



2016-2017



WORLD
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COUNCILS of
AMERICA

World Affairs Council of the Desert

2016-2017 Academic WorldQuest Introductory Packet

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Welcome to the 2016-2017 Academic WorldQuest™! National Competition

This year, we participate in the 15th Annual Academic WorldQuest™, the flagship education program of the World Affairs Councils of America.

One of the greatest challenges facing our nation and our schools across the country is preparing our youth for the globally interconnected world of the 21st Century. America's ability to face the economic and security challenges of the 21st Century and seize new opportunities is dependent on an informed citizenry and a well-educated workforce. Academic WorldQuest™ is a unique opportunity to expose youth to the world outside our borders and prepare them for the challenges and the opportunities of the 21st Century.

Founded in 2003, Academic WorldQuest™ is a team game testing high school students' knowledge of international affairs. In the game, four-person teams compete by answering questions divided into ten unique and engaging thematic categories. The winner is the team with the most correct answers.

Structure of Program:

During the academic year preceding **The Carlos and Malú Alvarez 2017 Academic WorldQuest National Competition** in the spring, over 4,000 students participate in local AWQ competitions hosted by some 50 World Affairs Councils across the United States.

This information packet includes the Local AWQ Study Guide, which provides detailed resources on each of 5 question categories to help students and teachers to prepare for the competition. Questions for the competition are drawn from the resources in the AWQ Study Guide.

Winning teams are invited to represent their high school, city, and local World Affairs Council at The Carlos and Malú Alvarez Academic WorldQuest National Competition, held in the spring each year in our nation's capital, Washington, DC. This year's national competition also includes a welcome reception at the [U.S. Institute of Peace](#).

Common Core Standards

Academic WorldQuest contributes to the national [Common Core State Standards Initiative](#) by fostering reading comprehension skills for informational text.

Academic WorldQuest Desert Council 2016-2017 Categories

The categories for this year's AWQ Desert Council Competition cover several of the most critical global and U.S. foreign policy issues:

**Great Decisions
European Union
Countering Violent Extremism
Global Megacities
Women in Technology**

Study Guide

The Local Academic WorldQuest Study Guide is provided on page 6. Questions for all of the above categories are drawn from the resources included in the Study Guide.

The Carlos and Malú Alvarez 2017 Academic WorldQuest National Competition Details

Event Details:

The newly named Carlos and Malú Alvarez Academic WorldQuest National Competition honors the tremendous dedication and philanthropic support of WACA National Board member Carlos Alvarez and his wife to our flagship program and the Academic WorldQuest Endowment Fund. (For information on making a gift to the AWQ Fund, please visit [our website](#)). The AWQ National Competition is attended by more than 225 of the nation's most promising high school students, along with their parents, teachers, and chaperones. The 3-hour AWQ Competition is a unique opportunity for many students to visit the nation's capital for the first time.

Schedule:

Friday, April 28

11:00am - 3:00pm **Check-In and Registration** at the Washington Marriott at Metro Center
775 12th St NW, Washington, DC 20005

4:30pm - 6:00pm: **Welcome Reception at the United States Institute of Peace**
2301 Constitution Ave NW, Washington, DC 20037

Saturday, April 29

9:00am - 1:00pm The Carlos and Malú Alvarez 2016 Academic WorldQuest Competition at
the National Press Club
529 14th St NW, Washington, DC 20045

Hotel Block

The World Affairs Councils of America has arranged a group hotel block at the **Washington Marriott at Metro Center** (775 12th St NW, Washington, DC 20005). Reservation link [here](#).

Qualifying for Academic WorldQuest National Competition Rules and Regulations

All teams that compete in The Carlos and Malú Alvarez Academic WorldQuest National Competition must win a local AWQ competition sponsored by a member organization of the World Affairs Councils of America.

Teams may compete in only one (1) local competition in order to qualify to compete in the National Competition.

A team consists of four (4) Primary Teammates who are currently high school students (freshman – senior year). No more than four players per team will be able to compete in the National Competition.

Teams may designate Alternate Teammates to replace one or more of the four Primary Teammates in the case of sickness or other circumstances which would prevent a Primary Teammate from competing in the National Competition. Please note that local Councils may be unable to send Alternate Teammates to the National Competition.

On the day of the event (Saturday, April 29 2017), once The Carlos and Malú Alvarez Academic WorldQuest National Competition has officially started no substitutions of Alternate Teammates may be made.

Teams of fewer than four students are allowed to compete, but this is strongly discouraged.

If the winning team from a local competition is unable to compete in the National Competition and has no Alternate Teammates, the second place team may compete in its place.

Academic WorldQuest

Local Competition Rules and Regulations

How to Play

There are 5 rounds of 10 questions each. All of the questions are multiple-choice.

Teams have up to 45 seconds to answer each question.

Scoring

One (1) point is awarded for each correct answer. No penalty for incorrect answers or no answer.

The team with the most correct answers out of all 50 questions is declared Local AWQ Champion.

If, at the conclusion of the competition, there is a tie for 1st through 3rd place, tie-breaker rounds will be played.

Regulations

Teams are not allowed to consult with the audience, wireless devices, cell phones, other teams, books or written material at any point during the competition. Any team found by World Affairs Council judges, staff, or volunteers to be violating this rule will forfeit that round and a penalty of 20 points will automatically be deducted from that team's score.

If a team believes another team is cheating, a player may alert a World Affairs Council representative. However, if the other team is not found to be in violation of any rules, the accusing team will forfeit two (2) points.

A team consists of four (4) players. Player substitutions are not allowed. During the competition, a player can only use the bathroom during the break. If a player leaves at any other point during the rounds, he or she cannot return until after the break.

Parents, alternates, and other guests must remain "off the floor" and in the seating area at all times.

If a team wishes to challenge an answer, one (1) team member may bring the challenge calmly and politely to the judges within the time period allotted after answers are announced. Teams are not allowed to discuss challenges with audience members. The decision of the head judge is final. If the challenge is unsuccessful, the team which brought it will forfeit one (1) point.

Study Guide



Local Competition

2016-2017

Academic WorldQuest 2016-2017

Local Study Guide

All questions for this year's Academic WorldQuest program will be drawn from the sources in this Study Guide.

The AWQ Study Guide is best viewed in a current version of Adobe Reader. If you are having trouble clicking any of the below links, cut and paste them into your browser instead of clicking them or try a different browser.

Great Decisions

Great Decisions is an annual program that focuses on critical international issues issued by the Foreign Policy Association, a member of the World Affairs Councils of America. This year's *Great Decisions* categories are: **Shifting Alliances in the Middle East; The Rise of ISIS; International Migration; Climate Geopolitics; and Cuba and the U.S.**

The Great Decisions 2016 Briefing Book is required study material. The Briefing Book will be made available through the World Affairs Council of the Desert. In addition, please study the following online information for the competition:

- **Foreign Policy Association**
http://www.fpa.org/great_decisions/?act=gd_topics
 - Under each topic's page, read the Glossary, Background Guide, and all available Updates

The European Union

The EU was established in order to provide stability and support for its 28 member states. Although the union was officially created on November 1, 1993, its origins date back to the conclusion of the Second World War, due to increased calls for European integration. Today, the European Union strives to provide peace throughout Europe and aims to stimulate economic growth through free trade as well as the establishment of a single market amongst its members. In light of the United Kingdom's recent split from the European Union, this topic will provide insight on the history and functions of this politico- economic community.

- **European Union**
 - Read the overviews and listed sub-topics for *Countries, Money and the EU, and Facts and Figures* in "The EU in brief" under "About the EU", but not "See also" or other links
https://europa.eu/european-union/about-eu_en
 - Go to the "Downloads" section, download "[The EU explained - How the European Union works](#)" and read the sections of the report "Introducing the European Union" and "The European Parliament" (pp. 3-11)
https://europa.eu/european-union/about-eu_en
 - Read the brief overview "Trade", but not the linked Manuscript.
https://europa.eu/european-union/topics/trade_en

- Read the overview “The history of the European Union”, but not “See also” links
https://europa.eu/european-union/about-eu/history_en
- **Congressional Research Service**
 - Read the report “The European Union: Questions and Answers” (pp. 1-16)
<https://fas.org/sgp/crs/row/RS21372.pdf>
- **BBC news**
 - Read the article “What is the EU and how does it work?” (Skip videos and links to sub-topics)
<http://www.bbc.co.uk/guides/zgijwtyc>
 - Read the article “EU Collects Nobel Peace Prize in Oslo”
<http://www.bbc.com/news/world-europe-20664167>
 - Read the profile “The European Union”
http://news.bbc.co.uk/2/hi/europe/country_profiles/3498746.stm
- **Council on Foreign Relations**
 - Read the backgrounder “The Eurozone in Crisis” (Skip video)
<http://www.cfr.org/eu/eurozone-crisis/p22055>
 - Read the backgrounder “The Debate Over Brexit”
<http://www.cfr.org/united-kingdom/debate-over-brexit/p37747>
- **Center for International and Strategic Studies**
 - Read the pages 1-15 of the report "Transatlantic Economic Statecraft: The Challenge to Building a Balanced Transatlantic Sanctions Policy between the United States and the European Union"
https://csis-prod.s3.amazonaws.com/s3fs-public/publication/160621_CNASReport_Economic_State.pdf
- **Pew Research Center**
 - Read the “Europeans Face the World” (p.1) and the “Europeans question global engagement” (p. 3) of the report “Europeans Face the World Divided”
<http://www.pewglobal.org/2016/06/13/europeans-face-the-world-divided/>
- **PBS**
 - Read the article “8 things you didn’t know about the European Union”
<http://www.pbs.org/newshour/rundown/8-things-you-didnt-know-about-the-european-union/>

Countering Violent Extremism

The threat of terrorism continues to be widely discussed and debated, not just within the United States, but also across the world, as groups including al-Qaeda and ISIL continue to threaten the safety of innocent civilians. Although no immediate, single solution to this threat exists, possible strategies to diminish onset violence and fundamentalism have been developed with the hope of improving our global capacity to protect the universal rights and freedoms that much of the international community seeks to uphold and preserve. Therefore, this topic not only examines the causes of violent extremism, but also determines prevention strategies as well as approaches to reaching peaceful resolutions.

- **Federal Bureau of Investigation**
 - Interact with the site “What is Violent Extremism?” (Including links and sub-links. Enjoy the games and think about the messages they convey)

<https://cve.fbi.gov/whatis/?state=home>

- **U.S. Department of State and USAID**
 - Read the report “Department of State and USAID Joint Strategy on Countering Violent Extremism”

<https://www.state.gov/documents/organization/257913.pdf>

- **U.S. Department of State**
 - Read Secretary Kerry’s “Remarks on Community Building and Countering Violent Extremism”

<http://www.state.gov/secretary/remarks/2016/08/261212.htm>

- **Center for Security Studies**
 - Read the analysis “The Concept of Countering Violent Extremism” pages 1-2

<http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-security-studies/pdfs/CSSAnalyse183-EN.pdf>

- **UNESCO**
 - Read “About violent extremism” in the guide “A Teacher’s Guide on the Prevention of Violent Extremism” (pp. 11-18)

<http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

- **United Nations**
 - Read the “UN Secretary-General’s Remarks at General Assembly Presentation of the Plan of Action to Prevent Violent Extremism”

<https://www.un.org/sg/en/content/sg/statement/2016-01-15/un-secretary-generals-remarks-general-assembly-presentation-plan>
 - Read the Information Note for Media on the “Plan of Action to Prevent Violent Extremism”

<https://www.un.org/counterterrorism/ctitf/sites/www.un.org.counterterrorism.ctitf/files/Information%20Note%20Media%20PVE%20POA.pdf>

- **United States Institute of Peace**
 - Read the report “Countering Violent Extremism: A Peacebuilding Perspective”

<http://www.icnl.org/research/library/files/Transnational/CVEUSIP.pdf>

- **Washington Post**
 - Read the article “Who supports violent extremism in developing countries?”

<https://www.washingtonpost.com/news/monkey-cage/wp/2016/06/20/who-supports-violent-extremism-in-developing-countries/>

- **Brookings Institution**
 - Read the article “It happens on the pavement: Putting cities at the center of countering violent extremism”

<https://www.brookings.edu/2016/06/01/it-happens-on-the-pavement-putting-cities-at-the-center-of-countering-violent-extremism/>

Global Megacities

The late 1700's marked the beginning of American Industrialization, which consequently initiated the expansion and urbanization of cities across the world. These changes have revolutionized the ways in which business and commerce are conducted both locally and internationally. Today, the most powerful countries in the world contain vastly developed cities that provide robust networks with which communication, finance, and culture may thrive. It is projected that by 2050 two-thirds of all people will live in urban city settings. This topic analyzes the ways in which megacities have begun to fill industrial, metropolitan, and economic needs, as well as reviews the rapid and massive expansion of these highly complex urbanized systems.

- **United Nations**

- Read pages 1-11 of "The World's Cities in 2016"
http://www.un.org/en/development/desa/population/publications/pdf/urbanization/the_worlds_cities_in_2016_data_booklet.pdf
- Download and read Chapter 1 of the UN-Habitat "World Cities Report 2016" <http://unhabitat.org/books/world-cities-report/>

- **World Economic Forum**

- Read the article "These are Africa's fastest-growing cities – and they'll make or break the continent"
<https://www.weforum.org/agenda/2016/05/africa-biggest-cities-fragility/>
- Read the article "You knew China's cities were growing. But the real numbers are stunning"
<https://www.weforum.org/agenda/2016/06/china-cities-growing-numbers-are-stunning>
- Read the article "Latin America's cities: unequal, dangerous and fragile. But that can change"
<https://www.weforum.org/agenda/2016/06/latin-america-s-cities-unequal-dangerous-and-fragile-but-that-can-change>

- **Brookings Institution**

- Read the article "Figure of the Week: Urban health management in megacities"
<https://www.brookings.edu/blog/africa-in-focus/2016/08/11/urban-health-management-in-megacities/?cid=00900015020089101US0001-081401>
- Read the article "Urban inequality and access: Will Habitat III rise to the challenge?"
<https://www.brookings.edu/blog/the-avenue/2016/08/15/urban-inequality-and-access-will-habitat-iii-rise-to-the-challenge/>
- Read the report "Transportation network companies present challenges and opportunities in Asia's booming cities"
https://www.brookings.edu/research/transportation-network-companies-present-challenges-and-opportunities-in-asias-booming-cities/?utm_campaign=Brookings+Brief&utm_source=hs_email&utm_medium=email&utm_content=34102873

Women in Technology

Women have proven themselves to be both capable and qualified contributors and stakeholders in the technology sector. Yet, in 2015 only 17 percent of fortune 500 Chief Information Officer positions were held by women. Women are currently a minority in the technologically-focused workplace, with minority women even less likely to enter the field. Despite the fact that women in technology are very

few in number, their individual and collective contributions have been extremely significant. Women statistically tend to outperform their male counterparts within the technology sector. Particularly within the United States government, efforts have been launched in attempts to increase women's integration and participation in the Science, Technology, Engineering, and Mathematics (STEM) fields. This topic reviews these efforts and analyzes the ways in which women have been professionally marginalized and examines the lengths women have taken to succeed in technology.

- **U.S. AID**
 - Read the article "Harnessing Innovation for Women's Empowerment"
<https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment/addressing-gender-programming/harnessing>
 - Read the factsheet "Closing the Digital Gender Gap"
https://www.usaid.gov/sites/default/files/closing_the_digital_gender_gap.pdf
 - Read Executive Summary pages and first five topics in Table of Contents (pages 2-9) of the report "Gender Equality in Science, Technology, Engineering, Agricultural Sciences and Mathematics (STEAM) Academic Pipeline"
<https://www.usaid.gov/sites/default/files/USAID-Report-Sep-30-2015-Final.pdf>
- **U.S. Department of State**
 - Read the overview "Science and Technology Cooperation"
<http://www.state.gov/e/oes/stc/>
- **UN Women**
 - Read the "Remarks by UN Women Deputy Executive Director Lakshmi Puri at "How Can Social and Technological Innovations Contribute to Achieving Gender Equality"
<http://www.unwomen.org/en/news/stories/2016/3/lakshmi-puri-speech-at-social-and-technological-innovation-side-event>
- **International Center for Research on Women**
 - Read the report "Bridging the Gender Divide: How Technology Can Advance Women Economically" pages 1-13, and pages 22-25
<http://www.icrw.org/sites/default/files/publications/Bridging-the-Gender-Divide-How-Technology-can-Advance-Women-Economically.pdf>
- **Council on Foreign Relations**
 - Download the full text and read the discussion paper "Women in Tech as a Driver for Growth in Emerging Economies"
<http://www.cfr.org/technology-and-science/women-tech-driver-growth-emerging-economies/p38097>
- **American Association of University Women**
 - Read Executive Summary and Chapter 1 of the report "Why so Few? Women in Science, Technology, Engineering, and Mathematics"
<http://www.aauw.org/files/2013/02/Why-So-Few-Women-in-Science-Technology-Engineering-and-Mathematics.pdf>
- **Fortune**
 - Read the article "Exclusive: Women Bring More Tech Expertise to the Boardroom Than Men Do"
<http://fortune.com/2016/08/31/accenture-women-boards/>

Good Luck!