

Liberal Arts G (International Relations 1)

## **MODULE HANDBOOK**

**Dr Patrick Hein**

Term: Spring Semester

Numbering SLA306

Credits 2

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This handbook provides information about the module and its operation. Please study it carefully.

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## **1. Introduction / welcome**

This module is designed to develop students' fluency, understanding and confidence when communicating in English. The focus of this class will be on improving listening, speaking and discussion skills through learning about important cultural and global issues such as human rights, the environment and developing countries. Each class will be taught in English and consist of a variety of communicative activities, with a special emphasis on increasing vocabulary module is designed to introduce

## **2.0. Module Description**

### **2.1 Overall Module aims:**

It is a highly interactive text with a focus on global issues.

### **2.2 Subject Specific Module aims:**

The course is designed to give students practical experience in viewing the history of Western music. The class will focus on building vocabulary and learning aspects on the typical materials in music history. The subject matters studied in this course should be of use for students hoping to work in various music scenes, where it is necessary to be able to discuss music intelligently.

### **2.3 Skills and abilities**

The aim of the course is to increase students' knowledge and understanding of problems facing the world today, and give them the skills to be able to discuss them. Students will study a different global issue in two-week cycles. The instructor will introduce students to the topic in the first week. Students will research the topic for homework and will discuss their own research on the topic in pairs or small groups in the next class. The research homework will handed into the teacher on the last day of class. Students will need to read several newspaper articles every week. There will be a mid-term and a final presentation on global issues of the student's choice. Students will write a final class reflection.

### **2.4 Applied learning**

Students can apply their skills and knowledge in NGOs, during internships and through field research.

## **3.0. Learning outcomes**

### **3.1. Learning outcomes – overall**

On completion of this module, students should be able to:

To contribute to global society by analyzing global events.

### 3.2. Learning Outcomes - Specific

On completion of this module, students should be able to:

- a. broaden their understanding of their surroundings and the world, looking beyond their front door and out into the world at large with a greater understanding of the differences that exist between human beings.
- b. have a good understanding of some of the problems facing the world today
- c. have skills to read and critically think about current news presented in articles.
- d. listen to others' opinions and reflect on the importance of listening to others
- e. interject into a conversation or discussion, share their opinions on a topic and give logical reasons for their opinions as well as change the direction of a conversation.
- f. build their critical thinking skills.

## 4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music  
1-9-1 Kami-meguro,  
Meguro-ku, Tokyo,

Staff involved in the organisation and delivery of this module are as follows:

<i>Dr Patrick Hein</i>	<i>Module Leader</i>	<i>hein_patrick@tokyo-ondai.ac.jp</i>
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### Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

<i>Music Liberal Arts</i>	<i>Course administrator</i>	<i>m1a@tokyo-ondai.ac.jp</i>
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### Course administrator

The Course Assistant has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

## 5.0 Indicative Syllabus

### 6.0. Delivery Information:

Week	Title	Synopsis
1	Course orientation, goal setting and introduction	Introduction
2	Waste and Recycling	Waste policies in the world.
3	Export of waste to poor countries by Japan	Japan and waste export.
4	Endangered Species and rainforests	Global analysis.
5	Japan and the Washington Treaty	Global treaties.
6	Global Warming	Analysis.
7	Renewable energies and Co2 emissions in Japan	Energy problem in Japan.
8	Developing Countries and Poverty	Poverty issues.
9	Japanese Human security policies. The work of Dr. Tetsu Nakamura in Afghanistan	Case study.
10	The working conditions of labor migrants in Japanese factories in Asia	Case study.
11	Human Rights in a global perspective	Protection regimes.
12	The work of international human rights NGOs such as Amnesty International of Human Rights Watch	Case study.
13	Peace and Conflict	Armed conflicts.
14	Japanese peace mediation in Cambodia and Sri Lanka. The work of diplomat Yasushi Akashi.	Japan case study.
15	Summary and review	

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## 7.0 Independent study – Preparation for lecture

Students are expected to spend about an hour each week prior to and after all classes. Points of preview and review will be given at the end of each class. Students' progress in key module skills is monitored throughout the course. Following receipt of the report at the end of the semester, the module leader will provide students with formative feedback on their comprehension, writing and research skills.

## 8.0 Assessment and practical tasks:

### **Assignment:**

Final evaluation will be based on completion of the following: Class participation 50%, Presentation 25%, and Report assignments 25%.

Module Grading Bands		
S	90% +	<p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is evident through systematic and relevant coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• accurate and predominately consistent use of a recognised referencing system</li> <li>• wide range of appropriate sources</li> </ul>
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is generally evident in the coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> </ul>

		<ul style="list-style-type: none"> <li>• good range of appropriate sources</li> </ul>
B	70-79%	<p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• fairly well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• some critical understanding/application is evident through coverage of content which is also descriptive</li> <li>• good communication in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• a range of appropriate sources</li> </ul>
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• adequately structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• largely descriptive with some critical understanding/application evident through coverage of content</li> <li>• communicates in a style appropriate to the assessment brief</li> <li>• attempts to use a recognised referencing system but may have occasional systematic errors</li> <li>• a limited selection of appropriate sources</li> </ul>
D+ Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not completely address the module learning outcomes and specific criteria</li> <li>• work is descriptive in its coverage of the content</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• use of recognised referencing system is systematically inaccurate throughout the document</li> <li>• an insufficient range of appropriate sources</li> </ul>
D Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not address the learning</li> </ul>

		<p>outcomes and specific criteria for the module</p> <ul style="list-style-type: none"> <li>• coverage of the content is inadequate or incomplete</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• recognised referencing system is not used</li> <li>• sources are very limited or absent, or over reliance on one or two sources</li> </ul>
D-Fail	0-9%	Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module

## 9.0 Further Reading Sources

Textbook: Peaty , David. You, me and the World. Kinseido,