

SOC375-1 Taiwan Society Today (2008 curriculum 3 credits)
SOC375-1 Taiwan Society Today (2004 curriculum 3 credits)

Naoya YAMAZAKI

Year: 2011
Semester: Spring
Meeting-time/day: TR 12:30-13:45
Office: C3-9
Office Hours: MW 14:00-15:00
TR 15:30-16:30
E-mail: yama708@aiu.ac.jp
Website: <http://www.yamazakinaoya.com/>

Course Description:

Taiwan is a small but highly significant nation because of its political significance to peace and stability in East Asia and role in the global economy. Student will learn the basic characteristics of Taiwan society through discussing such topics as:

- (1) Taiwan in 2010
- (2) The Cross-Strait relations (China-Taiwan relations)
- (3) The issue of national identity
- (4) Education as a channel of political socialization
- (5) Pop culture
- (6) Japan-Taiwan-China relations

Objectives:

The objectives of the course are:

1. to understand basic characteristics of Taiwan society
2. to be familiar with kinds of information sources to study today ' s Taiwan Society

Textbook:

Materials will be distributed by the instructor.

Reference Books/Other Study Materials:

John F. Copper. (2007). The Historical Dictionary of Taiwan (Republic of China), 3rd edition, Lanham, Md.: Scarecrow Press.

Assessment:

Quiz 15%
Group or Individual Presentation 25%
Final Exam 60%

Class Schedule:

Week 1:

(T) Introduction

(R) Overview: Watching a DVD on the History of Taiwan

Week 2:

(T) Overview; Watching a DVD on the History of Taiwan

(R) Quiz

Week 3:

(T) Review of the Quiz

(R) Taiwan in 2010

Week 4:

(T) National Holiday

(R) National Holiday

Week 5:

(T) Taiwan 2010

(R) Taiwan 2010

Week 6:

(T) The Cross-Strait Relations

(R) The Cross-Strait Relations

Week 7:

(T) The Cross-Strait Relations

(R) National Identity Issue

Week 8:

(T) National Identity Issue

(R) National Identity Issue

Week 9:

(T) National Identity Issue

(R) Education and Political Socialization

Week 10:

(T) Education and Political Socialization

(R) Education and Political Socialization

Week 11:

(T) Pop Culture

(R) Pop Culture

Week 12:

(T) Pop Culture

(R) Japan-Taiwan-China Relations

Week 13:

(T) Japan-Taiwan-China Relations

(R) Japan-Taiwan-China Relations

Week 14:

(T) Students' Presentation

(R) Students' Presentation

Week 15:

(T) Students' Presentation

(R) Students' Presentation

(T) Final Exam (July 26th)

NOTE:

The instructor will use Chinese materials as well as English ones. Students are expected to have ability to read basic Chinese texts (i.e. newspaper articles, web pages).

SOC396-1 Mass Media in East Asia (2008 curriculum 3 credits)
SOC396-1 Mass Media in East Asia (2004 curriculum 3 credits)

Dr. Carol LAI

Year: 2011
Semester: Spring
Meeting-time/day: 1030-1310 Wednesday
Office: C2-4
Office Hours: TBA
E-mail: carolai@aiu.ac.jp
Website:

Course Description:

SOC 396-1 Mass Media in East Asia – case of greater China

This course examines mass media institutions and journalistic practices in East Asia with China as case study. Special attention is also paid to contemporary issues such as the social and cultural roles of the mass media; press freedom and journalistic practices; the rise of East Asian media industries; political and economic control from the state and private sectors; and the implications of the emergence of new communication technologies.

Objectives:

The objective is to enable students to have a better understanding of the dynamics and complexities of media industries in East Asia – and the interplay between the media on the one hand, and socio-political and economic institutions on the other. Students will be encouraged to analyze media-related issues in their regional as well as international contexts. There will be in-depth analysis and discussion by using case studies of greater China (including mainland China, Taiwan, Hong Kong and Macau) to illustrate various forces shaping mass media.

Expected Academic Background:

Nil.

Textbook:

James Curran and Myung-Jin Park, eds *De-Westernizing Media Studies*. London: Routledge, 2000

Carol P. Lai. *Media in Hong Kong: Press Freedom and Political Change 1967-2003*. London: Routledge, 2009 (paperback edition)

Reference Books/Other Study Materials:

Yuezhi Zhao. *Media, Market, and Democracy in China: Between The Party Line And The Bottom Line*. Urbana and Chicago: University of Illinois Press, 1998

P.Eric Louw. *The Media and Political Process*. London: SAGE Publication, 2005

Yuezhi Zhao. *Communication in China: Political Economy, Power, and Conflict*. New York:

Rowman & Littlefield Publishers, INC, 2008.

Daya Kishan Thussu, ed. Media on the Move: Global flow and contra flow. London: Routledge, 2007.

Edward S. Herman and Noam Chomsky. Manufacturing Consent: The Political Economy of The Mass Media. New York: Pantheon Books, 1988

Brian McNair. The Sociology of Journalism. London: Arnold Publishers, 1998.

James Curran. Media and Power. London: Routledge, 2002

* Handouts and journal articles – more to come

Assessment:

Participation & Presentation 30%

Essay 30%

Final exam 40%

Policies & Remarks:

Guest seminar/lecture from outstanding professional and/or media scholar will be arranged whenever possible.

The class schedule below is tentatively set. It is subject to change when necessary. Last update on November 9, 2010.

Class Schedule:

Week 1:

Introduction and overview

Week 2:

Role & challenge of journalist

Week 3:

Role and function of mass media

Week 4:

Mass media in the information age

Week 5:

Foreign correspondent: role and challenges

Week 6:

Social and cultural roles of mass media

Week 7:

Structure and organization of news media

Week 8:

Press freedom and political regime change

Week 9:

Media mobilization and people power

Week 10:

Citizen journalism, online journalism

Week 11:

Journalistic/research practice: interviewing technique

Week 12:

Implications of the emergence of new communication technologies

Week 13:

Globalization, nationalism & internet

Week 14:

The impact of the web on Asian politics

Week 15:

Final Project presentation & discussion

ECN395-1 US Business and Economic Policy (2008 curriculum 3 credits)
ECN310-1 US Business and Economic Policy (2004 curriculum 3 credits)

Michio KATSUMATA

Year: 2011
Semester: Spring
Meeting-time/day: Tues. and Thurs. 15:30-16:45
Office: Library Director's office
Office Hours: WF 14:00-19:00
E-mail: katsumata@aiu.ac.jp
Website:

Course Description:

The course offers an overview of three closely related institutions -- business, government and society -- in the United States. The U.S. has been well-known as the experimental laboratory of capitalism since its birth, and its businesses have developed and cherished to the most advanced level in the world to lead the global economy. As a result, societal concerns about the economic and social performance of big companies are growing today, and critics of business and business system seek and demand the intervention of government in order to control and restrict business activity. Thus the primary focus of the course is to examine many actual cases of the interaction between business, public policy, and society.

Objectives:

This course aims to train students to:

- (1) Understand the inter-relationship between business, public policy, and society in the U.S.
- (2) Study how government at all levels – local, state, national, as well as international – influences business activities through regulation, legislation, taxation, and spending budget.
- (3) Learn about the importance of social responsibility and ethical principles in business
- (4) Discuss about pros and cons of business activities and public policies to get deeper insight of both local and global economies.

Expected Academic Background:

Basic knowledge of economics and U.S. history

Textbook:

Lawrence M. Lesser “ Business, public Policy, and Society, Second edition ” Thomson Corp., 2006

Reference Books/Other Study Materials:

The class will closely follow the textbook, but other materials such as newspaper and magazine articles are to be delivered in each class. The websites of companies and governmental organizations should also be checked frequently.

Assessment:

- (1) Class attendance and Participation 40%
- (2) Oral presentations 10%
- (3) Mid-term report (3 pages) 20%
- (4) Final report (5 pages) 30%

Policies & Remarks:

After the orientation/introduction, students are expected from the second week to read the textbook before the class begins. The class usually starts with some students' oral presentation on the topic assigned by the previous class and all students are highly encouraged to participate in the discussion following the topic.

Class Schedule:**Week 1:**

1 (4.26) Orientation (Textbook Chapter 1-20)

Class orientation: How to use the text and other materials

Class management: Discussion and oral presentation

2 (4.28) Introduction (Ch. 1)

Interaction between business, public policy, and society

Who are the leading critics of business?

Week 2:

3 (5.03) Business & Social Responsibility (Ch. 2)

Corporate Social Responsibility (CSR)

Shareholders and stakeholders

4 (5.05) Development of CSR (Ch. 2)

Volunteerism and philanthropy

Global standards and CERES principles

Week 3:

5 (5.10) Business Ethics (Ch. 3)

Recent corporate scandals and ethical issues

Definition of ethics

6 (5.12) Business Ethics Programs (Ch. 3)

Management and leadership

Whistle-blowing

Week 4:

7 (5.17) The Government Environment (Ch. 4)

Government and public policy

Sources of power and protection of freedoms

8 (5.19) Private Sector vs. Public Sector (Ch. 4)

Clashing goals and philosophies

Similarities: Managing human resources

Week 5:

9 (5.24) Business & Public policy (Ch. 5)

The evolution of public policy

Stages of public policy process

10(5.26) Structure of Decision-making (Ch. 5)

Iron triangles: role of lobbyists

Issue management

Week 6:

11(5.31) The Global Business Environment (Ch. 6)

The foundations of international business and trade

Trade negotiations and agreement

Mid-term paper by May 31

Week 7:

12(6.07) U.S. Trade Policy (Ch. 7)

Trade functions of the U.S. government

13(6.09) International Competitiveness (Ch. 8)

Arguments for and against government intervention

Week 8:

14(6.14) Overview of Regulation (Ch. 9)

How regulation developed in the U.S.

Regulatory reform

15(6.16) Economic Regulation (Ch. 10)

Against monopolies, anticompetitive behaviors

Case studies: GE, Microsoft

Week 9:

16(6.21) Business and the Environment (Ch. 11)

How nations cooperate environmental management

Business strategy and environmental rules

17(6.21) Business Response to Environmental Concerns (Ch. 12)

Greening of American corporations

Pollution prevention: New business opportunities

Week 10:

18(6.28) Business, Employee, and the Workplace (Ch. 13)

Obesity in the workplace, Employer compliance

19(6.30) Workplace Issues for the 21st Century (Ch. 14)

Discrimination, affirmative action, glass ceiling

Pension, executive compensation

20(7.02) Managing Government Affairs (Ch. 15)

Corporate involvement with government
The functions of trade and professional associations

Week 11:

21(7.05) Lobbying and Campaign Finance (Ch. 16)
How businesses lobby and make campaign contribution legally
22(7.07) Information Technology and Government Resources (Ch. 17)
The history of Internet and impact of IT Revolution

Week 12:

23(7.12) Corporate Governance (Ch. 18)
Restructuring of business system and corporate control
Management strategies to shareholder activism
24(7.14) Sources of Government Financing (Ch. 19)
U.S. government investment in Research and Development
Many forms of government funding

Week 13:

25(7.19) Procurement, Bailouts, and Government Ownership (Ch. 20)
Governmental effort to revitalize industry and economy
26(7.21) How to Work on Controversial Issues
Conclusion & Review

Week 14:

Final paper by July 25

GEO220-1 Geography of North America (2008 curriculum 3 credits)
GEO320-1 Geography of North America (2004 curriculum 3 credits)

NORIE OSHIMA, PhD

Year: 2011
Semester: Spring
Meeting-time/day: 12.00-13.30, Mon and Fri
Office: A3-10
Office Hours: 12.00-13.30, Mon and Fri
E-mail: n-oshima@aiu.ac.jp
Website:

Course Description:

Regional geography deals with wide range of subjects and tries to find regional characteristics. This course designed to help students understand geographic characters of North America by studying both physical and human facts of the area. First, we will consider geographical division of the North American continent. Then look at what regional characteristics have been formed under such environment. Both historical and contemporary issues will be discussed.

Objectives:

The objectives of this course is to provide students with

- * Knowledge and understanding of regional structure in Canada and the U.S.;
- * Knowledge and understanding of the relationship between nature and human being;
- * The ability to develop presentation skill;
- * The ability to develop scientific and logical way of thinking.

Textbook:

Birdsall, S.S. (2005): Regional Landscapes of The United States and Canada. New York: John Wiley and Sons. (5th Edition)

- * The textbook is available until 10th May in the library faculty reserve

Reference Books/Other Study Materials:

- Bone, R.M. (2002): The Regional Geography of Canada. Oxford: Oxford University Press.
- Warkentin, J. (2000): A Regional Geography of Canada: Life, Land, and Space. Scarborough: Prentice Hall.
- Jordan, T., Domosh, M. and Rowntee, L. eds. (1994): The Human Mosaic. New York: Harper Collins.

Assessment:

- 10pts: Class Attendance (0-10: 0pts, 10-15: 5pts, 15-: 10pts)
- 30pts: Three Film reports (10pts for each, 400-500 words)
- 20pts: 40 min Presentation
- 20pts: Midterm exam
- 20pts: Two Reaction Papers (with key words, 10pts for each, 400-500 words)

Policies & Remarks:

*You are expected to join positively into the class activities. Being in the class room(attendance) is not important in this class.

*You are expected to attend class, having completed the assigned reading in advance. Each class session will focus on one regions in the North America and be accompanied by appropriate readings.

Class Schedule:**Week 1:**

See attached file.

PLS280-1 U.S. Political System (2008 curriculum 3 credits)
PLS280-1 Political System of the U.S. (2004 curriculum 3 credits)

Takeshi Akiba

Year: 2011
Semester: Spring
Meeting-time/day: M, W 10:30-11:45
Office: C3-3
Office Hours: TBA
E-mail: t-akiba@aiu.ac.jp
Website:

Course Description:

The U.S. has marketed itself to the world as a leader of democracy. How does its political system function? What are its successes and shortcomings? This course introduces students to major actors in the U.S. political system and considers their role and influence on democracy. We will look at the three branches of the government (Congress, President, and the Court) as well as other institutions that serve a role in democratic policy-making (political parties, interest groups, and mass media).

Objectives:

By the end of the semester, students should be able to:

- 1) Discuss the roles of key institutions and actors of the U.S. political system and their influences.
- 2) Discuss the historical and comparative significance of these roles.
- 3) Analyze the strengths and weaknesses of the political process in the U.S.
- 4) Understand the ideas of liberty and equality in the context of the U.S. political system.

Textbook:

To be decided (under reconsideration)

(For reference-- past designations were Cummings & Wise, "Democracy Under Pressure" or Welch et.al. "Understanding American Government")

Assessment:

Mid-term exam, Final exam, Response papers, Presentation, Class participation.

Policies & Remarks:

This syllabi is being drafted half a year before the class and is subject to adjustments according to factors such as class size and student composition.

Class Schedule:

Week 1:

Fundamentals of U.S. government

Week 2:
Federalism

Week 3:
Congress and Bicameralism

Week 4:
The Presidency and its Expansion

Week 5:
The U.S. Supreme Court and Judicial Review

Week 6:
Civil Liberties

Week 7:
Civil Rights

Week 8:
Mid-term

Week 9:
Political Parties

Week 10:
Interest Groups

Week 11:
Mass Media

Week 12:
Voting and Elections

Week 13:
Presentations

Week 14:
Review

Week 15:
Final Exam

NOTE:

A more specific schedule will be decided after fundamental information such as textbook

availability, class size, and student composition becomes clearer.

PLS315-1 U.S. Presidency (2008 curriculum 3 credits)
PLS315-1 U.S. Presidency (2004 curriculum 3 credits)

Itsuki KURASHINA

Year: 2011
Semester: Spring
Meeting-time/day: MW 9:00-10:15
Office: C3-6
Office Hours: T 10:30-12:00, 13:00-14:30
E-mail: ikurashina@aiu.ac.jp
Website:

Course Description:

This course is intended to show the specific function of the US presidency in political and social fields of the United States. As a part of the federal government, US Presidents have certain power and function in relation to other governmental organizations. At the same time, a President can exercise wider influence than just one section of the government. This course is designed to clarify both strength and limitation of US Presidents.

Objectives:

1. The students will acquire information about the function of Presidents in the US government.
2. The students will get accustomed with literacy and internet research.
3. The students will be trained to integrate information from various sources and to produce a coherent argument in written forms.

Textbook:

TBA

Assessment:

First Paper 30%
Take-Home Examination 40%
Final Examination 30%

Class Schedule:

Week 1:

Nomination

Week 2:

Presidential Election

Week 3:

The President and the Public

Week 4:

Presidential Office and Staff

Week 5:

Presidential Decision Making

Week 6:

Psychological President

Week 7:

President and the Executive Branch

Week 8:

President and the Legislative Branch

Week 9:

President and the Judicial Branch

Week 10:

Domestic Policy Making

Week 11:

Economic and Budgetary Policy Making

Week 12:

Foreign Policy Making

Week 13:

Unilateral Presidency

Week 14:

Historical Development of the Presidential Functions

Week 15:

Examination

HIS350-1 U.S. Diplomatic History (2008 curriculum 3 credits)
PLS350-1 U.S. Diplomatic History (2004 curriculum 3 credits)

Itsuki KURASHINA

Year: 2011
Semester: Spring
Meeting-time/day: MW 15:30-16:45
Office: C3-6
Office Hours: T 10:30-12:00, 13:00-14:30
E-mail: ikurashina@aiu.ac.jp
Website:

Course Description:

This course is intended to introduce the historical development of the US foreign relations since the end of the 19th century. We will explore this developing process in the contexts of international relations and domestic changes at political, economic, and social levels. This course also examines continuities and breaks in the US foreign policy, past and present.

Objectives:

1. Provide basic information about the US development to the only superpower in the current world.
2. Encourage students to consider current issues in historical contexts.
3. Improve students' ability to understand academic writings, to analyze these arguments, and to present their understanding in English.

Textbook:

TBA

Assessment:

Take-Home Examination 20%
Two Review Paper 40%
Final Examination 30%

Class Schedule:

Week 1:

Introduction & Colonial Days

Week 2:

19th-Century Foreign Relations

Week 3:

The Spanish-American-Cuban-Filipino War

Week 4:

Progressive Presidents

Week 5:

World War I

Week 6:

US Policies in the Inter-War Period

Week 7:

US Participation to WWII

Week 8:

Emerging Conflicts for Postwar World

Week 9:

Cold War in Europe and Asia

Week 10:

Tensions and Stalemate in US-Soviet Relations

Week 11:

Cold War in the Third World

Week 12:

Vietnam

Week 13:

Detente

Week 14:

Reagan and US Foreign Relations

Week 15:

Examination

SOC345-1 Minorities in the U.S. (2008 curriculum 3 credits)

HUM340-1 History and Civilizations of Native Americans (2004 curriculum 3 credits)

Takeshi Akiba

Year: 2011

Semester: Spring

Meeting-time/day: Tu, Th 10:30-11:45

Office: C3-3

Office Hours: TBA

E-mail: t-akiba@aiu.ac.jp

Website:

Course Description:

Diversity and recognition of minorities have been an important topic in the context of global migration of peoples. This course seeks to develop student understanding of this theme through learning both the history and contemporary issues surrounding race and ethnic minorities in the United States. Particular emphasis will be on African Americans, Asian Americans, and Hispanics.

Objectives:

Through this course the student should be able to:

- 1) Understand the historical development of race and ethnic relations in the United States.
- 2) Assess the factors behind the developments, including domestic and international social and political contexts.
- 3) Discuss the causes and effects of current issues surrounding minorities.

Textbook:

To be decided (under reconsideration)

(For reference-- past designation was CQ Press, "Issues in Race and Ethnicity")

Reference Books/Other Study Materials:

Sucheng Chang, "Asian Americans: An Interpretive History", and other materials (announced in class).

Assessment:

Mid-term exam, Final exam, Response papers, Presentation, Class participation.

Policies & Remarks:

This syllabi is being drafted half a year before the class and is subject to adjustments according to factors such as class size and student composition.

Class Schedule:

Week 1:

Introduction

What is race and ethnicity, Why is it important?

Week 2:

African Americans: Slavery

Week 3:

African Americans: Reconstruction

Week 4:

African Americans: Civil Rights Movement

Week 5:

African Americans: Contemporary issues

Week 6:

Native Americans

Week 7:

Mid-term

Week 8:

Asian Americans: Japanese and Chinese immigration

Week 9:

Asian Americans: From exclusion to assimilation

Week 10:

Asian Americans: Minority-minority relations

Week 11:

Refugees: Domestic and international framework

Week 12:

Hispanic immigration: Push and pull factors

Week 13:

Hispanic integration: Language and culture, citizenship

Week 14:

Review

Week 15:

Final Exam

NOTE:

A more specific schedule will be decided after fundamental information such as textbook availability, class size, and student composition becomes clearer.

PLS345-1 International Law (2008 curriculum 3 credits)
LAW440-1 International Law (2004 curriculum 3 credits)

Tetsuya Toyoda

Year: 2011
Semester: Spring
Meeting-time/day: Mondays and Wednesdays, 14:00-15:20
Office: C3-5
Office Hours: Wednesdays 9:00-12:00
E-mail: toyoda@aiu.ac.jp
Website:

Course Description:

Students will foster communication skills in legal language through their participation in the classroom discussion and group work. Students are expected to learn by themselves at home. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

Objectives:

This course has two primary goals:

1. Students acquire a minimum literacy in the language of international law, with knowledge of basic vocabulary and concepts.
2. Students become able to present their own opinions on issues of international law in their own words.

Expected Academic Background:

None.

Textbook:

Sean D. Murphy, Principles of International Law, 2006.

Assessment:

1st Mid-term exam 20%
2nd Mid-term exam 20%
Student lecture 20%
Participation to class discussions 20%
Final exam 20%

Class Schedule:

Week 1:

Monday, April 11: Introduction

Wednesday, April 13: Ch. 1 [Systemic Elements of International Law].

Week 2:

April 18 and 20: Ch. 1 continued.

Week 3:

April 25 and 27: Ch. 2 [Actors of International Law].

Week 4:

May 9 and 11: Ch. 3 [Creation of International Law].

Week 5:

May 16 and 18: 1st Mid-term exam and review

Week 6:

May 23 and 25: Ch. 4 [Interpretation and Dispute Settlement].

Week 7:

May 30 and June 1: Ch. 5 [Compliance and Enforcement].

Week 8:

June 6 and 8: Ch. 6 [State Responsibility].

Week 9:

June 13 and 15: Ch. 8 [National Jurisdiction].

Week 10:

June 20 and 22: 2nd Mid-term exam and review

Week 11:

June 27 and 29: Ch. 10 [Human Rights] and Ch. 11 [Sea].

Week 12:

July 3 and 6: Ch. 12 [Crime] and Ch. 13 [Environment].

Week 13:

July 11 and 13: Ch. 14 [Use of Force]

Week 14:

July 20: Concluding remarks and course evaluation

Week 15:

Monday, July 25: Final Exam

NOTE:

Subject to modification, in function of number of students and any other relevant factors.

In some of sessions, students will make presentations on the basis of assigned materials.

ECN435-1 East Asia Political Economy (2008 curriculum 3 credits)
EAS290-1 East Asia Political Economy (2004 curriculum 3 credits)

Tsukasa SHIBUYA

Year: 2011
Semester: Spring
Meeting-time/day: Friday
Office: none (B105)
Office Hours: AM10:00-10:30,PM13:10-13:40
E-mail: italiasukisuki@yahoo.co.jp
Website:

Course Description:

This is a survey course on the political and economic structures and policies – of East Asian countries and regions, including Greater China (China, Taiwan and Hong Kong), Japan, and South Korea. These countries' distinctive political, legal and economic characteristics will be analyzed.

Full attention will be paid to their industrialization and modernization after World War II, particularly in the past two decades. Diplomatic relations among these important East Asian players, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, social and cultural issues, as well as the role of the civil society, in these countries and regions.

Objectives:

Students will become well-equipped to pursue higher-level social sciences courses related to East Asia. Students will be introduced to the political and economic structures of East Asian countries, particularly the ideas and institutions behind the rise of China, Japan, South Korea and Taiwan. They will also become acquainted with the methodology of independent research in political science and political economy.

Expected Academic Background:

None

Textbook:

Susan L. Shirk, "China: Fragile Superpower" (Oxford University Press, 2007)

Reference Books/Other Study Materials:

Kenneth B. Pyle, "Japan Rising" (New York: Public Affairs, 2007)

Assessment:

Your presentation will be assessed. (30%) Class participation will be assessed, too. (30%) If you are active in the class discussion, you can get good marks. Final examination will be held. (40%)

Policies & Remarks:

In the first half of class (10:30-11:45) I will give a lecture, in the latter half (11:55-13:10) one of students will make a presentation using a text book and we will have a discussion about it.

You are going to be assigned as a presenter in turn once at least. You need to get ready for a paper when you make a presentation. You should summarize a part of the chapter which you are assigned. Your paper will be written on a few “ size A 4. ”

You should take up some problems which are worth talking among us. You can discuss whatever you like to.

Class Schedule:**Week 1:**

Introduction and Lesson 1 (Japan ' s economic development)

Week 2:

Lesson 2 (Economic growth of the “ Little Dragons ” and China)

Week 3:

Lesson 3 (Capitalism and Socialism)

Week 4:

Lesson 4 (Modern economy in East Asia)

Week 5:

Lesson 5 (The “ Chinese World Order ” and Vietnam, Korea)

Week 6:

Lesson 6 (The Korea Peninsula)

Week 7:

Lesson 7 (South Korea and Taiwan)

Week 8:

Lesson 8 (The Sino-Japanese relations)

Week 9:

Lesson 9 (Modern Chinese history)

Week 10:

Lesson10 (Modern Chinese history)

Week 11:

Lesson11 (Modern Chinese history)

Week 12:

Lesson12 (Taiwan history)

Week 13:

Lesson13 (Taiwan history)

Week 14:

Lesson14 (Taiwan history)

Week 15:

Final Examination

PLS410-1 Foreign Policy of China (2008 curriculum 3 credits)
PLS410-1 Foreign Policy of China (2004 curriculum 3 credits)

Norihito Mizuno

Year: 2011
Semester: Spring
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:

PLS410 will deal with historical and contemporary issues related to Chinese foreign policy. It will especially focus on and discuss the following themes:

1. Chinese traditional worldview and foreign policy and relations before the 1840s
2. The transformation of Chinese foreign policy during the “ Century of Humiliation ”
3. The PRC foreign policy from 1949 until the early 1990s
4. Current issues in the PRC foreign policy

Objectives:

1. To grasp the historical developments and transformations of China ’ s foreign policy from the dynastic period until recent years.
2. To deepen her/his understanding of various factors which have shaped and changed China ’ s foreign policy.
3. To be able to analyze and discuss various historical and contemporary issues related to China ’ s foreign policy.

Expected Academic Background:

Ideally, in order to survive this course successfully, students enrolled have ever taken Modern Chinese history and politics courses at AIU or equivalent courses at their home institutes. Otherwise, they should talk with the instructor before being formally enrolled in this course in order to avoid withdrawal in the middle of semester which would cause other students and the instructor serious trouble.

Textbook:

TBA

Assessment:

Midterm & Final Examinations
Paper & Presentation
Participation in In-class Discussion

Class Schedule:

Week 1:

Apr. 11 Course Introduction

Apr. 13 What is Foreign Policy?

Week 2:

Apr. 18 Traditional Chinese Worldview and Diplomatic Institution

Apr. 20 Traditional Chinese Foreign Policy: Case Study

Week 3:

Apr. 25 Western Impact & Chinese Foreign Policy 1 (mid. 19th c. - 1912)

Apr. 27 Western Impact & Chinese Foreign Policy 2 (mid. 19th c. - 1912)

Week 4:

May. 9 ROC's Foreign Policy 1 (1912-1920s)

May. 11 ROC's Foreign Policy 2 (1930s-1949)

Week 5:

May. 16 PRC's Foreign Policy 1 (1949-1950s)

May. 18 PRC's Foreign Policy 2 (1960s-1976)

Week 6:

May. 23 PRC's Foreign Policy 3 (1976-early 1990s)

May. 25 Midterm Examination

Week 7:

May. 30 Presentation & Discussion

Jun. 1 Presentation & Discussion

Week 8:

Jun. 6 Presentation & Discussion

Jun. 8 Presentation & Discussion

Week 9:

Jun. 13 Presentation & Discussion

Jun. 15 Presentation & Discussion

Week 10:

Jun. 20 Presentation & Discussion

Jun. 22 Presentation & Discussion

Week 11:

Jun. 27 Presentation & Discussion

Jun. 29 Presentation & Discussion

Week 12:

Jul. 4 Presentation & Discussion

Jul. 6 Presentation & Discussion

Week 13:

Jul. 11 Presentation & Discussion

Jul. 13 Some Current Diplomatic Issues

Week 14:

Jul. 20 Chinese Foreign Policy in the Future

Week 15:

Jul. 25 Final Examination

PLS423-1 Japan-U.S. Relations (2008 curriculum 3 credits)

PLS360-1 Japan-U.S. Relations (2004 curriculum 3 credits)

Michio KATSUMATA

Year: 2011

Semester: Spring

Meeting-time/day: Wed. & Fri 12:30-13:45

Office: Library Director's office

Office Hours: WF 14:00-19:00

E-mail: katsumata@aiu.ac.jp

Website:

Course Description:

The course intends to make historical analysis of Japan-US relations, focusing on the past half a century after the World War II. It expects to study the bilateral relations in the wider perspectives of East Asia relations and globalization of foreign policies by the two countries.

Objectives:

This course aims to train students to:

- (1) gain a better and clearer understanding of Japan-U.S. relations, especially about foreign policy decision-making process in both nations;
- (2) make research of many political, economic, social and cultural issues in the relation of the two countries;
- (3) examine the thoughts and behaviors of the key policy makers on both sides in the perspectives of the political climate, culture and system in both countries, developing the analytical skill about the relations of politics and personality;
- (4) stimulate their imagination to revitalize the "historical ifs," in order to shed new light on the events as if they were happening today;
- (5) widen their views on the role and identity of Japan and US in Asia and in the world in the 21st century.

Expected Academic Background:

Basic knowledge of history of Japan and the U.S.A.

Textbook:

Walter Lafeber "The Clash --- U.S.-Japanese Relations throughout History," W.W.Norton & Company, 1997

Reference Books/Other Study Materials:

There are plenty of materials such as some sections of books, magazine and newspaper articles, government documents available through internet and audio-visual materials, most of which are notified and/or offered during the classes.

The Japanese and world chronology and map book(s) are indispensable. The most recommendable one is: Kota Kodama ed., "Standard Chronology of Japanese History,"

Yoshikawa-Kobunkan, 2009 (児玉幸多編 『標準日本史年表』 吉川弘文館)

Assessment:

Class attendance and participation 40%

Participation includes frequent discussions and individual presentations.

Essay on Senator Fulbright ' s biography 10%

The Fulbright ' s biography, " Against the Arrogance of Power: My Personal History, " edited by Katsumata, (Hardcover edition with both Japanese and English, Nihon Keizai Shimbunsha, 1991, and paperback in Japanese with additional chapter and extensive introduction by Katsumata in 2002) offers a good summary of American foreign policy from the start of the World War II to the Gulf War in 1990s. AIU students, in particular, should know how the Fulbright ' s study abroad program was established with his personal experience and his expectations. The essay should be about 3 pages.

Midterm paper 20%

Paper should be on any topic discussed in the class with the length of 4 pages with notes to show citation from recommended books.

Final paper 30%

Paper should be on any topic discussed in the class during the second half of the semester with the length of 5 pages with notes and references.

Policies & Remarks:

The class basically starts with the students ' presentation of the certain topics followed by discussion and analytical interpretation by the instructor. All students are highly expected to participate in discussion. Each student will make three or four presentations in the semester.

Class Schedule:

Week 1:

1.(4/27) Introduction and orientation

Overview of Japan-US relations from 1850s to 2010

About recommendable books and materials

2.(4/29) Japan ' s self-image and its world view

The Japanese psychological world map

Week 2:

3.(5/04) America's self-image and its world view

US positioning of Japan

4.(5/06) The Impact of Opium War: 1840-42

European powers' imperialism

Week 3:

5.(5/11) " The Blackships": 1853-54

Perry and Abe

6.(5/13) Shimoda Treaty: 1857

Harris and Li

Week 4:

7.(5/18) Meiji Restoration:1868

Iwakura mission: 1871

8.(5/20) Learning from America

Fukuzawa Yukichi, Dan Takuma, Tsuda Umeko

Essay on Fulbright biography due on 5/20

Week 5:

9.(5/25) Two systems, two imperialisms

Clash over Hawaii, "Splendid little war"

10.(5/27) Russo-Japanese War: 1904-05

Portsmouth Treaty, T. Roosevelt

Week 6:

11.(6/01) Conflicts between Japan and US

Anti-Japanese immigration act: 1924

Week 7:

12.(6/08) The Great Depression and arms race:1930s

Japan ' s 15 year war in China

13.(6/10) World war II to Pearl Harbor: 1941

Surprise attack? --FDR

Week 8:

14.(6/15) The atomic bombs: 1945

Relocation camps for Japanese Americans

15.(6/17) Occupation Era: 1945~1951

GHQ and Emperor

Mid-term paper due by June 17

Week 9:

16.(6/22) Rgaining independence: 1950s

Korean War and Japan-US Security Treaty

17.(6/24) Economic miracle: 1960s

Tokyo Olympics and Vietnam War

Week 10:

18.(6/29) Okinawa return: 1970s

Secret agreement between Sato and Nixon

19.(7/01) Trade Wars: 1980s

Nakasone and Reagan

Week 11:

20.(7/06) Japan ' s “ Lost Decade ” : 1990s

The end of LDP dominating era

21.(7/08) New alliance: 2001-2009

Koizumi, Abe and Fukuda, Aso--Bush

Week 12:

22.(7/13) Alliance liquidated: 2009-2011

Hatoyama, Kan--Obama

23.(7/15) Japan-China-US: The new tri-polar relations

Love and hate relationships among 3 nations

Week 13:

24.(7/20) Korea issues

South Korea: friend and foe

North Korea: Missile crisis and abduction cases

25.(7/22) Japan and United Nations

UN Security Council membership

Week 14:

26.(7/23) Role of mass media in Japan-US relations

Emerging new nationalism--- In Search of its Identity

Final paper due by July 25

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

Koichi MORIZONO

Year: 2011
Semester: Spring
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.

PLS475-1 International News Coverage (2008 curriculum 3 credits)
COM450-1 International News Coverage (2004 curriculum 3 credits)

Takashi KOYAMA

Year: 2011
Semester: Spring
Meeting-time/day: (Thu, Fri) 10:30-11:45
Office: B3-3
Office Hours: Thur 14:00-17:30
E-mail: ktakashi@aiu.ac.jp
Website:

Course Description:

Students will be introduced to international news in newspapers, magazines and the internet. The emphasis will be on acquiring familiarity with how the media works as well as understanding key political, economic and international developments. We will explore how the media gathers information and what kind of problems they face. Also we will look into the historical background of the Middle East problem, American economic crisis and China ' s rise as a great power.

Objectives:

The course has three primary goals.

- 1) To be able to understand international news and regional issues as well as terms which frequently appear in the media.
- 2) To improve students ' ability to gather information using English and to express their views in English.
- 3) Teach students on ways to analyze international news and to form their own opinion.

Expected Academic Background:

No background is necessary.

Textbook:

I will distribute articles in newspaper, magazine and books in class.

Reference Books/Other Study Materials:

None.

Assessment:

Two response papers(20%), attendance(20%) and the final exam(60%)

Policies & Remarks:

Get the students interested in what is happening around the world and to have them read newspapers everyday.

Class Schedule:

Week 1:

Course Introduction
How to Read International News

Week 2:

How to Use the Internet to Gather International News
How International News is Covered and Reported in Washington and the Middle East

Week 3:

Japan ' s Unique Problem on International News Coverage
How US is Misunderstood in Japanese Media and Why

Week 4:

How News is Reported
The Role of the Media

Week 5:

Myths and Truth
Peace can never be built on myths -- New York Times
News and Pseudo Environment

Week 6:

Limits to International News Coverage
Truth vs. Ideas
We shall advance when we have learned to seek the truth instead of ideas – Walter Lippman

Week 7:

Highest Law of International News
How Media is Manipulated

Week 8:

International News and Democracy
Difference between Japanese and Western Media

Week 9:

Characteristics of Japanese International News Coverage
Futenma and Senkaku

Week 10:

Japan US Security Treaty
OECD Report and Japanese Economy

Week 11:

US Foreign Policy and Economy
Discussion

Week 12:

Vanishing Foreign Correspondents
War on Terrorism(1)

Week 13:

War on Terrorism (2)
Middle East Peace Process (1)

Week 14:

Middle East Peace Process (2)
Sino Japanese Relations

Week 15:

Sino Japanese American Relations
Afghanistan, Pakistan and India

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

Hiroshi Sugawara

Year: 2011

Semester: Spring

Meeting-time/day: Mon.Wed. 18:45-20:00

Office: C1-5

Office Hours: Tue. 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:

特に指定しない。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付する。

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-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 「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。

。

第18回 「目指す教師像」(3)(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。

。

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19回までの授業のまとめ。

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

Hiroshi Sugawara

Year: 2011

Semester: Spring

Meeting-time/day: Tue.,Thu. 18:45-20:00

Office: C1-5

Office Hours: Tue. 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、生徒の人間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:

特に指定しない。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付する。

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」()

「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、各種データから理解する。

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()

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のあり方について考察する。

第8回 ケース研究(4)

「不登校」についての学校や教師の対応の在り方について、具体的事例に基づいて考察する。

Week 5:

第9回 ケース研究(5)

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

る。

第10回 「いじめ」に関する危機管理

「いじめ」の未然防止、早期発見、早期対応について考察する。

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 ケース研究(5)危機管理

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

第14回 中間まとめ

第1回～第13回までの内容についてまとめをおこなう。

Week 8:

第15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。

進路指導の歴史

学校教育における進路指導について、その歴史的変遷を学習し、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14回～第19回までの内容についてまとめを行う。

TLP240-1 School Counseling (2008 curriculum 2 credits)

Ari Matsumura

Year: 2011
Semester: Spring
Meeting-time/day: M,W 14:00-15:15
Office: C-18
Office Hours: TR 14:00-15
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、生徒児童の発達的な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:

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
:(1)カウンセリングの話 平木典子著 朝日新聞社

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点減点される。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回および第2回:カウンセリングの理論と実際

Week 3:

第1回および第2回:児童・生徒の問題の理解と対応

Week 4:

第1回:児童・生徒理解の精神医学的な基礎

Week 5:

第1回:児童・生徒理解の精神医学的な基礎、第2回:不登校の理解と対応

Week 6:

第1回:中間試験、第2回:いじめの問題の理解と対応

Week 7:

第1回および第2回:反社会的問題行動の理解と対応

Week 8:

第1回:神経症的問題の理解と対応、第2回:開発的カウンセリング

Week 9:

第1回:保護者に対する支援、第2回:校内での協力体制

Week 10:

第1回:教職員のメンタルヘルス、第2回:まとめ

Week 11:

第1回:期末試験

TLP250-1 English Teaching Methods II (2008 curriculum 2 credits)

Hiroki Uchida

Year: 2011
Semester: Spring
Meeting-time/day: Tue, Thu 14:00-15:15
Office: A2-14
Office Hours:
E-mail: uchida1659@aiu.ac.jp
Website:

Course Description:

This course is the second in a 2-course sequence. Teaching Methods I provided a comprehensive overview of MEXT objectives for the course of study for English courses in upper secondary schools. In Teaching Methods II, students will apply what they learned previously about upper secondary English courses and materials for Aural/Oral Communication I & II, English I & II, Reading, and Writing. The work of Teaching Methods II is practical: Students will create “blueprints” (lesson plans) based upon the MEXT guidelines for all upper secondary schools. They will critique one another’s “blueprints” as they develop clear, efficient, and worthwhile English language lesson plans to be utilized in their future teaching. In addition, students will have opportunities to observe English language classes (EAP) at AIU in order to compare what is expected in Japanese high school classes with what is taught within AIU’s intensive academic English program for university students who are studying in an all-English context. In accordance with the MEXT 2003 directives, and in order to provide future teaching excellence among high school English teachers, Teaching Methods II has its primary and overall objective, to further advance the progress made in Teaching Methods I, that is, “to develop students’ practical communication abilities such as understanding information and the speaker’s or writer’s intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.”

Objectives:

- (1) develop and apply the specific objectives and content of established Aural/Oral Communication I & II courses to a practical “blueprint” for teaching
- (2) develop and apply the specific objectives and content of established English I & II courses to a practical “blueprint” for teaching
- (3) develop and apply the specific objectives and content of the Reading course to a practical “blueprint” for teaching
- (4) develop and apply the specific objectives and content of the Writing course to a practical “blueprint” for teaching
- (5) develop practical plans to assess student progress
- (6) visit at least 3 different intensive English language classes at AIU (in the EAP)
- (7) practice fostering an English communicative environment in upper secondary English classes

- (8) discuss the dilemma between preparing students for entrance examinations and teaching them genuinely communicative English
- (9) create ways to improve existing English curricula in upper secondary schools

Expected Academic Background:

Prerequisites: Teaching Methods I

Textbook:

TBA

Reference Books/Other Study Materials:

TBA

Assessment:

2 Blueprints: Students will be asked to create 3 “ blueprints ” (BP, or lesson plans) based upon what they learn in their previous coursework. This does not include the 2 previously designed “ blueprints ” made for the prior course. Each “ blueprint ” must focus on a specific upper secondary course, e.g., English I or English II. Each “ blueprint ” must focus on a different course. Each student must develop a “ blueprint ” for three (3) of the following courses: Aural/Oral Communication I or II, English I or II, Reading, or Writing. The “ blueprints ” will be critiqued by the instructor and classmates.

Detailed directions for how to construct a “ blueprint ” will be presented and reviewed in class.

Language Class Visits/

3 Observation & Reflection Reports: Students will also have to visit at least 3 different EAP intensive English classes at AIU. For each class visit, students will write a 3-page observation and reflection report (ORR). Directions for this paper will be explained in class.

Final Course Grade

- 60% in-class discussions / presentations
- 15% 2 observation/reflection reports (ORR)
- 25% 2 blueprints (BP)

Pass 100-60

Fail below 60

Class Schedule:

Week 1:

Week 1a

Introduction to course

Week 1b

“ Designing Your Class #1 ”

How you start your class using a lesson from OC I textbook

- continues

Week 2:

Week 2a

“ Designing Your Class #1 ”

OCI: First 10 minute demonstrations

class critique

Week 2b

“ Designing Your Class #1 ”

OCI: First 10 minute demonstrations - continued

class critique

Week 3:

Week 3a

“ Designing Your Class #1 ”

OCI: First 10 minute demonstrations - continued

class critique

Week 3b

“ Designing Your Class #1 ”

OCI: First 10 minute demonstrations - continued

class critique

“ Games to Activate Aural/Oral Communications ”

Game demonstration by the instructor

class critique

Week 4:

Week 4a

Lecture by the instructor: A False Motivation: Another Way to Encourage Students to Learn

class critique

Review of Designing Your Class #1

Week 4b

“ Designing Your Class #2 ”

How you organize a lesson in 5 forty-five minute classes using a lesson from OC I textbook

OCI: Presentations by the students: teaching orders

class critique

- continues

Week 5:

Week 5a

“ Designing Your Class #2 ”

OCI: Presentations by the students: teaching orders -continued
class critique

Week 5b

“ Designing Your Class #2 ”

OCI: Presentations by the students: teaching orders -continued
class critique

Review of Designing Your Class #2

Week 6:

Week 6a

“ Planning Your Classes #1 ”

How you organize a lesson in 5 forty-five minute classes using a lesson from English I
textbook

English I: Presentations of Blueprints for outlines of the whole lesson
class critique

- continues

Week 6b

“ Planning Your Classes #1 ”

English I: Presentations of Blueprints for outlines of the whole lesson - continued
class critique

Week 7:

Week 7a

“ Planning Your Classes #1 ”

English I: Presentations of Blueprints for outlines of the whole lesson - continued
class critique

Review of Planning Your Classes #1

Week 7b

“ Planning Your Classes #2 ”

English I: Presentations of Blueprints for one of the five classes allotted
class critique - continues

Week 8:

Week 8a

“ Planning Your Classes #2 ”

English I: Presentations of Blueprints for one of the five classes allotted
class critique - continued

Week 8b

“ Planning Your Classes #2 ”

English I: Presentations of Blueprints for one of the five classes allotted
class critique Review of Planning Your Classes #1

Week 9:

Week 9a

Lecture by the instructor: A False Motivation: Another Benefit of Pronunciation Training: How Orally Practicing Unfamiliar Phonemes Can Positively Affect Aural Comprehension of Spoken English

class critique

Week 9b

Writing

Topics: dictation; phrases and expressions for transmission of ideas and feelings; focus on structure and development of passages

Week 10:

Week 10a

Writing

Topics: dictation; phrases and expressions for transmission of ideas and feelings; focus on structure and development of passages

class demonstrations by students; class critique

Week 10b

Review of course

Course / Instructor Evaluation