maybe the Countryside

- 53% of total population (2010)
  - Average Income: $600 per year
- US: 18%

Playing in the Countryside

The Economy: New Adventures

- GDP PPP $9,100 (2012 est.)

The Economy: Traditional Practices

You Would Be an Only Child

- 1.55 children born/woman (2012 est.)
- One Child Policy (1978): In order to control the population growth, one child for each urban family.
- Exceptions: rural couples, ethnic minorities, and one parent without siblings.
- Does not apply to Hong Kong, Macau, or Tibet

You Would Be an Only Child

- In 2013, there was an amendment to the one-child policy.
  - Parents can have two children if one of the parents was an only child.
  - Previously, the exception was only applicable if both of the parents were only children.
What Does That Mean?

- Gender Imbalance: More boys than girls.
- Little Emperors
- 4-2-1 Problem. For every child there are two parents and four grandparents. What does that mean?

Religion

- Officially an atheist state
- Religion allowed as long as it doesn’t get into politics
- Religious philosophies
  - Daoism/Taoism (8%)
  - Confucianism
  - Buddhism (50-80%)
  - Christianity (4%)
  - Islam (2%)

You Would Speak

- Mandarin!
- Literacy: 91%
- There are different dialects
  - Cantonese
  - Shanghainese
  - Teochew
- Over 206 languages

In School

- 250 million school children
- 9 hours a day
- 5 days a week
- Literacy rate: 92.2%
- 19 million college students, up 600% in 10 years.

Lunch Time

- Some children stay in school while their parents are at work. The schools have beds and food that the families cannot provide for them.

Studying for the Future
Gao Kao

- Given once a year
- 10 million registered for 5.7 million spots
- 2 days and 9 hours long
- Subjects: Chinese, Math, Foreign Lang, Physics, Biology, Chemistry, History etc

A Tale of Two Educational Systems

- A Beijing University survey showed a large gap between rural and urban education
  - 26.8% of rural residents went beyond middle school
  - 1% of rural residents had college degrees
  - 14% of urban residents had college degrees
  - Best teachers seek higher paying jobs in the cities.

The Working Life

- Biggest labor market in the world: 795.4 million (2011)
- Labor force by occupation:
  - agriculture: 36.7%
  - industry: 28.7%
  - services: 34.6%
    (2008 est.)

Unemployment and factory workers

- Unemployment Rate: 6.4% (2012)
- Average wage for a factory worker: $1.36 an hour (2008: $0.80 per hour)

Kingdom of Bikes

- Bikes everywhere!
- Public transportation
- The Rise of the Private Car and Middle Class
- Symbol of middle class
- 2009: 26 million private owners
Being Consumers

- As the Chinese get richer, they are consuming more.
- Eating out (Most KFCs in the world)

Internet Surfing

- 389 million internet users (2009)
- Most popular search engine: Baidu
- Social Networking sites: QQ, Zone, Tianya.cn, Kaixin001.com
- NO FACEBOOK
- Foreign TV shows: Desperate Housewives, Jersey Shore, Gossip Girls

Life Expectancy

- Total population: 74.84 years (2012)
- What do you think are some of the changes that will happen in China during your lifetime?

As An American

- Infrastructure
As An American

- Pollution

As An American

- Rural life

As an American

- Wealthy and Inequality

As An American

- Creating healthy communities

Acknowledgements

- China California Heart Watch
- Photo credit: Bernard Wen
1. **One Child Policy**: Established in 1978, the population control policy of China allows urban couples to have only one child. Exceptions apply to twins, rural couples, ethnic minorities, and in families where one parent was an only child.

2. **4-2-1 Problem**: One of the consequences of the One Child Policy is that one adult child will have to provide and support for two parents and four grandparents.

3. **Little Emperors**: An aspect of One Child Policy where only children are given excessive amounts of attention from parents and grandparents.

4. **Gao Kao**: National prerequisite for entrance to all higher education institutions in China. This test is usually taken in the last year of high school.

5. **The Private Car**: A symbol of China's expanding middle class and the individuals ability to consume more material wealth.

6. **Internet ID Card**: Official form of personal identification in China. Personal password and ID number are needed in order to log on to the internet.
"This generation will be running China in a few years. They are the next international politicians and business leaders, and their choices will affect us all," says Frontline producer Sue Williams about the new generation shaping China’s future. In Young & Restless in China, Frontline presents intimate portraits of nine young Chinese over the course of four years, examining the reality of their lives as they navigate their way through a country that is changing daily.

**TOTAL TIME**: 1 hour, 48 minutes


**CLASS DISCUSSION QUESTIONS**

1. Is there one aspect of life in China today that's symbolic of the turmoil confronting young Chinese?
2. As young people in China develop a taste for the good life, do old values and traditions still apply in some fundamental way?
FRONTLINE: YOUNG & RESTLESS IN CHINA A DOCUMENTARY BY SUE WILLIAMS

DIRECTIONS: In note format, answer the three questions for each of the people below.

1.) Write a brief description about each of the nine ambitious young Chinese men and women.

2). Describe the struggles and difficulties they are facing in China’s tumultuous and rapidly changing society.

3). What types of tensions between traditional values and new expectations are they facing?

1. **Wang Xiolei**: Rapper

2. **Wei Zhanyan**: Migrant Worker

3. **Yang Haiyan**: Rural Housewife

4. **Lu Dong**: Owner of Internet-based tailoring company
5. **BEN WU**: Internet Café Entrepreneur and Consultant

6. **ZHANG JINGJING**: Public Interest Lawyer

7. **XU WEIMIN**: Businessman and Hotel Owner in Shenzhen

8. **MIRANDA HONG**: Marketing Executive

9. **ZHANG YAO**: Medical Resident
Workshop:
Introduction to 21st Century China Project: The Research Process
Related PowerPoint: If You Were Chinese

✿ **Objective(s):**

- To stimulate a discussion on China’s global position.
- To define specific areas of research that can define the strengths or potential weaknesses of 21st Century China.
- To explain the specific literacy goals each student will be responsible for in researching and writing about their assigned topics.
- To assign each student to one of four research topics.

✿ **Outline:**

I. Review “If You were Chinese” PowerPoint and Young and Restless in China Video
II. Introduce Essay
III. Cover and Assign Topics
IV. Review China Research Paper Requirements
V. Read Articles

✿ **Materials:**

- China 2014: Research Paper Directions and Instructions
- China Research Paper Requirements
- China 2014: Article Summary Forms (2)
- China Articles (11)

✿ **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: Power Point and Video

Intern A:
• Review the “If You Were Chinese” PowerPoint. Questions to consider may include:
  ◌ What specific aspect of living in China do you find most surprising?
  ◌ How different would your life be if you were growing up in Beijing?
  ◌ If you were a teenager in China, would your plans for the future be similar to the plans you have as an American? Why or why not?
• Pose the following question: Why is China considered an emerging power in the 21st century? (Suggestions may include a rapidly growing economy, a large standing military, large population, and a growing middle class.)

Part II: Introduce Essay

Intern B:
• The final project for the Emerging Nations unit will be an essay in which you will assess China’s strengths and weaknesses. The essay will require research, and we will be going over the research project both today and in future workshops.
• The first question to begin the writing process is the one we just asked: Why is China considered an emerging power in the 21st century? From that question, you can get some ideas about topics on which you could write.
• This question is so broad that trying to cram all the different topics into one paper is not realistic, unless you’re writing a very large book. In an essay, it is best to focus only on one topic, so that the essay will be strong and coherent.

Part III: Cover and Assign Topics

Intern C:
• Use “Discovering China’s Power in the 21st Century” PowerPoint to introduce the four areas of research.
• The four areas on which you will focus your papers are
  ◌ Economy
  ◌ Infrastructure
  ◌ Education
  ◌ Military
• Review questions to consider in PowerPoint for all four topics.
• Though there are many other aspects that are contributing to China’s rise as an emerging power, we will be focusing on these four areas.
• Each one of you will be assigned one of these areas, which will be the focus of your paper.
• Assign topics according to teacher preferences.
Part IV: Review China Research Paper Requirements

Intern D:
- As a class, read China 2014: Research Paper Directions and Instructions.
  - Structure of Paper
  - Outside Research
  - Format of Paper

Part V: Read Articles

Site Supervisor:
- Direct students’ attention to provided articles for each topic.
- For the remainder of the class period, have students read, highlight, and take notes on provided articles.
- For homework, assign students to locate two additional articles from reputable sources that will help support main argument. In addition, students must fill out “Article Summary Forms” for each article.
Discovering China’s Power in the 21st Century

The Research Process

Definition: Research

- **(noun)** the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
- **(verb)** investigate systematically

Can you anticipate some of the topics you will need to investigate in order to discover the answers?

Areas of focus:
- 1. Economy
- 2. Infrastructure
- 3. Education
- 4. Military/Cyber Aggression

Economy:

- Questions to consider:
  - How fast is China's economy rising?
  - Is the Chinese quality of life rising?
  - Is China's growth sustainable?
  - How is the economic growth impacting the population?
  - Does the Chinese government control the economy? Explain.

The role of the US and China in the global economy and in East Asia
Infrastructure:
Questions to consider:
- What are China's infrastructure goals?
- Which areas of the country have been developed thus far?
- What projects are next?
- How much is China spending on infrastructure?
- What is the quality of China's infrastructure?
- Has China shared its ability to build infrastructure with other nations?

Education:
Questions to consider:
- How do Chinese students perform relative to the students from other countries?
- Is student performance equal across all of China?
- Is there a surplus of educated labor in China?
- Are Chinese students impacting colleges abroad?

Military/Cyber Aggression:
Questions to consider:
- What areas of China's military are growing?
- How is China utilizing its new military strength?
- Is China the dominant military power in Asia?
- What are China's cyber security/espionage capabilities?

What is your area of focus?

How will you begin your research?
DIRECTIONS: The China Research Paper will allow students to be involved in researching and developing their own perspective on a specific area of China. Students will be assigned a particular focus area to address the major question below and construct an essay with a minimum of five paragraphs that explains their observations on the particular focus. Two to three articles will be provided and will act as a reference to support the main argument. Students will then need to select two or more articles on their topic that will further support the main argument.

MAJOR QUESTION: IS CHINA TRULY AN EMERGING POWER?

CONSIDER THE RECENT DEVELOPMENTS IN ONE OF THE FOUR SECTIONS BELOW:

1. ECONOMY
2. PHYSICAL INFRASTRUCTURE
3. EDUCATION SYSTEM
4. MILITARY

INSTRUCTIONS

• Read and highlight the assigned articles related to your topic.
• Locate and review articles related to your topic from reputable sources and complete “Article Summary Form” for each article.
• Develop position on topic and formulate strong thesis statement.
• Use outline to develop research paper.
• Construct rough draft from outline.
• After editing, construct final draft and submit to teacher by final due date.
CHINA RESEARCH PAPER REQUIREMENTS

STRUCTURE OF PAPER

• Introduction: strong thesis with three supporting arguments
• Body Paragraphs: Includes introductory sentence, factual details, analysis, and concluding sentence
  o Displays evidence of using outside research and deep analysis to support argument
• Conclusion: Summarizes findings from essay, reiterates important points, demonstrates significance of argument

OUTSIDE RESEARCH

• Includes at least 2 articles from reliable sources to support argument

FORMAT OF PAPER

• MLA format: 1 inch margins, Times New Roman, 12 point font
• 5 paragraph essay (Introduction, 3 body paragraphs, conclusion)
• Minimum of 6 sentences per paragraph
• Free of spelling and grammatical errors
CHINA 2014: ARTICLE SUMMARY FORM

NAME:

TEACHER:

PERIOD:

TITLE OF ARTICLE:

WEBSITE SOURCE:

DATE OF ARTICLE:

SUMMARY STATEMENT (4-5 WELL-WRITTEN SENTENCES):
Workshop:
Introduction to 21st Century China Project:
The Writing Process

Related PowerPoint: China 2014: The Writing Process

❖ Objective(s):

- To introduce students to the general purpose and use of the expository writing format
- To define Evidence Based Writing as the use of quality resources, not personal opinion
- To introduce the “Burger Five-Paragraph Model” and the parts of an essay: introduction, body paragraphs, and conclusion
- To introduce the concept and the structure of a “thesis” and its connection to topic sentences

❖ Outline:

I. What is an Expository Essay?
II. Burger Five-Paragraph Model
III. Introduction: Hook, Supporting Sentences, and Thesis Statement
IV. Body Paragraphs: Topic Sentence, Factual Evidence, Analysis, and Transition Sentence
V. Conclusion
VI. Thesis Activity
VII. Brazil Expository Essay Example

❖ Materials:

- China 2014 – The Writing Process PowerPoint
- Burger Five-Paragraph Model
- Expository Essay on Solar Energy
- Thesis Worksheet
- Brazil Expository Essay

❖ 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.
Part I: What is an Expository Essay?

Intern A:

- [Slide 2] What is an expository essay?
  - An expository essay is an essay that “exposes the reader to a new topic.”
  - It informs the reader with details, descriptions, or explanations of a subject.
  - It is well organized, concise, and thoroughly examines the subject in question.
- [Slide 3] What does it mean?
  - It conveys information and explains ideas. It is fact-based and non-fiction.
  - Remember that expository essays are not based on the writer’s own opinions! Avoid using personal pronouns.

Part II: Burger Five-Paragraph Model

Intern A:

- [Slide 4] What ingredients make up a burger?
  - You can compare the parts of a burger to the parts of a five-paragraph essay.
  - The top bun is the introductory paragraph, which introduces the reader to the essay topic. It consists of three main elements: the hook, supporting sentences, and thesis.
  - The three patties are the three body paragraphs. Body paragraphs include evidence and analysis to strengthen the argument and prove the thesis.
  - The cheese is the transitions between each body paragraph.
  - Lastly, the bottom bun is the conclusion, in which the thesis is restated and important points are reiterated.

Part III: Introduction

Intern B:

- [Slide 5] The introduction introduces the reader to the essay topic, creates interest, and outlines the main ideas of the essay. It consists of three elements: the hook, supporting sentences, and thesis statement.
  - The hook is the opening statement that attracts the reader’s attention.
  - The supporting sentences provide background information about the topic and “builds” towards the thesis statement.
  - The thesis statement comes at the end of the introduction. It presents the essay topic and the main ideas that will be discussed in the body paragraphs. It includes three supporting arguments, which will make the three body paragraphs.
- [Slide 6] The first sentence of the introduction is called the hook and should capture the reader’s attention. It introduces the topic of the essay in an interesting way.
• There are many different types of hooks. Examples include: interesting fact or statistics, anecdotes, quotations, rhetorical questions, intriguing statements, and a statement of a problem.

• [Slide 7] Have students read examples of hooks and identify which types of hooks they are.

• [Slide 8] Supporting sentences transition the hook to the thesis. They can provide background information about the topic, explain underlying information, introduce various layers of the subject, and help transition the broad topic to the narrow thesis.

• [Slide 9] Show examples of hooks and supporting sentences.

• [Slide 10] A thesis statement answers the major question and is the road map of the essay. It states the main idea. It is an assertion, not a fact or observation. It is narrow enough to write a focused essay, but is also broad enough to write at least 3 body paragraphs. It includes three supporting arguments.


• [Slide 12] Review the various parts of the essay in the sample introduction.

Part IV: Body Paragraphs

Intern C:

• [Slide 13] The body of an essay consists of three paragraphs. Each body paragraph explains in detail one of the main ideas expressed in the thesis statement. There are four parts to each body paragraph.

• [Slide 14] The body paragraph consists of four parts: topic sentence, factual evidence, analysis of evidence, and transition sentence. The topic sentence is the first sentence and introduces the main idea of the paragraph. It restates the supporting argument from the thesis. Factual evidence provides details to support the arguments. The analysis explains how the details are significant and relate back to the supporting argument. Lastly, the transition sentence demonstrates how ideas lead into the next paragraph.


• [Slide 16] Review the various parts of the essay in the sample body paragraph.

Part V: Conclusion

Intern D:

• [Slide 17] The concluding paragraph ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought. The conclusion
consists of three elements: restated thesis, summary of the main ideas, and a final thought.

- **[Slide 18]** Have students read the sample conclusion in the Expository Essay on Solar Energy handout. Have them identify the restated thesis, summary of main ideas, and final thought.
- **[Slide 19]** Review the various parts of the essay in the sample conclusion.

### Part VI: Thesis Activity

*Site Supervisor:*

- Have students fill out the thesis worksheet. They are provided with a sample thesis, and must identify the answer to the major question, and all three supporting arguments.
- Then have students write their own thesis statement by answering the following question: Is China truly an emerging power?
- Have students complete thesis for homework.

### Part VII: Brazil Expository Essay

*Site Supervisor:*

- If time remains, have students individually read “Brazil: A Rising Economic Power,” an example expository essay. If no time remains, assign reading for homework.
What is an expository essay?
- An essay which "exposes" reader to a new topic.
- It informs the reader with details, descriptions, or explanations of a subject.
- Is well organized, concise and thoroughly examines the subject in question.

Expository Essay

Definition:
Ex·pos·i·to·ry – (ə-ˌtor-ē)

What does it mean?
- Conveys information and explains ideas
- Fact-based, non-fiction

Burger Five-Paragraph Model

Introduction:
1. Hook: opening statement that attracts the reader’s attention
2. Supporting Sentences: links the hook to the thesis
3. Thesis Statement: states the main idea of the essay (and answers major question)
   a) Includes 3 supporting arguments

*Goal of Thesis for Expository Essay*:
Explain to reader what he or she will learn in your essay

Types of Hooks
- Interesting Fact of Statistic
- Anecdote
- Quotation
- Rhetorical Question
- Intriguing Statement
- Statement of problem

Introduction: Hook (Attention-Grabber)
The first sentence should introduce the topic and grab your reader’s attention. (It should be broadly related to the topic of the essay).
Introduction:
Hook (Attention-Grabber)

What types of hooks are these examples?

Example Hook 1: Hillary Rodham Clinton once said that “There cannot be true democracy unless women’s voices are heard.”

Example Hook 2: “Spain, though hardly a literary juggernaut, translates more books in one year than the entire Arab world has in the past one thousand years.”

Example Hook 3: “What would you do if you could play God for a day? That’s exactly what the leaders of the tiny nation of Guam tried to answer.”

Introduction:
Supporting Sentences- Transitioning to the thesis

After the hook, writers need to gradually narrow the broad subject towards the thesis.

Gradually narrowing can:
- Provide background information
- Explain underlying information
- Introduce various layers of the subject
- Help transition from these more broad areas to the narrow thesis

Introduction:
Supporting Sentences- Transitioning to the thesis

Example 1:
Hook: “Your time is limited, so don’t waste it living someone else’s life.”
Supporting Sentence: “In his famous Stanford commencement address, Steve Jobs explained how death was an important motivator that kept him focused and helped him to fearlessly innovate.”

Example 2:
Hook: “How often do you walk past a building and wonder what it looked like 100 years ago?”
Supporting Sentence: “Technology has allowed us to send a man to the moon, develop vaccines for ailments like polio, and — now — plumb the depths of history for visual clues to our architectural past.”

Introduction:
Thesis

The thesis statement answers the major question and is the road map of the essay. It states the main idea of the essay.

A Thesis Statement:
- Is an assertion, not a fact or observation
- Is narrow enough to write a focused essay,
- But is also broad enough to write at least 3 body paragraphs
- Includes thee supporting arguments.

Example Thesis: At least 25 percent of the federal budget should be spent on helping upgrade businesses to clean technologies, researching renewable energy sources, and planting more trees in order to control or eliminate pollution.

Sample Introduction:

“I’d put my money on the sun and solar energy. What a source of power! I hope we don’t have to wait until oil and coal run out before we tackle that.” With this statement, Thomas Edison, the inventor of the light bulb, recognized the capacity of the sun as a virtually limitless source of energy in 1931. However, although a time when oil and coal have been completely used up could be getting closer, the full potential of solar power is yet to be harnessed by mankind. Televisions, refrigerators, air conditioners, and all the other appliances common in the developed world require vast amounts of electricity, meaning that the world’s most powerful countries still very much depend on fossil fuels. In Sub-Saharan Africa, Southeast Asia, and parts of South America, however, solar power is already changing the lives of people who have until now lived without a steady electricity supply. As low-cost solar panels become available, they are being used most effectively in some of the world’s poorest countries, which also happen to be some of the sunniest. Solar power is improving people’s lives in developing countries by providing efficient light safely, linking them to the global mobile community and increasing their independence.

Can you identify the Hook, Supporting Sentences, & Thesis Statement?
Body Paragraphs

The body of an essay consists of three paragraphs. Each body paragraph explains in detail one of the main ideas expressed in the thesis statement.

There are four parts to each body paragraph.

1. Topic Sentence: Main idea of paragraph—Restate supporting argument from thesis
2. Factual Evidence: Factual details to support argument
3. Analysis of Evidence: Explain how details are significant and relate back to supporting argument
4. Transition Sentence: Demonstrate how ideas lead into next paragraph

Sample Body Paragraph

Low-cost, solar-powered lamps provide a dependable and safe source of light to people in rural communities who often have no connection to a national electricity grid. People either had to do without electricity, or were limited to using unreliable, low-intensity light from candles or kerosene lamps at night. Now, a new solar-powered lamp, when charged for eight hours in the bright sun, can provide up to a hundred hours of continuous, stable light ("Solar"). As a result, families are now able to extend and enrich their days by pursuing hobbies or crafts, and socializing longer into the evening with a brighter, constant light. Furthermore, solar power is clean and safe. An Energy Resource Group article reports, "Health problems caused by toxic fumes from kerosene lamps are responsible for an estimated two million deaths annually" (Silver). In addition, both candles and kerosene are a fire hazard, especially in homes that tend to be predominantly made of wood. Solar-powered lighting removes these dangers from people's homes because they emit no fumes and have no open flame, so people benefit from cleaner air and a reduced worry of fire. Solar power, therefore, has not only changed people's lives, it has also made their lives safer.

Sample Conclusion

In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient light, it is removing dangers from people's homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence certainly shows that in parts of the world where there is abundant sunlight, harnessing solar energy can be a key to improving the lives of many people.

*Note: Do not introduce new ideas in conclusion

Sample Conclusion

1. Restate thesis
2. Summary of main ideas: summarize findings and reiterate important points
3. Final Thought: demonstrate significance of arguments

*Note: Do not introduce new ideas in conclusion

Can you identify the topic sentence, factual evidence, analysis of evidence, and transition sentence?

Can you identify the topic sentence, factual evidence, analysis of evidence, and transition sentence?

Can you identify the restated thesis, summary of main ideas, and final thought?
Sample Conclusion

In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient light, it is removing dangers from people’s homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence certainly shows that in parts of the world where there is abundant sunlight, harnessing solar energy can be a key to improving the lives of many people.

Can you identify the restated thesis, summary of main ideas, and final thought?

IMPORTANT LESSON:

- Remember Spongebob?
  - Don’t Procrastinate!
Introductory paragraph
Top bun
(hook, supporting sentences, thesis)

Body paragraph #1
Patty #1
(evidence and analysis)

Body paragraph #2
Patty #2
(evidence and analysis)

Body paragraph #3
Patty #3
(evidence and analysis)

Conclusion
Bottom bun
(restate thesis and important points)

*Cheese = Transitions
Expository Essay on Solar Energy

The model essay below answers the following essay question:

*Explain how an alternate form of energy is being used successfully in the world today.*

**Identify these elements in the model essay.**

1. Introduction, body, and conclusion.
2. The three main parts of the introduction: hook, supporting sentences, thesis statement
3. The four main parts of each body paragraph: topic sentence, factual evidence, analysis of evidence, and transition sentence
4. The three main parts of the conclusion: restated thesis, summary of main ideas, final thought

“I’d put my money on the sun and solar energy. What a source of power! I hope we don’t have to wait until oil and coal run out before we tackle that.” With this statement, Thomas Edison, the inventor of the light bulb, recognized the capacity of the sun as a virtually limitless source of energy in 1931. However, although a time when oil and coal have been completely used up could be getting closer, the full potential of solar power is yet to be harnessed by mankind. Televisions, refrigerators, air conditioners, and all the other appliances common in the developed world require vast amounts of electricity, meaning that the world’s most powerful countries still very much depend on fossil fuels. In Sub-Saharan Africa, Southeast Asia, and parts of South America, however, solar power is already changing the lives of people who have until now lived without a steady electricity supply. As low-cost solar panels become available, they are being used most effectively in some of the world’s poorest countries, which also happen to be some of the sunniest. Solar power is improving people’s lives in developing countries by providing efficient light safely, linking them to the global mobile community and increasing their independence.

Low-cost, solar-powered lamps provide a dependable and safe source of light to people in rural communities who often have no connection to a national electricity grid. People either had to do without electricity, or were limited to using unreliable, low-intensity light from candles or kerosene lamps at night. Now, a new solar-powered lamp, when charged for eight hours in the bright sun, can provide up to a hundred hours of continuous, stable light (“Solar”). As a result, families are now able to extend and enrich their days by pursuing hobbies or crafts, and socializing longer into the evening with a brighter, constant light. Furthermore, solar power is clean and safe. An Energy Resource Group article reports, “Health problems caused by toxic fumes from kerosene lamps are responsible for an estimated two million deaths annually” (Silver). In addition, both candles and kerosene are a fire hazard, especially in homes that tend to be predominantly made of wood. Solar-powered lighting removes these dangers from people’s homes
because they emit no fumes and have no open flame, so people benefit from cleaner air and a reduced worry of fire. Solar power, therefore, has not only changed people’s lives, it has also made their lives safer.

As well as providing reliable and safe light, the power of these solar panels is also being used to help people in developing countries connect to global communication networks. The same solar panel that provides light at night can be used to charge and recharge a cellular phone, which brings a number of significant benefits. For example, New York Times writer Sharon LaFraniere found that in rural, often remote parts of Sub-Saharan Africa, cell phones allow people to communicate easily and immediately with neighboring villages, as well as provide access to banking networks and global information sources (C3). The same article also reported that in a study of rural communities in developing countries, shop owners, traders, farmers, and fishermen all claimed that access to a cell phone had a positive impact on their profits (LaFraniere C3). As a result, their communities benefited economically. By providing a link to the world beyond the old limits of their immediate community, solar power is giving people in developing nations the means to improve their livelihoods.

Last, as a consequence of the technological benefits brought by solar power, people in developing countries are able to live their lives with greater autonomy. Solar power allows a poor family to make considerable financial savings. A BBC news story explains that a solar-powered lamp is relatively expensive for most families in developing countries, but because it costs nothing to operate after the purchase, it is much cheaper than alternatives, like kerosene (“Solar”). With their savings, more families can invest money into developing or expanding their farms or small businesses, which leads to greater financial stability and independence. Furthermore, solar power provides an environment in which people can educate themselves. In the journal Africa Renewal – United Nations Department of Public Information, it was concluded that literacy rates and the number of people studying for trade certificates are increasing faster in towns and villages where solar-powered lamps are accessible (Madamombe 10). Therefore, by allowing both children and adults to study at home in the evenings, solar power provides an opportunity for many people in the poorest parts of the world to escape a life of dependency through better education.

In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient light, it is removing dangers from people’s homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence certainly shows that in parts of the world where there is abundant sunlight, harnessing solar energy can be a key to improving the lives of many people.
Thesis Worksheet

**Directions:** In the space provided below, provide the answer to the major question, as well as the three supporting arguments.

**Major Question:**
Explain how an alternate form of energy is being used successfully in the world today.

**Thesis:**
Solar power is improving people’s lives in developing countries by providing efficient light safely, linking them to the global mobile community and increasing their independence.

**Thesis Statement**
Answer to the Major Question:
__________________________________________________________________________
__________________________________________________________________________

Supporting Argument 1:
__________________________________________________________________________
__________________________________________________________________________

Supporting Argument 2:
__________________________________________________________________________
__________________________________________________________________________

Supporting Argument 3:
__________________________________________________________________________
__________________________________________________________________________
Building Your Thesis Statement

Directions: Write your thesis on the lines provided below. Remember to answer the major question, and include your three supporting arguments.

Major Question: Is China truly an emerging power?

Thesis Statement
Answer to the Major Question:

____________________________________________________________________________
____________________________________________________________________________

Supporting Argument 1:

____________________________________________________________________________
____________________________________________________________________________

Supporting Argument 2:

____________________________________________________________________________
____________________________________________________________________________

Supporting Argument 3:

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____________________________________________________________________________

Thesis Statement:

____________________________________________________________________________
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Brazil: A Rising Economic Power

Brazil’s emergence as a major 21st century global power is an unchallenged reality. Recognized by the international financial firm Goldman Sachs as one of the original BRIC nations, Brazil has made truly impressive gains in many major areas of its economy. The country’s significant economic growth can be understood by studying: 1) the more than two decades of government stability (1990 – present) that led to the formation of a strong financial infrastructure, 2) the improved distribution of wealth and the birth of a middle class, and 3) the transition from being a borrower nation to a lender nation. This paper will explain these three elements of positive economic change.

Fernando Henrique Cardoso, through his “Plan Real”, brought economic stability to Brazil. He served as president of Brazil from 1995–2002 and leadership was successfully transitioned to Luis Lula da Silva through the election of 2002. Lula was reelected in 2006. This pattern of political stability also led to economic stability and the strengthening of many financial institutions. The development of the public development bank (BNDES) has been a great asset to the nation. During the recent global recession, the BNDES and other state controlled banks have been able to maintain a healthy rate of investment and consumption within the state. The Brazilian leadership has also established an economic program (Bolsa Familia) that is focusing on taking the poor families out of poverty and low education. Under Luiz
Lula da Silva, the nation undertook many austerity measures that have allowed Brazil to accumulate increased wealth. The nation’s international reserves, including cash and other financial assets, rose to a record $171.6 billion in January 2008, more than ten times the $17 billion Brazil had when Lula came to power.

More than 20 million Brazilians have risen out of poverty over the last ten years. Unlike some of the other BRICS, the low-income population is enjoying the benefits of the economic growth. A major factor that has brought this change about is formal job creation. In the first 8 months of 2010, 1.9 million new jobs were created. With the rise in household incomes many families have greater purchasing power. Brazil is now becoming a consumer nation with its population buying cars, computers and houses with cash or credit. According to the November 1, 2011 edition of *The Economist*, over the last two decades Brazil’s poverty rate has been halved and income inequality has also fallen sharply. GDP per person, at around $11,000 (or 19,000 reals), has been growing at an average annual rate of 1.7% since 1990, thus closing the gap with high-income countries. And income growth is faster among the poorest, though 8.5% of its population still lives on $1.50 a day. If this positive change continues, Brazil could reach its Millennium Development Goal of poverty reduction earlier than originally anticipated.

On the international stage, Brazil has gone from a borrower to a lender nation. In 2008 Brazil became a net external creditor and in 2009 Brazil’s finance minister offered a $10 billion loan to the IMF (International Monetary Fund) to assist the economies of developing countries. Brazil has established many strong international trading partners while building a strong internal economy. Although the global recession had slowed growth in 2008 and 2009, Brazil was one of the first emerging markets to begin a recovery. GDP growth returned to the positive in
2010. This recovery was partly due to Brazil’s exports of transport equipment, iron ore, soybeans, footwear, coffee, autos, automotive parts and machinery. Brazil accounts for 25% of global exports of raw cane and refined sugar; it is the world leader in soybean exports and is responsible for 80% of the planet’s orange juice. Large iron and manganese reserves are important sources of industrial raw materials and export earnings. The European Union, China, United States, and Argentina are Brazil’s largest exports markets.

Brazil is the seventh wealthiest economy in the world and the largest country in area and population in Latin America and the Caribbean. In February 2012, foreign currency reserves continued to increase allowing Brazil to reach a total of $356.33 billion in international reserves. As shown above, three contributing factors that have promoted Brazil’s economic growth in the 21st century have been its political stability, and construction of a strong financial infrastructure; the growth of the middle class; and its new status as a lending nation with extensive global trading partners. Many economists project that Brazil will become one of the world’s most dominant economies by 2050.
Works Cited


We hope you enjoyed this preview of

Global Competition for Power.

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