

Miyazaki International College  
Course Syllabus  
Spring 2018

Course Title ( Credits )	SSI 202: International Social Issues—Global Inequality
Course Designation for TC	N/A
Content Teacher	
Instructor	Prof. Erik Bond
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Language Teacher	
Instructor	Prof. Christopher de Lozier
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Office hours	

Course Description:
In this course, we will study a variety of issues on inequality and conflicts at global levels beyond borders of nation states in the contemporary world.
Course Objectives:
In this course we will explore the nature of inequality, where it comes from, and how it affects people's lives. Using the institutions related to race/ethnicity, gender/sex/sexuality, economics, crime and deviance, and the lifecycle, we will study the experience of inequality as it exists in a globalized society. As this is a social science course, we will not be concerned with either ethics or morality, but rather the experiences of individuals that endure inequalities, forces of globalization that create or enhance inequality, and the implications of inequality in the modern era.
Our challenge will be to connect class activities (i.e. lectures, in-class projects, film viewings) and the reading material with the reality of inequality as a social phenomenon. The class format will consist of brief, structured lectures, group activities, and film viewings. At the beginning of each class period, we will provide a preview (see the scheduled lectures below) and a physical outline of the lecture topic. Each unit will also include a film, a case study and readings that will serve to better illustrate our topic.

Tentative Course Schedule		
Day	Topic	Content/Activities
1 (April 10)	<b>Introductions &amp; Syllabus</b> Defining Global Inequality Thinking through Sociological Lenses	Syllabus + Quiz; enroll on Moodle; Inequality icebreaker → → “If it were my home...” activity; What is inequality + How do we measure it? (Life chances); Interpreting data; 8 Theses Vocabulary + Reading; <b>Quiz</b>
2 (April 12)		
3 (April 17)		
4 (April 19)		
5 (April 24)	<b>Socioeconomic Inequality</b> Dimensions of Class, Privilege and Disadvantage	What is “SES”? How is it measured? WPP vocabulary; Comparing within- and between-country inequality; Causes and consequences of economic inequality; <b>Quiz</b> ; Popular rhetoric on and framings of inequality
6 (April 26)		
7 (April 10)		
8 (May 8)		
9 (May 10)	<b>Racial and Ethnic Divides</b> Racism and Discrimination Ethnocentrism	Racism vocabulary; Eye of the Storm pt.1 + questions; Eye of the Storm pt. 2 + questions; Reflection activity; Race and ethnicity survey; “But I am speaking Japanese!”; Report survey results; Racism in Japan videos; Introduce Japanese Foreign Residents’ discrimination survey
10 (May 15)		
11 (May 17)		
12 (May 22)		
13 (May 24)		
14 (May 29)	Midterm Week	Deliver <b>Midterm Project</b> materials and reports
15 (May 31)		
16 (June 5)	<b>Gendered Inequalities</b> Women’s & Men’s Issues Family Disparities Gender Identity	Job-stereotyping activity + video; Sexism vocabulary; Gender equity in Japan + video; Global gender statistics; Family Inequality; Feminine characteristics survey; Compare U.S. survey results with class; <b>Quiz</b> Toxic masculinity, gender stereotypes, + men’s issues;
17 (June 7)		
18 (June 12)		
19 (June 14)		
20 (June 19)		
21 (June 21)	<b>LGBTQ Issues</b> Gender + Sexual Identities Queer Experiences	LGBTQ Vocabulary; “You can just tell” activity; Gender identity + stereotypes, and Dr. Ben Barres; LGBTQ Statistics packets Being LGBTQ in Japan + video; <b>Quiz</b>
22 (June 26)		
23 (June 28)		
24 (July 3)		
25 (July 5)	<b>Intersectional Inequalities</b> Synthesizing Concepts	Intersectionality vocabulary; Thinking intersectionally Intersectional inequality statistics + wrap up
26 (July 10)		
27 (July 12)	Finals Preparation Period	Preparation time
28 (July 17)	Final Presentations Week	<b>Final Presentations</b>
29 (July 19)		
30 (July 24)	Exam Review	Review Period
Final Period	Final Exam	<b>Final Exam</b>
Notes:		

Required Materials:

Pen/pencil, paper, **tablet\*\*\***, binder, access to Moodle, and assigned readings.

**\*\*\*Important Note\*\*\*:**

- It is *extremely important* that you bring a tablet or laptop to *every class*.
- This class will use mobile devices often, including to type assignments.
- Each class period will begin with a writing prompt that you must answer on Moodle
- If you do not have a device that is charged, connected to the internet, and allows you to type, you may be unable to complete some assignments, affecting your grade.
- If you do not have access to a tablet, please talk to me in the *first week* of class so we can find a solution.

Course Policies (Attendance, etc.)

You should plan to attend ALL class meetings and complete ALL readings and assignments by the due date given. I will not accept late assignments, quizzes, and exams except in cases of extraordinary excused absences. I will evaluate exceptions on a case by case basis. When you must miss class, you should be sure to check Moodle for new assignments. If you are aware ahead of an upcoming assignment due date that you will be absent, you should submit the assignment early, either in person or by email.

Your professors will not tolerate academic dishonesty (i.e., plagiarism, cheating, etc.) in this course. Anyone caught cheating or plagiarizing will receive an F in the course. Please see pages 9-12 of the College Bulletin for a description of college expectations and pages 203-206 for actions considered unacceptable with reasonable cause.

Your professors retain the right to alter the course schedule as necessary. Students will be given adequate notice of these changes.

Class Preparation and Review

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards

You will be evaluated upon your performance in (1) Participation, (2) Quizzes and Homework, (3) a Midterm Project, (4) a Final Presentation, and (5) a Final Exam.

Grades		Grading Scheme		
Participation (see Memo)	20%	A	90-100%	Greatly exceeds minimum requirements
Quizzes & Homework	20%	B	80-89%	Exceeds minimum learning requirements
Midterm Project	20%	C	70-79%	Meets minimum learning requirements
Final Presentation	20%	D	60-69%	Almost meets minimum requirements
Final Exam	20%	F	0-59%	Fails to meet minimum requirements
<b>Total</b>	<b>100%</b>	*I will provide specific assignment rubrics as assigned.		

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback (i.e., grade, comments, etc.). In practice and due to the nature of course material, some feedback will be given via discussion in-class and (where necessary) during office hours.

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 analytical 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.

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>Insufficient effort or evidence of achievement</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 advance 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 advance 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					