

## 令和5年度 単位互換授業履修対象科目（前期）一覧

構成機関名  
( 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	Learning and Technology 学習と科学技術	Irina KUZNETCOVA イリーナ・クズネツォワ	3	春 (4月10日)	若干名	国際教養学科	月・水 14:00-15:15	
2	3-2	News Media, Culture and Ideology 報道メディアと文化とイデオロギー	Miki TANIKAWA 谷川 幹	3	春 (4月11日)	若干名	国際教養学科	火・木 14:00-15:15	
3	3-3	U.S. History アメリカ史	Patrick DOUGHERTY パトリック・ドーティ	3	春 (4月10日)	若干名	国際教養学科	月・水 14:00-15:15	

## 【注意事項】

- ①学内外の新型コロナウイルス感染状況によっては、一部あるいは全期間オンライン授業に切り替えることがあります。
- ②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
- ③各科目のシラバスを参照してください。
- ④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：2023年3月10日(金)

DGT200-1\_S Learning and Technology (GC-TFS)

Irina KUZNETCOVA

Academic year: 2023  
Semester: Spring  
Faculty: International Liberal Arts  
Department: Department of International Liberal Arts  
Field: Advanced Liberal Arts Courses  
Credit: 3.00  
Class time/day: Mon : 14:00 - 15:15 D203  
Wed : 14:00 - 15:15 D203  
E-mail: ikuznetcova@aiu.ac.jp  
Office: A3-10  
Office hours: Tue | Wed 13:30 - 15:00 (in-person)  
Notes:

Course description:

During the global coronavirus pandemic, many educational institutions shifted to online instruction. While distance (or online) education has been around for a while, this change affected us in a profound way. Technology was the key player in this process, which is reflective of its growing role in education in general. Part of this class will be reflecting about what lessons we have learned from learning with technology during the pandemic, and your first-hand experience will be foundational in these discussions.

The other part of this class will focus on four paradigms of using technology in education:

- (1) Community building (e.g., social media, online forums, online learning communities)
- (2) Augmentation (e.g., Wikipedia and blogs)
- (3) Communication (e.g., messengers, emails, etc.)
- (4) Service (Learning Management Systems, Massive Open Online Courses platforms such as Coursera, traditional distance learning)

Throughout the semester, we will touch upon ‘hype’ topics in education such as big data and learning analytics, Virtual and Augmented reality and games, and Artificial intelligence, and we will critically examine the assumptions and agendas behind the use of these technologies. We will also consider different theories of education in relation to different types of educational technologies.

Ultimately, this course will help you gain both a theoretical and practical understanding of educational technology, and, more importantly, a critical perspective on how technology is, could and should be used in teaching and learning. You will be able to apply this knowledge as a student, a teacher, a parent, and a citizen.

Objectives:

Throughout this course, you will:

- Explore multiple theories of teaching and learning.
- Practice using different types of educational technology.
- Practice critically assessing the intent and the effectiveness of using such technologies.
- Develop basic research skills and examine relevant issues in the educational technology area.
- Learn how to effectively communicate about the main topics in the field.

AILA Elements:

Technology has become an integral part of teaching and learning. Understanding how technology affects our lives in formal and informal learning settings will help students become life-long learners, critically assess their use of technology in the educational process, and develop strategies to use it effectively. Through critical reflection and collaborative activities students will also develop better analytical, creative, and critical thinking skills.

AILA Activities & Projects:

Student debates: students will research a topic and prepare arguments to defend a particular position on the topic. During the debate they will have time to come up with counter arguments and defend their position. This activity will help develop critical thinking, public speaking and analytical thinking skills.

Course project: students will select a topic and do an in-depth research project on it through the semester. This project will

help develop research, critical thinking, and presentation skills.

Textbook(s):

Author: NA  
Title: -  
Publisher: -  
ISBN: -

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

Gee, P. (2003). What video games have to teach us about learning and literacy. Palgrave Macmillan, New York.

Assessment:

Your performance will be assessed using a direct point-based system. The final number of points will be converted to a percentage of the total points available.

Note: while attendance is not graded directly, skipping classes without notifying me will affect your final grade. You can have up to 3 (excused or unexcused absences) without any penalty. For every other unexcused absence, your final point number will be lowered by 1 point. Absences will not affect your grade if there is a valid excuse (communicated beforehand) or an emergency (that you clearly communicated to me within a reasonable timeframe).

Expected academic background:

No prerequisites required

URL of other information:

-

Policies & remarks:

Course philosophy & Tips to succeed

This course will be mostly discussion and project based with minimal lecturing. Learning is most effective when it's active and social. You will discuss thought-provoking topics with your classmates and engage in creative, hands-on projects to solidify your understanding of the course concepts and materials.

To succeed in this course, you need to:

- Come prepared (do the readings & assignments)
- Take notes on readings and videos.
- Don't leave the readings until the last minute. You will need some time to process the information. Break them down into small chunks (e.g., read 10 pages/watch 10 minutes a day).
- Start working on projects in advance to allow enough time to complete them on time.
- Be active in class (contribute to discussions)
- Don't be afraid to speak up!
- Invite other students into the conversation
- Submit your work on time

Notes:

Please see the most up-to-date version of the syllabus here: [https://docs.google.com/document/d/15M9sDMS06eiXnzVKpwNcKXQYT37-JJe\\_\\_khPdNRtwXc/edit?usp=sharing](https://docs.google.com/document/d/15M9sDMS06eiXnzVKpwNcKXQYT37-JJe__khPdNRtwXc/edit?usp=sharing)

Class schedule:

Week 1-2

Traditional education, banking education, online learning

Week 3-5

John Dewey and democratic education

Week 6-8

Video games and learning

Week 9 - 10

Language learning and technology

Week 11-15

Topics of students' choice

**AIU Academic Dishonesty Policy:**

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**Miki TANIKAWA**

Academic year: 2023  
 Semester: Spring  
 Faculty: International Liberal Arts  
 Department: Department of International Liberal Arts  
 Field: Advanced Liberal Arts Courses  
 Credit: 3.00  
 Class time/day: Tue : 14:00 - 15:15 D201  
 Thu : 14:00 - 15:15 D201  
 E-mail: mtanikawa@aiu.ac.jp  
 Office: C2-4B  
 Office hours:  
 Notes:

**Course description:**

This course introduces students to the principles, concepts and theories that guide news making, especially, international news. The focus therefore is on how the news is conceived by news makers – what the journalists are thinking – rather than on how the news reads to the audience. Students will use the tools of analysis, springing from the insights of journalists and editors – triangulated through academic theories and frameworks – to review and analyze articles of their choice as part of the class assignments and to present their analyses to class. Central to understanding are the components of the news that are considered (by media producers) newsworthy and culturally resonant to the audience to whom the news is directed. News components to be considered for analysis arise from three broad categories; news routine, culture, and ideology. The key element in this class is to understand why news makers produce and deliver the news they do.

Course materials include a variety of English-language news with a focus on features and analytical news, mainly from US and British news media both print, broadcast and online media. They include the New York Times, the Guardian, PBC, NBC and BBC which, together with the above objectives, will afford opportunities to learn, think and analyze contemporary, social, economic, cultural and international issues.

To further enhance the real world perspective on how journalism works, there will be 4 "Media Ethics" sections which will introduce students to how journalists on the front line resolve certain ethical dilemmas they face in the world of reporting.

This class incorporates written discussions and analysis of news conducted via AIMS where students will be posting comments and sometime react to each other. Students should be ready to commit to engaging in debate and discussion both in the real time in class and to student dialogs on AIMS, on a routine basis.

To capture the latest trends in news and features, the articles mentioned in the syllabus are mostly for illustration. I am likely to replace most of them with recently published articles.

**Objectives:**

To obtain in-depth understanding of news from print(text), online, and broadcast media by delving into the components of the news, analyzing the thinking of the media-producers and thereby boosting insights into news-making and reporting as well as to the broader social, cultural and ideological framework in which news production takes place.

**AILA Elements:**

By definition, the study of news, journalism and media is interdisciplinary. This course is designed to be even more so for a few reasons. Firstly, due to the focus on the text of the news and how journalists write articles, you will find there is a strong linguistic component in the class. Language use in the news is quite unique such as the way the headlines are fashioned. Since we are concerned mostly with international news, you will encounter questions relating to intercultural communication because foreign news involves conveying what is happening in one culture to another. News content and the news organizations that deliver the news and features can be highly political and ideologically oriented. Therefore, you will find the study of politics and international affairs to be closely connected to the content of this class. As we move along, students are strongly encouraged to make the connection between this course and other subjects they are taking at AIU in the field of international affairs, culture and sociology. It is quite possible that the entire range of subject matters that students are engaged in studying at AIU will have something to do with this course.

**AILA Activities & Projects:**

One of the major components of the class is to find news and feature articles that interest students which they will analyze

using “ tools of analysis” presented in class. When writing up their assignments, relating the news topic to their own experiences personally or to other AIU courses shall strengthen their analysis. For the “ cultural” dimension of the news, students may relate to their own national or regional cultures. For the ideological analysis of the news, students may find useful to evoke their knowledge of politics or international affairs learned from other courses at AIU.

Textbook(s):

Author: See “Reference/Other study materials” below

Title: -

Publisher: -

ISBN: -

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

No textbook is assigned. There will be a large volume of news reading assignments during class. In some weeks, students will be asked to read articles and to share/present their understanding in class.

Assessment:

Class participation & Group discussions (revolving around class & group discussions of assigned and non-assigned news articles), 25%.

Presentations (including “ summary & analysis” assignments), 50%.

Answers to Q&A exercises, 10%

Final examination, 15%.

Expected academic background:

Relatively high English reading and listening comprehension skills are needed.

URL of other information:

-

Policies & remarks:

Office Hours available at 3:15 - 6:00 pm Thursdays. Other time slots are available upon request. Please contact the instructor at [mtanikawa@aiu.ac.jp](mailto:mtanikawa@aiu.ac.jp)

Notes:

The special feature of this course is the relationship between the Instructor’s work experiences and the contents of the Course: The focus in this course is on how the news-making is conceived by news makers – what the journalists are thinking – rather than on how the news reads to the audience. For this, I draw on my experience as a journalist/editor to provide insights and analytical framework which are then plugged into social and cultural theories. Students learn how to analyze news articles based on the framework and the analytical devices presented in the class.

Class schedule:

1

Week 1-1. Introduction: What is news? The changing definition of the news in the new world of on-line, digital and social media. Types of articles: straight news, features and opinion articles. (What is “ newspapers” ? What are they for?) Inverted pyramid style of writing versus feature style.

Week 1-2. A guide to different “ parts” of articles 1: headline, subhead, byline, dateline, and caption (more on this later).

Introduction to “ feature articles,” feature leads and story structures.

News segment: from the New York Times on culture and education.

“ Hard news” vs “ Soft news”

A brief guide to a variety of news media: What is the “ news agency” ? Leading American and British news media.

2

Week 2. A guide to different “ parts” of articles 1: headline, subhead, byline, dateline.

Introduction to “ feature articles,” feature leads and story structures.

News segment: from the New York Times on culture and education.

“ Hard news” vs “ Soft news”

News segment: CBS “ Fired.” (the title is subject to change)

3

Week 3. A guide to different “ parts” of articles 2: the lead, the nut graph and the kicker. Types of leads and story structures: the summary lead and feature leads.

Headline Grammar – special rules of grammar that apply to headline writing.

News segment: CBS Sunday.

News Ethics and “ Fake News”

4

Week 4. News values and different news genre (and different sections of newspapers, print and online). Traditional news value perspective: conflict, the unusual, proximity, timeliness and human interest.

5

Week 5. News values for soft news: cute, sexy, funny, bizarre (and grotesque?)

News segment: BBC “ Bento Making in Japan.”

Media ethics exercise 1

6

Week 6. Student presentations of news articles and analysis 1

News segment: The New York Times “ Ticket to an Overseas Job” “ Degrees in Comics at Japanese Universities”

7

Week 7. Cross-cultural journalism. What is culture peg? What is culture link?

Language challenge: alternative phrases and word echo.

8

Week 8. Field trip (2nd half of the week): Akita Asahi Broadcasting and NHK Akita Broadcasting.

(may need to be arranged with prior consent from other faculty).

First half of the week will be devoted to studying and analyzing news and press conferences in Japan and the United States.

Media ethics exercise 2

9

Week 9. Different types of culture peg and culture link. The ingroup v outgroup, and social identity: the social psychological approach (academic). Case study: perceptual distance – the case of Norway and Syria. Who is the other?

10

Week 10. Student presentations of news articles and analysis 2

Analyzing the sources of news; what's in it for the sources to give interviews?

11

Week 11. Ideology and news. What is ideology and how is ideology represented in the news and the news organizations? News

segment: Fox News v CNN.

Media Ethics 3

12

Week 12. Ideology and the news, Part II: What is “ economic” conservative (and liberal)?

News segment: how “ conservative” are Financial Times and the Wall Street Journal?

Think tanks in America and their ideological tendencies (Consideration as a news source).

13

Week 13. Documentary videos and non-fiction works.

News segment: analyzing financial and business news from the Financial Times and the Wall Street Journal.

Week 14. Student presentations of news articles and analysis 3

Week 13. Documentary videos and non-fiction works.

News segment: analyzing financial and business news from the Financial Times and the Wall Street Journal.

14

Week 14. Student presentations of news articles and analysis 3

15

Week 15. Review & Final Examination.

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

Patrick DOUGHERTY

Academic year: 2023  
Semester: Spring  
Faculty: International Liberal Arts  
Department: Department of International Liberal Arts  
Field: Advanced Liberal Arts Courses  
Credit: 3.00  
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:

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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:

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 it's Repercussions

Lesson 25

1968 - 1980: The End of Vietnam and it's Repercussions

Lesson 26

1980 - 1992: The Conservative Movement

Lesson 27

1992 - 2000: The Clinton Presidency and Partisanship

Lesson 28

2000 - 2008: 9/11 and its Repercussions

Lesson 29

2008 - 2023: Partisanship and the Social Media Age

Lesson 30

2008 - 2023: Partisanship and the Social Media Age

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