

令和6年度後期 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	Introduction to Japanese Society 日本社会概論	千葉 加恵子	3	秋(9月3日)	若干名	国際教養学科	火・木 12:30-13:45	9月26日(木)は授業なし(この日は月曜授業のため)
2	3-2	Psychology II: Psychological Differences 心理学 II: 心理学的差異	Pamela TAYLOR	3	秋(9月3日)	若干名	国際教養学科	火・木 15:30-16:45	9月26日(木)は授業なし(この日は月曜授業のため)
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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 6 年 8 月 9 日 (金)

JAS250-1_F Introduction to Japanese Society (CLA-JAS)(GS-GLS)

Kaeko CHIBA

Academic year: 2024
Semester: Fall
Faculty: International Liberal Arts
Department: Department of International Liberal Arts
Field: Advanced Liberal Arts Courses
Credit: 3.00
Class time/day: Tue : 12:30 - 13:45 B301
Thu : 12:30 - 13:45 B301
E-mail: kchiba@aiu.ac.jp
Office: B3-1
Office hours: By appointment
Notes:

Course description:

This course provides an overview of contemporary Japanese society and culture from sociological point of view. It also offers an exploration of numerous questions towards modern Japanese society. What is Japanese society? Is there anything uniquely Japanese? How can we study and analyze Japanese society? How do non-Japanese and Japanese themselves view Japanese people and society? How are Japanese values and beliefs manifested in Japan? Is the idea of "homogeneous Japan" a myth or reality? We attempt to explore these questions at micro and macro levels with sociological analysis. We will examine a variety of topics, from Japanese family, schooling and education system, work and employment, art and entertainments, and politics.

Objectives:

- Help students understand the main characteristics of Japanese society
- Assist students in sorting out competing models of Japanese society
- Encourage in-depth analysis and create several research questions relevant to the topics
- Write an essay supported with appropriate data and facts to discuss a selected aspect of Japanese society.

AILA Elements:

This course provides critical discourses towards Japanese society. This way of critical thinking will train the students to be critical and creative in students' future career.

This course is based on the active learning: finding students' research questions by themselves, preparing presentation based on their original research question, analyzing the issues reflecting their own experiences. This style of study supports critical analysis and individual thinking which is necessary for the business leaders today.

AILA Activities & Projects:

Students are assigned to make a critical research question about the topic covered through the course and debate. Data analysis and participant observation, and interviews are encouraged to explore their research questions in their essays.

Rather than summarising the reading, this course requests students to create critical research questions for their reading assignment. This style promotes students to be more active, creative, and critical of their course content.

Textbook(s):

Author: Hendry Joy
Title: Understanding Japanese Society 5th edition
Publisher: Routledge
ISBN: -

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

Yoshio Sugimoto. 2014. Introduction to Japanese Society (4th ed.), Cambridge University Press.

Assessment:

1. Class performance and reading assignments 35 %

In-class discussions involve whole-class and small-group discussion. You are expected to be active participant in discussions, answering instructor's questions, raising questions of your own, engaging with points raised by classmates.

2. Group Presentation for course topic 20%

Each group will provide 10 minutes presentation related to the research topic. This is due on your group's presentation date.

3. Group Presentation for Fieldtrip Shimokitade 18%

Each group will provide 7 minutes presentation related to the research topic.

4. Research Paper or Power Point Slides 27%

Your paper should be 1500 words, double spaced 12 point font, formatted using APA style. You will give a short presentation (5-7 mins) to your classmates detailing your final essay content. Make this opportunity to get feedback from your colleagues and improve your essay.

Expected academic background:

None

URL of other information:

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Policies & remarks:

Attendance: Attendance is mandatory. All students are expected to come to class with weekly reading done. Questions will be asked about the reading to individual during the lecture.

Absences: If you will be absent from class for medical or other unavoidable reasons please email me before class and makeup work will be provided, otherwise it will effect to your score.

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

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Class schedule:

Week 1

Introduction

Week 2

Approaches to Japanese Society

Week 3

House and Family

Week 4

Reciprocity

Week 5

The Education system

Week 6

Labour Market

Week 7

Concept of self

Week 8

Gender

Week 9

Social Class, status

Week 10

Ethnicity, national identity

Week 11

Local identity

Week 12

Political system

Week 13

Belief

Week 14

Generation Gap

Week 15

Interview, Course Wrap-up

AIU Academic Dishonesty Policy:

AIU Academic Dishonesty Policy (Undergraduate)

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) may result in the failure of the course.

An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

AIU Academic Dishonesty Policy (Graduate)

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.

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Pamela TAYLOR

Academic year: 2024
 Semester: Fall
 Faculty: International Liberal Arts
 Department: Department of International Liberal Arts
 Field: Advanced Liberal Arts Courses
 Credit: 3.00
 Class time/day: Tue : 15:30 - 16:45 D206
 Thu : 15:30 - 16:45 D206
 E-mail: ptaylor@aiu.ac.jp
 Office: A3-3
 Office hours: Tuesdays & Thursdays 13:00 - 14:30, or by appointment
 Notes:

Course description:

Humans are mysterious animals. Although our thoughts, emotions and behavior make up who we are as people, we often don't understand the causes, processes and effects of these basic aspects of our experience, leaving us asking important questions about ourselves and others. For example, do emotions help or hurt rational decision-making? How do childhood experiences affect adult relationships? Are there social benefits to gossip? Are people more productive working alone or in a group? Does culture affect how we relate to other people?

Questions like these can be investigated and answered using the science of psychology. Psychology is the empirical (data-based) examination of how human thought and behavior emerge from the interaction of internal factors (e.g., memory, personality, intelligence) and external environments (our social and material circumstances) and the biological systems through which the two interact (e.g., sensory organs, nervous system). This course will give an overview of the methodology and key findings of psychological science, focusing on aspects of psychology that involve "individual differences", i.e., how individuals differ psychologically from other people (e.g., personality, mental health) and also how the same individual will differ psychologically in different situations (e.g., group vs individual, effects of emotions). By investigating these phenomena from a scientific perspective, students will gain insight into the physical, social and environmental factors that influence our behaviors, preferences and judgments.

Objectives:

The material in this course will illustrate several core ideas in psychology. By the end of the semester, students should understand the following foundational concepts and be able to discuss evidence that supports them:

- Human psychology evolved to be flexible: different people within the same group have different psychological tendencies (e.g., different personalities, emotional reactivity), and also the same person will have different psychological tendencies in different situations, ages and contexts.
- Seemingly maladaptive neurodiversity in individuals can have useful functions for the group (e.g., people with antisocial personality disorder can be fearless soldiers in times of war).
- Many of our social perceptions and interpretations of events are influenced by seemingly irrelevant information, such as cultural narratives, previous experiences and current expectations.
- Humans are intrinsically social animals, and this hyper-sociality underlies our highest virtues (love, cooperation, altruism) and our lowest impulses (hatred, genocide, prejudice).

AILA Elements:

In accordance with AIU's AILA (Applied International Liberal Arts) guidelines, this course is designed to give students skills they can apply in other academic subject fields (interdisciplinary connections) and their personal life (personal development):

1. Personal Development: Because we are all humans who interact with other humans, students can immediately and directly apply the lessons of psychology to their own lives, thereby enhancing their understanding of themselves and other people in ways that improve students' relationships, self-concepts and critical thinking skills. The study of psychology can foster self-awareness and introspection, including humility about one's own perspective and non-judgmental tolerance for differing perspectives. This can have long-term positive effects on interpersonal relationships and inter-group dialogue. Understanding what influences human thinking and behavior improves decision-making and problem-solving skills, which will be useful throughout life.

Additionally, this course will encourage students to think like scientists. In assignments and class discussions, students will practice scientific habits of mind, such as determining what kinds of questions can and cannot be answered scientifically, evaluating claims based on scientific evidence (rather than “common sense”, intuition, or anecdotes), evaluating the quality and limitations of evidence, deciding what kinds of evidence can support or falsify a claim, and breaking down their personal observations into empirical questions that can be tested. Students will take a critical perspective that does not assume “this is true”, but instead asks “what is the evidence that this is true or not true?”. Such practice discriminating valid from invalid evidence and conclusions will help students develop both a scientific mindset and media literacy.

2. Interdisciplinary Connections: Studying psychological science strengthens students’ understanding of scientific principles and methods (e.g., research design, the scientific method, falsifiability, hypothesis-testing, replication) with material that is relevant and immediately applicable to their own personal lives. Additionally, a psychological perspective can enhance students’ understanding of a wide range of academic and professional fields that involve cognition and social interaction, such as marketing, business, sociology, geopolitics, anthropology, public relations, technology and product design, literature, history, art, philosophy, economics, community development, negotiation, teaching and management.

ALLA Activities & Projects:

To help students develop the critical thinking skill of asking productive and interesting questions, for each assigned reading section, students will develop a "Thought-Provoking Question" (TPQ). To make a TPQ, students will select a specific psychological concept from the reading, define it in their own words, and develop a question around that concept that requires the answerer to use critical thinking skills (analyze, evaluate, apply, create) to answer the question.

Students will also work on a small group project, in which each group will choose one psychological concept and apply that concept to analyze a real-world phenomenon (e.g., explain the possible psychological causes and effects of the phenomenon). To help develop their visual communication skills, they will then share their analysis in front of the class in a 10-minute PowerPoint presentation.

Textbook(s):

Author: James J Gross, Toni Schmader, Bridgette Martin Hard, Adam K Anderson, Beth Morling

Title: Interactive Psychology 2nd edition (e-book + InQuizitive Tool)

Publisher: Norton

ISBN: 978-0-393-89376

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

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Assessment:

20% Thought-Provoking Question (TPQ) assignments (one every class day)

15% InQuizitive online chapter quizzes

15% Group presentation

25% Midterm Exam

25% Final Exam

Expected academic background:

There are no prerequisites for this course. However, students who have taken statistics or have an understanding of the scientific method may find certain sections of the class easier to understand. Additionally, students who have taken Psychology 1 may have a better understanding of parts of the material.

URL of other information:

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Policies & remarks:

No Tech Policy: No laptops, phones or tablets are allowed in class. They easily distract you, as well as other students and the professor. All devices must be put away, out of sight (e.g., in your bag). You may NOT keep your phone on your desk. Again, this is to remove distractions and keep you focused.

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

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Class schedule:

Class 1

Introduction to Class

Classes 2 - 3

Introduction to Psychology

Classes 4 - 5

Research Methods

Classes 6 - 8

Human Development

Classes 9 - 10

Stress and Health

Classes 11 - 12

Psychological Disorders

Classes 13 - 14

Therapies

Class 15

Group Presentation

Classes 16

Midterm Exam

Classes 17 - 20

Motivation and Emotion

Classes 21 - 23

Personality

Classes 24 - 27

Social Psychology

Class 28

Group Presentations

Class 29

Course wrap-up and AIU Course Evaluation

Class 30

Final Exam

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