

令和7年度前期 単位互換授業履修対象科目一覧

構成機関名

(公立大学法人 国際教養大学)

No.	ページ	授業科目名	担当教員	単位数	学期 ()内初日	受入数	学部等	曜日/時限	備考
1	3-1	U.S. History アメリカ史	Patrick DOUGHERTY	3	春学期 (4/9)	若干名	国際教養学科	月・水 14:00~15:15	4/30(水) : 休講日 祝日の7/21(月) : 通常授業日
2	3-2	History of Modern Europe 欧州近現代史	豊田 哲也	3	春学期 (4/11)	若干名	国際教養学科	金 12:30~15:15	5/2(金) : 休講日
3	3-3	Western Philosophy: An Introduction to Philosophy through Science-Fiction 西洋思想文化	Kyle SHUTTLEWORTH	3	春学期 (4/10)	若干名	国際教養学科	火・木 : 12:30~13:45	祝日の4/29(火) : 通常授業日 5/1(木) : 休講日
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【注意事項】

①受講条件

- ・原則として、英語の授業を受けることのできる程度の英語力をもつ者。※TOEFL (iBT) 61点以上、TOEIC700点以上、
実用英語検定準1級以上程度の英語力を必要とします。
- ・オンライン授業に必要な機器やアプリケーションを各自で準備できること
- ・原則対面で行いますが、状況により一部オンラインに切り替える場合があります。

②各科目のシラバスを参照してください。

③すでに定員に達している場合は履修できない場合があります。

『特別聴講学生入学願』の提出期日：令和7年3月7日（金）

HIS210-1_S U.S. History (GS-PSIR)

Patrick DOUGHERTY

Academic year: 2025
Semester: Spring
Faculty: International Liberal Arts
Department: Department of International Liberal Arts
Field: Advanced Liberal Arts Courses
Credit: 3.00
Class Designation: In-Person

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Class time/day: Mon : 14:00 - 15:15 D204
Wed : 14:00 - 15:15 D204

E-mail: pdougherty@aiu.ac.jp

Office: EAP Office

Office hours:

Notes:

Course description:

This course investigates the history of the United States from the American Revolution through the present. The course emphasizes social, economic, intellectual, cultural, and political developments throughout American history. Lectures draw attention to broad themes and developments. Assigned readings offer various perspectives on central historical debates and provide the opportunity to work with primary sources. Students are required to analyze a variety of sources, think critically, produce a primary source-based digital project, and write thesis-based essays.

Objectives:

The major objectives of the class are listed below and will be addressed directly and indirectly in class throughout the semester:

1. Identify and discuss major themes, events, and debates in United States history
2. Analyze, understand, and use primary and secondary sources
3. Produce a primary source-based digital project for a non-academic audience
4. Develop thesis-based academic arguments that incorporate analysis of primary sources and deepen our understanding of the time period covered by the course
5. Synthesize multiple perspectives into arguments outlining the critical developments of the time period covered by the course

AILA Elements:

During this course, students engage with a wide variety of interdisciplinary concepts and topics from a historical perspective, including politics, gender, race, class, and sexuality. As such, it has many intersections with with other courses in sociology, political science, international relations, communication, literature, law, migration studies, and gender studies. This course will draw from students' previous learning in these disciplines and strengthen their understanding of key concepts that students will find useful when taking courses in related disciplines in the future. Although this course will provide students with a basis to better understand history and current events in U.S. society, it will also give students a grounding in critical ideas and concepts, cultural understanding and sensitivity, and interpersonal skills that are essential as global citizens. The course is also designed to improve a variety of communication skills through regular discussion, as well as individual and group presentations, written assignments, and online digital projects.

AILA Activities & Projects:

This course integrates a substantial, long-term, multi-component AILA project. In particular, the course requires student groups to participate in a collaborative primary source research project that incorporates archival research, primary source analysis, and the production of a digital project, such as a website, podcast, video, or other in-depth digital product. In addition to the digital project, student groups will deliver a presentation of their research and projects.

Textbook(s):

Author: Paul S. Boyer

Title: American History: A Very Short Introduction

Publisher: Oxford University Press

ISBN: 9780195389142

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

Additional Materials will be provided by the instructor.

Assessment:

Your grade will be based on a combination of a reading presentation, a group primary source project, and two short papers. You cannot pass the course unless you complete every assignment.

Reading Presentation

Each student will present a summary of one of the assigned articles or book chapters to the class. Each summary should be about ten minutes long. Presentations should be substantive and demonstrate significant understanding of each assigned text. It is recommended that students preview the lecture slides for the day in which they present before attempting the reading and preparing presentations.

Papers

There will be two short (approximately 800-1,000 words) papers addressing major topics of your interest covered in this course. Papers should draw exclusively from lectures, readings, and class discussions. No additional reading or research will be required, and students should refrain from incorporating outside materials without approval from the instructor. The specifics of the papers will be discussed in online class sessions.

Primary Source Project

There will be one primary source group project that incorporates primary source research and a digital presentation. The project should emphasize primary source analysis and presentation of ideas for a wider audience online. Students will also present their project to the class through Zoom or in person during the final weeks of the course. The specifics of the project will be discussed in class.

Attendance and Participation

Regular attendance and participation are required. You are permitted three unexcused absences. Your total course grade will receive a half letter grade reduction for each additional unexcused absence.* However, attendance alone will not earn you full credit. Your grade will depend on active participation during discussions.

Expected academic background:

N/A

URL of other information:

-

Policies & remarks:

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 the 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.

Student Conduct

Please show respect for the course purposes by refraining from talking, using SNS, or accessing non-course related materials during online class meetings. Students should refrain from viewing websites, texting/messaging, online shopping, etc. during class time. Make every effort to be on time and remain for the duration of class. Phones should be placed on silent or turned off.

Notes(Field Trips, expenses other than textbooks, and so on.):

N/A

Class schedule:

Lesson 1

Introductions & Expectations
Beginnings of America -- Prehistory

Lesson 2

Beginnings of America -- Prehistory to 1763

Lesson 3

1763-1789 Revolution, Constitution, and a New Nation

Lesson 4

1763-1789 Revolution, Constitution, and a New Nation

Lesson 5

1763-1789 Revolution, Constitution, and a New Nation

Lesson 6

1789-1850: The Promise and Perils of Nationhood

Lesson 7

1789-1850: The Promise and Perils of Nationhood

Lesson 8

1789-1850: The Promise and Perils of Nationhood

Lesson 9

1850 - 1865: Slavery and the Civil War

Lesson 10

1850 - 1865: Slavery and the Civil War

Lesson 11

1850 - 1865: Slavery and the Civil War

Lesson 12

1866 - 1900: Industrialization and its Consequences

Lesson 13

1866 - 1900: Industrialization and its Consequences

Lesson 14

1866 - 1900: Industrialization and its Consequences

Lesson 15

1900 - 1920: Reform and World War I

Lesson 16

1900 - 1920: Reform and World War I

Lesson 17

1900 - 1920: Reform and World War I

Lesson 18

1920 - 1945: From Conflict to Global Power

Lesson 19

1920 - 1945: From Conflict to Global Power

Lesson 20

1920 - 1945: From Conflict to Global Power

Lesson 21

1945 - 1968: Affluence and Social Unrest

Lesson 22

1945 - 1968: Affluence and Social Unrest

Lesson 23

1945 - 1968: Affluence and Social Unrest

Lesson 24

1968 - 1980: The End of Vietnam and its Repercussions

Lesson 25

1968 - 1980: The End of Vietnam and its Repercussions

Lesson 26

1968 - 1980: The End of Vietnam and its Repercussions

Lesson 27

1980 - 2024: To the Present

Lesson 28

1980 - 2024: To the Present

Lesson 29

1980 - 2024: To the Present

Lesson 30

(Final)

AIU Academic Dishonesty Policy:

AIU Academic Dishonesty Policy (Undergraduate)

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AIU Academic Dishonesty Policy (Graduate)

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HIS298-1_S History of Modern Europe (GS-PSIR)

Tetsuya TOYODA

Academic year: 2025
Semester: Spring
Faculty: International Liberal Arts
Department: Department of International Liberal Arts
Field: Advanced Liberal Arts Courses
Credit: 3.00
Class Designation: In-Person

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Class time/day: Fri : 12:30 - 13:45 D206
Fri : 14:00 - 15:15 D206

E-mail: toyoda@aiu.ac.jp
Office: Library Director's office
Office hours: Tue 14:00-15:30 & Fri 15:30-17:00 from Apr to Jul
Wed 12:00-13:30 & Fri 13:30-15:00 from Sep to Dec

Notes:

Course description:

The present is defined by the past. What we call Europe is no exception. We will see how the current political constellation in Europe has been shaped by history and how it remains problematic. In this course, we will focus on the period since 1500.

Objectives:

Students will learn:

- to read texts of modern European history,
- to do basic research in modern European history, and
- to talk and write about modern European history.

AILA Elements:

Exploration in modern European history requires interdisciplinary analysis of politics and society.

AILA Activities & Projects:

Students will do research on assigned topics in modern European history from an interdisciplinary perspective.

Textbook(s):

Author: Jan Hansen, Jochen Hung, Jaroslav Ira, Judit Klement, Sylvain Lesage, Juan Luis Simal and Andrew Tom
Title: The European Experience: A Multi-Perspective History of Modern Europe
Publisher: Open Book Publishers
ISBN: 978-1-80064-872

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

Will be provided or available in the AIU Library.

Assessment:

Active Contribution: 20 points
Midterm exam: 20 points
Final exam: 20 points
Research activities (research discussion and presentation, as well as peer comments): 20 points
Research paper: 20 points
Oral exam (optional): extra 5 points

Expected academic background:

-

URL of other information:

-

Policies & remarks:

Students are required to bring their own laptop computer to each class, without which they will not be able to make active contributions to class activities. Furthermore, students will be required to install a special software (Safe Exam Browser) in their own laptop computer for the midterm and final exams.

Students are encouraged to make wise use of grammar-assisting tools such as Grammarly and DeepL and AI tools such as ChatGPT.

Notes(Field Trips, expenses other than textbooks, and so on.):

The textbook mentioned above is available at <https://doi.org/10.11647/OBP.0323>. It is one of the outcomes of the Erasmus+ Strategic Partnership “ Teaching European History in the 21st Century ” , which ran from 2019-2022 and was funded by the European Commission.

Class schedule:

April 11

Introductory discussion - Why does modern European history matter?

April 18

What is left of the European conflicts since 1500?

April 25

What is left of the European civil wars and revolutions since 1500?

May 9

What is left of European state-building and nationalism since 1500?

May 16

What is left of European colonial experiences since 1500?

May 23

Midterm exam

May 30

What is left of the European interethnic relations?

June 6

What is left of European interreligious relations?

June 13

What is left of the movements of people to/from Europe?

June 20

The Concept of Europe

June 27

Final exam

July 4

Discussion on research topics

July 11

Discussion on research notes

July 18

Final presentations

July 25

Oral exam (optional)

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PHI150-1_S

Western Philosophy: An Introduction to Philosophy through Science-Fiction (CLA-HUM)(GC-HCC)(GC-TFS)(TL)

Kyle SHUTTLEWORTH

Academic year: 2025
Semester: Spring
Faculty: International Liberal Arts
Department: Department of International Liberal Arts
Field: Advanced Liberal Arts Courses
Credit: 3.00
Class Designation: In-Person

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Class time/day: Tue : 12:30 - 13:45 D206
Thu : 12:30 - 13:45 D206

E-mail: kshuttleworth@aiu.ac.jp

Office: A4-12

Office hours:

Notes:

Course description:

This course provides an introduction to Western philosophy from a novel perspective, looking at philosophical problems in light of current challenges, such as the possibility and threat of artificial intelligence, and virtual reality simulations. It has often been remarked that philosophy and science fiction both aim to reveal what is most fundamental in reality. Both science fiction and philosophy investigate the limits of what is possible, thereby providing us with alternative perspectives of the world we live in and our place in it. In this course, we will use examples from science fiction to explore and discuss fundamental philosophical ideas.

Objectives:

Students will learn to express their own ideas in a clear and concise manner, learn argumentative techniques and become acquainted with fundamental ideas and questions in philosophy: questions about consciousness, personal identity, time, space, and reality. Moreover, students will enhance their cultural knowledge by critically analysing certain aspects of stories from classic and contemporary sci-fi literature and film. An important goal of this course is to develop the student ' s skills in philosophical writing.

AILA Elements:

Philosophy is by its very nature an interdisciplinary subject, since it is the study of the most fundamental ideas and questions, questions that concern humanity and mankind as a whole. It seeks the truth, and how to reach it in the many fields of study that it contains. Historically, philosophy helped give rise to a wide variety of disciplines, ranging from self-cultivation to political theory to mathematics and the empirical research of the natural and social sciences. In fact, philosophy is sometimes called the " mother of all sciences", because it has all other disciplines as its subject matter. For this reason, there can be a philosophy of art, of education, of physics, of maths, of history, of science, and so forth. Philosophy retains its central importance among the disciplines not only by examining their basic concepts and assumptions, but also by tracing new ways of discovery and proposing rational ways of making decisions even when no amount of information will provide a definitive answer. By bridging arts, humanities and the " hard sciences " , philosophy is able to unite various pieces of knowledge into a coherent meaningful whole.

Personal Development

Practicing philosophy will make you a more critical and reflective person. To have an impact in the world, to truly make a change in society, one needs genuine understanding of the basic ideas and the framework in which we move as human agents. Aiming to acquire such understanding is a noble, foundational activity that is not only meaningful but can also give life meaning, depth and creativity.

AILA Activities & Projects:

In this course, students will have various group tasks throughout the term which are designed to stimulate them, and challenge them to explain and discuss their understanding of ideas and concepts with each other, provoking them to discover their own views. After each lecture, students will engage in group discussion based on the lecture content, enabling them to comprehend the key concepts and put these ideas into practice. The second class of the week will be dedicated to comprehensive reading of science

fiction stories. Students will form groups to discuss the main philosophical themes in the stories and to think beyond there.

Textbook(s):

Author: Schneider, Susan (ed.)

Title: Science-Fiction and Philosophy. From time travel to super intelligence

Publisher: Wiley-Blackwell

ISBN: 1405149078

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

All reading material will be made available on AIMS

Assessment:

Group presentation on Week 8 (40%)

[Choose a sci-fi movie and provide a philosophical analysis of it]

Final essay (1500-2000 words) due on week 14 (60%)

Expected academic background:

This course is designed so as to not require any academic philosophy background.

URL of other information:

-

Policies & remarks:

-

Notes(Field Trips, expenses other than textbooks, and so on.):

-

Class schedule:

WEEK1

Introduction

Q: What is Philosophy/ Science Fiction?

WEEK2

Consciousness

Q: What does it mean to be conscious?

Readings:

Daniel Dennett - Brainstorms (Where Am I?)

WEEK3

Reality

Q: Are you in a simulation?

Readings:

Philip K. Dick - "We Can Remember It for You Wholesale"

WEEK4

Personal Identity

Q: Are you the same person you were in the past?

Readings:

Daryl Gregory - Second Person, Present Tense

WEEK5

Sex and Gender

Q: Is gender equality good for society?

Readings:

Ursula K. Le Guin - Coming of Age in Karhide

WEEK6

Free will and Determination

Q: Does Free Will exist?

Readings:

Philip K. Dick - Minority Report

WEEK7

Time and Space

Q: Is time travel possible?

Readings:

Robert A. Heinlein "'—All You Zombies—'"

WEEK8

Student Presentations

WEEK9

Transhumanism

Q: Is human enhancement the future?

Readings:

William Gibson - " Johnny Mnemonic"

WEEK10

Technology

Q: How should humans relate to technology?

Readings:

Alfred Bester - Fondly Fahrenheit

WEEK11

Artificial Intelligence

Q: Are machines capable of consciousness?

Readings:

Issac Asimov - Robot Dreams

WEEK12

A.I. Ethics

Q: Is it unethical to treat robots instrumentally?

Readings:

Brian Aldiss - Supertoys Last All Summer Long

WEEK13

Posthumanism

Q: Will human workers be replaced by machines?

Readings:

James Tiptree Jr. - The Girl Who Was Plugged In

WEEK14

Environmental Ethics

Q: Can technology provide a resolution to the environmental crisis?

Readings:

E.M. Forester - The Machine Stops

WEEK 15

Review

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