

Chikako NAGAYAMA

Year: 2017
 Semester: Spring
 Faculty: International Liberal Arts
 Department: Basic Education
 Field: Social Sciences
 Credit: 3.00
 Class time/day: Mon : 14:00 - 15:15 D201
 Wed : 14:00 - 15:15 D201
 E-mail: cnagayama@aiu.ac.jp
 Office: B3-3
 Office hours:
 Notes:

Course description:

Gender is a key concept for illuminating social norms and cultural values that are organized along lines of sexual difference. While societies are going through significant structural changes, gender remains central in the formation and expression of people's identities, intimate relationships and social organizations. With interdisciplinary research spanning the humanities, social and natural sciences, scholars in gender studies have developed theories and methods to understand how gender affects social regulations, changes and resistance in explicit and implicit ways. This course invites students to engage with questions about socially constructed differences and inequality through informed analysis relevant for Japanese society. Students will be introduced to frameworks and concepts in gender studies as well as the relevance of gender to work, family, sexuality, marriage, media and consumer culture.

Objectives:

By the end of the course, you will be able to:

- discuss theories and concepts to explain gender in society and culture.
- identify and analyze issues about differences, inequality and power relations through informed gender analysis relevant for Japanese society.
- grasp theoretical approaches to gender in relation to socio-economic class, race/ethnicity and sexuality.
- participate in collaborative activities with other students to verbally present main ideas in course readings.
- write an essay supported with appropriate data and facts to discuss a selected aspect of gender.

Textbook(s):

ISBN: Not Applicable
 Publisher: -
 Author: -
 Title: -

Reference books / other study materials:

J. W. White. 2006. *Taking Sides: Clashing Views in Gender*. 5th ed.
 Y. Ogasawara. 1998. *Office Ladies and Salaried Men: Power, Gender, and Work in Japanese Companies*. Berkeley, CA: University of California Press.
 C. Ingraham. 2008. *White Weddings: Romanticizing Heterosexuality in Popular Culture*. 2nd ed.
 P. M. Backlund and M. R. Williams. 2004. *Readings in Gender Communication*.
 K. Davis, M. Evans and J. Lorber. 2006. *Handbook of Gender and Women's Studies*.
 B. Molony and K. Uno. 2005. *Gendering Modern Japanese History*.

Films for in-class screening

Dream Girls (1994, dir. K. Longinotto, 50 min.)
Girl Model (2011, dir. David Redmon and A. Sabin, 78 min.)

Assessment:

Reading Response 10%
 Compare/Contrast paper 20%
 Film Journals 20%
 Group presentation 20%
 Take-home essay exam 30%

Expected academic background:

There are no prerequisites for this course.

URL of syllabus or other information:

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Policies & remarks:

You MUST complete all course requirements. If you have any questions or concerns about assignments, please contact me.

Attendance and participation: Your attendance at lecture is mandatory. All students are expected to come to class with weekly reading done. I will ask questions about the reading to individual students during the lecture.

Reading Response: Five short reading response papers (2 pages, Times New Roman, 12pts, double-spaced) will be due during the semester. You will choose three required readings from three different lectures from Week 2 to 7 and two other readings from Week 9 to 12. You will reflect on a key concept through a close examination of the text and compare/contrast that concept with another key concept discussed in a different reading or previous class. You must submit the response paper at the beginning of the class in which the reading will be discussed. Main objectives of this assignment are to encourage your careful engagement with diverse academic articles, to prepare you for class discussion and to facilitate the development of your writing skills. Reading response papers will not be accepted after lecture hours. Please note, it is your responsibility to keep a copy of your essay assignment until your final course grade is released.

Film Journal: You will submit a reflection journal about each film shown in class (Week 8 and 13) one week after the screening. In the journal, you will respond to questions given before screening in order to organize your thoughts on the film. Should you miss a screening for unavoidable reasons, these films can be viewed at the university library.

Group Presentation: You will form a group of 2 (or possibly 3) students in the first week. In the 20-minute presentation, groups will present a case study (e.g. a relevant news article, interview, statistics, image or artistic expression) to related to the topic for the last class. At the end of the presentation, you will present 3-5 questions for 20-minute class discussion. In the same class, submit a one-page (single-spaced) reflection note, summarizing their contribution to the presentation (including preparation process) and thoughts on the assigned article. The article that your group presentation is based upon must not be used for reading response assignments.

Take-home Essay Exam: Essay questions for the take-home exam will be distributed in class on Week 14. Questions will ask various key issues in gender studies and you will choose one to discuss in a 5-page essay. You will have one week to complete this assignment and submit online. Online assignment will be set up at AIMS for your submission. Regular email submissions or hardcopies will not be accepted. The exam questions will draw from lectures, required readings and in-class discussions. Your essay must be typed (Times New Roman, 12pts, double-spaced, page numbered) and should not exceed 5 pages.

Assignment Submission and pick-up: Follow the submission instructions for each writing assignment above. It is your responsibility to pick up your marked assignment within 2 weeks after it is released. Otherwise 10% percent will be docked from your assignment grade.

Late Assignments: Late assignments will be docked 3% per day late unless accompanied by appropriate documentation. Weekends count as one day. Extensions will be given only for documented medical and compassionate reasons.

Absences: If you will be (or have been) absent from class for medical or other unavoidable reasons, and require an accommodation for delayed assignments, please notify the instructor as soon as possible.

Accessibility and Equity: Please let me know if there is anything I should know in order to accommodate your participation in the course.

Plagiarism: Plagiarism and cheating will not be tolerated. Copying your own assignment is not plagiarism, but it is also an academic offense.

Notes:

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Class schedule:

Week 1

Introduction to the Course

Week 2

Research and Teaching in Gender Studies

Week 3

Doing Gender

Week 4

Re-thinking Biology

Week 5

'Salaryman' and Masculinity

Week 6

Good Wife and Wise Mother Ideology

Week 7

Medical Science and Gender

Week 8

Body and Beauty

Week 9

Film Screening and Discussion

Girl Model (2011, dir. David Redmon and A. Sabin, 78 min.)

Week 10

Global Care Chain

Week 11

Gender and Harassment

Week 12

Film Screening and Discussion

Milk (dir. Gas Van Sant)

Week 13

The Politics of Passing

Week 14

Queering Gender

Week 15

Course-wrap up

AIU Academic Dishonesty Policy:

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.

Salvador MURGUIA

Year: 2017
 Semester: Spring
 Faculty: International Liberal Arts
 Department: Basic Education
 Field: Social Sciences
 Credit: 3.00
 Class time/day: Mon : 15:30 - 16:45 D202
 Wed : 15:30 - 16:45 D202
 E-mail: smurguia@aiu.ac.jp
 Office: C-17
 Office hours: Tuesdays and Wednesdays 4-5
 Notes:

Course description:

This course will examine a sample of the ideas and theories that have developed within social sciences during the last two centuries as well as some ideas about a current social order that has emerged during the twenty-first century. We will explore the ideas of classical theorists who are considered?not without some controversy?the founding fathers of social science. We will then take a critical turn toward the ideas of modernity and progress that served to reorganize the social sciences into a more critical and inclusive field of study. Lastly we will briefly survey some new theoretical approaches of contemporary social thinkers. This course will also provide interpretive models for understanding the social world of ideas and theories in connection with historical political and cultural contexts within which these ideas and theories originated and flourished. Throughout this course we will ask the following questions: What is theory What is the use of theory Whom do these theories address What are these theories in response to What drives theoretical questions What can we learn from theory

Objectives:

The objective of this course is to teach students how the shapers of the social sciences viewed interpreted and at times explained the social world. After completing this course students will have the ability to (1) identify key social theorists and their ideas that have made notable contributions to the social sciences; (2) interpret for themselves the relevance of these ideas and theories both past and present; and (3) develop a command of their written and spoken expression through a social science vernacular.

Textbook(s):

ISBN: -
 Publisher: -
 Author: -
 Title: NONE (Handouts will be provided in lieu of a textbook.)

Reference books / other study materials:

TBA

Assessment:

Students' final grades will be assessed based upon their performances in the following three areas: (1) Case Study Quizzes (2) a Midterm Exam and (3) a Final Exam. Case Study Quizzes: At the close of each unit students will be provided with a case study that attempts to synchronize the major theoretical concepts introduced during each unit. These case studies will be followed by a brief in-class quiz. Each quiz will consist of five short-answer questions and must be completed within a 30 minute time-frame. Students may use their case studies and any notes that have taken about these case studies during the quizzes. Midterm Exam The Midterm Exam will consist of 45 questions pertaining to readings lectures and discussions on the topics of viewing society and the foundations of structural functionalist conflict and symbolic interactionist perspectives. The exam will be made up of three sections divided into the following formats: multiple choice matching and true/false questions. Students will be given 90 minutes to complete the exam. A single sheet of A4 paper with notes (front and back) may be used during the exam. Final Exam The Final Exam will consist of 60 questions pertaining to readings lectures and discussions on the topics of the varieties of structural functionalism conflict and symbolic interactionist perspectives—this exam is not cumulative. The exam will be made up of four sections divided into the following formats: multiple choice matching true/false questions and two short answer questions. Students will be given 90 minutes to complete the exam. A single sheet of A4 paper with notes (front and back) may be used during the exam. Case Study Quizzes (8 @ 5%) 40% Midterm Exam 25%
 Final Exam 35%

Expected academic background:

Students are expected to have completed an introductory course in at least one discipline (i.e. sociology anthropology psychology etc.) among the social sciences.

URL of syllabus or other information:

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Policies & remarks:

None

Notes:

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Class schedule:

Unit 1 Viewing Society

Unit 1 Viewing Society • Constructing Reality—P. Berger T. Luckmann • *Case Study 1 Quiz

Unit 2 Foundations of Structural Functionalism • The Invention of the Social—E. Durkheim

Unit 2 Foundations of Structural Functionalism • Centering Community—E. Durkheim • *Case Study 2 Quiz

Unit 3 Foundations of the Conflict Perspective • Contention and Criticism—K. Marx

Unit 3 Foundations of the Conflict Perspective • Strange Illusions—K. Marx • *Case Study 3 Quiz

Unit 4 Foundations of the Symbolic Interactionist Perspective • Social Order and Social Organization—M. Weber

Unit 4 Foundations of the Symbolic Interactionist Perspective • God and Capital—M. Weber • *Case Study 4 Quiz •
*Midterm Exam

Unit 5 Structural Functionalist Perspectives • “Making” Sense of Difference—R. K. Merton

Unit 5 Structural Functionalist Perspectives • The Social in Action—T. Parsons • *Case Study 5 Quiz

Unit 6 Conflict Perspectives • Forgotten Founders—W.E.B. Dubois; H. Martineau; J. Addams; M. Weber

Unit 6 Conflict Perspectives • Intersections of Inequality—P.H. Collins • *Case Study 6 Quiz

Unit 7 Symbolic Interactionist Perspectives • The Social and the Self—G. Simmel • Viewing Oneself—G. H. Mead

Unit 7 Symbolic Interactionist Perspectives • Everyday Life—E. Goffman • Deriving Meaning from Everyday Encounters—H. Garfinkel • *Case Study 7 Quiz

Unit 8 Postmodernities • Of Culture—P. Bourdieu • Liquid and Solid Modernities—Z. Bauman • Hyperreality—J. Baudrillard • *Case Study 8 Quiz • Final Exam

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Shuhei TAKEMOTO

Year: 2017
 Semester: Spring
 Faculty: International Liberal Arts
 Department: Basic Education
 Field: Interdisciplinary Studies
 Credit: 3.00
 Class time/day: Tue : 15:30 - 16:45 D204
 Thu : 15:30 - 16:45 D204
 E-mail: stakemoto@aiu.ac.jp
 Office: C3-5 (TAKEMOTO)
 Office hours: Monday-Thursday: 12:00-13:00 (TAKEMOTO)
 Notes: Not open to students who have taken INT210.

Course description:

This course is designed to understand the political dynamics of international relations as well as to explore the underlying cause of international political conflicts. Thus, understanding the basic concepts of politics; i) actors, ii) perceptions and intentions, iii) interests and values, iv) power, v) security dilemma, vi) status quo) and applying them to international relations will be essential for this course. This course will be divided into three sections. In the first section (till mid May), by relying on the basic concepts of politics (actors, perceptions and intentions, interests and values, power, security, status quo), we will study the enduring dilemma (the security dilemma) of international politic as well the underlying cause of international conflicts. Afterwards, the instructor will lecture the basic conceptual framework to analyze international relations and introduce how to explain international relations from different levels (system, state, individual). We will also be studying the three basic paradigms (realism, liberalism, constructivism) of International Relations. After Golden Week, we will have a class discussion on what is the essential cause of international conflict and how to overcome it in the Asia-Pacific region today. For the second section (from mid May to end of June), we will, be studying important international historical events during the 20th century (WW I, WW II, the Cold War, the post Cold War era) as cases by using the framework for analysis taught in the first section. We will be repeatedly asking ourselves: i) what are the causes of international conflicts, ii) what was the foundation of international order after 1945, and iii) the basis for international order for the 21st century. For the third and last section (in July), students will be conducting presentations about current international affairs (in Europe, East Asia, Southeast Asia, Africa, the Middle East, the US, Russia). Students are obligated to i) use the framework for analysis taught in the first section, ii) evaluate each level of analysis, iii) come up with policy implications, and iv) initiate a discussion with rest of the class.

Objectives:

There are four primary purposes for this course. The first is to learn the basic method of scientific inquiry to explain international relations. i) Raising a research question, ii) raising a hypothesis, iii) applying a conceptual framework for analysis, iv) conducting case studies to evaluate each levels of analysis and v) provide policy implications will be essential for this first purpose. The second purpose is to understand the enduring dilemma of international politics as well as the underlying essential cause of international conflicts. The third is to understand the various levels of analyzing international relations (system, state, individual). The fourth purpose is to learn how to conduct an academic presentation and write an academic paper with policy implications.

Textbook(s):

ISBN: -
 Publisher: No textbook will be used.
 Author: -
 Title: -

Reference books / other study materials:

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*, ninth Edition (New York: Longman, 2012) Highly recommended.
 Henry Kissinger, *Diplomacy* (New York: Simon & Schuster Paperbacks, 1994)
 E.H. Carr, *Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations* (Palgrave, 2001)
 Hans Morgenthau, *Politics Among Nations: the Struggle for Power and Peace*, sixth edition (McGraw-Hill, 1985)
 Stephen Van Evera, *Guide to Methods for Students of Political Science* (Cornell University Press, 1997)

Assessment:

Contribution to the class (active participation to lectures and class discussions): 10%
 Mandatory critical review (800-1000 words): 10%
 2 mid term essay exams : 20% (10% each)
 Group presentation: 20%
 Final paper (1500-1800 words): 40%

Expected academic background:

Students should have high interest in international relations and global issues.

URL of syllabus or other information:

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Policies & remarks:

1. Students should email the instructor when they are going to be absent. A legitimate reason for missing a class would be leaving campus for job interviews or teaching practice.
2. There will be no disturbing others (such as talking and leaving classrooms) during lectures and presentations.
3. PowerPoint files of each lecture will NOT be uploaded on AIMS or ATOMS
4. There will be NO assigned textbooks.

Notes:

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Class schedule:

Course briefing and introduction to International Relations as an academic discipline

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