

**Miyazaki International College
Autumn 2018**

Course Syllabus

Course Title (Credits)	IDS311 Global Leadership in 21st Century (3 credits)
Course Designation for TC	N/A
Time and Location	Mondays & Wednesdays 10:45 – 12:15
Content Teacher	
Instructor	Atsushi Yasutomi, Ph.D.
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Office/Ext	MIC 1-328/ Ext.
Office hours	Tuesdays 13:00 – 17:15

Course Description
Local, national, and global communities face a number of challenges in the 21st Century. Foremost among these are issues related to the natural environment, peace, and human development. In order to address these issues effectively, leadership is necessary in local communities, civil society organizations, workplaces, all levels of government, and in the international community. The purpose of this course is to foster future leaders (informed and engaged citizens) who can help address these issues. Students will learn how to identify and analyze public problems, assess the dynamics of collective action, and write in the public interest.

Course Goals/Objectives
Introduces some major global topics for those becoming a part of global leadership of the 21st century in whichever field of career they might take in the near future. For this purpose, this course examines major issues and concepts in the areas of international development and of international security studies, including colonialism, civil society and NGOs, good governance and democracy, Sustainable Development Goals, international organisations such as the UN and the World Bank, nuclear non-proliferation, and the issues of refugees/immigration.
Students will gain a familiarity with the basic knowledge, concepts, and theories in the areas of international development and international security. In the end of the class, students will be able to critically discuss and analyse key issues and challenges that international society is facing today. Students therefore should accomplish these objectives with a focus on developing their critical thinking and communication skills.
<u>Students' Communication and Critical Thinking Skill Objectives</u>
1) Students should try to improve the following communication skills this semester: Write and speak with clarity (communicate without ambiguity or confusion) Write and speak with precision (communicate in definite and exact terms) Write and speak with depth (communicate complex issues effectively)
2) Students should try to improve the following critical thinking skills this semester: Identify salient information Determine underlying presumptions or presuppositions Evaluate conclusions from premises Avoid fallacies - authority, expertise, straw man, etc. Ask the right questions to understand a problem Categorize appropriately Evaluate the effects of conclusions/judgments on different parties (moral imagination) Develop a new way to solve an old problem

Course Schedule		
Session #	Topic	Content
1 Mon, 10/1	Syllabus & Course Introduction Part I International Development I-1. The world in development 1)	- Self-introduction / icebreaking - Explaining the course structure, class requirements, examinations, etc. - Students will be familiar with the countries in the world, and learn brief historical, geographical, and cultural backgrounds of each country of the Asian, African, and American continents.

2 Wed, 10/3	I-1. The world in development 2)	- Continuation of the Session 1. Students may do a mini-presentation about the country/ies they researched during the class.
3 Tue , 10/9	I-2. Measuring Development 1)	- <u>Africa quiz</u> - Will learn how to measure development - Indexes including GNP/GDP, HDI, Gini Index are covered
4 Wed, 10/10	I-2. Measuring Development 2)	- Activities on GNP, HDI, Gini and other Indexes
5 Mon, 10/15	I-3. Multilateral organisations -1)	- The Sessions 5 and 6 will cover major multilateral organisations that play crucial roles in international development, e.g. United Nations and specialised agencies, World Bank, IMF, WTO, OECD etc. - In-class Prep for Mini-presentation
6 Wed, 10/17	I-3. Multilateral organisations -2)	- Continuation of the Session 5. - <u>Mini-presentation</u>
7 Wed, 10/24	Review and quiz	<u>Quiz from I-1 to I-3</u>
8 Mon, 10/29	I-4. Civil Society and NGOs -1)	- Significance of bottom-up approach and participatory development concepts - Roles of Civil Society and the challenges in today's development
9 Wed, 10/31	I-4. Civil Society and NGOs -2)	- What is non-government organisations (NGOs)? Workshop will be done to identify: major international NGOs and their functions, their challenges, relations with the UN and other international organisations - In-class preparation for Mini-presentation
10 Mon, 11/5	I-4. Civil Society and NGOs -3)	- <u>Mini presentation</u> on NGOs
11 Wed, 11/7	I-4. Civil Society and NGOs -4)	- Film: "Dukale's dream" and in-class reaction paper
12 Mon, 11/12	I-5. Foreign Aid -1)	- Foreign aid plays an important role in development; however, there are a number of challenges and problems. This session will identify major functions and characteristics of foreign aid and some important challenges, such as tied aid and structural adjustment
13 Wed, 11/14	I-5. Foreign Aid -2)	- As a part of foreign aid, emergency humanitarian assistance plays an important role in world's disasters such as earthquake and typhoon. This session provides basic knowledge of how disaster relief is being coordinated - Group discussion
14 !!Fri, 11/16! (11/19)	I-5. Foreign Aid -3)	- Film: "Poverty, Inc."; In-class preparation for reaction paper
15 Mon, 11/26	Guest Lecture	<u>Guest Lecture</u>
16 Wed, 11/28	Review and quiz	<u>Review and quiz</u> on I-4 and I-5; and <u>In-class reaction paper</u> on the film "Poverty Inc."

17 Mon, 12/3	I-8. MDS and SDG -1)	- Millennium Development Goals were set in the United Nations in 2000 and the MDG goals and tasks have been expanded to Sustainable Development Goals (SDGs). The session will identify what the goals are and discuss how these goals are expected to be met?
18 Wed, 12/5	I-8. MDS and SDG -2)	- Continuation of Session 17 with workshop - Group discussion
19 Mon, 12/10	Part II International Security II-1. What is security?	- As part II of this course, basic concepts of international security are introduced. This Session will discuss what "security" is.
20 Wed, 12/12	II-2. Nuclear weapons proliferation -1)	- Nuclear weapons play crucial roles in international security. This Session will identify the current situations surrounding nuclear weapons and the issues of proliferation and non-proliferation. - Group discussion
21 Mon, 12/17	II-2. Nuclear weapons proliferation -2)	- Continuation of Session 20. - Group discussion
22 Wed, 12/19	II-3. Disarmament, arms control, and arms trade -1)	- This Session will discuss conventional weapons and the issues of disarmament, arms control, and arms trade. It will also introduce key control regimes for Chemical and Biological weapons.
23 Mon, 1/7	II-3. Disarmament, arms control, and arms trade -2)	- Continuation of Session 22 - Group discussion
24 Wed, 1/9	II-3. Disarmament, arms control, and arms trade -3)	- Continuation of Session 22 - Group discussion
25 Wed, 1/16	II-4. New technology and security -1)	- Rapid advancement of high-technology has drastically changed the security environment. This Session will introduce some of such technology (e.g. drones, AI, robots) and explain how they have affected international security.
26 Mon, 1/21	II-4. New technology and security -2)	- Continuation of Session 24 - Review and quiz on II-1 to II-4.
27 Wed, 1/23	II-5. Non-traditional security -1)	- This Session will identify some major issues in non-traditional security, including terrorism, refugees/immigration, human trafficking, and narcotics.
28 <u>Thu, 1/24?!</u>	II-5. Non-traditional security -2)	- Continuation of Session 27 - Group discussion
29 Mon, 1/28	II-6. Environmental security 1)	- Environmental hazard is now considered to be one of the urgent topics to be discussed in international security. This Session will identify major issues and how they have affected security.
30 Wed, 1/30	II-6. Environmental security 2)	- Continuation of Session 29 - Group discussion
EXAM WEEK	Final Exam	<u>Final Exam</u>

Required Materials
Students will not be required to purchase a specific textbook. We will work from a number of handouts to be distributed during the class.
Course Policies (Attendance, etc.)
<p>Attendance: Attendance is mandatory. Students with five unexcused absences risk failing the course and will be asked to withdraw. Excusing absences is the prerogative of the instructor. Students must notify the instructor of their absences before the start of class and provide college-approved documentation. Attendance is not part of the grade for this class. Participation is part of the grade, and students must attend class to participate.</p> <p>Assignment Deadlines: Students must turn in assignments on the due date. Students with an 'excused absence' on the due date should submit assignments on the due date via email unless granted an extension by the instructor. All late submissions of assignments that are not approved by the instructor will be penalized by minus 5% per day (excluding Saturdays, Sundays, and national holidays).</p> <p>Academic Integrity: MIC's Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in losing all credit (0%) for an assignment, being asked to withdraw from the course, or other appropriate actions.</p>
Student Preparation & Review Time
Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week. In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.
Grades and Grading
<p>25% Participation in discussions 25% Mini-presentations 40% Quizzes 10% Final examination</p> <p>The grading system at MIC is as follows:</p> <ul style="list-style-type: none"> • A (Excellent) 90-100% • B (Above average) 80-89% • C (Average) 70-79% • D (Below average) 60-69% • F (Fail) 59% or less
Methods of Feedback
In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comment, rubric, etc.
Diploma Policy Standards Satisfied by Course Objectives
<p>Work completed in this course helps students achieve the following Diploma Policy objective(s):</p> <ol style="list-style-type: none"> 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 both Japanese and English 5. Proficiency in the use of information technology

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 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	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.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	No attempt was made to achieve these objectives.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	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.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	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.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	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.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	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	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					