

Miyazaki International College
 Course Syllabus
 SPRING SEMESTER 2018/2019

Course Title (Credits)	IDS 303 FOUNDATIONS OF GLOBAL STUDIES 1 (3 credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	PAWEL MLODKOWSKI
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Language Teacher	
Instructor	N/A
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Office hours	N/A

Course Description:
This course surveys a wide range of global issues. Topics will be covered include, for example, globalization, conflict and cooperation, global security, global economy, development, environment, human rights, gender issues, etc. Students will learn basic concepts, analytical tools, and approaches for studying issues affecting social change on a global scale.
Course Goals/Objectives:
This course has two important goals. The first is to give students an understanding of major global issues. Students will learn about diverse cultures, regional integration, globalization, and global conflict. The second is to train students to use a variety of data to analyze global and societal issues, as well as to suggest solutions to real-world problems. Students will be expected to develop critical thinking skills and perspectives to better understand the global issues. Students will engage in various types of class activities, such as class participation, group discussions and presentations.
Topics/Assignments:
The course is divided into two main sections:
i) Global issues
ii) Presentation and discussion on global issues
We will explore the themes of the class using a variety of materials: readings, case studies, videos, and internet source materials. The class will include in-class exercises and homework assignments.
Tentative Course Schedule

Day	Topic	Content/Activities
1	UNIT ONE: Introduction to the class goals	<p>Introduction of the teacher</p> <p>Presentation of the syllabus</p> <p>Explanation of the terms of engagement</p> <p>Presentation of the teacher's expectations</p> <p>An introduction to global studies</p> <p>Pretest: Awareness of global issues</p> <p>Reading assignment for the next session (Handout 1): Globalization</p>
2	UNIT TWO: Global issues: globalization	<p>Group discussion on defining globalization (based on the reading)</p> <p>Video 1: History of Globalization: Past, Present, And Future.</p> <p>Video 2: What is Globalization 1?</p> <p>Video 3: Globalization Easily Explained</p> <p>Video 4: What is Globalization 2?</p> <p>Video 5: Globalization</p> <p>Group discussion on Globalization (based on the readings and videos).</p>
3		<p>Focus on socio-economic benefits of globalization</p> <p>Video 1: Globalization Good or Bad?</p> <p>Video 2: Who Really Wins?</p> <p>Video 3: Advantages and Disadvantages of Globalization</p> <p>Group discussion on benefits and costs of Globalization (based on the readings and videos).</p>
4		<p>Focus on economic costs and benefits of globalization</p> <p>Video 1: Pros and Cons of Globalization?</p> <p>Video 2: A Friend or Foe?</p> <p>Video 3: Great Drama that Is Globalization</p> <p>Video 4: Globalization and Poverty</p> <p>Group discussion on benefits and costs of Globalization (based on the videos).</p>
5		<p>Focus on cultural and other dimensions of Globalization</p> <p>Video 1: Globalization of Starbucks</p> <p>Video 2: MacDonalidization</p> <p>Video 3: MacDonalidization of Education</p> <p>Video 4: Critical Analysis of Globalization</p> <p>Group discussion on Globalization (summarizing globalization).</p>
6	UNIT THREE: Introduction to method of global studies	<p>Methodology for global studies</p> <p>Group discussion for better understanding on methodology for global studies.</p>

		In-class exercise on methodology for global studies. Practicing the use of interdisciplinary approach to global studies.
7	globalization pros and cons: Assignment 1 – 10%	research projects followed by group (2 students) presentations: 1. what is globalization 2. how is globalization manifested in Japan and Miyazaki 3. benefits of globalization 4. social costs of globalization 5. economic costs of globalization 6. culture and globalization
8	globalization pros and cons: Assignment 1 – 10%	PRESENTATIONS CONTINUED Reading assignment for the next session (Handout 2): currency unions in the world: history and operations
9	UNIT FOUR: Global issues: common currencies in the world	Group discussion on currency unions (based on the reading) Video 1: Amero – future of North America? Video 2: EURO and Eurosystem explained Video 3: Eastern Caribbean Currency Union 1 Video 4: Eastern Caribbean Currency Union 2
10		Focus on Africa: Common Monetary Area and COMESA Video 1: Facts about Africa Video 2: COMESA
11		Focus on Africa: Western Africa Economic and Monetary Union Video 1: History of Africa Video 2: ECOWAS and WAEMU history and operations Discussion on common currencies – summary and conclusions.
12		Quiz Common currency multiple-choice quiz – 10%
13	Review	Pre-mid-term Review
14	Review	Pre-mid-term Review
15	Mid-term week 25%	Mid-term Examinations
16	Mid-term week 25%	Mid-term Examinations Reading assignment for the next session:
17	UNIT FIVE: Presentation and discussion on global issues	Group discussion on the illegal immigration and refugees (based on the reading). Video 1: Illegal immigrants – what would happen? Video 2: Refugees crisis explained Video 3: Human Rights Watch – bonus video Group discussion on solutions for refugees crisis Reading assignment for the next session:
18		
19		Group discussion on the money laundering (based on the reading).

20	<p>Video 1: Money Laundering Facts</p> <p>Video 2: What you need to know about money laundering</p> <p>Video 3: Two Most Common Ways Criminals Launder Money</p> <p>Video 4: Anti Money Laundering Explained</p> <p>Video 5: Anti-Money Laundering</p> <p>Group discussion on causes and consequences of money laundering</p> <p>Reading assignment for the next session: Fair Trade in the World (Handout 3).</p>
21	<p>Group discussion on the fair trade (based on the reading).</p>
22	<p>Video 1: What is Fair Trade?</p> <p>Video 2: Fair Trade Improves Lives?</p> <p>Video 3: Fair Trade not benefiting the poor</p> <p>Video 4: Does it help poor workers?</p> <p>Video 5: Fair Trade Story</p> <p>Group discussion on benefits and costs of fair trade.</p> <p>Reading assignment for the next session: Tax havens (Handout 4)</p>
23	<p>Group discussion on the tax havens (based on the reading).</p>
24	<p>Video 1: Tax havens explained with maps.</p> <p>Video 2: Cost of going off-shore.</p> <p>Video 3: Most Secretive Tax Havens</p> <p>Video 4: Tax Havens: Great Scam</p> <p>Video 5: The Biggest Tax Havens</p> <p>Video 6: Bonus video: Bloomberg.</p> <p>Group discussion on tax havens.</p> <p>Reading assignment for the next session: Financial Crisis</p>
25	<p>Group discussion on the financial crisis (based on the reading).</p>
26	<p>Video 1: Understanding Financial Crisis</p> <p>Video 2: Japan Bubble versus Credit Crisis</p> <p>Video 3: The Great Recession</p> <p>Video 4: How did 2008 crisis start?</p> <p>Group discussion on future of financial crisis.</p> <p>Reading assignment for the next session: Terrorism and piracy.</p>
27	<p>Group discussion on terrorism and piracy (based on the reading).</p>
28	<p>Video 1: Pirates of the Caribbean.</p> <p>Video 2: Pirates of the 21st century.</p> <p>Video 3: Pirate Attack</p> <p>Video 4: Worst Terrorist Attacks – history</p>

		Video 5: 10 Terrorist Attacks that Failed Video 6: 25 acts of terrorism - History Group discussion on causes of terrorism and piracy.
29	Revision Week	Revision of global studies methodology.
30	Revision Week	Revision of global issues covered.
	Finals	Final Exam – a structured essay on two out of three available topics.

Required Materials:

Students are not required to purchase any specific textbook. Several reading handouts will be distributed in class at various points during the semester. A properly organized and well-maintained two-ring notebook is your textbook for this course. It is important that you keep all handouts, exercises, group tasks, and homework in the notebook. Students are required to bring all of the handouts, worksheets and readings that the teacher gives to class.

Course Policies (Attendance, etc.)

Participation is required at all classes. Students are expected to attend all the classes on time, participate actively in all class activities and complete all assignments on time. As a criteria to pass this course, students are required to attend at least 80% of the total class time. If you have four or more 'unexcused absences' you will be asked to withdraw from the class. All kind of absences must be presented with concrete documents and will be approved case by case. Problems related to your class performance should be brought up to the instructor as soon as possible.

An 'unexcused absence' is any absence for which you do not have permission. Medical reasons, family emergencies and so on are NOT counted as "unexcused absences" and will NOT INFLUENCE YOUR GRADE.

Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. The reading materials must be read and prepared before class. Lectures will stress the most important issues addressed in the materials, and may go beyond the scope of the handouts for certain topics. Therefore, it is important for you to attend class.

Grades and Grading

Class participation and group discussion 10%
Assignments (including group presentations) 20% (2 x 10%)
Mid-term (oral) report 25%
Final report 45%
Total 100%

Attendance as such is not a part of the final grade – but PARTICIPATION is!

Methods of Feedback:

Students receive feedback in few forms.

Feedback on the form and content of the written work is provided within one week from submission of the written work. This feedback is in a form of comments on their writing and suggestions how to

improve form of presenting their answers and hints on the missing merit content.

Feedback on students' oral answers is provided ad hoc in the classroom during open discussions.

Feedback on students' presentations and presentation skills is provided individually during office hours, in order to avoid embarrassing comments in front of the whole class.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in English
5. Proficiency in the use of information technology

Notes:

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	<p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	<p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	<p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	<p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	<p>I had no idea that this student was even enrolled in my class ← that is how underwhelming this student's performance was!</p>
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	<p>Fully engaged in current events and shows and understanding of social inequalities and cultural differences.</p>	<p>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</p>	<p>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</p>	<p>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</p>	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.</p>	<p>Adequate English ability; must reference dictionary often</p>	<p>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions</p>	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	<p>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.</p>	<p>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</p>	<p>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions</p>	
	Writing					
	Oral Communication					