Miyazaki International College

Course Syllabus

FALL SEMESTER 2019

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| Course Title (Credits) | IDS 304: Foundations of Global Studies 2 (3 credits) |
| Course Designation for TC | n/a |
| Content Teacher | |
| Instructor | Paweł Młodkowski |
| E-mail address | mpawel@sky.miyazaki-mic.ac.jp |
| Office/Ext | 402/ telephone number 3727 |
| Office hours | Tue 14:00 – 16:00, Wed 8:30 – 11:00 |
| Language Teacher | |
| Instructor | n/a |
| E-mail address | n/a |
| Office/Ext | n/a |
| Office hours | n/a |

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| Course Description: | | |
| This course introduces research methods for analyzing global issues. The course includes the academic disciplines of economics, history, sociology, and political science. Students will learn to construct a research design for a chosen topic, which helps preparation for senior thesis research. The course continues to deepen students' understanding of the theoretical and methodological foundations of global studies. | | |
| Course Objectives: | | |
| This course is intended to be an interdisciplinary introduction to the contemporary world and the currently most discussed global problems. We shall focus on the ideological, political, economic and cultural dimensions of a process known as globalization. Guided discussions, based on carefully selected readings, will be most commonly used form of delivery. We will apply a systematic and formal analysis, which considers the principal actors, institutions involved, socio-economic processes and their causes & consequences that shape the contemporary world. We will discuss challenges and opportunities associated with globalization. There will be several case studies to explore the most interesting global problems in greater detail.  By the time students complete Global Studies course they should be knowledgeable about the main socio-economic factors shaping the global economy. Students should also be able to identify these factors and stakeholders at work in the context of specific issues. Finally, there is much hope that the course inspires students to learn more about their world. Conscious and responsible global citizens begin posing their own questions about how humanity should respond to the many challenges that face our national economy (i.e. Japan) due to globalization.  Topics:  This course allows for exploring the most recent developments in the global economy, but there are also several pillars that will serve as core global challenges for discussion and analysis. These are:   1. Food security 2. Inclusive growth 3. Unemployment 4. Climate change 5. Global finance 6. Internet 7. Gender equality 8. Global trade and investment 9. Healthcare | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | UNIT ONE: Introduction to the class goals | Introduction of the teacher  Presentation of the syllabus  Explanation of the terms of engagement  Presentation of the teacher’s expectations  Reading assignment for the next session  <https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/> |
| 2 | UNIT TWO: Introduction to global problems: food crisis | Group discussion on the biggest global problems (based on the reading)  Video 1: Feeding Nine Billion: Introducing Solutions to the Global Food Crisis: <https://www.youtube.com/watch?v=raSHAqV8K9c>  Video 2: Feeding Nine Billion: Science and Technology: <https://www.youtube.com/watch?v=eFDyTz9K9i8>  Video 3: Feeding Nine Billion: Government Policy and Sustainability: <https://www.youtube.com/watch?v=YN0bCJ1M6p8>  Video 4: Feeding Nine Billion: Food Distribution: <https://www.youtube.com/watch?v=-xrSnZf4TtI>  Video 5: Feeding Nine Billion: Local Food Systems: <https://www.youtube.com/watch?v=35mOyg7_A8g>  Video 6: Feeding Nine Billion: Climate Change: <https://www.youtube.com/watch?v=cYq2elstFWQ>  Video 7: Feeding Nine Billion: Empowering Small Scale: <https://www.youtube.com/watch?v=_cIhn5IJZJ8>  Video 8: Feeding Nine Billion: Challenges for Small Scale: <https://www.youtube.com/watch?v=3RzZNvyInOg>  Video 9: Feeding Nine Billion: Food Riots: <https://www.youtube.com/watch?v=nuAsMTPywOM>  Group discussion on food crisis and solutions (based on the readings and videos). |
| 3 | UNIT TWO: Introduction to global studies | Methodology for global studies  Group discussion for better understanding on methodology for global studies.  In-class exercise on methodology for global studies.  Practicing the use of interdisciplinary approach to global studies. |
| 4 | global problems: food crisis – Assignment 1 – 10% | research projects followed by group (2 students) presentations:   1. Food production and food security in Japan 2. Global water scarcity 3. New technologies and food production globally 4. Climate change and food production 5. Food supply system in Japan 6. Global organizations involved in supporting food production and distribution 7. How to develop/increase self-sufficiency in terms of required nutrients 8. Review of food scarcity crisis in the last 30 years, by region. |
| 5 | global problems: food crisis – Assignment 1 – 10% | PRESENTATIONS CONTINUED |
| 6 | UNIT TWO: Introduction to global problems: prospects of economic growth | Introduction to Economic Growth  Gross Domestic Product and national accounting  Factors of Economic Growth  How to project GDP?  Reading assignment for the next session: International Monetary Fund: <https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf> pages: 4-9; 18-22. |
| 7 | UNIT TWO: Introduction to global problems: inclusive growth | Group discussion on the income inequality in the global economy (based on the reading).  Video 1: World Economic Forum: current issue  Video 2: OECD: <https://www.youtube.com/watch?v=fnIl212tBPk>  Group discussion on expected changes in the global economy  Reading assignment for the next session: <http://www.manpowergroup.com/workforce-insights>  Millenials Careers – pages 3-16 |
| 8 | UNIT TWO: Introduction to global problems: unemployment | Group discussion on the unemployment in the global economy (based on the reading).  Video 1: <https://www.youtube.com/watch?v=0VN3XBXaI9Q>  Video 2: <https://www.youtube.com/watch?v=eI3z1NrIb1c>  Group discussion on solutions for unemployment based on individual/personal ideas |
| 9 | Unemployment – Assignment 2 – 10% | Disrupting Unemployment: Business-led Solutions for Action  Case studies: <http://reports.weforum.org/disrupting-unemployment/>  Students’ presentations:   1. How to Develop Employment Skills – case studies 2. How to Foster Entrepreneurship – case studies 3. Connecting talent to markets – case studies |
| 10 | Unemployment – Assignment 2 – 10% | Presentations continued |
| 11 | Unemployment – Assignment 2– 10% | Disrupting Unemployment: Business-led Solutions for Action  Case studies: <http://reports.weforum.org/disrupting-unemployment/>  Students’ presentations:   1. Toolkits for disrupting unemployment – examples and best practice globally 2. Success factors for disrupting unemployment – examples and best practice globally |
| 12 | Unemployment – Assignment 2 – 10% | Presentations continued |
| 13 | Unemployment continued | Business-led Solutions for Action  Case studies: <http://reports.weforum.org/disrupting-unemployment/>  Reading/watching assignment for the next session:   1. Inconvenient Truth by Al Gore versus alternative approach:   <https://www.youtube.com/watch?v=52Mx0_8YEtg>  <https://www.youtube.com/watch?v=TCy_UOjEir0>  <https://www.youtube.com/watch?v=7jzBWmpzifc> |
| 14 | UNIT TWO: Introduction to global problems: climate change | Group discussion on the climate change (based on the reading).  Video 1: <https://www.youtube.com/watch?v=2cssne9Q5KM>  Video 2: <https://www.youtube.com/watch?v=zMmOlfHU35E>  Video 3: WWF:  <https://www.youtube.com/watch?v=sBQd4UhQkLE>  Group discussion on climate change based on individual/personal beliefs |
| 15 | Mid-term week  25% | Mid-term Examinations  5 short essays on specific topics in: food scarcity, economic growth, and unemployment |
| 16 | Mid-term week  25% | Mid-term Examinations  Reading assignment for the next session:  <http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills>  Watching assignment: <https://www.youtube.com/watch?v=23DNe0cJhcU> |
| 17 | UNIT TWO: Introduction to global problems: monetary and financial system | Group discussion on the global monetary system (based on the reading).  <https://www.youtube.com/watch?v=UKyk-GgE8Uc>  Group discussion on the global financial system  Reading assignment for the next session:  <http://dailyreckoning.com/one-world-one-bank-one-currency/> |
| 18 | UNIT TWO: Introduction to global problems: monetary and financial system | Group discussion on the global monetary system (based on the reading)  In-depth analysis of causes, consequences, and solutions for problems.  Reading assignment for the next session:  <http://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf> pages: 3 – 6, 10 – 13, page 18. Box 2, page 33 – 35 (Content&Censorship) |
| 19 | UNIT TWO: Introduction to global problems: Internet fragmentation | Group discussion on the internet fragmentation (based on the reading)  Discussion on double-edge blade of technologies of internet.  Reading assignment for the next session:  <http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf> |
| 20 | UNIT TWO: Introduction to global problems: gender equality | Group discussion on the gender equality (based on the reading)  Group discussion on gender equality in Japan in the past and today.  Watching:   1. <https://www.youtube.com/watch?v=XlcaDhRu1AQ> 2. <https://www.youtube.com/watch?v=BLA_Zc95uyo>   Discussion about stereotypes.  Reading: facts & figures of gender equality: <http://www.un.org/sustainabledevelopment/gender-equality/>  Watching: <https://www.youtube.com/watch?v=4viXOGvvu0Y> |
| 21 | Gender equality  Assignment 2 – 10%: | Students’ presentations:   1. FGM in Africa and Middle East 2. Arguments for equality 3. Equality at the workplace   Reading assignment for the next session:  <https://www.weforum.org/system-initiatives/international-trade-and-investment/>  Watching assignment: <https://youtu.be/OVi5B7P7Yw4> |
| 22 | UNIT TWO: Introduction to global problems: Global trade and investment | Group discussion on the global trade (based on the reading)  Reading assignment for the next session:  <https://www.weforum.org/reports/the-e15-initiative-strengthening-the-global-trade-and-investment-system-in-the-21st-century>  <http://reports.weforum.org/strategic-infrastructure-2014/introduction-the-operations-and-maintenance-om-imperative/the-global-infrastructure-gap/> |
| 23 | UNIT TWO: Introduction to global problems: Global trade and investment | Group discussion on the infrastructure gap (based on the reading)  Reading assignment for the next session:  <https://www.weforum.org/agenda/archive/global-health-and-healthcare/> |
| 24 | UNIT TWO: Introduction to global problems: Healthcare | Group discussion on the global healthcare problems (based on the reading)  Watching: <https://www.youtube.com/watch?v=PRyj6htVvUI>  <https://www.youtube.com/watch?v=i1m3iy2xop8>  Group discussion on the global health  Reading assignment for the next session: |
| 25 | UNIT TWO: Introduction to global problems: health | Group discussion on the global health problems (based on the reading) |
| 26 | UNIT THREE: presentations about a global issue – 10% | Students’ individual presentations on a global problem that attracted their attention during the course. |
| 27 | UNIT THREE: presentations about a global issue – 10% | Students’ individual presentations on a global problem that attracted their attention during the course. |
| 28 | UNIT THREE: presentations about a global issue – 10% | Students’ individual presentations on a global problem that attracted their attention during the course. |
| 29 | Revision Week | Revision of methodology for global studies. |
| 30 | Revision Week | Revision of global issues covered. |
|  | Finals | Final Exam – a set of structured essays on five out of ten 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. | | |
| 1. Food security   <https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/>  <https://www.youtube.com/watch?v=raSHAqV8K9c>  <https://www.youtube.com/watch?v=eFDyTz9K9i8>  <https://www.youtube.com/watch?v=YN0bCJ1M6p8>  <https://www.youtube.com/watch?v=-xrSnZf4TtI>  <https://www.youtube.com/watch?v=35mOyg7_A8g>  <https://www.youtube.com/watch?v=cYq2elstFWQ>  <https://www.youtube.com/watch?v=_cIhn5IJZJ8>  <https://www.youtube.com/watch?v=3RzZNvyInOg>  <https://www.youtube.com/watch?v=nuAsMTPywOM>   1. Inclusive growth   <https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf> pages: 4-9; 18-22  <https://www.youtube.com/watch?v=ukHIIg28xQ>  <https://www.youtube.com/watch?v=fnIl212tBPk>   1. Unemployment   <http://www.manpowergroup.com/workforce-insights> Millenials Careers – pages 3-16  <https://www.youtube.com/watch?v=0VN3XBXaI9Q>  <https://www.youtube.com/watch?v=eI3z1NrIb1c>  <http://reports.weforum.org/disrupting-unemployment/>   1. Climate change   <https://www.youtube.com/watch?v=52Mx0_8YEtg>  <https://www.youtube.com/watch?v=TCy_UOjEir0>  <https://www.youtube.com/watch?v=7jzBWmpzifc>  <https://www.youtube.com/watch?v=2cssne9Q5KM>  <https://www.youtube.com/watch?v=zMmOlfHU35E>  <https://www.youtube.com/watch?v=sBQd4UhQkLE>   1. Global finance   <http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills>  <https://www.youtube.com/watch?v=23DNe0cJhcU>  <https://www.youtube.com/watch?v=UKyk-GgE8Uc>  <http://dailyreckoning.com/one-world-one-bank-one-currency/>   1. Internet   <http://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf> pages: 3 – 6, 10 – 13, page 18. Box 2, page 33 – 35 (Content&Censorship)   1. Gender equality   <http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf>  <https://www.youtube.com/watch?v=XlcaDhRu1AQ>  <https://www.youtube.com/watch?v=BLA_Zc95uyo>  <http://www.un.org/sustainabledevelopment/gender-equality/>  <https://www.youtube.com/watch?v=4viXOGvvu0Y>   1. Global trade and investment   <https://www.weforum.org/system-initiatives/international-trade-and-investment/>  <https://youtu.be/OVi5B7P7Yw4>  <https://www.weforum.org/reports/the-e15-initiative-strengthening-the-global-trade-and-investment-system-in-the-21st-century>  <http://reports.weforum.org/strategic-infrastructure-2014/introduction-the-operations-and-maintenance-om-imperative/the-global-infrastructure-gap/>   1. Healthcare   <https://www.weforum.org/agenda/archive/global-health-and-healthcare/>  <https://www.youtube.com/watch?v=PRyj6htVvUI>  <https://www.youtube.com/watch?v=i1m3iy2xop8> | | |
| 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 Standards: | | |
| Class participation and group discussion 10%  Assignments (resulting in group presentations) 30% (3 x 10%)  Individual presentation about an international business issue 10%  Mid-term examination 25%  Final examination 25%  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: | | |
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