

Miyazaki International College  
Course Syllabus  
FALL SEMESTER 2023/2024

Course Title (Credits)	IDS 304: Foundations of Global Studies 2
Course Designation for TC	n/a
Content Teacher	
Instructor	Paweł Młodkowski
E-mail address	mpawel@sky.miyazaki-mic.ac.jp
Office/Ext	402/ telephone number 3727
Office hours	Tuesday: 8:30-9:00; Wednesday: 13:00-14:30; Thursday 8:30-9:00
Language Teacher	
Instructor	n/a
E-mail address	n/a
Office/Ext	n/a
Office hours	n/a

Course Description:
<p>This course introduces research methods for analyzing global issues. The course includes the academic disciplines of economics, history, sociology, and political science. Students will learn to construct a research design for a chosen topic, which helps preparation for senior thesis research. The course continues to deepen students' understanding of the theoretical and methodological foundations of global studies.</p>
Course Objectives:
<p>This course is intended to be an interdisciplinary introduction to the contemporary world and the currently most discussed global problems. We shall focus on the ideological, political, economic and cultural dimensions of a process known as globalization. Guided discussions, based on carefully selected readings, will be most commonly used form of delivery. We will apply a systematic and formal analysis, which considers the principal actors, institutions involved, socio-economic processes and their causes &amp; consequences that shape the contemporary world. We will discuss challenges and opportunities associated with globalization. There will be several case studies to explore the most interesting global problems in greater detail.</p> <p>By the time students complete Global Studies course they should be knowledgeable about the main socio-economic factors shaping the global economy. Students should also be able to identify these factors and stakeholders at work in the context of specific issues. Finally, there is much hope that the course inspires students to learn more about their world. Conscious and responsible global citizens begin posing their own questions about how humanity should respond to the many challenges that face our national economy (i.e. Japan) due to globalization.</p>
Topics:

This course allows for exploring the most recent developments in the global economy, but there are also several pillars that will serve as core global challenges for discussion and analysis. These are:

1. Food security
2. Inclusive growth
3. Unemployment
4. Climate change
5. Global finance
6. Internet
7. Gender equality
8. Global trade and investment
9. Healthcare

**Active Learning:**

4-(10) group work

4-(1) Interactive lecture

Student-lead discussions in which one student acts as the facilitator and the other students participate based on explicit instructions and guidance with regard to their assigned or chosen roles.

**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 Reading assignment for the next session <a href="https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/">https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/</a>
2	UNIT TWO: Introduction to global problems: food crisis	Group discussion on the biggest global problems (based on the reading) Video 1: Feeding Nine Billion: Introducing Solutions to the Global Food Crisis: <a href="https://www.youtube.com/watch?v=raSHAqV8K9c">https://www.youtube.com/watch?v=raSHAqV8K9c</a> Video 2: Feeding Nine Billion: Science and Technology: <a href="https://www.youtube.com/watch?v=eFDyTz9K9i8">https://www.youtube.com/watch?v=eFDyTz9K9i8</a> Video 3: Feeding Nine Billion: Government Policy and Sustainability: <a href="https://www.youtube.com/watch?v=YN0bCJ1M6p8">https://www.youtube.com/watch?v=YN0bCJ1M6p8</a> Video 4: Feeding Nine Billion: Food Distribution: <a href="https://www.youtube.com/watch?v=-xrSnZf4Ttl">https://www.youtube.com/watch?v=-xrSnZf4Ttl</a> Video 5: Feeding Nine Billion: Local Food Systems: <a href="https://www.youtube.com/watch?v=35mOyg7_A8g">https://www.youtube.com/watch?v=35mOyg7_A8g</a> Video 6: Feeding Nine Billion: Climate Change:

		<p><a href="https://www.youtube.com/watch?v=cYq2elstFWQ">https://www.youtube.com/watch?v=cYq2elstFWQ</a></p> <p>Video 7: Feeding Nine Billion: Empowering Small Scale:</p> <p><a href="https://www.youtube.com/watch?v=clhn5IJZJ8">https://www.youtube.com/watch?v=clhn5IJZJ8</a></p> <p>Video 8: Feeding Nine Billion: Challenges for Small Scale:</p> <p><a href="https://www.youtube.com/watch?v=3RzZNvyInOg">https://www.youtube.com/watch?v=3RzZNvyInOg</a></p> <p>Video 9: Feeding Nine Billion: Food Riots:</p> <p><a href="https://www.youtube.com/watch?v=nuAsMTPywOM">https://www.youtube.com/watch?v=nuAsMTPywOM</a></p> <p>Group discussion on food crisis and solutions (based on the readings and videos).</p>
3	UNIT TWO: Introduction to global studies	<p>Methodology for global studies</p> <p>Group discussion for better understanding on methodology for global studies.</p> <p>In-class exercise on methodology for global studies.</p> <p>Practicing the use of interdisciplinary approach to global studies.</p>
4	global problems: food crisis – Assignment 1 – 10%	<p>research projects followed by group (2 students) presentations:</p> <ol style="list-style-type: none"> <li>1. Food production and food security in Japan</li> <li>2. Global water scarcity</li> <li>3. New technologies and food production globally</li> <li>4. Climate change and food production</li> <li>5. Food supply system in Japan</li> <li>6. Global organizations involved in supporting food production and distribution</li> <li>7. How to develop/increase self-sufficiency in terms of required nutrients</li> <li>8. Review of food scarcity crisis in the last 30 years, by region.</li> </ol>
5	global problems: food crisis – Assignment 1 – 10%	PRESENTATIONS CONTINUED
6	UNIT TWO: Introduction to global problems: prospects of economic growth	<p>Introduction to Economic Growth</p> <p>Gross Domestic Product and national accounting</p> <p>Factors of Economic Growth</p> <p>How to project GDP?</p> <p>Reading assignment for the next session: International Monetary Fund:</p> <p><a href="https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf">https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf</a></p> <p>pages: 4-9; 18-22.</p>
7	UNIT TWO: Introduction to global problems: inclusive	<p>Group discussion on the income inequality in the global economy (based on the reading).</p> <p>Video 1: World Economic Forum: current issue</p>

	growth	Video 2: OECD: <a href="https://www.youtube.com/watch?v=fnll212tBPK">https://www.youtube.com/watch?v=fnll212tBPK</a> Group discussion on expected changes in the global economy Reading assignment for the next session: <a href="http://www.manpowergroup.com/workforce-insights">http://www.manpowergroup.com/workforce-insights</a> Millenials Careers – pages 3-16
8	UNIT TWO: Introduction to global problems: unemployment	Group discussion on the unemployment in the global economy (based on the reading). Video 1: <a href="https://www.youtube.com/watch?v=0VN3XBxaI9Q">https://www.youtube.com/watch?v=0VN3XBxaI9Q</a> Video 2: <a href="https://www.youtube.com/watch?v=eI3z1Nrlb1c">https://www.youtube.com/watch?v=eI3z1Nrlb1c</a> Group discussion on solutions for unemployment based on individual/personal ideas
9	Unemployment – Assignment 2 – 10%	Disrupting Unemployment: Business-led Solutions for Action Case studies: <a href="http://reports.weforum.org/disrupting-unemployment/">http://reports.weforum.org/disrupting-unemployment/</a> Students' presentations: 1. How to Develop Employment Skills – case studies 2. How to Foster Entrepreneurship – case studies 3. Connecting talent to markets – case studies
10	Unemployment – Assignment 2 – 10%	Presentations continued
11	Unemployment – Assignment 2 – 10%	Disrupting Unemployment: Business-led Solutions for Action Case studies: <a href="http://reports.weforum.org/disrupting-unemployment/">http://reports.weforum.org/disrupting-unemployment/</a> Students' presentations: 4. Toolkits for disrupting unemployment – examples and best practice globally 5. Success factors for disrupting unemployment – examples and best practice globally
12	Unemployment – Assignment 2 – 10%	Presentations continued
13	Unemployment continued	Business-led Solutions for Action Case studies: <a href="http://reports.weforum.org/disrupting-unemployment/">http://reports.weforum.org/disrupting-unemployment/</a> Reading/watching assignment for the next session: 1. Inconvenient Truth by Al Gore versus alternative approach: <a href="https://www.youtube.com/watch?v=52Mx0_8YEtg">https://www.youtube.com/watch?v=52Mx0_8YEtg</a> <a href="https://www.youtube.com/watch?v=TCy_UOjEir0">https://www.youtube.com/watch?v=TCy_UOjEir0</a> <a href="https://www.youtube.com/watch?v=7jzBWmpzifc">https://www.youtube.com/watch?v=7jzBWmpzifc</a>
14	UNIT TWO: Introduction to global	Group discussion on the climate change (based on the reading). Video 1: <a href="https://www.youtube.com/watch?v=2cssne9Q5KM">https://www.youtube.com/watch?v=2cssne9Q5KM</a>

	problems: climate change	Video 2: <a href="https://www.youtube.com/watch?v=zMmOlfHU35E">https://www.youtube.com/watch?v=zMmOlfHU35E</a> Video 3: WWF: <a href="https://www.youtube.com/watch?v=sBQd4UhQkLE">https://www.youtube.com/watch?v=sBQd4UhQkLE</a> Group discussion on climate change based on individual/personal beliefs
15	Mid-term week 25%	Mid-term Examinations 5 short essays on specific topics in: food scarcity, economic growth, and unemployment
16	Mid-term week 25%	Mid-term Examinations Reading assignment for the next session: <a href="http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills">http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills</a> Watching assignment: <a href="https://www.youtube.com/watch?v=23DNe0cJhcU">https://www.youtube.com/watch?v=23DNe0cJhcU</a>
17	UNIT TWO: Introduction to global problems: monetary and financial system	Group discussion on the global monetary system (based on the reading). <a href="https://www.youtube.com/watch?v=UKyk-GgE8Uc">https://www.youtube.com/watch?v=UKyk-GgE8Uc</a> Group discussion on the global financial system Reading assignment for the next session: <a href="http://dailyreckoning.com/one-world-one-bank-one-currency/">http://dailyreckoning.com/one-world-one-bank-one-currency/</a>
18	UNIT TWO: Introduction to global problems: monetary and financial system	Group discussion on the global monetary system (based on the reading) In-depth analysis of causes, consequences, and solutions for problems. Reading assignment for the next session: <a href="http://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf">http://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf</a> pages: 3 – 6, 10 – 13, page 18. Box 2, page 33 – 35 (Content&Censorship)
19	UNIT TWO: Introduction to global problems: Internet fragmentation	Group discussion on the internet fragmentation (based on the reading) Discussion on double-edge blade of technologies of internet. Reading assignment for the next session: <a href="http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf">http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf</a>
20	UNIT TWO: Introduction to global problems: gender equality	Group discussion on the gender equality (based on the reading) Group discussion on gender equality in Japan in the past and today. Watching: 1. <a href="https://www.youtube.com/watch?v=XlcaDhRu1AQ">https://www.youtube.com/watch?v=XlcaDhRu1AQ</a> 2. <a href="https://www.youtube.com/watch?v=BLA_Zc95uyo">https://www.youtube.com/watch?v=BLA_Zc95uyo</a> Discussion about stereotypes. Reading: facts & figures of gender equality: <a href="http://www.un.org/sustainabledevelopment/gender-equality/">http://www.un.org/sustainabledevelopment/gender-equality/</a> Watching: <a href="https://www.youtube.com/watch?v=4viXOGvuu0Y">https://www.youtube.com/watch?v=4viXOGvuu0Y</a>

21	Gender equality Assignment 2 – 10%:	Students' presentations: 1. FGM in Africa and Middle East 2. Arguments for equality 3. Equality at the workplace Reading assignment for the next session: <a href="https://www.weforum.org/system-initiatives/international-trade-and-investment/">https://www.weforum.org/system-initiatives/international-trade-and-investment/</a> Watching assignment: <a href="https://youtu.be/OVi5B7P7Yw4">https://youtu.be/OVi5B7P7Yw4</a>
22	UNIT TWO: Introduction to global problems: Global trade and investment	Group discussion on the global trade (based on the reading) Reading assignment for the next session: <a href="https://www.weforum.org/reports/the-e15-initiative-strengthening-the-global-trade-and-investment-system-in-the-21st-century">https://www.weforum.org/reports/the-e15-initiative-strengthening-the-global-trade-and-investment-system-in-the-21st-century</a> <a href="http://reports.weforum.org/strategic-infrastructure-2014/introduction-the-operations-and-maintenance-om-imperative/the-global-infrastructure-gap/">http://reports.weforum.org/strategic-infrastructure-2014/introduction-the-operations-and-maintenance-om-imperative/the-global-infrastructure-gap/</a>
23	UNIT TWO: Introduction to global problems: Global trade and investment	Group discussion on the infrastructure gap (based on the reading) Reading assignment for the next session: <a href="https://www.weforum.org/agenda/archive/global-health-and-healthcare/">https://www.weforum.org/agenda/archive/global-health-and-healthcare/</a>
24	UNIT TWO: Introduction to global problems: Healthcare	Group discussion on the global healthcare problems (based on the reading) Watching: <a href="https://www.youtube.com/watch?v=PRyj6htVvUI">https://www.youtube.com/watch?v=PRyj6htVvUI</a> <a href="https://www.youtube.com/watch?v=i1m3iy2xop8">https://www.youtube.com/watch?v=i1m3iy2xop8</a> Group discussion on the global health Reading assignment for the next session:
25	UNIT TWO: Introduction to global problems: health	Group discussion on the global health problems (based on the reading)
26	UNIT THREE: presentations about a global issue – 10%	Students' individual presentations on a global problem that attracted their attention during the course.
27	UNIT THREE: presentations about a global issue – 10%	Students' individual presentations on a global problem that attracted their attention during the course.
28	UNIT THREE: presentations about a global issue – 10%	Students' individual presentations on a global problem that attracted their attention during the course.
29	Revision Week	Revision of methodology for global studies.
30	Revision Week	Revision of global issues covered.

	Finals	Final Exam – a set of structured essays on five out of ten available topics.
<p>Required Materials:</p> <p>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.</p>		
<p>1. Food security</p> <p><a href="https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/">https://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges/</a></p> <p><a href="https://www.youtube.com/watch?v=raSHAqV8K9c">https://www.youtube.com/watch?v=raSHAqV8K9c</a></p> <p><a href="https://www.youtube.com/watch?v=eFDyTz9K9i8">https://www.youtube.com/watch?v=eFDyTz9K9i8</a></p> <p><a href="https://www.youtube.com/watch?v=YN0bCJ1M6p8">https://www.youtube.com/watch?v=YN0bCJ1M6p8</a></p> <p><a href="https://www.youtube.com/watch?v=-xrSnZf4Ttl">https://www.youtube.com/watch?v=-xrSnZf4Ttl</a></p> <p><a href="https://www.youtube.com/watch?v=35mOyg7_A8g">https://www.youtube.com/watch?v=35mOyg7_A8g</a></p> <p><a href="https://www.youtube.com/watch?v=cYq2elstFWQ">https://www.youtube.com/watch?v=cYq2elstFWQ</a></p> <p><a href="https://www.youtube.com/watch?v=clhn5IJZJ8">https://www.youtube.com/watch?v=clhn5IJZJ8</a></p> <p><a href="https://www.youtube.com/watch?v=3RzZNVylnOg">https://www.youtube.com/watch?v=3RzZNVylnOg</a></p> <p><a href="https://www.youtube.com/watch?v=nuAsMTPywOM">https://www.youtube.com/watch?v=nuAsMTPywOM</a></p> <p>2. Inclusive growth</p> <p><a href="https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf">https://www.imf.org/external/pubs/ft/sdn/2015/sdn1513.pdf</a> pages: 4-9; 18-22</p> <p><a href="https://www.youtube.com/watch?v=ukHllg28xQ">https://www.youtube.com/watch?v=ukHllg28xQ</a></p> <p><a href="https://www.youtube.com/watch?v=fnll212tBPk">https://www.youtube.com/watch?v=fnll212tBPk</a></p> <p>3. Unemployment</p> <p><a href="http://www.manpowergroup.com/workforce-insights">http://www.manpowergroup.com/workforce-insights</a> Millenials Careers – pages 3-16</p> <p><a href="https://www.youtube.com/watch?v=0VN3XBxaI9Q">https://www.youtube.com/watch?v=0VN3XBxaI9Q</a></p> <p><a href="https://www.youtube.com/watch?v=eI3z1Nrlb1c">https://www.youtube.com/watch?v=eI3z1Nrlb1c</a></p> <p><a href="http://reports.weforum.org/disrupting-unemployment/">http://reports.weforum.org/disrupting-unemployment/</a></p> <p>4. Climate change</p> <p><a href="https://www.youtube.com/watch?v=52Mx0_8YEtg">https://www.youtube.com/watch?v=52Mx0_8YEtg</a></p> <p><a href="https://www.youtube.com/watch?v=TCy_UOjEir0">https://www.youtube.com/watch?v=TCy_UOjEir0</a></p> <p><a href="https://www.youtube.com/watch?v=7jzBWmpzifc">https://www.youtube.com/watch?v=7jzBWmpzifc</a></p> <p><a href="https://www.youtube.com/watch?v=2cssne9Q5KM">https://www.youtube.com/watch?v=2cssne9Q5KM</a></p> <p><a href="https://www.youtube.com/watch?v=zMmOlfHU35E">https://www.youtube.com/watch?v=zMmOlfHU35E</a></p> <p><a href="https://www.youtube.com/watch?v=sBQd4UhQkLE">https://www.youtube.com/watch?v=sBQd4UhQkLE</a></p> <p>5. Global finance</p> <p><a href="http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills">http://www.economist.com/news/special-report/21668717-america-centre-global-monetary-disorder-thrills-and-spills</a></p> <p><a href="https://www.youtube.com/watch?v=23DNe0cJhcU">https://www.youtube.com/watch?v=23DNe0cJhcU</a></p>		

<https://www.youtube.com/watch?v=UKyk-GgE8Uc>

<http://dailyreckoning.com/one-world-one-bank-one-currency/>

6. Internet

[http://www3.weforum.org/docs/WEF\\_FII\\_Internet\\_Fragmentation\\_An\\_Overview\\_2016.pdf](http://www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf) pages: 3 – 6, 10 – 13, page 18. Box 2, page 33 – 35 (Content&Censorship)

7. Gender equality

[http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5\\_Why-it-Matters\\_GenderEquality\\_2p.pdf](http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf)

<https://www.youtube.com/watch?v=XlcaDhRu1AQ>

[https://www.youtube.com/watch?v=BLA\\_Zc95uyo](https://www.youtube.com/watch?v=BLA_Zc95uyo)

<http://www.un.org/sustainabledevelopment/gender-equality/>

<https://www.youtube.com/watch?v=4viXOGvvu0Y>

8. Global trade and investment

<https://www.weforum.org/system-initiatives/international-trade-and-investment/>

<https://youtu.be/OVi5B7P7Yw4>

<https://www.weforum.org/reports/the-e15-initiative-strengthening-the-global-trade-and-investment-system-in-the-21st-century>

<http://reports.weforum.org/strategic-infrastructure-2014/introduction-the-operations-and-maintenance-om-imperative/the-global-infrastructure-gap/>

9. Healthcare

<https://www.weforum.org/agenda/archive/global-health-and-healthcare/>

<https://www.youtube.com/watch?v=PRyj6htVvUI>

<https://www.youtube.com/watch?v=i1m3iy2xop8>

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 Standards:

Class participation and group discussion	10%
Assignments (resulting in group presentations)	30% (3 x 10%)
Individual presentation about an international business issue	10%
Mid-term examination	25%
Final examination	25%
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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文部科学省から採択された 大学教育再生加速プログラム 		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	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 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					