Miyazaki International College

Course Syllabus

(Fall Semester, 2021)

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| Course Title (Credits) | IDS 304: Foundations of Global Studies 2 (3credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Makoto Sunagawa |
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| Course Description: | | |
| Global Studies is a new discipline that has emerged in the 21st century. It is a discipline that reflects the characteristics and character of the modern world of globalization. Academic fields of Global Studies are basically based on international politics, international relations, international economics, and area studies, but cover a variety of other disciplines, and are absolutely interdisciplinary. It can be said that it is deterritorial. The keywords in Global Studies are “globalization” and “global Issues”.  We would like to discuss the process of globalization in developing countries, middle-income countries, and developed countries as well. Typical of global Issues would be climate change and corona now. We would like to discuss why these global issues arise and how to resolve these global issues. We will also discuss the relationship between globalization and SDGs. | | |
| Course Objectives: | | |
| Students who have finished successfully will be able to understand following:  Many countries have endeavored to globalize for their development. As a result, some countries worked and some did not. International organizations provided support to the countries that did not work well. Overall, globalization went well, but at the same time it had many negative effects on this planet. These are global issues. Current examples are climate change and regional conflicts (Afghanistan, Myanmar, etc.). Now human beings are working together to challenge these global issues. The SDGs are that goal. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | 1. Introduction | * Introduction of the course * Introduction of ourselves * Explanation of the syllabus |
| 2 | 1. What is “Global Studies” | 1. Definitions 2. History 3. Neighboring Disciplines (academic fields) 4. Specialties 5. Subjects of global studies  * Globalizations * Global issues * Solutions of global issues * Global leaders |
| 3 | 3. Globalization | （1）What is globalization?   1. Definitions 2. Incentives/Objectives of globalization 3. Prerequisite 4. Who are the players?   (2) When did globalization begin in the world?  1945~ mid1970~1990~2021 |
| 4 |  | 1. Where did globalization begin in the world  * Economic globalization * Financial globalization * Cultural globalization * Political globalization  1. In what kind of economic activities did globalization begin in the world? 2. Overseas investments 3. Financial investment 4. Trade 5. Tourism/Immigration/refugee |
| 5 |  | 1. Area-wise globalization  * Developing countries * BRICs * Transition countries * EU |
| 6 |  | （6）Country-wise globalization   * Japan (Miyazaki) * USA * China |
| 7 |  | （7）Pros and Cons of globalization |
| 8 | ( guest speaker/project site visit） | (Miyazaki’s experience) |
| 9 | 4．Global Issues | （1）Definition：  （2）What are Global Issues at this moment   * (Human beings related) * Immigrants, refugees, gender, * Infectious disease * Poverty, hunger, gap * (Nations related) * Income gap, budget deficit, accumulated debt * Political conflict, religious conflict, racial conflict * (Nature related) * Climate change, natural disaster, environmental issues * (Technology related) * Cyber terrorism, drones |
| 10 |  | （3）Inter-relations among global issues and SDGs  (4) Whether SDGs are prescription for global issues？ |
| 11 |  | （5）Case Studies: How to challenge these global issues？   1. Infrastructure building（water facility） 2. Corona(WHO) 3. Climate Change (COP26) |
| 12 | 5. Solutions of global issues | （1）Who challenges these global issues？   * International organizations (UN, WHO, WTO, IMF/WB etc.) * International cooperation (G7, G20, PTT etc.) * Efforts of individual countries (ODA, FTA etc.) * NGOs |
| 13 |  | (2) Economic Assistances/Aid activity  (3) Private Initiative: SDG Fund, ESG Fund |
| 14 | (Guest speaker) | ( may be from Miyazaki Bank) |
| 15 | 6. Where does globalization go? | 1. Past experience: League of Nations 2. On-going experiences: 3. Brexit 4. China’s Belt and Road Policy 5. Iran joins the Shanghai Alliance 6. China and Taiwan want to join PPT 7. QUAD   (3) Whether the World Federations could be emerged? |
| (Note) Final examination will be undertaken in accordance with the rule/schedule of MIC after the class. | | |
| Required Materials: | | |
| In the class, we will work on the lecture note which I prepare and deliver to students on the day or before, together with relevant materials. The books listed below are well reputed and would be good for your reference.   * Darian-Smith, Eve, McCarty, Philip,(2017) “The Global Turn – Theories, Research Design and Methods for Global Studies”　University of California Press * Stiglitz, Joseph, (2002), “Globalization and its discontents” Penguin Books * Allen, Robert c. (2011) “Global Economic History: A Very Short Introduction” (Oxford University Press), (訳書、「なぜ豊かな国と貧しい国が生まれたのか」NTT出版 (2012)) * 小島明（1990）「グローバリゼイション」（世界経済の統合と協調）中公新書 * 大野健一（2000）「途上国のグローバリゼイション」（自立的発展は可能か）東洋経済新報社 | | |
| Course Policies (Attendance, etc.) | | |
| * In this course, emphasis is placed on dialogues in the class. Dialogues take place not only between teachers and students, but also among students in the 4 groups which would be composed with 4-5 students at the beginning. Therefore, all attendance is a prerequisite. * We are scheduled to visit project sites that are being attempted to achieve the SDG goals. * We also plan to invite people who are working hard to achieve the SDG goals as a guest speaker. | | |
| Class Preparation and Review | | |
| * Attendance and participation in the class are extremely important. * The class will be held on every Friday afternoon (13:00-16:10) for about three hours continuously with some breaks, therefore students are expected to spend enough time preparing for next class, after reviewing what you have learned today and doing home works. * The students would have to study lecture notes/reference materials of the next class which are distributed before the class. | | |
| Grades and Grading Standards | | |
| **Grades are determined by:**   * Class attendance/Dialog participation: 20% * Group presentation: 20% * Mid-Term Report: 20% * Final Report: 20% * Final Exam: 20%   (The above could be revised reflecting the view from the new class )  **The grading system at MIC is as follows:**   * A (Excellent) 90-100% * B (Above average) 80-89% * C (Average) 70-79% * D (Below average) 60-69% * F (Fail) 59% or less Diploma Policy Standards Satisfied by Course | | |
| Methods of Feedback: | | |
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| 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 both Japanese and English.  5. Proficiency in the use of information technology | | |
| Relationship with SDGs | | |
| In this course, we will study SDGs in detail as practical strategies/tactics to challenge global issues. | | |
| Notes: | | |
| Course requirements  For this course, those who have taken the Foundations of Global Studies 1 (IDS303) or the International political economy (mmm) are preferred, but motivated new participants are welcome as well. | | |
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|  | | 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 | Insufficient effort or evidence of achievement |
| 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 o 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 advance 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 advance 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 |