Miyazaki International College

Course Syllabus

FALL SEMESTER 2022

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| Course Title ( Credits ) | ASA335-1: Japan and East Asia (3 credits) |
| Course Designation for TC | n/a |
| Content Teacher | |
| Instructor | Paweł MŁODKOWSKI (Ph.D.) |
| E-mail address | [mpawel@sky.miyazaki-mic.ac.jp](mailto:mpawel@sky.miyazaki-mic.ac.jp) |
| Office/Ext | 1-402 |
| Office hours | Monday: 16:15 – 17:15; Wednesday: 9:05-10:35 |
| 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 deals with the relations between Japan and the two Koreas, Japan and China including Taiwan, and Japan and Russia in the contemporary times. The students will study and research the historical backgrounds, the current situations, the future about their relations through the classroom activities, lectures and guest speeches, negotiations game and debate exercises, and their presentations on reading and independent research project. | | |
| Course Objectives: | | |
| The language component of this course aims to help students read materials in the course, express their knowledge and opinions, and write papers about the international relations in English in the East Asia. In the course, the students will develop skills in reading English materials and texts for contents meaning and argument, enhance listening and speaking skills for the expression and comprehension of ideas in English, and promote basic English writing skills in the composition of paragraphs, short summaries and longer essays. | | |
| Active Learning:  4-(10) group work  4-(1) Interactive lecture | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | **I. Introduction** | Self-introduction and students’ expectations  Course syllabus introduction and discussion |
| 2 | -Meiji Renovation and Foreign Relations  -Yasukuni Shrine  -Japanese Culture  -Abe Government and Abenomics  -Abe’s Foreign Policy |
| 3 |  |
| 4 |
| 5 | **II. Japan and the Korean Peninsula** | -History  -Culture including K-Pop & J-Pop  -Politics  -The Comfort Women & the forced labors  -Text Book Issue  -Territorial Issues |
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| 11 | **III. Japan- North Korea Relations** | -The Hermit Kingdom  -Flower Swallow & the Public execution  -N. Korea’s Nuclear-Missile Issue and THAAD  -Leaders' Characters of North Korea  -Abduction issue & Japanese Wives in North Korea  -Normalization between Japan and North Korea |
| 12 |
| 13 |
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| 15 | Quiz on relations between Japan and Korea |
| 16 | **IV. Japan and China** | -Historical Background  -Wartime Atrocities in China  -Culture and Minority of China  -Chinese Political System and Chinese Communist Party  -The 5th Generation Leadership in China  -One China Policy & Taiwan Straight  -Tibet and Xinjiang Issues  -Rising China and China Threat  -One-Belt and One-Road (OBOR)  -Sino-Japanese Relations and Diplomatic Breakthrough  -Xi Jinping’s extension of Power & Chinese World |
| 17 |
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| 22 |
| 23 | **V. Japan and Taiwan Relations** | -The History of Taiwan  -Democracy in Taiwan  -Presidential Elections in Taiwan  -KMT and The Democratic Progressive Party |
| 24 |
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| 26 |
| 27 | **VI. Japan and Russia** | -The History of Relations between Japan and Russia  -The Collapse of the Soviet Union  -Gorbachev, Yaltsin, Medvedev, and Putin  -Northern Territory Dispute and the 2017 Yamaguchi Summit  War in Ukraine |
| 28 |
| 29 |  |
| 30 |
|  | Final Exam |  |
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| Required Materials: | | |
| **Watching and searching for interesting news on Japan-Asia relations**  Students will be required to report to the class at least once in this course. Watch for any interesting newspaper articles, editorials, and opinions that deal with Japan and East Asia. You should select one of those issues, and show this to the class, and discuss the theme with classmates. We will start this classroom activity from November with the scheduled *Watch and Report* for those days. Please bring handouts and/or good visual aids, and prepare at least a 20-minute presentation. If you have any questions about the topic you want to choose, or need help finding something to share with the class, please come to your instructor.  **Negotiation Game and Debate**  Almost every day we have to make decisions personally or officially. Professionals in the public and private sectors need to understand the nature of conflict in our society and know how to resolve those conflicts. In this activity, we deal with both theoretical and practical dimensions of the contemporary situations in Northeast Asia. In theoretical dimensions, we shall cover means of *conflict resolution*, model of decision-making and principles of negotiation. In practical dimensions, we shall play negotiation and decision-making games, analyze cases, and learn about real world situations. Toward the mid of the course, students are expected to become strategic negotiators and prudent decision-makers who can handle complex decision-making efficiently and ethically. Then, you will join the negotiation game and negotiate with counterparts on a topic as a classroom activity in **the middle of December**. MIC students are not expected to memorize and repeat materials from class and readings. A sense of curiosity, critical thinking, and creativity are the key elements of teaching and learning at MIC. Students are encouraged to read materials, to express their opinions and engage in a mutual critique of ideas, including those of the instructor, in a spirit of mutual respect.  **Independent Research Project**  In this project, you will be required to write a paper on a topic you want to research according to the above topics of this course. Research paper should be about 1,500 words and double-space including bibliography. The theme of research paper should be also discussed in prior consultation with the instructor. First, **on 31 October 2022**,each student will turn in ***a one-page research project proposal***to the instructor. Second, **starting on 6 December 2021**,everystudent will submit her/his research report to the instructor. Feedback will be provided to individual presenter after the review is made. | | |
| Course Policies (Attendance, etc.) | | |
| • Students (You) must attend every class.  • If you have to miss class because you are sick, please get a note from your doctor. A doctor’s note means that I can excuse your absence.  • If you have more than 5 unexcused absences, you will have to withdraw from the course.  • If you miss a class for any reason, you should contact teacher (email is best) to find out about the coursework you need to complete.  • If you arrive late for class three times, we will count this as one absence. | | |
| 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. | | |
| Grades and Grading Standards | | |
| • Participation: 10%  • Watching news and Reporting: 20%  • Negotiation Game: 20%  • Mid and Final Quiz: 40%  • Independent Research Project: 10% | | |
| Methods of Feedback: | | |
| Feedback on students’ oral answers will be provided ad hoc in the classroom during open discussions.  Feedback on students’ presentations and presentation skills may be 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 | | |
| 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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|  | | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class Discussion, Reading: s  Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class Discussion, Reading: s, 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 |