Miyazaki International College

Course Syllabus

SPRING SEMESTER 2022

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| Course Title | IDS 303-1: Foundations of Global Studies 1 |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | PAWEL MLODKOWSKI |
| E-mail address | mpawel@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-401 Telephone number (MIC extension): 3727 |
| Office hours | Tuesday 13:00-14:15, Wednesday 9:30-12:15 |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: | | | |
| This course surveys a wide range of global issues. Topics will be covered include, for example, globalization, conflict and cooperation, global security, global economy, development, environment, human rights, gender issues, etc. Students will learn basic concepts, analytical tools, and approaches for studying issues affecting social change on a global scale. | | | |
| Course Goals/Objectives: | | | |
| This course has two important goals. The first is to give students an understanding of major global issues. Students will learn about diverse cultures, regional integration, globalization, and global conflict. The second is to train students to use a variety of data to analyze global and societal issues, as well as to suggest solutions to real-world problems. Students will be expected to develop critical thinking skills and perspectives to better understand the global issues. Students will engage in various types of class activities, such as class participation, group discussions and presentations.  Topics/Assignments:  The course is divided into two main sections:  i) Global issues  ii) Presentation and discussion on global issues  We will explore the themes of the class using a variety of materials: readings, case studies, videos, and internet source materials. The class will include in-class exercises and homework assignments. | | | |
| Tentative 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  An introduction to global studies  Pretest: Awareness of global issues  Reading assignment for the next session (Handout 1): Globalization | |
| 2 | UNIT TWO: Global issues: globalization | Group discussion on defining globalization (based on the reading)  Video 1: History of Globalization: Past, Present, And Future.  Video 2: What is Globalization 1?  Video 3: Globalization Easily Explained  Video 4: What is Globalization 2?  Video 5: Globalization  Group discussion on Globalization (based on the readings and videos). | |
| 3 | Focus on socio-economic benefits of globalization  Video 1: Globalization Good or Bad?  Video 2: Who Really Wins?  Video 3: Advantages and Disadvantages of Globalization  Group discussion on benefits and costs of Globalization (based on the readings and videos). | |
| 4 | Focus on economic costs and benefits of globalization  Video 1: Pros and Cons of Globalization?  Video 2: A Friend or Foe?  Video 3: Great Drama that Is Globalization  Video 4: Globalization and Poverty  Group discussion on benefits and costs of Globalization (based on the videos). | |
| 5 | Focus on cultural and other dimensions of Globalization  Video 1: Globalization of Starbucks  Video 2: MacDonaldization  Video 3: MacDonaldization of Education  Video 4: Critical Analysis of Globalization  Group discussion on Globalization (summarizing globalization). | |
| 6 | UNIT THREE: Introduction to method of 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. | |
| 7 | globalization pros and cons: Assignment 1 – 10% | research projects followed by group (2 students) presentations:  1. what is globalization  2. how is globalization manifested in Japan and Miyazaki  3. benefits of globalization  4. social costs of globalization  5. economic costs of globalization  6. culture and globalization | |
| 8 | globalization pros and cons: Assignment 1 – 10% | PRESENTATIONS CONTINUED  Reading assignment for the next session (Handout 2): currency unions in the world: history and operations | |
| 9 | UNIT FOUR: Global issues: common currencies in the world | Group discussion on currency unions (based on the reading)  Video 1: Amero – future of North America?  Video 2: EURO and Eurosystem explained  Video 3: Eastern Caribbean Currency Union 1  Video 4: Eastern Caribbean Currency Union 2 | |
| 10 | Focus on Africa: Common Monetary Area and COMESA  Video 1: Facts about Africa  Video 2: COMESA | |
| 11 | Focus on Africa: Western Africa Economic and Monetary Union  Video 1: History of Africa  Video 2: ECOWAS and WAEMU history and operations  Discussion on common currencies – summary and conclusions. | |
| 12 | Quiz | Common currency multiple-choice quiz – 10% | |
| 13 | Review | Pre-mid-term Review | |
| 14 | Review | Pre-mid-term Review | |
| 15 | Mid-term week 25% | Mid-term Examinations | |
| 16 | Mid-term week  25% | Mid-term Examinations  Reading assignment for the next session: | |
| 17 | UNIT FIVE: Presentation and discussion on global issues | Group discussion on the illegal immigration and refugees (based on the reading).  Video 1: Illegal immigrants – what would happen?  Video 2: Refugees crisis explained  Video 3: Human Rights Watch – bonus video  Group discussion on solutions for refugees crisis  Reading assignment for the next session: | |
| 18 |
| 19 | Group discussion on the money laundering (based on the reading).  Video 1: Money Laundering Facts  Video 2: What you need to know about money laundering  Video 3: Two Most Common Ways Criminals Launder Money  Video 4: Anti Money Laundering Explained  Video 5: Anti-Money Laundering  Group discussion on causes and consequences of money laundering  Reading assignment for the next session: Fair Trade in the World (Handout 3). | |
| 20 |
| 21 | Group discussion on the fair trade (based on the reading).  Video 1: What is Fair Trade?  Video 2: Fair Trade Improves Lives?  Video 3: Fair Trade not benefiting the poor  Video 4: Does it help poor workers?  Video 5: Fair Trade Story  Group discussion on benefits and costs of fair trade.  Reading assignment for the next session: Tax havens (Handout 4) | |
| 22 |
| 23 | Group discussion on the tax havens (based on the reading).  Video 1: Tax havens explained with maps.  Video 2: Cost of going off-shore.  Video 3: Most Secretive Tax Havens  Video 4: Tax Havens: Great Scam  Video 5: The Biggest Tax Havens  Video 6: Bonus video: Bloomberg.  Group discussion on tax havens.  Reading assignment for the next session: Financial Crisis | |
| 24 |
| 25 | Group discussion on the financial crisis (based on the reading).  Video 1: Understanding Financial Crisis  Video 2: Japan Bubble versus Credit Crisis  Video 3: The Great Recession  Video 4: How did 2008 crisis start?  Group discussion on future of financial crisis.  Reading assignment for the next session: Terrorism and piracy. | |
| 26 |
| 27 | Group discussion on terrorism and piracy (based on the reading).  Video 1: Pirates of the Caribbean.  Video 2: Pirates of the 21st century.  Video 3: Pirate Attack  Video 4: Worst Terrorist Attacks – history  <https://www.youtube.com/watch?v=XelFvih2n_8>  Video 5: 10 Terrorist Attacks that Failed  Video 6: 25 acts of terrorism - History  Group discussion on causes of terrorism and piracy. | |
| 28 |
| 29 | Revision Week | Revision of global studies methodology. | |
| 30 | Revision Week | Revision of global issues covered. | |
|  | Finals | Final Exam – a structured essay on two out of three 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. | | | |
| 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 | | | |
| Class participation and group discussion 10%  Assignments (including group presentations) 20% (2 x 10%)  Mid-term (oral) report 25%  Final report 45%  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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|  | | 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 | I had no idea that this student was even enrolled in my class 🡸that is how underwhelming this student’s performance was! |
| 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  to 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 advanced 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 advanced 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 |