**Miyazaki International College**

**Spring 2021**

**Course Syllabus**

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| Course Title (Credits) | | IDS311 Global Leadership in 21st Century (3 credits) | |
| Course Designation for TC | | N/A | |
| Time and Location | |  | |
| **Content Teacher** | | | |
| Instructor | | Atsushi Yasutomi, Ph.D. (実務経験のある教員) | |
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| Office/Ext | | MIC 1-328/ Ext. | |
| Office hours | | Tuesdays 13:00 – 17:15 | |
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| **Course Description** | | | |
| Local, national, and global communities face a number of challenges in the 21st Century. Foremost among these are issues related to the natural environment, peace, and human development. In order to address these issues effectively, leadership is necessary in local communities, civil society organizations, workplaces, all levels of government, and in the international community. The purpose of this course is to foster future leaders (informed and engaged citizens) who can help address these issues. Students will learn how to identify and analyze public problems, assess the dynamics of collective action, and write in the public interest. | | | |
| **Course Goals/Objectives** | | | |
| Introduces some major global topics for those becoming a part of global leadership of the 21st century in whichever field of career they might take in the near future. For this purpose, this course examines major issues and concepts in the areas of international development and of international security studies, including colonialism, civil society and NGOs, good governance and democracy, Sustainable Development Goals, international organisations such as the UN and the World Bank, nuclear non-proliferation, and the issues of refugees/immigration.  Students will gain a familiarity with the basic knowledge, concepts, and theories in the areas of international development and international security. In the end of the class, students will be able to critically discuss and analyse key issues and challenges that international society is facing today. Students therefore should accomplish these objectives with a focus on developing their critical thinking and communication skills.  Students’ Communication and Critical Thinking Skill Objectives  1) Students should try to improve the following communication skills this semester:  Write and speak with clarity (communicate without ambiguity or confusion)  Write and speak with precision (communicate in deﬁnite and exact terms)  Write and speak with depth (communicate complex issues effectively)  2) Students should try to improve the following critical thinking skills this semester:  Identify salient information  Determine underlying presumptions or presuppositions  Evaluate conclusions from premises  Avoid fallacies - authority, expertise, straw man, etc.  Ask the right questions to understand a problem  Categorize appropriately  Evaluate the effects of conclusions/judgments on different parties (moral imagination)  Develop a new way to solve an old problem | | | |
| **Course Schedule** | | | |
| **Session #** | **Topic** | | **Content** |
| **1** | Syllabus & Course Introduction  ***Part I International Development***  The world in development 1) | | - Self-introduction / icebreaking  - Explaining the course structure, class requirements, examinations, etc.  - Students will be familiar with the countries in the world, and learn brief historical, geographical, and cultural backgrounds of each country of the Asian, African, and American continents. |
| **2** | The world in development 2) | | - Essential terms such as “developing countries”, “The Global South”, “Least Developed Countries”, “Emerging markets/BRICS”, “The Third World” are discussed. |
| **3** | Measuring Development 1) | | - **Africa map quiz ☺**  - Will learn how to measure development  - Indexes including GNP/GDP, HDI, Gini Index are covered |
| **4** | Measuring Development 2) | | - Activities on GNP, HDI, Gini and other Indexes |
| **5** | Colonialism and Post-colonial development | | - **Post-colonial world map quiz ☺**  - The history of colonialism and the political, economic, and social impacts.  - Decolonisation |
| **6** | Multilateral organisations -1) | | - The Sessions 5 and 6 will cover major multilateral organisations that play crucial roles in international development, e.g. United Nations and specialised agencies, World Bank, IMF, WTO, OECD etc. |
| **7** | Multilateral organisations -2) | | - Continuation of the Session 5. |
| **8** | **Review and quiz-1** | | **Review and quiz-1** from Sessions 1 thru 7 |
| **9** | Neoliberalism and development -1) | | - Development approach after WWII |
| **10** | Neoliberalism and development -2) | | - Neoliberalism: from Keynesian to Neoliberal approach  - Thatcher’s approach, “Reaganomics” |
| **11** | Structural Adjustment Programme, Aid Conditionality, and Good Governance | | - The significance of the Structural Adjustment Programme will be discussed. Essential terms including “Aid Conditionality” and “Good Governance” will be discussed in detail. |
| **12** | Bottom-up approach and Post-development theory -1) | | - Criticisms on top-down, state-centered approaches  - “Participatory development”, “Participatory Rural Appraisal”, “empowerment” will be discussed. |
| **13** | Bottom-up approach and Post-development theory -2) | | - Prospects and challenges of the participatory development approach  - Case studies of participatory development will be examined |
| **14** | Civil Society and NGOs -1) | | - Roles of Civil Society and the challenges in today’s development  - What is non-government organisations (NGOs)? Workshop will be done to identify: major international NGOs and their functions, their challenges, relations with the UN and other international organisations  - In-class preparation for Mini-presentation |
| **15** | Civil Society and NGOs -2) | | - Film: "Dukale's dream" and in-class reaction paper |
| **16** | Civil Society and NGOs -3) | | - Guest lecture |
| **17** | Foreign Aid -1) | | - Foreign aid plays an important role in development; however, there are a number of challenges and problems. This session will identify major functions and characteristics of foreign aid and some important challenges, such as tied aid and structural adjustment |
| **18** | Foreign Aid -2) | | - Film: "Poverty, Inc."; In-class preparation for reaction paper and in-class discussion |
| **19** | MDS and SDGs | | - Millennium Development Goals were set in the United Nations in 2000 and the MDG goals and tasks have been expanded to Sustainable Development Goals (SDGs). The session will identify what the goals are and discuss how these goals are expected to be met. |
| **20** | **Review and quiz -2** | | **Review and quiz** from Sessions 9 thru 19 |
| **21** | ***Part II Security and international development***  What is security? | | - As part II of this course, basic concepts of international security are introduced. This Session will discuss what “security” is.  - Students will discuss why the studies of security are important in the context of international development. |
| **22** | Human security -1) | | - What is human security? How did it emerge? Why is it important for and relevant to international development? |
| **23** | Human security -2) | | - Agendas in Human Security  - “Freedom from Fear” and “Freedom from Want” |
| **24** | Human security -3) | | - Humanitarian intervention and Responsibility to Protect |
| **24** | Arms control, weapons trade, and Small arms and light weapons -1) | | - This Session will discuss conventional weapons and the issues of disarmament, arms control, and arms trade. Small arms and arms trade will be covered. |
| **25** | Arms control, weapons trade, and Small arms and light weapons -2) | | Continuation of Session 24 |
| **26** | International Organised Crimes | | - This Session will identify some major issues in non-traditional security, shedding light on human trafficking and narcotic trafficking. |
| **27** | International Organised Crimes -2 | | Continuation of Session 26 |
| **28** | Terrorism | | International terrorism and the impact on development |
| **29** | Environmental security 1) | | - Environmental hazard is now considered to be one of the urgent topics to be discussed in international security. This Session will identify major issues and how they have affected security. |
| **30** | Environmental security 2) | | - Continuation of Session 29  - Group discussion |
| EXAM  WEEK | Final Exam | | **Final Exam Sessions 21 thru 30** |
| **Required Materials** | | | |
| Students will not be required to purchase a specific textbook. We will work from a number of handouts to be distributed during the class. | | | |
| **Course Policies (Attendance, etc.)** | | | |
| Attendance: **Attendance is mandatory.** **Students with five unexcused absences will be asked to withdraw**. Excusing absences is the prerogative of the instructor. Students must notify the instructor of their absences before the start of class and provide college-approved documentation. Attendance is not part of the grade for this class. Participation is part of the grade, and students must attend class to participate.  Assignment Deadlines: Students must turn in assignments on the due date. Students with an ‘excused absence’ on the due date should submit assignments on the due date via email unless granted an extension by the instructor. All late submissions of assignments that are not approved by the instructor will be penalized by minus 5% per day (excluding Saturdays, Sundays, and national holidays).  Academic Integrity: MIC’s Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in losing all credit (0%) for an assignment, being asked to withdraw from the course, or other appropriate actions. | | | |
| **Student Preparation & Review Time** | | | |
| Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week. In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. | | | |
| **Grades and Grading** | | | |
| 20% Participation in discussions  10% Mini-presentations  50% Quizzes  20% Final examination  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 | | | |
| **Methods of Feedback** | | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comment, rubric, etc. | | | |
| **Diploma Policy Standards Satisfied by Course 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 | | | |

