Miyazaki International College

Course Syllabus

FALL SEMESTER 2022

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| Course Title ( Credits ) | ECO3121 Topics in Economics (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 |
| Office/Ext | MIC 1-201 |
| Office hours | Tues, Thursday (15:45-17:15) |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: | | |
| The content and significance of issues in economics vary according to changing market conditions at the local, regional, and global levels. This course identifies and explores economic topics that stand out for their special significance both from the standpoint of economic theory and the prevailing economic practices of the day.  Specifically, the course content would cover emerging policy issues during the development of the economies. | | |
| Course Objectives: | | |
| By the end of the course, students should be able to   * State emerging issues in the development of the economies. * Analyze the economic issues in different point of views. * Search, identify, and explain issues of students’ own interest. * Provide arguments and analyses on the issues using knowledge in economics. | | |
| 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 | 3 group presentations | | Written paraphrases and summaries | Mainly for homework | | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction | Self-introduction and students’ expectations  Course introduction |
| 2 | Skill development | How to boost your reading skills   * Joint ventures and technology transfer   Students’ discussion. |
| 3 | Skill development | How to boost your reading speed for academic news and articles   * Joint ventures and technology transfer * Why education reduces crime   Students’ discussion. |
| 4 | Skill development | How to do an effective presentation   * Why education reduces crime   Students’ discussion. |
| 5 | Education | Reading and discussion:   * Long-term and intergenerational effects of education |
| 6 | Education | Reading and discussion:   * The long-term effects of school closures |
| 7 | Education | Reading and discussion:   * The effects of school starting age |
| 8 | Child labor | Reading and discussion.   * Trade and child labor   Students’ discussion and presentation |
| 9 | Inequality | Reading and discussion.   * American inequality |
| 10 | Inequality and gender | Reading and discussion.   * The education gender gap   Students’ discussion and presentation |
| 11 | Inequality and gender | Reading and discussion.   * Voter bias and women in politics |
| 12 | Inequality and gender | Reading and discussion.   * Gender diversity in management in Japan   Students’ discussion and presentation |
| 13 | Gender issue | Reading and discussion.   * Boosting women’s labor-force participation |
| 14 | Gender issue | Reading and discussion.   * Making Japan a place where women can shine   Students’ discussion and presentation |
| 15 | Gender issue | Reading and discussion.   * Children and gender inequality |
| 16 | Gender issue | Reading and discussion.   * Economic consequences of gender identity   Students’ discussion and presentation |
| 17 | Population structure | Reading and discussion.   * Endogenous childlessness |
| 18 | Aging Society | Reading and discussion.   * Ageing and the government spending multiplier   Students’ discussion and presentation |
| 19 | Aging Society | Reading and discussion.   * Japan’s age wave |
| 20 | Aging Society | Reading and discussion.   * Social security reforms and elderly employment in Japan   Students’ discussion and presentation |
| 21 | Environment | Reading and discussion.   * Does climate change affect economic growth? |
| 22 | Environment | Reading and discussion.   * Plastic in the ocean * The plastic pollution   Students’ discussion and presentation |
| 23 | Environment | Reading and discussion.   * Nuclear power: Why is it so unpopular * Shutting Japan’s reactors   Students’ discussion and presentation |
| 24 | Environment | Reading and discussion.   * Mekong river’s issues   Students’ discussion and presentation |
| 25 | Development and History | Reading and discussion.   * Buy British |
| 26 | Development and History | Reading and discussion.   * The evolution of US manufacturing   Students’ discussion and presentation |
| 27 | Development and History | Reading and discussion.   * Industrial policy: Lessons for China |
| 28 | Development and History | Reading and discussion.   * Intergenerational mobility over centuries   Students’ discussion and presentation |
| 29 | Technology | Reading and discussion.   * Robots in the service sector |
| 30 | Technology | Reading and discussion.   * The impact of AI and IT on workers   Students’ discussion and presentation |
|  | Final Exam |  |
| Required Materials: | | |
| In this course, students will need the following materials:  • Writing paper and a file  • Pens, pencils, erasers, highlighters  • An English-English dictionary (online English-English dictionary is also fine)  • A two-ring binder  There is no textbook for this course. The main texts for reading are from summaries of policy articles or columns on the emerging issues.  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 group 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’ presentations and presentation skills might be provided individually 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 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 | | |
| SDGsとの関連  （注）SDGsとの関連がない場合は枠を作らなくて結構です。 | | |
| This course goes along with SDG Goal 4 “*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”.* The course initiates curiosity and self-learning methods which will last for life for students. | | |
| Notes: | | |
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