Miyazaki International College

Course Syllabus

(Spring Semester, 2021)

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| Course Title ( Credits ) | ECO311: International Politics and Economics |
| Course Designation for TC | N/A |
| Content Teacher |
| Instructor | Makoto Sunagawa |
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| Course Description: |
| * The world faces many problems now, namely, corona, climate change, disparity, tensions and frictions between nations (especially with China), etc. In this class, we will learn (1) why these problems occurred, (2) how these problems affect the world, and (3) how the world should confront these problems, through discussion from the perspective of politics and economy.
* As President Biden emphasized in his inauguration speech, “international cooperation” is the best solution for these world problems. We will definitely have deep consideration on “international cooperation”.
* The SDGs, which are currently being talked about, show concrete solutions to the problems facing the world, so learn them together.
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| Course Objectives: |
| Students studying in this course will be able to:1. Recognize the political and economic problems of the world reported daily by the media.2. Recognize why the problems facing the world have arisen.3. Understand how to solve the problems facing the world.4. Realize what we can do to solve these problems.5. Understand some jargons in English and start writing a simple English treatise. |
| Course Schedule |
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| Class | Topic | Content/Activities |
| 1 | **Introduction****-Let us find our own (individual) relation with the world-** | * Introduction of ourselves
* Let us feel the present world for ourselves.
* President Biden’s inauguration speech
* Naomi’s brief autobiography
* Introduction of the course
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| 2 | **Outline of the world****Key Points:**1. **Three requirements that hold as a country.**
2. **GDP and per capita GDP are two essential factors to evaluate the wealth of a country.**
 | * 1. Outline of the world
* Differences between the world, international and the globe
* Countries in the world (number of countries: 1945, 1990, 2020)
	1. Three requirements that hold as a country.
* people
* land
* government
	1. Characteristics of a country
* Natural characteristics

Land, natural resources, races, neighborhood* Social/Political characteristics

Population, culture, political system, geopolitics, safety net* Economical characteristics

GDP, technology, infrastructure, industrial structure, economic system* 1. World Map
	2. Changes of the world since the War
	3. Why do we have advanced countries and developing countries？
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| 3 | **Issues in the world, now****Key words: Corona** | (1) What are the main issues?①Corona ②Climate change and Environmental destruction, ③Natural disaster ④Poverty, ⑤Gap, ⑥Debt crisis, ⑦　International conflict / Internal conflict, etc. |
| 4 | **SDGs (Sustainable Development Goals)** | (1)　Let’s compare these issues to SDG’s　17　objectives1)No poverty,　2)Zero hunger,　3)Good health,　4)Quality education, 5)Gender equality,　6)Clean water and Sanitation, 7)Affordable and clean energy, 8)Decent work and economic growth, 9)Industry, innovation and infrastructure, 10)Reduced inequalities, 11) Sustainable cities and communities, 12) Responsible consumption and production, 13) Climate action, 14) Life below water, 15) Life on land, 16) Peace, justice, and strong institutions, 17) Partnerships for the goals(2)　How do the international organizations collaborate with the SDGs?(3) What can we participate SDG activities?  |
| 5 | **Outing to see SDG Practice** | （TBD） |
| 6 | **Why have these issues arisen?** | (1) Differences in basic conditions of each country* Factors of growth
* Factors of decline

(2) Growth differences and consequent disparities between countries* US vs Soviet
* BRICｓ
* US vs China

(3) Ideology* Democracy
* Communism
* Nationalism

(4) Rise of private sectors* Privatization
* Nationalization
* Public Private Partnership
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| 7 | **Let’s study 10 countries on their economic growth** | Students are divided into 10 groups which will select one of 10 countries and study its present economic situation and economic development since 2000. (Brazil, Russia, India, China, US, German Iran, Nigeria, Iran, Philippines, Indonesia) |
| 8 | **Group　Presentation on the 10 countries(1)** | Details including tittle will be informed in the class |
| 9 | **International Institutions and group to promote “international cooperation.”****(Political)** | (1) League of Nations(2) United Nations (3) UN specialized agencies(4) Multilateral Agreement* G7、G20
* RCEP、TPP
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| 10 | **International Institutions and group to promote “internat’l cooperation.”****(Economical=Financial)**  **(1)** | 1. World Bank Group
2. IMF
3. Relation with Japan
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| 11 | **International Institutions and group to promote “internat’l cooperation.”****(Economical=Financial)** **（2）** | 1. Reginal development Banks (ADB, IDB, AfDB)
2. EBRD
3. BRICs Bank, AIIB
4. Relation between Japan and these banks
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| 12 | **International group to promote “international cooperation.”****Key words: ODA (Official Development Assistance)** | Bilateral Agreements/Bilateral Agency1. DAC/OECD
2. EPA/FTA (Japan has these with about 15countries)

JICA, JETRO, JBIC, etc.1. Japan’s ODA has been top in the world in 6 years in late 80’s and early 90’s.
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| 13 | **Private Sector participated “internat’l cooperation.”****Key words: PPP (Public and Private Partnership)** | Private Sector Joined in this international cooperation.1. PPP
2. GAFA
3. Davos Conference
4. ESG/SDGｓ
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| 14 | **Group Presentation, Submission of final report** | (TBD) |
| 15 | **Review** |  |

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| 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 of which two important reading materials are as follows:* President Biden’s inauguration speech on January 22, 2021(To be distributed)
* “Dreaming With BRICs: The Path to 2050” Global Economics Paper No:99 (To be distributed)

The books listed below are well reputed and would be good for your reference, if you are interested.* Rostow, W.W. (1960)“The stages of economic growth” (Cambridge, Cambridge University Press)(訳書、木村健康他訳(1961)「経済成長の諸段階」ダイアモンド社)
* Sachs, Jeffrey, (2004) “The end of poverty” How we can make it happen in our life time, (訳書、鈴木主税・野中邦子訳(2006)　「貧困の終焉」早川書房)
* 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))
* 宮崎勇、田谷禎三、(2020)「世界経済図説第4版」(岩波新書)
* 蟹江憲史（2020）「SDGｓ（持続可能な開発目標）」（中公新書）
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| 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 and even among groups. Therefore, all attendance is a prerequisite. In advance of the lesson, I will distribute the lecture note of the next lesson content together with relevant materials, so it is expected that you will read them. |
| Class Preparation and Review |
| * Attendance and participation in the class are extremely important.
* The class will be held once every two weeks for 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 resume/reference materials of the next class which are distributed before the class.
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| Grades and Grading Standards |
| **Grades are determined by:*** Class attendance/Dialog participation: 20%
* Guest Speaker’s class attendance/participation: 20%
* Mid-term presentation/report: 20%
* Final presentation/report: 20%
* Final Exam: 20%

**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
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| 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 learn the problems facing the world and consider how to solve them from a political and economic point of view. On the other hand, the SDGs have set 17 goals that countries around the world should work together to resolve by 2030 in order for the world to sustain itself. Therefore, as a matter of course, we will definitely discuss the 17 objectives of SDGs in the class and support SDGs would be achieved successfully. |
| Notes: |
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|  | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussionsStudent 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 |