

SOC360-1 Sociology of Globalization (2008curriculum 3 credits)
SOC450-1 Sociology of Globalization (2004curriculum 3 credits)

Christian Etzrodt

Year: 2010
Semester: Fall
Meeting-time/day: Tue, Thu 15:30-16:45
Office: A3-3
Office Hours: Tue 9:00-11:30 Wed 9:00-11:30, 14:00-16:30
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Website:

Course Description:

As the 1990 ' s unfolded, in academic, policy, and media circles it became increasingly common to assert that we live in the age of “ globalization. ” This claim gained such widespread circulation that it eventually took on the status of conventional wisdom, its various possible meanings rarely explored, much less its basic assumptions ever challenged. This course will investigate the socio-political origins and effects of the notion that globalization is an inevitable state of affairs, or simply “ the way the world works, ” like it or not. Other questions addressed include: Is globalization historically unprecedented? Is globalization really global? What mixture of technological, economic, political, cultural, and other forces are driving it forward? What collective movements have emerged to contest globalization, what are their respective critiques, and what respective alternatives do they propose for organizing socio-political life?

Class sessions will be co

Objectives:

This course endeavors to equip students with the following capabilities:

1. The ability to discern the many angles of “ globalization. ”
2. A skeptical attitude toward dominant representations of “ globalization, ” including the image of “ globalization ” as a supernatural force beyond human control.
3. An appreciation of the historicity of “ globalization, ” and its character as a socio-political project (including its ideological aspects).
4. The ability to detect differences between various “ anti-globalist ” movements on the basis of their differing affiliations and worldviews.
5. The ability to reasonably forecast possible directions in which “ globalization ” might head.
6. The ability to speak intelligibly (in English) and write coherently (in English) about subjects 1-5.

Expected Academic Background:

It is strongly suggested that, prior to enrolling in this course, students first have completed Sociology (SOC 150/180), Ideas and Theories in the Social Sciences (SOC 250), and Economics of Globalization (ECN 322). Other courses useful to take previously to this one include World History, World Civilization, Introduction to Global Studies, and International Relations.

Textbook:

- Glenn, John. 2007. Globalization: North-South Perspectives. London: Routledge.
- Other readings to be placed on library reserve, especially from Robin Cohen and Paul Kennedy. 2007. Global Sociology. Second Edition. Houndmills: Palgrave Macmillan.
- Steger, Manfred. 2005. Globalism. Second Edition. Lanham, MD: Rowman & Littlefield.

Assessment:

Group discussion of key issues will figure centrally in this course. Participation in discussion will count 20% of the overall course grade; if students make a sincere and visible effort to contribute comments that reflect thoughtful engagement with course material, they will earn full credit for participation.

Students have to make a short presentation (5 minutes). It will be worth 20% of the overall course grade.

There will be one in-class exam. It will be worth 20% of the overall course grade.

Finally, students have to write a short (4-10 pages) academic paper. The paper should be about a comparison and evaluation of two discussed theories. The paper will be worth 40% of the overall course grade.

Class Schedule:**Week 1:**

September 2, 7: Introduction to the course.

Reading: Glenn, Globalization: North-South Perspectives, Chapter 1.

September 9: Globalization: Myth or Reality?

Reading: Glenn, Globalization: North-South Perspectives, Chapter 2.

Week 2:

September 14: Globalization: Myth or Reality?

September 16: How Global is Globalization?

Reading: Glenn, Globalization: North-South Perspectives, Chapter 3.

Week 3:

September 21: How Global is Globalization?

Week 4:

September 28, 30: Modernity and the Evolution of World Society.

Reading: Cohen/Kennedy, Global Sociology, Chapter 3.

Week 5:

October 5, 7: Trade Liberalization and Economic Growth.

Reading: Glenn, Globalization: North-South Perspectives, Chapter 4.

Week 6:

October 14: Globalization and the Reconfiguration of the State.

Reading: Glenn, Globalization: North-South Perspectives, Chapter 5.

Week 7:

October 19: Globalization and the Reconfiguration of the State.

October 21: Patterns of Global Poverty and Inequality.

Reading: Glenn, Globalization: North-South Perspectives, Chapter 6.

Week 8:

October 26: Patterns of Global Poverty and Inequality.

October 28: In-class exam.

Week 9:

November 2, 4: The Ideology of Globalism.

Reading: Steger, Globalism, Chapter 3.

Week 10:

November 9, 11: Antiglobalist Challengers from the Political Left and Right.

Reading: Steger, Globalism, Chapter 4.

Week 11:

November 16, 18: Crime, Drugs and Terrorism: Failures of Global Control.

Reading: Cohen/Kennedy, Global Sociology, Chapter 9.

Week 12:

November 25: Population and Migration.

Reading: Cohen/Kennedy, Global Sociology, Chapter 10.

Week 13:

November 30: Population and Migration.

December 2: Tourism: Social and Cultural Effects.

Reading: Cohen/Kennedy, Global Sociology, Chapter 12.

Week 14:

December 7: Tourism: Social and Cultural Effects.

December 9: Global Governance: Is More Better?

Reading: Glenn, Globalization: North-South Perspectives, Chapter 7.

Week 15:

December 14: Global Governance: Is More Better?

NOTE:

Final paper due December 17.

SOC370-1 Mass Media and Society (2008curriculum 3 credits)
COM430-1 Mass Media and Society (2004curriculum 3 credits)

Carol Lai

Year: 2010
Semester: Fall
Meeting-time/day: Thursday 1030-1310
Office: C2-4
Office Hours:
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Website:

Course Description:

Course Description

The students will learn about “ Mass Media and Society ” by reading “ Liberty and the News ” (Walter Lippmann) as well as reading news articles in newspapers and magazines and watching TV news and documentary programs. The students will understand how ideas, myths and prejudice distort news and affect public opinion. They will also study the serious problems the media face today.

Objectives:

Course Goals

To understand how news is edited and disseminated, how media affects public opinion, the government and society as a whole. Also to study the problems of the media such as news accuracy, objectivity and its collusive tendencies.

Expected Academic Background:

Nil

Textbook:

Course Materials

“ Liberty and the News ” (Walter Lippman) and other reading materials will be provided in class

Assessment:

presentation 20%

Essay 40%

Final exam 40%

Class Schedule:

Week 1:

1. Media ’ s Role in Society
2. How Newspaper is Organized

Week 2:

3. How Newspapers Gather News
4. Crisis of Democracy and Journalism

Week 3:

5. Toleration of Alternative Beliefs
6. Propaganda – The Most Destructive Form of Untruth

Week 4:

7. Facts & opinion
8. Freedom of Speech

Week 5:

9. Suppressing Thoughts
10. Vast Editing Apparatus With No Rules of Evidence

Week 6:

11. War Correspondent
12. Ignorant Editors

Week 7:

13. Nothing But Propaganda from Troubled Areas of the World
14. Without Facts You Are Victim of Agitation

Week 8:

15. War and Revolution
16. Public Opinion and the Executive

Week 9:

17. No Liberty Without Standards of Evidence
18. Turning Newspaper Enterprise to a Disciplined Profession

Week 10:

19. Health of Society Depends Upon the Quality of Information
20. See What the World Really Is

Week 11:

21. Fight for Truth;
22. Learned to Seek the Truth

Week 12:

23. Liberal Democracy

Week 13:

24. Unregulated Private Enterprise

Week 14:

25. Limits of Media

Week 15:

project presentation

COM380-1 Information Technologies and Society (2008curriculum 3 credits)
COM380-1 Information Technologies and Society (2004curriculum 3 credits)

Hiroshi Maenaka

Year: 2010
Semester: Fall
Meeting-time/day: M & W 14:00-15:15
Office: C3-1
Office Hours: M & W, 15:30-17:00 or by appointment
E-mail: maenakah@aiu.ac.jp
Website:

Course Description:

Over the last few decades the advent of recent information and communication technologies (ICTs) such as Internet and mobile phones has made information more important than ever in our social, political, economic, and cultural interactions. We now live in a global information society where new media keep evolving and changing our uses of media. In this course we will examine major theories, components, characteristics, and influence of integration of traditional and new media. We will look at the past and present media and examine how they have changed and are changing themselves. We will then discuss positive and negative impacts of media convergence. Discussion topics include media economics, freedom of speech, information security and surveillance, protection of privacy, protection of intellectual properties, media literacy, electronic education, and digital divide. Through these discussions students will gain insight about the information society and develop some prospect for its future.

Objectives:

After successful completion of the course, students will be able to:

- Demonstrate familiarity to and understanding of information as a distinguishing feature of the modern world
- Define the information society and explain its characteristics using technological, economic, occupational, spatial, and cultural factors
- Develop an enhanced understanding of the past and present media environment
- Develop a better understanding of key issues and challenges in the development of the Global Information Society
- Identify and explain the knowledge and skills necessary for us to gain as members of the information society

Textbook:

Straubhaar, Joseph and Robert Larose (2004), Media Now, 4th Edition, Thomson.

Assessment:

Exam 1: 25 %
Exam 2: 25 %
Research Paper: 20%
Research Presentation: 10%

Participation: 20%

Exams: Essay questions. Make up exams will not be given without proper documentation. You may be allowed to take an exam early if you know in advance that you will not be able to take the exam as scheduled.

Research Project: The student is to pick a topic relevant to the course, conduct an appropriate literature review, and write a paper. Each student is asked to prepare Power Point slides, to present the research project in class, and to respond to questions and critiques from classmates. Your presentation will be evaluated by the instructor and all the students in class. A written report of 10-12 pages should be turned in when the presentation is made. Further explanation and instruction will be provided in class.

Participation: Your participation is evaluated based both on your attendance and contribution to the class activities and discussions including short presentations of assignments. Your contribution will be assessed based on the quality and the frequency of your input.

Policies & Remarks:

Students are expected to participate in all class sessions. All assignments must be completed to receive a passing grade. The instructor commit herself to standards of academic conduct and impose sanctions against acts of plagiarism or other forms of academic dishonesty following the AIU rules and regulations.

Class Schedule:

Week 1:

Orientation/Introduction to the Course

What is the information communication technologies? What is the information society?

Week 2:

The Changing Media Chapter 1

Historical overview of modern society

Week 3:

Media Theories Chapter 2

Week 4:

Books and Magazines Chapter 3

Week 5:

Newspapers Chapter 4

Week 6:

Radio and Recorded Music Chapter 5

Week 7:

Exam 1

Film and Home video Chapter 6

Week 8:

Television Chapter 7

Week 9:

The Internet Chapter 8

Week 10:

The Communications Infrastructure Chapter 9

Week 11:

PR and Advertising Chapters 10-11

Week 12:

Media Impact Chapter 12

Week 13:

Media Policy and Law Chapter 13

Week 14:

Media Ethics Chapter 14

Globalization Chapter 15

Week 15:

Review

Exam 2

CHN300-1 Chinese III (2008curriculum 2 credits)
CHN250-1 Chinese III (2004curriculum 2 credits)

feng CHEN

Year: 2010
Semester: Fall
Meeting-time/day: T,R 13:30-15:00
Office: A-4-10
Office Hours: M, W 14:00-15:30
E-mail: chen@aiu.ac.jp
Website:

Course Description:

This course is for students who have completed CHINESE II or have a similar level of proficiency as students who completed CHINESE II, and who wish to improve their Chinese language communication skills. The aim of this course is to continue building student 's integrated foundations in Chinese language, such as grammatical rules, vocabulary and expressions, and to help students to improve their communication skills. In this class students can also have more opportunities than in CHINESE I to practice speaking Chinese by talking about various topics. To keep monitor progress in Chinese language study, tests will be given about once a month.

Objectives:

By the end of the course students are expected to:

- 1.Raise their language competency level to an intermediate level.
- 2.Master more rules of basic grammar and expressions.
- 3.Know about 1000 words, phrases, and sentences in Chinese.
- 4.Develop basic communication skills in Chinese.
- 5.Be able to converse on numerous topics with Chinese people.

There are two 70-minute classes and one 60-minute class a week. Generally, the first two classes of the week are arranged for lecture and the last class of the week is for making short speeches in Chinese or practicing dictation.

To further support students, private instruction will be available after class once a week. This instruction is specially aimed at correcting students ' pronunciations, reviewing students ' course work, and improving students ' Chinese listening and speaking capability.

Expected Academic Background:

Before enrolling in this course, students should have successfully completed CHINESE II or have studied Chinese language for no less than 100 hours.

Textbook:

Materials will be distributed in class.

Assessment:

Evaluation will be made on basis of final exam (40%), tests (30%), and homework (30%).

Class Schedule:

Week 1:

S-P construction as the subject of a sentence, etc.

Week 2:

Revision of language points

Week 3:

Pivotal sentence

Week 4:

Enumeration of cardinal numbers above 100, etc.

Week 5:

Sentence with verbal construction in series (2), etc.

Week 6:

Modal particle 了 indicating changes in situation or state, etc.

Week 7:

Revision of language points

Week 8:

Potential complement, etc.

Week 9:

Pivotal sentence without a subject, etc.

Week 10:

更 and 最 for comparison, etc.

Week 11:

Revision of language points

Week 12:

Sentence showing existence, emergence or disappearance, etc.

Week 13:

Extended uses of interrogatives, etc.

Week 14:

Sentence passives in tense, etc.

Week 15:
Final examination

KRN300-1 Korean III (2008curriculum 2 credits)
KRN300-1 Korean III (2004curriculum 2 credits)

Byun Hi-Gyung

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 10:30–12:10

Office: A3-6

Office Hours: Wednesday 1:00–4:00p.m.

E-mail: byun@aiu.ac.jp

Website:

Course Description:

This is an "intermediate" conversation course. This course is designed for students who have successfully completed Korean 2 (Green book) or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in everyday social situations and enable students to link activities for listening and speaking skills. Through this course students will be able to interact with a degree of fluency and express their thoughts and feelings. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

A student who is taking Korean 3 will be strongly recommended to take Korean 3 practice at the same time. Korean 3 practice is a self-taught course using practice book that each unit has connection with main textbook. Students can do practice book exercises at home or in the LDIC of library.

Objectives:

By the end of the course students will be able to:

1 understand the main points of clear standard speech on familiar matters regularly encountered in everyday social situations.

2 understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively clear.

3 interact with fluency and spontaneity that makes regular interaction with native speakers.

4 enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life.

5 connect phrases in a simple way in order to describe experiences, events or hopes.

Expected Academic Background:

Students should have finished Korean 2 (Green book) or have an ability equivalent to it.

Textbook:

Textbook

Seoul National University Language Research Institute, KOREAN 3 한국어3 (pink book) Seoul: Moonjinmedia, 2005 (2nd edition), ISBN 978-89-539-0574-0

Practice book

Seoul National University Language Research Institute, KOREAN 3 Practice Book, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978-89-539-0605-1.

Because of some importation difficulties, this book could not be placed at book store. Students can buy textbooks from the instructor in the classroom. 3000yen (2 books)

Reference Books/Other Study Materials:

None

Assessment:

- 1 Class participation: 26%
- 2 Homework assignment: 25%
- 3 Bi-weekly quiz: 21%
- 4 Final exam: 28%

Policies & Remarks:

COURSE FORMAT AND ACTIVITIES

Korean 3

(1) The class will be structured along with the textbook. Students are assigned to do an exercise section of each lesson due to next class. At the end of each class the instructor will hand out a script which has Korean sentences that have been learned on the day. Students read the script 5 times and record all their voice on a tape, and submit the tape to the instructor at the beginning of next class. The instructor will give feedback to students at the next class.

(2) There will be 7 bi-weekly quizzes during the course and a final examination at the end of the course. Bi-weekly quizzes will cover the lesson studied during those two weeks and the final examination will be comprehensive. There will be no interim examination.

Korean 3 practice

(1) Korean 3 practice is self-taught course. Students do the practice book exercises by themselves at home or in the LDIC of library. The CDs for the listening sections are available only at the LDIC. Fill in the blanks on the practice book and confirm your answers with references to "the correct answer" that are at the end of the book. Compositions of review sections should be also finished.

(2) Submit your practice book to the instructor on the day of bi-weekly quiz. After checking your progress, the instructor will return it to you.

POLICIES

Class policy

(1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part—attending class, doing homework. Also, students' participation is very important to make class fun. Be active!!!

(2) The instructor will speak Korean all the time. Students are also required to speak Korean only during class.

(3) Be on time for class. Quizzes will be given during the first 10–15 minutes of class. So if you are late, you may miss your only opportunity to take the quiz.

Assignment policy

(1) There will be two kinds of homework assignments, exercise homework and recording homework for each class, which will be due the next class (no assignment for the first day).

(2) Insufficient exercise homework will be considered as a half point.

(3) Late recording homework will be accepted up to the next class after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

Assessment policy

(1) Attendance is an essential part in this course. If a student is absent 5 times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival shall be considered tardy. Three instances of tardy will be counted as one instance of absence.

(2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.

(3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

Class Schedule:

Week 1:

9/2 Review, Self-introduction

9/7 Lesson 1 방학이 이렇게 빨리 끝날 줄 몰랐어요.

Week 2:

9/9 Lesson 2 상을 두 개나 받았는지요?

9/14 Lesson 3 일기 예보에서 뭐라고 했어?

Week 3:

9/16 Lesson 4 우리 오후에 문병 갈까요?

9/21 Quiz 1, Lesson 5 방 값이 얼마라고 하셨지요?

Week 4:

9/28 Lesson 6 하숙 생활에 적응할 수 있을지 걱정이예요.

9/30 Lesson 7 서울에서 집 사기는 하늘에 별 따기예요.

Week 5:

10/5 Quiz 2, Lesson 8 차 소리가 들려서 시끄러워요.
10/7 Lesson 9 언제든지 예금하고 찾을 수 있지요?

Week 6:

10/14 Lesson 10 아무리 찾아도 안 보이네요.
10/19 Quiz 3, Lesson 11 같이 저녁이라도 하는 게 어때?

Week 7:

10/21 Lesson 12 안내 방송이 나오는데요.
10/26 Lesson 13 불고기를 만들려면 이런 재료가 필요해요.

Week 8:

10/28 Lesson 14 불고기 맛은 양념에 달려 있어요.
11/2 Quiz 4, Lesson 15 부동산에다 물어보세요.

Week 9:

11/4 Lesson 16 지금 입고 있는 그 바지는 어때요?
11/9 Lesson 17 조카는 뭘 먹이죠?

Week 10:

11/11 Lesson 18 표를 사 놓지 않으면 고향에 갈 생각도 못 해요.
11/16 Quiz 5, Lesson 19 집에서 송편이나 만들까 해요.

Week 11:

11/18 Lesson 20 오래 기다리게 해서 미안해.
11/25 Lesson 21 알아맞혀 보세요.

Week 12:

11/30 Quiz 6, Lesson 22 사진관에서 찍는 게 나올 것 같아요.

Week 13:

12/2 Lesson 23 텔레비전이 왜 이렇게 안 나오지요?

Week 14:

12/7 Lesson 24 어디가 고장이라고 그랬지요?
12/9 Lesson 25 청첩장을 받았어요.

Week 15:

12/14 Quiz 7, Lesson 26 결혼하려면 아직 멀었어요!
12/16 Final examination

NOTE:

The weekly schedule can be changed depending on students' understanding.

RUS300-1 Russian III (2008curriculum 2 credits)

RUS300-1 Russian III (2004curriculum 2 credits)

Pyotr Tumarkin

Year: 2010

Semester: Fall

Meeting-time/day: Thu, Fri 14:00-15:10 Fri 9:00-10:00

Office: B3-4

Office Hours:

E-mail:

Website:

Course Description:

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (Russian 1), printings
2. Main course (Russian 2, 3) based mostly on beginners' courses in Russian for English-speaking learners.

Objectives:

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

Textbook:

Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies)

Reference Books/Other Study Materials:

Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies)
2. P. トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット 44. 東洋書店、2004.

Assessment:

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Policies & Remarks:

Attendance Policy

Attendance is important in this course, since most of the learning will take place in teacher-students intercourse, pattern drill and working in pairs or small groups.

Class Schedule:**Week 1:**

(This is tentative and subject to change)

Introduction course: Russian 1. Week 1 – 15. Phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

Main course: Russian 2, 3. Continued from Russian 1.

Further studying of grammar and vocabulary, acquiring basic skills in speaking, listening, reading and writing.

Russian 2. Week 15 – 30.

Russian 3 Week 30 – 45.

FRN300-1 French III (2008curriculum 2 credits)

FRN300-1 French III (2004curriculum 2 credits)

Shunsuke Nakata

Year: 2010

Semester: Fall

Meeting-time/day: Thu 15:30-17:20, Fri 14:30-16:20

Office:

Office Hours:

E-mail: nakatashun@gmail.com

Website:

Course Description:

This is an intermediate course for students who wish to improve their reading and writing as well as conversation skills in French. The course is intended for the students who finished French II or who have the same level of competency in French (that is, approximately “A2” level of Common European Framework of Reference - can understand sentences and frequently used expressions related to areas of most immediate relevance, such as very basic personal and family information, shopping, local geography, etc.).

Objectives:

Students will learn how to deal with most situations which can arise while travelling or studying abroad, to talk about experiences, events, and hopes more in detail than they did in French II, and to give opinions and plans with reasons or explanations. They also learn to understand and produce simple text on topics which are familiar and often encountered in everyday life (exchanging emails with French University Students is one of the options). The target is to reach “B1” level of Common European Framework of Reference (CEFR).

Expected Academic Background:

French II level

Textbook:

will be distributed during classes.

Assessment:

Class attendance/participation : 30%

Quiz : 30%

Final examination : 40%

Class Schedule:

Week 1:

Review of French I-II (expressions, grammar and vocabulary), talk and ask about experiences or events

Week 2:

Review of French I-II (expressions, grammar and vocabulary), talk and ask about experiences or events

Week 3:

Review of French I-II (expressions, grammar and vocabulary), talk and ask about experiences or events

Week 4:

express ideas and exchange opinions orally and in writing
understand various documents and write answers or comments

Week 5:

express ideas and exchange opinions orally and in writing
understand various documents and write answers or comments

Week 6:

express ideas and exchange opinions orally and in writing
understand various documents and write answers or comments

Week 7:

express ideas and exchange opinions orally and in writing
understand various documents and write answers or comments

Week 8:

make simple presentations and write short essays on your preferred topics

Week 9:

make simple presentations and write short essays on your preferred topics

Week 10:

make simple presentations and write short essays on your preferred topics

Week 11:

make simple presentations and write short essays on your preferred topics

Week 12:

discussion & debate: explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Week 13:

discussion & debate: explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Week 14:

discussion & dibate: explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Week 15:

final examination

PLS420-1 U.S.-China Relations (2008curriculum 3 credits)
IST420-1 U.S.-China Relations (2004curriculum 3 credits)

Tsukasa SHIBUYA

Year: 2010

Semester: Fall

Meeting-time/day: Thursday P.M.9:30-

Office:

Office Hours: Friday A.M.10:00-10:30/P.P.M.1:10-1:40

E-mail: italiasukisuki@yahoo.co.jp

Website:

Course Description:

This course examines U.S.-China relations. Historically, full attention will be paid to the U.S.-China Rapprochement. Students will be introduced to politics among East Asian countries, particularly the focus is on Taiwan considered as a de facto state. Diplomatic relations among the East Asian players including Japan, South and North Korea, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, political issues in these countries.

Objectives:

Students will understand how important U.S.-China relations are nowadays. Students will become acquainted with world politics through U.S.-China relations. Students will also become interested in international relations.

Expected Academic Background:

None

Textbook:

Jim Mann, About Face: A History of America's Curious Relationship With China (New York: Alfred A. Knopf, 1999)

Reference Books/Other Study Materials:

Robert Accinelli, Normalization of U.S.-China Relations: An International History (Harvard East Asian Monographs), (Cambridge, MA: Harvard University Press, 2005)

Assessment:

Course requirements include regular class attendance and participation in class discussions. Students will be responsible for the week ' s presentation in turn. A student presentation should take no more than 20 minutes. The rest of the class time will be for discussion involving the entire class. Students should be prepared to comment on the issues which are supposed to be discussed.

Policies & Remarks:

Each presentation will be assessed (30%); plus final examination (40%). Class

participation will also be assessed (30%).

Class Schedule:

Week 1:

An Introduction to the Course

Week 2:

The "Chinese World Order"

Week 3:

The Western Impact and China

Week 4:

World War

Week 5:

The Chinese Civil War

Week 6:

The Korean War

Week 7:

The U.S.-China Rapprochement

Week 8:

The Establishment of the U.S.-China Diplomatic Relations

Week 9:

Taiwan Relations Act

Week 10:

"Tiananmen Square Incident"

Week 11:

After the "September 11th"

Week 12:

Recent U.S.-China Relations(1)

Week 13:

Recent U.S.-China Relations(2)

Week 14:

Discussion

Week 15:
Final Examination

NOTE:
Nothing

PLS425-1 Japan-China Relations (2008curriculum 3 credits)

PLS380-1 Chinese Foreign Policy and China-Japan Relations (2004curriculum 3 credits)

Norihito Mizuno, Ph.D.

Year: 2010

Semester: Fall

Meeting-time/day: Monday & Wednesday, 10:30-11:45

Office: C3-7

Office Hours: Monday & Wednesday, Noon-13:30, or by appointment

E-mail: nmizuno@aiu.ac.jp

Website:

Course Description:

This course is about the relationship between Japan and China. It will cover all major aspects, including political, military, economic, cultural, and also ecological intercourses between the two major East Asian powers. It will first examine the history of Sino-Japanese relations from antiquity to the recent past, with special emphases on major historical issues. It will then pay attention to current issues between the two countries.

Objectives:

- 1.To understand better the history of Sino-Japanese relations.
- 2.To understand better the current state and issues of Sino-Japanese relations.
- 3.To understand and think and argue analytically and critically about major controversial historical and contemporary issues in spoken and written forms.

Expected Academic Background:

Students are expected to have HIS290 (Modern History of China) and JAS210 (Introduction of Japanese History)-level of basic knowledge at least.

Textbook:

TBA

Assessment:

- 1.Final Examination (30%): Open-note cumulative essay examination.
- 2.Term Paper (20%): Students will be required to write a 1800-2000 word paper. Instructions will be given separately.
- 3.In-Class Presentation (20%): Instructions will be given separately.
- 4.Presentation Meetings (5% x 2=10%): Instructions will be given separately.
- 6.Class Participation (10%): Students are expected to be active in raising questions and speak up in class (NOT after class). Silence would never contribute to your participation grade. Attendance will be also part of clas. It will be taken at the beginning of every meeting. Late arrival would not be counted as attendance. Do not be absent more than five times; otherwise, you would automatically lose 10%.

Policies & Remarks:

1. Students are expected to attend every meeting on time.
2. Students are strongly discouraged to leave a classroom between 12:30 and 13:45.
3. Students are expected to finish reading the assigned readings for sure before coming to class.
4. Students must purchase and bring assigned textbook and readings below to every meeting.
5. Students are expected to raise questions and participate in class discussion actively.
6. Students must fulfill all the requirements listed below in Evaluation to complete and pass this course. No passing without completion!

Class Schedule:**Week 1:**

No Class

Week 2:

(Sep. 6) Course Introduction

(Sep. 8) Japan & China in Geographical Setting

Week 3:

(Sep. 13) Japan & China in Ancient Records

(Sep. 15) Chinese World Order & Sino-Japanese Relations

Week 4:

(Sep. 22) In-Class Discussion: "Historical Sino-Japanese Friendship"

Week 5:

(Sep. 27) Japan & China: Their Reactions to the "Western Impact" in a comparative perspective

(Sep. 29) The Inception of Modern Sino-Japanese Relations

Week 6:

(Oct. 4) (1st) Sino-Japanese War

(Oct. 6) Japan's imperialist expansion in China

Week 7:

(Oct. 15) Japanese & Chinese Revolutionaries & Students

Week 8:

(Oct. 18) Japan Encounters Chinese Nationalism

(Oct. 20) The Manchurian Incident

Week 9:

(Oct. 25) The Sino-Japanese Conflict ((2nd) Sino-Japanese War)
(Oct. 27) Documentary Film on the Nanjing Incident

Week 10:

(Nov. 1) Documentary Film on the Nanjing Incident

Week 11:

(Nov. 8) Student Presentation: The Nanjing Incident
(Nov. 10) WW II & Sino-Japanese Relations

Week 12:

(Nov. 15) The Normalization of Sino-Japanese Relations(Nov. 16) Sino-Japanese Relations
in the Reform Period
(Nov. 17) Sino-Japanese Relations in the Post-Cold War Era

Week 13:

(Nov. 22) In-Class Discussion: Did Japan Apologize (and Compensate) for the Past?
(Nov. 24) Student Presentation: Textbook Controversy

Week 14:

(Nov. 29) Student Presentation: Yasukuni Controversy
(Dec. 1) Student Presentation: Territorial Disputes

Week 15:

(Dec. 6) Student Presentation: Japanese ODA to China
(Dec. 8) Japan and China in Recent Years

NOTE:

(Dec. 13) In-Class Discussion: Is China a threat?
(Dec. 15) Review
(Dec. 20) Final Examination

PLS430-1 Northeast Asian Relations (2008curriculum 3 credits)

PLS390-1 Northeast Asian Politics and International Relations (2004curriculum 3 credits)

C. Kenneth Quinones

Year: 2010

Semester: Fall

Meeting-time/day: Tues & Thurs 10:30-11:45

Office: C 3-2

Office Hours: Mon 15:30-1645, Wed. 14:00-17:00

E-mail: ckquinones@aiu.ac.jp

Website:

Course Description:

This course examines key issues that concern the nations of Northeast Asia: Japan, Korea, China, Russia plus the United States, each nation's policies regarding national security, the threat of nuclear weapons and the region's alliance system will be discussed. Also examined will be South-North Korea rivalry, the Japanese "Abduction" issue and North Korea's nuclear ambitions.

Objectives:

The primary objective is to provide students a general, accurate comprehension of contemporary international relations in Northeast Asia while acquainting them with the key issues, terms and vocabulary vital for understanding the regions' primary problems.

Expected Academic Background:

None expect the ability to speak, read and write the English language.

Textbook:

None but students will be expected to read English language media reports about the region's relationships and related problems available in newspapers available in the library and via the www, particularly BBC, CNN, NHK, etc.

Reference Books/Other Study Materials:

A suggested reading list will be distributed in class.

Assessment:

90% of the course final grade will reflect grades obtained in two quizzes to be given in class plus 10% for class participation

Policies & Remarks:

Only officially excused absences (see Student Handbook) will be given consideration. If an examination is missed for a reason other than an officially acceptable reason, 10 points (one letter grade) will be deducted from the student's quiz grade. No incomplete grades will be given.

Class Schedule:

Week 1:

Course Introduction

Northeast Asia's Significance Today

Week 2:

The Cold War's Legacy in Northeast Asia

US Global Strategies and Northeast Asia: Collective Security and Deterrence

Week 3:

US-Japan Alliance

US-Republic of Korea Alliance

Week 4:

The Strategies of Containment verse Engagement

China, Russia and the DPRK

Week 5:

The New Consensus in Northeast Asia

Is Regional Cooperation Possible? Nationalism and Distrust

Week 6:

The Korea Problem

South-North Korea Rivalry

Week 7:

South Korea's Nord Politik

Japan's Engagement of North Korea

Week 8:

Review

Quiz I

Week 9:

North Korea's Nuclear Ambitions

US Engagement of North Korea

Week 10:

Normalization of Relations between North Korea, China and Russia

South Korea's "Sunshine Diplomacy" toward Russia, China and North Korea

Week 11:

PM Koizumi and the Japanese Abduction Issue

US Bush Administration's Return to Containment

Week 12:

Pyongyang's Resumption of its Nuclear Weapons Program
China and the Six Party Talks

Week 13:

The Six Party Talks: Why Have they Stalled?
The Future: Peace or War?

Week 14:

Review
Final Quiz

PLS440-1 International Organizations and Law (2008curriculum 3 credits)
IST410-1 International Organizations (2004curriculum 3 credits)

Tetsuya Toyoda

Year: 2010

Semester: Fall

Meeting-time/day: Mondays and Wednesdays 14:00-15:15

Office: C3-5

Office Hours: Tuesdays 9:00-12:00

E-mail: toyoda@aiu.ac.jp

Website:

Course Description:

The strange world of international organizations must be explored, in order to fully understand international relations and conceive a better future for the international community.

Objectives:

In this course, students are expected:

1. to learn the basic legal issues of intergovernmental ("international" in the strict sense) institutions and the potential, or sometimes apparent, tensions between international and national interests in their activities.
2. to learn how to make researches on intergovernmental institutions, analyse their problems and make presentations for the class.

Expected Academic Background:

Knowledge of international law is desirable, but not indispensable.

Textbook:

None.

Reference Books/Other Study Materials:

None.

Assessment:

Three In-class essay tests: 60% Micro-Symposium 20% Participation: 20%

Policies & Remarks:

Students are expected to learn by themselves outside the classroom. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

Class Schedule:

Week 1:

I. Basics of the International Institutional Law

Sep. 6 (M): Course introduction

Sep. 8 (W): Definition of International Organizations

(Jan Klabbbers, *An Introduction to International Institutional Law*, 2002, pp. 60-81; Henry G. Schermers, *International Institutional Law*, 4th ed., 2003, pp. 21-39)

Week 2:

Sep. 13 (M) and 15 (W), Powers of IOs (Klabbbers, pp. 60-81 and Schermers, pp. 153-183)

Week 3:

[No class on Sep. 22 (W)]

Week 4:

Sep. 27 (M) and 29 (W), Decision-making (Klabbbers, pp. 226-252 and Schermers, pp. 491-598)

Week 5:

Oct. 4 (M) and 6 (W), Financing (Klabbbers, pp. 128-145 and Schermers, pp. 599-717)

Week 6:

Oct. 13 (W) and 15 (F), 1st In-class essay test and in-class review

Week 7:

II. Reading academic articles

Oct. 18 (M) and 20 (W): Jacob Katz Cogan, "Representation and Power in International Organizations: The Operational Constitution and Its Critics", *American Journal of International Law*, Vol. 103 (2009), 209-263; available at <http://www.asil.org/ajil/April2009selectedpiece.pdf>.

Week 8:

Oct. 25 (M) and 27 (W): B. S. Chimni, "International Institutions Today: An Imperial Global State in the Making", *European Journal of International Law*, Vol. 15 (2004), 1-37; available at http://centers.law.nyu.edu/atlasdoctorate/agora/2008/documents/24_GC1_3_Chimni_InternationalInstitutionsToday.pdf.

Week 9:

[No class on Nov. 1 (M)]

Week 10:

III. Micro-symposiums (tentative titles)

Nov. 8 (M): Visions and Illusions of the United Nations

Nov. 10 (W): Use and Abuse of the Power of the UN Security Council

Week 11:

Nov. 15 (M): The Doomsday of the Bretton-Woods Institutions
Nov. 17 (W): The UNHCR as a sorry comforter

Week 12:

Nov. 22 (M): China vs. the UNFCCC
Nov. 24 (W): Why is the East Asian Economic Community destined to fail?

Week 13:

Nov. 29 (M): 2nd In-class essay test

Week 14:

IV. Concluding sessions
Dec. 1 (W), 6(M), 8(W) and 13 (M): further academic readings
December 13 (M), 17:00-20:00: GS transnational seminar symposium

Week 15:

Dec. 15 (W): final discussions and student evaluation
Dec. 20 (M), 14:00-15:15, 3rd In-class Essay Test

INT455-1 International Cooperation and Development II (2008curriculum 3 credits)
INT455-1 International Cooperation and Development II (2004curriculum 3 credits)

Koichi MORIZONO

Year: 2010
Semester: Fall
Meeting-time/day: M, W 10:30-11:45
Office: A3-2
Office Hours: M, W 16:00-18:00
E-mail: morizono@aiu.ac.jp
Website: .

Course Description:

Foreign aid to developing countries has played an important role in international cooperation and development, with its objectives and strategies diversifying over the decades. More players have come in and new challenges are emerging. Because of its complexity and the multidisciplinary approaches required, foreign aid is sometimes misunderstood and often receives criticism. This course will provide an overall and well-balanced picture of international development aid, from its basic principles of aid and the evolution of development strategies, to an opportunity of simple project designing to better understand the operation of development cooperation. Japan ' s ODA will be highlighted in many parts of the discussion. Students are encouraged to not only comprehend the structure and logics of foreign aid but also identify the actors and constitute an effective aid program to meet development needs. The course will use various reports and papers prepared by international organizations and government institutions and arrange meeting(s) with key personnel of aid agencies, if available,

Objectives:

The course is designed for students to comprehend international aid, in the context of international development cooperation. Through this course, students are expected to:

- (i) acquire the broad and well-balanced knowledge of “ aid ” , including its controversial debates on why aid and effectiveness of aid and its historical evolution of aid strategies and approaches, as well as the basic principles of aid structures;
- (ii) get acquainted with the principles and practical skills of project formulation in response to the needs of development; and
- (iii) build a broad base for higher level of studies and researches relating to international development and assistance.

Expected Academic Background:

Students who have taken International Cooperation and Development I or Development Economics are preferable.

Textbook:

No particular textbook will be used. Handouts and Lecture Notes prepared by Instructor will be provided in class. To help understand the lectures in class, reading materials will be chosen by Instructor from various sources and assigned as homework. These materials

will be announced in class.

Reference Books/Other Study Materials:

Reference books and materials will also be notified in class. They will include the following and all these will be available (reserved) in the library or at Websites.

- * Martinussen, John D. and Pedersen, Poul E. "Aid: Understanding International Development Cooperation", Zed Books, 2003
- * Tarp, Finn. "Foreign Aid and Development". Routledge 2000
- * Wood, Robert E. "From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy", Univ. of California Press, 1986
- * Lancaster, Carol. " Foreign Aid " , Univ of Chicago Press, 2007
- * Edwards, Michael "Future Positive: International Co-Operation in the 21st Century", Earthscan Pubns, 2004
- * Riddell, Roger C, "Does Foreign Aid Really Work?", Oxford, 2007
- * World Bank. "Assessing Aid, what works, what doesn ' t, and why". 1998.
- * Japan ' s Official Development Assistance: "White Paper 2008", Ministry of Foreign Affairs (available at Web site of the Ministry, Japan)
- * Websites of World Bank, OECD/DAC, UNCTAD, UNDP, Bilateral Aid Agencies (JICA, USAID, DFID, Kfw, DTEC, etc.)
- * Nishigaki, Shimomura. "Kaihatsu Enjyo no Keizaigaku" 2003
- * Shimokura. "Kokusai kyoryoku - Sono Atarashii Choryu". 2009
- * Taya, C. "ODA to Ningenko Anzenhosho" 2000

Assessment:

Student performance will be assessed and graded in the following (weights):

- (1) Final Exam 30%
- (2) Quizzes (mostly multiple choice), collectively 30%
- (3) Homework and Class Presentation 30%
- (4) Class Participation 10%

Note 1: Above weights may change after announcement.

Note 2: The date and the coverage for each of the quizzes will be informed in fairly advance in class.

Class Schedule:

Week 1:

- I. Basics and Principles of Aid
- 1) Course Introduction
- 2) What is foreign aid

Week 2:

- 3) Why aid and Controversies
- 4) Who aid and to Whom?

Week 3:

- 5) What to be aided and how?
- 6) Case Studies and Analysis

Week 4:

- 7) Various Forms of Aid
- 8) Who are the Actors?

Week 5:

- 9) What is ODA?
- 10) Other Flows Structures: OOF, Private Flows, NGOs

Week 6:

- 11) Case Studies
- 12) Quick Review and Quiz

Week 7:

- II. Aid Doctrines, Strategies, and Approaches
- 1) Post-war Aid Doctrines and Strategies: '45 to '70s
- 2) Structure Adjustment Lending to Capability Approach: '80 to '90

Week 8:

- 3) Other New Dimensions and Paradigm '90 to '00
- 4) - do -

Week 9:

- 5) Japan's ODA and Approaches
- 6) - do -

Week 10:

- 7) Other DAC donors
- 8) Aid by Other DAC countries

Week 11:

- III. Project Cycle and Designing
- 1) Project Cycle and Activities
- 2) Problem Tree

Week 12:

- 3) Objective Tree
- 4) Components and Designing

Week 13:

- 5) Cost Estimates and Finance
- 6) Group Presentation (1)

Week 14:

7) Group Presentation (2)

8) Review

Week 15:

Final Exam

NOTE:

Mostly, class sessions will be run in an interactive way between the instructor and students. Student presentations, individually or by group, will be added on the assigned tasks, which will be informed in class. Workshops and group work will also be adopted, especially for case studies.

PLS460-1 Comparative Politics (Japan, U.S., and U.K.) (2008curriculum 3 credits)
PLS460-1 Comparative Politics (Japan, U.S., and U.K.) (2004curriculum 3 credits)

Rei SHIRATORI

Year: 2010
Semester: Fall
Meeting-time/day: 10.30-11.45 and 12.30-13.45 / Monday
Office: C2-5
Office Hours: 9.00-10.00 and 17.00-18.00 Monday
E-mail: rei@aiu.ac.jp
Website: <http://www2n.biglobe.ne.jp/~rei/indexe.htm>

Course Description:

The course is a systematic analysis of the societal, cultural, institutional, and operational aspects of politics in three advanced countries: the United States, the United Kingdom, and Japan. By analyzing democratic governments of these three countries in a comparative way, we can understand the flexibility and variety of modern democratic government. Among the topics we will focus on are: (1) political institutions, (2) political processes, (3) local governments, (4) styles of policy decision-making, (5) political leadership and leaders, (6) political party and party systems, (7) electoral systems and elections, (8) bureaucratic systems, and (9) foreign policies. In the final week we will examine different styles of democracy and try to identify the fundamental principles of democratic government.

Objectives:

Our objective is to understand the variety and flexibility of modern democratic government by analyzing, in a comparative way, the system and operation of three major democracies: the United States, the United Kingdom, and Japan. At the same time we would like to identify the fundamental principles of modern democratic government through comparison. This course also offers both Japanese and international students the valuable opportunity to look at politics of his/her own country in an objective way.

Expected Academic Background:

None. All students are welcome.

Textbook:

No text book.

Reference Books/Other Study Materials:

At the beginning of the course a list of reference books will be distributed.

Assessment:

Student achievement will be measured in terms of student performance in the following three areas.

1. Examination at the end of first half (40%)
2. Examination at the end of second half (40%)

3. One (or two) assigned essay(s) (20%)

Policies & Remarks:

Generally, class sessions will be conducted in lecture style. From time to time, we will use case studies to provide students opportunities to demonstrate that they know how to apply received theories introduced in lectures.

Class Schedule:

Week 1:

Introduction: What is ' Comparative Politics '

Week 2:

Social Structure and geo-political situation

Week 3:

Historical background

Week 4:

Political culture

Week 5:

Political system (1): Constitution and head of state

Week 6:

Political system (2): The legislature

Week 7:

Political system (3): The executive

Week 8:

Mid-term Examination

Week 9:

Economic system and class structure

Week 10:

Party and party system (1): Political party

Week 11:

Party and party system (2): Party system

Week 12:

Electoral system and election

Week 13:

Foreign policy: Internationalism, isolationism and colonialism

Week 14:

Style of democracy: Consensus democracy vs. majority democracy

Week 15:

Final Examination

ENV420-1 Environmental Science in Global Perspective (2008curriculum 3 credits)
ENV420-1 Environmental Science in Global Perspective (2004curriculum 3 credits)

Dr.Yoshitaka Kumagai

Year: 2010
Semester: Fall
Meeting-time/day: M&W 1030-1145
Office: A301
Office Hours: W&Thrs 1530-1700
E-mail: ykumagai@aiu.ac.jp
Website:

Course Description:

This class is designed for students to study global environmental issues primarily through social science perspectives. Environmental issues are inherently multifaceted. In environmental issues, we argue endlessly over whether anything is wrong, what its impact will be, what if anything can or should be done to deal with negative environmental impacts we caused in the past, and how to prevent recurrence. In addition, how people perceive various environmental issues depend on what era we live, where we live, to which organization we belong, and who we are. We may not be able to come up with any veritable panacea on which everyone can agree. Instead, we will explore different view points on ongoing environmental issues. We can, then, integrate various our thoughts and wisdoms to tackle the issues. In this class, students will learn environmental philosophy, environmental politics, energy issues, food and population issues, and toxic chemical issues.

Objectives:

After completing this class, students are expected to be able to 1) analyze ongoing environment issues from various perspectives, and 2) express his/her thoughts about the issue logically in both oral and writing formats.

Textbook:

“ Taking Sides: Clashing Views on Environmental Issues ” 14th edition. Thomas A. Easton. McGraw Hill

Assessment:

Discussion Participation (10%)
A Presentation: (20 %)
A report on field trip (s): 3-5 pages, double space (30%)
A Research Paper: 6-8 pages, double space (40 %)

Policies & Remarks:

There are no quizzes or exams in this class. The grade is determined based upon 1) class participation, 2) one presentation, 3) a report on a field trip, and 4) a research paper. The class will be conducted through informal, yet intensive dialogue and discussion on the series of topics prepared by Dr. Kumagai.

One presentation is assigned to all students. Dr. Kumagai will explain the basic contents on selected issues which are discussed in the textbook. Two students are assigned to “ Yes ” or “ No ” side on the issues. For instance, Dr. Kumagai provides the background information on “ precautionary principle ” which is discussed in the issue 1. Then, one student takes “ Yes ” side whereas another student takes “ No ” sides. Each student is required to explain the reason why the idea is “ good ” or “ bad ’ . The detailed explanation about the presentation will be provided in the class.

Students choose a topic for writing a research paper. The paper topic should derive from various environmental issues discussed in the text book. Students are required to use the textbook, journal articles suggested in the textbook and other refereed journal articles which can be accessed and obtained though “ ProQuest ” , the campus online search engine.

Class Schedule:

Week 1:

-Introduction-

Overview of the class

Global environmental issues

Week 2:

Is the precautionary principle a sound approach to risk analysis?

Week 3:

Should a price be put on the goods and services provided by the world ’ s ecosystems?

Week 4:

Can pollution right trading effectively control environmental problems?

Week 5:

Should the Arctic National Wildlife Refuge be opened to oil drilling?

Week 6:

Is global warming skepticism just smoke and mirrors?

Week 7:

Is wind power green?

Week 8:

Field Trip

Week 9:

Do Biofuels enhance energy security?

Week 10:

Is it time to revive nuclear power?

Week 11:

Do falling birth rates pose a threat to human welfare?

Week 12:

Is genetic engineering the answer to hunger?

Week 13:

Integration

Week 14:

Integration

Week 15:

Review and Evaluation

TLP110-1 Education in Modern Society (2008curriculum 2 credits)

TLP110-1 Education in Modern Society (2004curriculum 2 credits)

SAEKI, Tomomi

Year: 2010

Semester: Fall

Meeting-time/day: Tuesday&Thursday 18:45-20:00

Office: C1-4

Office Hours: Monday14:00-17:00; anytime by appointment

E-mail: saekitomomi@aiu.ac.jp

Website:

Course Description:

前半は、日本の教育に影響を与えた西洋教育思想について、当時の時代背景と関連づけながら解説する。原書(翻訳)の講読を通して、考察や意見交換を行う。学習の過程に関する理論についても考察する。後半は、日本の戦後の教育制度の変遷について考察する。授業は講義形式を進めることを基本とするが、協同学習を通して思考力や表現力を培うことを目的として、ディスカッション、プレゼンテーション、ワークショップの機会をできるだけ多く設定する。教育に関する新聞社説を読んで、考察する習慣をつける。

Objectives:

高等学校教員を目指す受講生が着任後、創意工夫を生かし特色ある教育活動を展開できるよう、その活動の基盤となる教育の理念並びに教育に関する歴史及び思想について理解を深める。現代の日本の教育は日本国憲法並びに教育に関する多くの法令に基づいて行われていることに鑑み、教育に関する社会的、制度的、経営的事項についても扱う。

Expected Academic Background:

特になし

Textbook:

浪本勝年代表編集 『2010年版ハンディ教育六法』北樹出版

Reference Books/Other Study Materials:

必要に応じて適宜、資料を作成し、配布する。

Assessment:

1 中間・期末試験を課す (60%)

2 小レポート(随時) (20%)

3 発言・発表など授業への自主的・積極的参加を評価する (20%)

なお、欠席は6回まで認められるが、欠席1回につき3点減点される。7回以上の欠席は単位を認定しない。

Policies & Remarks:

1 中間・期末試験などにおいて、盗用などの不正を行わない。

2

ディスカッション、プレゼンテーション、ワークショップなどにおいては、協調学習の理念を尊重する。

Class Schedule:

Week 1:

第1回「この科目で学習すること(オリエンテーション)」
この科目で学習する内容に関して、大まかな流れを把握する。

第2回「古代・中世の教育思想」
ギリシャ・ローマにおける教育について考察する。

Week 2:

第3回「17世紀の教育思想」
コメニウスなどの教育思想について考察する。

第4回「18世紀の教育思想」-(1)
ルソーの子ども観や市民教育の理念について考察する。

Week 3:

第5回「18世紀の教育思想」-(2)
コンドルセなどの公教育の理念について考察する。

第6回「19世紀の教育思想」-(1)
ペスタロッチの人間教育の理念について考察する。

Week 4:

第7回「19世紀の教育思想」-(2)
ヘルバルトの教授学について考察する。

第8回「20世紀の教育思想」-(1)
デューイの教育理論について考察する。

Week 5:

第9回「20世紀の教育思想」-(2)
フレイレなどの従来の教育に対する批判について考察する。

第10回 2回～9回までのまとめ

Week 6:

第11回「学習の過程に関する理論」-(1)
学習意欲に関する理論について考察する。

第12回「学習の過程に関する理論」-(2)
協同学習に関する理論について考察する。

Week 7:

第13回「教育法令体系、新旧教育基本法」

日本の教育法令体系について考察する。新旧教育基本法を比較検討する。

第14回「学校教育制度」

日本の学校教育制度の体系とその変遷について考察する。

Week 8:

第15回「高等学校等の課程」

高等学校の課程ならびにこれに類する課程について考察する。

第16回「各校種の入学資格と課程の修了・卒業の認定」

各校種の入学資格と課程の修了・卒業の認定について考察する。

Week 9:

第17回「各校種の目的」

各校種の目的ならびに校種間連携について考察する。

第18回「教育課程の編成」

各校種における教育課程の編成、教育課程の基準、特例について考察する。

Week 10:

第19回「学校・家庭・地域住民等の相互の連携協力」

学校・家庭・地域住民等の相互の連携協力について考察する。

第20回 11回～20回までのまとめ

TLP130-1 Careers in Teaching (2008curriculum 2 credits)
TLP130-1 Careers in Teaching (2004curriculum 2 credits)

SUGAWARA, Hiroshi

Year: 2010

Semester: Fall

Meeting-time/day: Monday&Wednesday 18:45-20:00

Office: C1-5

Office Hours: Tuesday 14:00-17:00, anytime by appointment

E-mail: sugayou@aiu.ac.jp

Website:

Course Description:

教育者としてのやりがいや使命、社会的地位と役割など、教職の意義について理解するとともに、教員をめぐる法的規定や制度的位置付け、また学校における職務内容など、教育職としての役割を理解する。特に実際の学校現場における教員の職務や教育委員会・地域・保護者とのかかわり方などにも焦点を当て、今後の進路として教職を志す者が、毎時間において教職の専門性や教師に求められる役割と課題など、教員という職業に関する課題を自らの問いとして省察されるように授業が構成される。

Objectives:

この授業においては、「教師」という職業について、その社会的地位、役割、使命、また歴史や制度などに関して多面的に検討し、理解を深めることを目的とする。さらにこの授業を通して、各自が職業として教職を選択するに際して意欲や適性等を考慮しつつ自らの目指すべき教師像、理想の教師像を思い描くことができるようになることが期待される。

Expected Academic Background:

特になし。

Textbook:

とくに指定しない。毎回授業に関連するプリント、レジュメを配布する。

Reference Books/Other Study Materials:

必要に応じて資料を作成し配布する。

Assessment:

1 中間・期末試験を課す。(60%)

2 小レポート(随時)(20%)

3 ディスカッションへの積極的参加など、授業に取り組む意欲・態度を評価する。(20%)

なお、欠席は6回まで認められるが、欠席1回につき3点減点される。7回以上の欠席は単位を認定しない。

Policies & Remarks:

試験やレポート作成等に於いて、盗用などの不正を行わない。

Class Schedule:

Week 1:

第1回「オリエンテーション～教員免許を取得するために」

この科目で学習する内容についての大まかな理解並びに教員になるための要件等の概要を把握する。

第2回「目指す教師像」(1)

各自の出会った先生について振り返り、「自己の目指したい教師像」について考察する。

Week 2:

第3回「教師」の資質と使命(1)

「学制」等、明治初期における我が国の学校制度について考察する。

第4回「教師」の資質と使命(2)

戦前の我が国の学校制度の変遷と教職観について考察する。

Week 3:

第5回「教師」の資質と使命(3)

戦後の教育制度、学校制度について考察する。

第6回「教師」の資質と使命(4)

戦後から現在に至るまでの教職観の変遷やその時々をめぐってなされる社会的評価に基づく「教師像」について検討・考察する

Week 4:

第7回 学校における教員の職務(1)

教員の職名と職務、校務分掌など教員の職務について考察する。

第8回 学校における教員の職務(2)

ホームルームについて考察する。

Week 5:

第9回 学校における教員の職務(3)

ホームルーム経営について考察する。

第10回 第2回-第9回までの講義のまとめ。

Week 6:

第11回 学校における教員の職務(4)

学習理論や学習指導方法等について考察する。

第12回 学校における教員の職務(5)

学習指導要領と生徒指導要録について概要を把握する。

Week 7:

第13回 学校における教員の職務(6)

教科指導における評価について考察する。

第14回 教育関係法規(1)

憲法、教育基本法、学校教育法など、教育や教員に係る法律について考察する。

Week 8:

第15回 教育関係法規(2)

教育公務員特例法、地方公務員法、教育職員免許法、地教行法など、教育や教員に係る法律について考察する。

第16回 財政と教育行政

国及び県の財政と教育行政について考察する。

Week 9:

第17回－第18回 「目指す教師像」(2)(全員発表)

文学作品などに述べられている教育観、教師像を参考にして自らの目指す教師像について考察する。また、ディスカッションを通して「求められる教師」像について考察を深める

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Week 10:

第19回 「教師」の資質と使命(5)

中央教育審議会答申による「教員に求められる資質能力」について考察を深める。

第20回 第11回から第19回までのまとめ。

TLP140-1 Curriculum of Education (2008curriculum 1 credits)

TLP140-1 Curriculum of Education (2004curriculum 1 credits)

SAEKI, Tomomi

Year: 2010

Semester: Fall

Meeting-time/day: Friday, 18:00-19:15

Office: C1-4

Office Hours: Monday 14:00-17:00; anytime by appointment

E-mail: saekitomomi@aiu.ac.jp

Website:

Course Description:

日本における教育課程・学習指導要領の変遷、教科書制度の変遷などを、これらに影響を与えた教育理念、社会的背景、学校教育の実践などと関連づけて考察する。体験を重視する教育や21世紀型の学力などに関して理解を深め、授業展開の計画・実践・評価のありかたを模索する。クラス編成の方法、授業形態、指導方法などの現状を把握し、今後の望ましいあり方について考察・模索する。

授業は講義形式で進めることを基本とするが、単元構成・授業案作成など実践的活動も必須課題である。受講生諸君の意見を求めたりする機会を積極的に設定する。海外の事例との比較研究も行う。

Objectives:

高等学校教員を目指す受講生が着任後、創意工夫を生かし特色ある教育活動を展開できるよう、教育課程の理論並びに学級運営・授業展開の実践的方法に関する理解を深め、教育課程の編成、学級運営・授業展開の計画・実践・評価に関する基礎的な知識・技術を包括的に習得することを目標とする。

Expected Academic Background:

なし

Textbook:

浪本勝年代表編集『2010年版ハンディ教育六法』北樹出版

法令改正、学校現場における状況変化等を踏まえ、必要に応じて適宜、資料を作成し、配布する。

Reference Books/Other Study Materials:

高等学校学習指導要領 同解説「総則編」など

Assessment:

レポートを課す(60%)

小レポート(随時)(20%)

発言・発表など授業への自主的・積極的参加を評価する(20%)

なお、欠席は3回まで認められるが、欠席1回につき3点減点される。4回以上の欠席は単位を認定しない。

Policies & Remarks:

- 1レポート作成時に、盗用などの不正を行わない。
- 2ディスカッション、プレゼンテーション、ワークショップなどにおいては、協調学習の理念を尊重する。

Class Schedule:**Week 1:**

- 「この科目で学習すること(オリエンテーション)」
この科目で学習する内容に関して、大まかな流れを把握する。

Week 2:

- 「明治時代初期の教育課程」-1
「学制布告書」「小学教則」の特徴を考察する。

Week 3:

- 「明治時代初期の教育課程」-2
「教學聖旨」「教育令」「改正教育令」「小学校教則綱領」の特徴を考察する。

Week 4:

- 「明治時代後期の教育課程」
「教育勅語」「小学校教則大綱」の特徴を考察する。

Week 5:

- 「戦前の義務教育制度・教科書制度」
戦前の義務教育制度ならびに教科書制度の変遷を考察する。

Week 6:

- 「戦後当初の教育課程」
旧教育基本法のもつ教育理念、戦後当初の教育課程、当時の学校教育の実践について考察する。

Week 7:

- 「戦後の教科書制度」
戦後の教科書制度の変遷を考察する。

Week 8:

- 「学習指導要領」
学習指導要領の変遷を考察する。

Week 9:

- 「現在の教育」
新教育基本法や学校教育法のもつ教育理念について考察する。

Week 10:

「21世紀型の教育」

21世紀型の教育ならびによりよい教育課程のありかたについて考察する。

TLP210-1 Extra-curricular Activities (2008curriculum 1 credits)

TLP210-1 Extra-curricular Activities (2004curriculum 1 credits)

SAEKI, Tomomi

Year: 2010

Semester: Fall

Meeting-time/day: Wednesday 18:45-20:00

Office: C1-4

Office Hours: Monday 14:00-17:00; anytime by appointment

E-mail: saekitomomi@aiu.ac.jp

Website:

Course Description:

特別活動の理論、指導・支援方法に関して、学習指導要領の記載内容の読解、文献調査などを通して理解する。この理解に基に、特別活動に含まれる活動の種類ごとに、その意義と指導・支援方法について思索を深めていく。実践例の検討を数多く行うことや特別活動における指導計画を作成することなどを通して、基礎的实践力の養成を図る。

Objectives:

特別活動の根幹となる民主主義的な精神などに関する理論並びにその理論を特別活動において具体的に展開する指導・支援方法の両方について理解し、思索を深めていく。高等学校教員を目指す受講生が着任後、創意工夫を生かし特色ある特別活動の計画・実践・評価などを行うことができるよう、理解や思索の段階にとどめることなく、基礎的实践力の養成に結びつけることを目標とする。

Expected Academic Background:

なし

Textbook:

中谷 彪・臼井英治・大津尚志編『特別活動のフロンティア』晃洋書房

Reference Books/Other Study Materials:

高等学校学習指導要領、同解説総則編、同解説特別活動編など

Assessment:

1レポートを課す(80%)

2小レポート(随時)(20%)

3発言・発表など授業への自主的・積極的参加を評価する(20%)

なお、欠席は3回まで認められるが、欠席1回につき3点減点される。4回以上の欠席は単位を認定しない。

Policies & Remarks:

1レポート作成時に、盗用などの不正を行わない。

2ディスカッション、プレゼンテーション、ワークショップなどにおいては、協調学習の理念を尊重する。

Class Schedule:

Week 1:

「この科目で学習すること(オリエンテーション)」
この科目で学習する事項に関して、大まかな流れを把握する。

Week 2:

「特別活動の教育課程における位置」
特別活動の教育的な意義、教育課程における位置づけ、その他の授業との関連を学ぶ。

Week 3:

「特別活動の原理」
特別活動の原理を、日本国内外の文献(具体的には授業時に指示する)を通し、考察する。

Week 4:

「ホームルーム活動」「生徒会活動について」
ホームルーム活動ならびに生徒会活動の目標、活動内容を学び、事例把握を通して、適切な指導・支援方法を模索する。

Week 5:

「学校行事 儀式的行事、学芸的行事・健康安全・体育的行事について」
儀式的活動、学芸的行事・健康安全・体育的行事の教育的な意義を学び、事例把握を通して今後の課題を考察する。

Week 6:

「学校行事 旅行・集団宿泊的行事について」
旅行・集団宿泊的行事の教育的な意義を学び、事象把握を通して今後の課題を考察する。

Week 7:

「学校行事 勤労生産・奉仕的行事について」
勤労生産・奉仕的行事の教育的な意義を学び、事象把握を通して今後の課題を考察する。

Week 8:

「特別活動における指導計画作成について」
特別活動における指導計画作成の配慮事項に関して学ぶ。

Week 9:

「海外における特別活動の事例研究」
海外の特別活動の事例について紹介し、日本の特別活動と比較研究する。

Week 10:

「この科目で勉強したことのまとめ」

TLP230-1 Student Guidance and Career Guidance (2008curriculum 2 credits)
TLP230-1 Student Guidance and Career Guidance (2004curriculum 2 credits)

SUGAWARA, Hiroshi

Year: 2010

Semester: Fall

Meeting-time/day: Tuesday&Thursday 18:45-20:00

Office: C1-5

Office Hours: Tuesday 14:00-17:00, anytime by appointment

E-mail: sugayou@aiu.ac.jp

Website:

Course Description:

生徒指導上の諸問題についての現状を把握するとともに具体的なケースに即して事例研究を行い、適切な生徒指導の在り方を考察する。また生徒指導を通じて育成される自己指導能力により、生徒自身の人間としての生き方や考え方が深められ、将来を見据えた進路実現へと結びついていくことについて、キャリア教育とも関連させながら学習する。

生徒指導と進路指導は個別の指導に基づく一領域ではなく、密接な関わりをもった学校教育の重要な一機能である。学校生活の全体を通じて、生徒と人間として向き合い、生徒の人的成長を導く生徒指導、進路指導の在り方を考察する。

Objectives:

生徒指導の目的は、児童生徒が将来社会的に自己実現ができるような資質・態度を形成していくための指導・援助である。しかしながら、いじめや暴力行為、不登校など児童生徒の反社会的或いは非社会的問題行動が深刻な社会問題にまで発展しており、これらへの教師の対応など、学校の生徒指導の在り方が問題となる場合も多い。また、進路指導は、生徒が主体的に適切な進路を選択して進路実現を図るための支援・援助である。

本講座では、生徒の問題行動に対する理解と対応並びに青少年期における成長の過程において生徒の自己指導能力を育成するために教師は生徒とどう関わっていくべきなのかについて考察する。

これら生徒指導、進路指導の在り方を通して、教師として人間として生徒といかに向き合うか、学校における人間教育の在り方を探求・考察することを目的とする。

Expected Academic Background:

特になし。

Textbook:

とくに指定しない。関連するプリント、レジュメを配布する。

Reference Books/Other Study Materials:

必要に応じて資料を配布する。

Assessment:

1 中間・期末試験を課す。(60%)

2 小レポート(随時)(20%)

3 ディスカッションへの積極的参加など、授業に取り組む意欲・態度を評価する。

(20%)

なお、欠席は6回まで認められるが、欠席1回につき3点減点される。7回以上の欠席は単位を認定しない。

Policies & Remarks:

試験やレポート作成等に於いて、盗用などの不正を行わない。

Class Schedule:

Week 1:

第1回 「オリエンテーション」

「生徒指導上の諸問題について」(1)

「いじめ」や暴力行為等の反社会的問題行動に関する高校生の現状について、各種データから考察する。

第2回 「生徒指導とは」

生徒指導の意義や基本的な性格、生徒指導と教育課程等について、関係法令や学習指導要領等にふれながら考察する。

Week 2:

第3回 「ケース研究」(1)

整容面などの基本的生活習慣の指導について、具体的事例に基づいて考察する。

第4回 「ケース研究」(2)

喫煙や暴力行為等の反社会的な問題行動に対する指導について、具体的事例に基づいて考察する。

Week 3:

第5回 「学校における生徒指導体制並びに学級担任と生徒指導」

充実した生徒指導を推進するための組織・体制・計画の在り方について考察する。

また、学級担任として、生徒理解に基づく学級運営や問題を抱えた生徒やその保護者との関わり方などについて、具体的事例に基づいて考察する。

第6回 「生徒指導上の諸問題について」(2)

「不登校」等の非社会的問題行動等に関する現状について、各種データから考察する。

Week 4:

第7回 「ケース研究」(3)

「不登校」について、具体的事例に基づいて学校や教師の対応について考察する。

第8回 ケース研究(4)

「いじめ」についての学校や教師の対応のあり方について、具体的事例に基づいて考察する。

Week 5:

第9回 「いじめ」に関する危機管理

「いじめ」の未然防止、早期発見、早期対応等について考察する。

第10回 第1回から第9回までのまとめ

Week 6:

第11回 「懲戒と体罰」

生徒への懲戒と体罰について考察する。

第12回 「少年法と関係機関」

「非行少年」の処遇について考察する。

Week 7:

第13回 「危機管理」(「ケース研究」(5))

学校に関わるさまざまな事故についての危機管理の在り方について、具体的事例に基づいて考察する。

第14回 「高校時代の進路指導について」

自己の進路選択・決定と高校における進路指導について振り返り、進路指導の在り方について考察する。

Week 8:

第15回 「進路指導の歴史」

学校教育における進路指導について、その歴史の変遷を学習し、進路指導について考察を深める。

第16回 「若者の現状と進路指導」

フリーターやニート、早期離職などが社会問題化する中で、児童生徒の進路指導の在り方について考察する。

Week 9:

第17回 「キャリア教育」について

キャリア教育の進め方について考察する。

第18回 「ケース研究」(6)

高等学校における進学指導について事例に基づいて考察する。

Week 10:

第19回 「ケース研究」(7)

高等学校における就職指導について事例に基づいて考察する。

第20回 第15回～第19回までのまとめ。

TLP240-1 School Counseling (2008curriculum 2 credits)

TLP240-1 School Counseling (2004curriculum 2 credits)

Ari Matsumura

Year: 2010

Semester: Fall

Meeting-time/day: T, TR, F 12:30 to 13:45 until end of the october.

Office: C3-8 or counseling room

Office Hours: Tuesdays 10-12

E-mail: a-matsumura@aiu.ac.jp

Website:

Course Description:

本講では、教育相談の役割と意義について理解した上で、相談活動に役立つカウンセリングの基礎を実習を通して学ぶ。また不登校や反社会的行動、発達障害など、実際に教育相談活動で直面しうる問題について、その臨床的背景を理解し、教員としてどのように支援できるのか効果的な対応方を学ぶ。問題を抱えた生徒個人への支援以外にも、問題発生前の予防的な働きかけや、保護者への支援、スクールカウンセラーや関係者との連携、教職員のメンタルヘルスについても取り上げる。理論的な面に加えて、実際の事例研究や、相談場面のロールプレイングなどを通して実践的な学びを取り入れる。

Objectives:

現在、いじめや不登校、神経症、発達障害、少年犯罪など生徒児童が示す不適応は多岐にわたり、その数も増加している。教育相談の重要性を認識し、生徒児童の発達の課題と問題行動についての理解を深め、生徒の主体性を尊重しながら教師として関わる姿勢を学ぶ。特に、支援に役立つ教師としてのカウンセリング的態度の習得を目標とする。

Textbook:

テキスト:(1)カウンセリングの話 平木典子著 朝日新聞社

(2)教師のための教育相談学 岡田守弘監修 ナカニシヤ出版

これ以外に必要なに応じて資料を配布する。

Reference Books/Other Study Materials:

学校教育相談 MINERVA教職講座10 一丸藤太郎・菅野信夫編著 ミネルヴァ書房

Assessment:

60点以上に単位認定をする。中間試験 30%、 期末試験 40%、課題と出席、および授業参加態度30%。なお、欠席は6回まで認められるが、欠席一回につき4点原点される。7回以上の欠席は単位を認定しない。

Class Schedule:

Week 1:

第1回:教育相談とは(歴史、役割、実際)

第2回:教育相談と他分野との違い

Week 2:

第1回:教育相談に活かせるカウンセリングの基礎、カウンセリングとは

第2回:カウンセリングの人間観

第3回:対人支援の基礎

Week 3:

第1回:カウンセリングの理論の前提

第2回:カウンセリングの理論(精神分析)

第3回:精神分析

Week 4:

第1回:特性因子理論

第2回:来談者中心療法

第3回:来談者中心療法

Week 5:

第1回:中間試験

第2回:カウンセリングの理論(行動療法)

第3回:倫理療法

Week 6:

第1回:交流分析

第2回:家族カウンセリング

第3回:予備日

Week 7:

第1回:新しいアプローチ SFA

第2回:学校教育相談の実践

第3回:予備日

Week 8:

第1回:学校教育相談の実践

第2回:事例検討

第3回:予備日

Week 9:

第1回:期末試験

TLP320-1 Seminar in Education (2008curriculum 2 credits)

TLP320-1 Seminar in Education (2004curriculum 2 credits)

SAEKI, Tomomi

Year: 2010

Semester: Fall

Meeting-time/day: Friday, 14:00-16:45

Office: C1-4

Office Hours: Monday 14:00-17:00; anytime by appointment

E-mail: saekitomomi@aiu.ac.jp

Website:

Course Description:

高等学校教員を目指す受講生が着任後、創意工夫を生かし特色ある教育活動を展開できるよう、人類に共通する課題や我が国社会全体にかかわる課題を考察し、高等学校生徒の「人格の完成」を目的として指導をするための方法や技術を習得する。

Objectives:

授業は、プレゼンテーション、ディスカッション、ワークショップなど、演習を中心にして進める。文献の分析・検討にとどまらず、実践的な授業展開を行う。詳細は、オリエンテーションで説明する。

Expected Academic Background:

なし

Textbook:

浪本勝年代表編集 『2010年版ハンディ教育六法』北樹出版

Reference Books/Other Study Materials:

必要に応じて適宜、資料を作成し、配布する。

Assessment:

1授業でのプレゼンテーション(60%)

2小レポート(随時)(20%)

3 発言・発表など授業への自主的・積極的参加を評価する(20%)

なお、欠席は3回まで認められるが、欠席1回につき3点減点される。4回以上の欠席は単位を認定しない。

Policies & Remarks:

1プレゼンテーションの原稿作成において、盗用などの不正を行わない。

2プレゼンテーション、ディスカッション、ワークショップなどの際に、協調学習の理念を尊重する。

Class Schedule:

Week 1:

「この科目で学習すること(オリエンテーション)」(菅原・佐伯)
この科目で学習する内容に関して、大まかな流れを把握する。

Week 2:

「小・中・高教育の理念と現状」(佐伯)
「国民の学習権」「教育の機会均等」などの理念を学び、教育の現状を分析・検討する。

Week 3:

「生徒指導・進路指導」(菅原)
「生徒指導・進路指導」の実践について分析・検討する。

Week 4:

「特別支援教育」(佐伯)
「インクルージョン」の理念を学び「特別支援教育」の現状を分析・検討する。

Week 5:

「教育委員会や地域の専門機関との連携協力」(菅原)
学校と教育委員会や地域の専門機関との連携協力の実践について分析・検討する。

Week 6:

「生涯教育・社会教育・家庭教育」(佐伯)
学校以外の場における教育の意義や現状を分析・検討する。

Week 7:

「学校、家庭、地域住民等の連携協力」(菅原)
学校、家庭、地域住民等の連携協力の実践について分析・検討する。

Week 8:

「子どもの生活・人権・福祉」(佐伯)
子どもの生活・人権・福祉の現状を分析・検討する。

Week 9:

「今後の小・中・高教育で取り扱うことが必要なテーマ」(佐伯)
地球環境、異文化理解、少子・高齢化、横断的・総合的な学習などについて分析・検討する。

Week 10:

授業のまとめ