

**GLP Core Seminar  
Spring 2017  
Monday & Thursday 15:15-17:00pm  
Room: 206**

**INSTRUCTOR:**

Dr. Naoko Matsumura  
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**COURSE DESCRIPTIONS:**

This is a core course for the Global Leaders Program at the Faculty of Law. This seminar aims to develop important English skills: reading, writing, and speaking through an analysis of contemporary events and policy debates in world politics. It will also provide students with basic skills of discussion, debate, and presentation in English. Every week we will discuss two to three readings that present different points of view or discuss different aspects of a common problem. Students are required to complete the assigned readings before class and to arrive prepared to discuss the issue. In addition, each student must turn in a reaction memo in response to a question based on the readings. Towards the end of the semester, students are required to make a group presentation on the topic of their choice.

This will be a seminar-style class. Classes will consist of interactive lectures, discussion, presentations by students, group work, as well as guest speakers where appropriate. Students are expected to participate in class discussions by asking questions, answering questions, and offering opinions.

Students are expected to read assigned readings carefully, do some research on the topic of the readings, and submit reaction memos by due. Careful reading of the materials assigned for this seminar, attention to major news stories relating to international politics, and concentrated thinking about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion.

**COURSE GOALS:**

Through this seminar, students should acquire:

1. An ability to analyze and discuss contemporary political events and public policies.
2. An ability to clarify your own views regarding policy options.
3. An ability to convey complex concepts and information in a clear and concise manner in both writing and oral presentation.

**RELATION WITH OTHER COURSES**

This seminar will help students develop language and analytical thinking skills needed to succeed at

other English related classes at Hitotsubashi University and/or when they study abroad. It should be particularly helpful for students who are planning to go on long- or short-term exchange programs abroad.

## **REQUIRED READINGS:**

**No book is required to purchase** for this course. Required and suggested readings are all available on Manaba.

Readings listed for each week should be completed before the class meeting. This schedule may be subject to change. **If any changes are necessary, you will be notified through Manaba with as much advance notice as possible.**

## **EVALUATION:**

Grades will be determined in the manner described below. The grading scale for this course is as follows: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-0 F

**(1) Participation & Attendance 30%:** This includes both attendance and the quality of your participation in class discussion. Thus, regular attendance is expected and will not raise your participation grade. If you do not attend, however, your participation grade will be reduced. If you are absent more than twice without a pre-approved excused absence, you will FAIL the course. Two late arrivals (10 minutes or more) will be counted as one absence.

You are expected to have completed the assigned readings before class and to be able to contribute to the class discussion. The course will be heavily small group discussion based. You are also expected to treat other students with civility and respect.

**(2) Reaction Memo 30%:** All students are required to complete the assigned reading before their discussion section each week and to arrive prepared to discuss the issue. In addition, THREE times during the semester, each student must turn in a reaction memo of no more than five pages (typed and double spaced, using a 11 size font with 2cm margins) in response to a question based on the readings. The questions will be posted on Manaba ahead of time. Your memo should not merely summarize the assigned readings. Rather, you need to critically evaluate the readings and make your own arguments.

You are required to turn in your memos through Manaba. If an emergency arises, you will need to contact me before the deadlines. Extensions will be granted only in the case of medical excuse or verified emergency (NOTE: computer problems including lost files and clashed drives are not considered as emergency). Otherwise, late essays will be penalized a half letter grade per 24-hour period. More information about this assignment will be provided during the semester.

I will do my very best to return graded memos within one week after they have been turned in.

**(3) In-Class Presentation 40%:** You are required to make an in-class presentation about a given topic as a group. Each group will consist of 5 students and the presentation should last about 20-30 minutes. Your group needs to decide a presentation topic by April 24.

Presentations will be graded for their content, the quality of preparation, and the extent to which the presentation engages in the class in a meaningful discussion. Each student in the presentation group must speak during the presentation. The group will receive a single grade that will apply to all

group members. More information about this assignment will be provided during the semester.

### **ANTHER REQUIREMENTS:**

**Classroom Etiquette:** Please recognize that our classroom includes people with various life experiences, divergent perspectives, and different levels of English proficiency. Be respectful of your fellow classmates when addressing and critiquing conflicting viewpoints. My goal is to aid in the development of your analytical/critical skills, and I expect everyone to maintain an open mind, and take a creative approach to the material. Please speak to me if you are offended by something that is said in class.

**Use of Electronics:** Students may use laptop computers or tablets to take notes. Computers, however, may not be used for other purposes during class time. I reserve the right to ban all laptops, or those of specific students, from the classroom if their use becomes a problem during the semester. Cell phones should be turned off during class and put away. Answering a cell phone or text-messaging during class will result in a reduction of your participation grade for the day.

**Instructor Contact:** Please feel free to arrange to see me any time you think discussion on an individual basis would be helpful (about the course readings, assignments, or studying political science in general). It is important to me that this course enriches your educational experience. I am happy to make an appointment to meet with you at another time.

**Disclaimer:** I reserve the right to modify the syllabus and assignments throughout the semester. Modifications will be well communicated through email, Manaba, and in class.

### **MANABA:**

We will be using Manaba for this course. I will post all course materials, announcements, and grades on this system. You will also post your analytical essays on Manaba. Please register yourself to the Manaba site for this course before the second class. After registration, go to the Settings page, and make sure that you will receive reminders for updates in the site. **It is your responsibility to check for course updates on Manaba and course emails on a regular basis.**

### **COURSE SCHEDULE & READINGS:**

#### **Lesson 1 : Mon. April 10**

Course Introduction (No readings)

#### **Lesson 2 : Thurs. April 13**

Discussion on Immigration Policies in the World

Reading #1: Martin, Philip. 2012. "Immigration: Should Countries Liberalize Immigration Policies? –No" pp. 417-428. In Peter M. Hass and John A. Hird (eds) *Controversies in Globalization: Contending Approaches to International Relations* (2<sup>nd</sup> Edition). California: CQ Press.

### **Lesson 3 : Mon. April 17**

Discussion on R2P and Humanitarian Intervention

Reading #1: Evans, Gareth, and Mohamed Sahnoun. 2002. "The Responsibility to Protect." *Foreign Affairs* 81(6):99-110.

Reading #2: Valentino, Benjamin A. 2011. "The True Costs of Humanitarian Intervention." *Foreign Affairs* 90 (6): 60-73.

Suggested reading: Smith, Sheila (2014, May 16) "Japan's New Conversation on Its Constitution." *Forbes Asia*.

Retrieved from <http://www.forbes.com/sites/sheilaasmith/2014/05/16/japans-new-conversation-on-its-constitution/#5f30b29a48e7>

### **Lesson 4 : Thurs. April 20**

Discussion on Gender Equality

Reading #1: Coleman, Isobel. 2004. "The Payoff from Women's Rights." *Foreign Affairs*. 83(3): 80-95.

Reading #2: Coleman, Isobel. 2012. Are Quotas for Women in Politics a Good Idea? *The Atlantic*.

Suggested reading: Dahlerup, Drude (2015). "Using Quota's to Increase Women's Political Representation" (Chapter 4) pp.141-186. in International IDEA (ed.) *Women in Parliament: Beyond*. Stockholm: International Institution for Democracy and Electoral Association.

Suggested reading: Naohisa, Murakami (2016, February 8) "Japan's Gender Imbalance: Ranked 101st Among 145 Nation on Equality Index." *Sasakawa Peace Foundation and Nippon.com*. Retrieved from <https://spfusa.org/nippon-com/japans-gender-imbalance/>

### **Lesson 5 : Mon. April 24**

Time for group work

### **Lesson 6 : Thurs. April 27**

Discussion on Global Health

Reading #1: Check, Erika. 2006. "Quest for the Cure." *Foreign Policy* 155: 28-36.

Reading #2: Garrett, Laurie. 2005. "The Lessons of HIV/AIDS." *Foreign Affairs* 84 (4): 51-64.

Reading #3: Heywood, Mark. 2012. "HIV/AIDS: Should the Wealthy Nations Promote Anti-HIV/AIDS Efforts in Poor Nations?" In Peter M. Hass and John A. Hird (eds) *Controversies in Globalization: Contending Approaches to International Relations* (2<sup>nd</sup> Edition). California: CQ Press.

### **Lesson 7 : Mon. May 1**

Discussion on Climate Change and Environmental Cooperation

Reading #1: Pope, Carl and Bjorn Lomborg. 2005. The State of Nature. *Foreign Policy* 149: 67-73.

Reading #2: Levi, Michael A. 2009. Copenhagen's Inconvenient Truth: How to Salvage the

Climate Conference. *Foreign Affairs* 88 (5): 92-104.

Suggested reading: Grunwald, Michael. 2009. Seven Myths About Alternative Energy. *Foreign Policy* 174: 130-133.

Suggested reading: Ball, Jeffrey. 2012. Tough Love for Renewable Energy. *Foreign Affairs* 91 (3): 122-133.

### **Lesson 8 : Mon. May 8**

Guest Speaker Talk (No readings) ※Schedule may change.

### **Lesson 9 : Thurs. May 11**

Discussion on Nuclear Difference and Profanation

Reading #1: Schell, Jonathan. 2000. The Folly of Arms Control. *Foreign Affairs* 79 (5): 22-46.

Reading #2: Schulte, Gregory L. 2010. Stopping Proliferation Before it Starts. *Foreign Affairs* 89 (4): 85-95.

Suggested reading: Feinstein, Lee and Anne-Marie Slaughter. 2004. A Duty to Prevent. *Foreign Affairs* 83 (1): 136-150.

### **Lesson 10 : Mon. May 15**

Discussion on Foreign Aid & Poverty

Reading #1: Ayittey, George. N. 2010. "Poverty: Can Foreign Aid Reduce Poverty?-No" pp. 88-98. In Peter M. Hass and John A. Hird (eds) *Controversies in Globalization: Contending Approaches to International Relations* (2nd Edition). California: CQ Press.

Suggested Reading: The Millennium Development Goals Report 2015. pp. 4-9 (Overview)  
[http://www.un.org/millenniumgoals/2015\\_MDG\\_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

### **Lesson 11 : Thurs. May 18**

Time for group work

**No Class : Mon. May 22** ※Josuikai Application Essays Due

### **Lesson 12 : Thurs May 25**

Group presentation (and policy proposal) and Discussion

### **Lesson 13 : Mon. May 29**

Group presentation (and policy proposal) and Discussion

### **Lesson 14 : Thurs. June 1**

Individual Meeting and Class Wrap-Up