

令和7年度後期 単位互換授業履修対象科目一覧

構成機関名

(国際教養大学)

No.	ページ	授業科目名	担当教員	単位数	学期 ()内初日	受入数	学部等	曜日/時限	備考
1	3-1	Introduction to Japanese Society 日本社会概論	千葉 加恵子	3	秋 (9月2日)	若干名	国際教養学科	火・木 12:30~13:45	対面。11月6日(木)は授業なし(この日は月曜授業のため)。
2	3-2	Introduction to Sustainability Thinking サステナビリティ思考概論	工藤 尚悟	3	秋 (9月2日)	若干名	国際教養学科	月・水 14:00-15:15	対面。11月6日(木)と11月28日(金)は授業あり(この日は月曜授業のため)。

【注意事項】

①受講条件

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

②各科目のシラバスを参照してください。

③すでに定員に達している場合は履修できない場合があります。

『特別聴講学生入学願』の提出期日：

令和 7 年 8 月 8 日 (金)

Kaeko CHIBA

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

Courses with a "Class Designation" of "Online" are those courses whose credits are included in the 60-credit limit set by MEXT.

Credits transferred from study abroad, regardless of the actual class format, will also be included in the 60-credit limitation.

The "Online" designation means that 50% or more the class sessions will be conducted online.

Class time/day: Tue : 12:30 - 13:45 B301
Thu : 12:30 - 13:45 B301

E-mail: kchiba@aiu.ac.jp

Office: B3-1

Office hours: By appointment

Notes:

Course description:

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

Objectives:

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

AILA Elements:

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

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

AILA Activities & Projects:

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

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

Textbook(s):

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

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

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

Assessment:

1. Class performance and reading assignments 35 %

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

2. Group Presentation for course topic 20%

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

3. Group Presentation for Fieldtrip Shimokitade 18%

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

4. Research Paper or Power Point Slides 27%

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

Expected academic background:

None

URL of other information:

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Policies & remarks:

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

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

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

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Class schedule:

Week 1

Introduction

Week 2

Approaches to Japanese Society

Week 3

House and Family

Week 4

Reciprocity

Week 5

The Education system

Week 6

Labour Market

Week 7

Concept of self

10/19 fieldtrip to shimokitade, iparu

Week 8

Gender

Week 9

Social Class, status

Week 10

Ethnicity, national identity

Week 11

Local identity

Week 12

Political system

Week 13

Belief

Week 14

Generation Gap

Week 15

Interview, Course Wrap-up

AIU Academic Dishonesty Policy:

AIU Academic Dishonesty Policy (Undergraduate)

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course.

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

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

AIU Academic Dishonesty Policy (Graduate)

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum.

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Shogo KUDO

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

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Credits transferred from study abroad, regardless of the actual class format, will also be included in the 60-credit limitation.

The "Online" designation means that 50% or more the class sessions will be conducted online.

Class time/day: Mon : 14:00 - 15:15 B103
 Wed : 14:00 - 15:15 B103

E-mail: skudo@aiu.ac.jp

Office:

Office hours:

Notes: Not open to students who have taken SUS200 and/or SUS205.

Course description:

This course offers brief history and concepts of sustainability, especially with emphasis on systems thinking approach. The course is consisted of four sections, which are (I) Lectures on sustainability concepts, (II) Lectures on thinking in system, (III) Hands-on practice of systems thinking, and (IV) Group presentations. The lecture sessions offer various perspectives to sustainability/sustainable development concept. In this course, students will acquire basic understanding and hands-on experience of systems thinking. Group presentation sessions will be organized to deepen students' understanding about sustainability thinking. Students will form groups and make presentations about one of the ongoing sustainability initiatives or Sustainable Development Goals by utilizing systems thinking approach. Along with these four sections, final report will be assigned to gain comprehensive understanding of complex sustainability challenges.

Objectives:

The main objective of this course is to provide an overview of sustainability thinking through the topics of systems thinking. In the first half of the course, the students will be familiar with sustainability concept and systems thinking approach. In the latter half of the course, students will learn how systems thinking can be applied to gain a good understanding of complex sustainability challenges. Group presentation and final report will help student to deepen their understanding about sustainability and systems thinking.

AILA Elements:

This course will offer an opportunity to students to re-organize what they have learnt in other courses, especially those courses in the sustainability cluster, from systems thinking point of view. Topics in sustainability are often framed as challenges to be solved by new mechanisms, policies, and technologies. Along with such practical approach, systems thinking approach is necessary to train students with a set of competencies that are required when addressing sustainability issues.

AILA Activities & Projects:

Students are going to analyze complex sustainability challenges by drawing causal loop diagrams. This learning process requires a series of group discussions and collaborative works.

Textbook(s):

Author: Donella H. Meadows
 Title: Thinking in Systems A Primer
 Publisher: Chelsea Green Publishing
 ISBN: -

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

Author: Margaret Robertson (2014)
 Title: Sustainability Principles and Practice

Publisher: Routledge
ISBN:

Author: Bert J.M.de Veries (2012)
Title: Sustainability Science
Publisher: Cambridge University Press
ISBN:

Assessment:

- Participation 20%

Raising questions and sharing comments during the class.

Active participation in group discussions.

- Group presentation 30%

Choose one case of sustainability challenge

Group of 2 or 3 students

- Final paper 50%

Choose one of the sustainability issues or SDGs and apply a system thinking approach to (i) describe the overall picture of the issue and (ii) suggest possible interventions.

Cite at least five reference sources. Minimum 2,000 words, maximum of 3,000 words without figures, tables, and the reference list.

Expected academic background:

Students are expected to take IGS200 Introduction to Global Studies prior to this course.

URL of other information:

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Policies & remarks:

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

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Class schedule:

Sep 3

Introduction to the course

Session 1: Overview of the course, syllabus review

Sep 8&9

Sustainability Thinking

Session 2: What does sustainability mean to you?

Session 3: Sustainability thinking I

Readings:

- Robertson (2014) Ch.1 (p. 3-9)

- Veries (2012) Ch. 1 (p. 1-9)

Sep 17

Session 4: Sustainability thinking II

Readings:

- Robertson (2014) Ch.1 (p. 3-9)

- Veries (2012) Ch. 1 (p. 1-9)

Sep 22&24

System Structure and Behavior

Session 5: Basics I (Reading: Meadows 2008, p.1-17)
Session 6: Basics II&III (Reading: Meadows 2008, p.17-34)

Sep 19 & Oct 1

System Structure and Behavior

Session 7: A Brief Visit to the Systems Zoo I (Reading: Meadows 2008, p.35-48)
Session 8: A Brief Visit to the Systems Zoo II (Reading: Meadows 2008, p.48-58)

Oct 6&8

System Structure and Behavior

Session 9: A Brief Visit to the Systems Zoo III
(Reading: Meadows 2008, p.58-72)
Session 10: Systems and Us, Why Systems Work So Well
(Reading: Meadows 2008, p. 76-85)

Oct 15

Guest speaker session

Session 11: TBA

Oct 20&22

Systems and Us

Systems Thinking Hands-on
Session 12: Systems Thinking – understanding the idea I
Session 13: Systems Thinking – understanding the idea II

Oct 27&29

Systems Thinking Hands-on (work in groups)

Session 14: Systems Thinking – learning how to draw a system I
Session 15: Systems Thinking – learning how to draw a system II

Nov 5&6

Systems Thinking Hands-on (work in groups)

Session 16: Systems Thinking - drawing a system I
Session 17: Systems Thinking – drawing a system II

Nov 10&12

Systems Thinking Hands-on (work in groups)

Session 18: Systems Thinking - drawing a system III
Session 19: Systems Thinking - drawing a system IV

Nov 17&19

Group presentations

Session 20: Group presentation consultation I
Session 21: Group presentation consultation II

Nov 6&28

Group presentations

Session 22: Group presentation I
Session 23: Group presentation II

Dec 1&3

Group presentations

Session 24: Group presentation III
Session 25: Group presentation VI

Dec 8&10

Group presentations

Session 26: Group presentation V
Session 27: Group presentation IV

Dec 15

Synthesis

Session 28: Synthesis and course effective survey
*Final paper submission due on Dec 23, 23:59

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