Miyazaki International College

Course Syllabus

FALL SEMESTER 2021

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| Course Title ( Credits ) | IDS312: Global Leadership Seminar (3 credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | VU, Manh Tien (Ph.D.) |
| E-mail address | [mvu@sky.miyazaki-mic.ac.jp](mailto:mvu@sky.miyazaki-mic.ac.jp) |
| Office/Ext | 1-201 |
| Office hours | Tuesday and Thursday 14:40 -16:10 or by appointment |
| 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 seminar is the capstone of the course of study for the Global Leadership Certificate (GLC). The seminar tests and builds upon the leadership skills that students were first introduced to during the 1st year GLC seminar ‘Development Studies,’ and which they were encouraged to apply during their study abroad independent study and while working on their praxis capstone and senior thesis projects. Students will be introduced to and comprehensively study selected public problems in the realms of ‘peace and conflict,’ ‘environment and conservation,’ and ‘human social development’ at the local, national, and/or global level. Each student will then propose, prepare, and engage in a leadership project that offers immediate and long-term solutions to a public problem of their choice. The seminar will conclude with critical evaluations of the hands-on leadership projects, including their rationale, planning and execution, and expected outcomes.  Specifically, the course introduces major (economic) issues that are challenging global leaders. The course starts with (economic) theories about global production, international trade (structure), the impacts of information and technology, etc. Then the course synthesizes some development challenges that the global leadership is facing. The course is a seminar type where some selected issues and policies will be presented, analyzed, and discussed actively by students. Some specific cases of the rising powers, energy and environmental issues may be covered. The specific topics are subjected to change and adapted to students’ level and interest. | | |
| Course Objectives: | | |
| The primary purpose of this course is to provide students with a focused, interdisciplinary problem-solving and active learning capability for the future leaders. This course is to help students combine excellent communication and academic skills with a demonstrated interest in developing their leadership potential. Students are encouraged to work in group and apply the leadership role.  Upon successful competition of this course, students should be able to   1. Identify emerging issues of their interest that challenge the global leaders. 2. Search for and analyze information and opinions from experts in the fields. 3. Propose their own persuasive leadership suggestions. | | |
| Teaching Methodology: | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | Interactive lectures | Most classes | | Free discussions | Most classes | | Presentations and reverse presentations | On even class order from the 8th | | Written paraphrases and summaries | Mainly for homework | | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction | Course introduction  Discussion on learning materials, requirements, and other issues |
| 2 | How to (1) | How to boost your reading skills  Students’ discussion   * The best policies to fight pandemics |
| 3 | How to (2) | How to make a project plan  Application in students’ projects  Students’ discussion |
| 4 | The global production | What is global production?  Foreign Direct Investment  Global chain value  Students’ discussion   * Rise and fall of global trade |
| 5 | Multinational corporations and the global chain value | Students’ discussion   * The end of globalization * Possible impacts of China’s Belt and Road initiative   Relations between states and corporations  Concerns about global production |
| 6 | Issues related to globalization (1) | Students’ discussion   * Effects of corporations and automation on workers * Tax avoidance, tax heaven and global corporate tax |
| 7 | Issues related to globalization (2) | Reading and discussion:   * Globalization and women |
| 8 | Issues related to globalization (3) | Reading and discussion:   * Natural disasters and supply chains   Students’ discussion and presentation |
| 9 | Issues related to globalization (4) | Reading and discussion:   * Migration and post-pandemic reboot of global trade |
| 10 | The international trade | Comparative advantages  Free trade agreements  Development of trade blocs  Students’ discussion and presentation |
| 11 | Issues related to international trade (1) | Reading and discussion:   * The solar panels trade dispute |
| 12 | Issues related to international trade (2) | Reading and discussion:   * Losers and winners from trade   Students’ discussion and presentation |
| 13 | Issues related to international trade (3) | Reading and discussion:   * China and the WTO |
| 14 | Issues related to international trade (4) | Reading and discussion:   * Global value chains and child labor   Students’ discussion and presentation |
| 15 | Issues related to international trade (5) | Reading and discussion:   * The pandemic and firm investments in digital technologies |
| 16 | International knowledge structure | State efforts to control information flow  Wikileaks  Education and skilled workers  Students’ discussion and presentation |
| 17 | Related issues (1) | Reading and discussion:   * The impact of the printing press |
| 18 | Related issues (2) | Reading and discussion:   * Measuring the economic value of data   Students’ discussion and presentation |
| 19 | Related issues (3) | Reading and discussion:   * The ICT and the international firms |
| 20 | Related issues (4) | Reading and discussion:   * Technology within and across firms   Students’ discussion and presentation |
| 21 | Related issues (5) | Reading and discussion:   * Transatlantic technologies |
| 22 | Related issues (6) | Reading and discussion:   * The productivity of working from home   Students’ discussion and presentation |
| 23 | The rising powers | The emergence of the BRICS  Transition in Russia and Brazil  India  China and China’s influence on development |
| 24 | Development Challenge (1) | Students’ discussion   * Development and globalization   Students’ discussion and presentation |
| 25 | Development Challenge (2) | Reading and discussion:   * Boosting female labor force participation |
| 26 | Energy and the environment | Reading and discussion:   * Does climate change affect economic growth?   Students’ discussion and presentation |
| 27 | Other issues (1) | Reading and discussion:   * Why the top tax rate could be over 80%? |
| 28 | Other issues (2) | Reading and discussion:   * The gender wage gap in Japan   Students’ discussion and presentation |
| 29 | Other issues (3) | Reading and discussion:   * Impacts of the vaccine intellectual property rights waiver on global supply |
| 30 | Other issues (4) | Reading and discussion:   * The pandemic and gender equality   Students’ discussion and presentation |
|  | Final Exam |  |
| Required Materials: | | |
| In this course, students will need the following materials:  • Writing papers and a file  • Pens, pencils, erasers, highlighters  • An English-English dictionary or any online English-English dictionary  • A two-ring binder  There is no set textbook for this course. The main texts for reading are from summaries of articles. Students should be able to search for information during the class. | | |
| Course Policies (Attendance, etc.) | | |
| * Students must attend every class. If the students have more than 5 unexcused absences, the students will have to withdraw from the course. Three times being late in the class will be counted as an absence. * Participation does not merely mean class attendance. Students should actively discuss, complete all assignments, and prepare the presentations on time. Students are required to prepare for the presentations and participate in all presentations. Students who are reluctant to discuss and who do not participate actively, shall NOT get the course credit. | | |
| 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.  Students should follow the instructions to read, search for information, and prepare main arguments before each discussion. In an appropriate manner, students are encouraged to ask/answer other students on each argument. Argument should be followed by evidence or why such argument is reasonable. Teacher will facilitate the discussion and may provide some hints to extend the discussion in depth. Topics for discussions are subjected to change and adapt to students’ progress. The number of required presentations is subjected to change and rescheduled.  Students are encouraged to form learning groups to study and share information. | | |
| Grades and Grading Standards | | |
| Participation: 25%  Homework: 25%  Students’ presentations: 30%  Reports: 20%  Total: 100% | | |
| Methods of Feedback: | | |
| Feedback on students’ oral answers and presentations will be provided ad hoc in the classroom during open discussions. | | |
| 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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