

## 令和6年度単位互換授業履修対象科目（前期）一覧

構成機関名

（ 公立大学法人 国際教養大学 ）

No.	ページ	授業科目名	担当教員	単位数	学期（ ）内初日	受入数	学部等	曜日/時限	備考
1	3-1	Science Communication: The Psychology Behind an Audience's Attention and Perception 科学コミュニケーション: 聴衆の注意と知覚の背後にある心理学	Pamela TAYLOR	3	春(4月8日)	若干名	国際教養学科	月・水 15:30-16:45	
2	3-2	International Cooperation and Development I 国際協力・開発論 I	榎本 歩美	3	春(4月8日)	若干名	国際教養学科	月・水 14:00-15:15	

### 【注意事項】

①受講条件

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

②各科目のシラバスを参照してください。

③すでに定員に達している場合は履修できない場合があります。

『特別聴講学生入学願』の提出期日： 令和6年3月8日（金）

COM280-1\_S

Science Communication: The Psychology Behind an Audience's Attention and Perception (GC-HCC)(GC-TFS)

Pamela TAYLOR

Academic year: 2024

Semester: Spring

Faculty: International Liberal Arts

Department: Department of International Liberal Arts

Field: Advanced Liberal Arts Courses

Credit: 3.00

Class time/day: Mon : 15:30 - 16:45 D101

Wed : 15:30 - 16:45 D101

E-mail: ptaylor@aiu.ac.jp

Office: A3-3

Office hours: Tuesdays & Thursdays 13:00 - 14:30, or by appointment

Notes:

Course description:

Most people learn about scientific findings through the mass media (e.g., news articles, documentaries). Such “popular science” reports are typically written by non-scientists who translate complex scientific research into simple messages that can be easily understood by lay audiences. In this course, we will study various techniques used to communicate scientific findings to non-scientific audiences, such as data visualization and storytelling. We will discuss both what makes these techniques effective and how students can use them in future projects, as well as how journalistic techniques can mislead audiences by oversimplifying or misrepresenting scientific findings. Students will learn how to identify such flaws when consuming science communication, how to avoid making similar errors, and how to craft more effective messages. Through group discussion and practical application assignments, this course will increase students’ scientific literacy, communications skills and their ability to critically analyze science communications.

Objectives:

By the end of this course, students will be more informed consumers of science communication and more effective and conscientious communicators of scientific findings. Students will build the skills of:

1. Science and data literacy: students will learn about the scientific attitude, how valid scientific research is conducted, how to read data visualizations, what kinds of data can be used to support what kinds of messages (e.g., correlation does not show causation), how scientists communicate their findings to scientists and non-scientists, and how journalists and news outlets translate (or mistranslate) scientific findings for non-scientific audiences.
2. Scientific fluency: Students will gain experience and confidence in communicating scientific findings using visuals, storytelling and “throughlines” .
3. Critical thinking: students will learn to analyze, fact-check and evaluate the validity of scientific claims, how to identify “bullshit” , and how to ask and answer critical questions about scientific studies. In peer discussion groups, students will help each other improve their communication skills by critically analyzing each other’ s science communications. Students will practice identifying specific ways in which peers’ messages can be improved, sharing their criticisms clearly and respectfully, and accepting constructive criticism in order to improve their own work.

AILA Elements:

This class will teach students to use techniques from the humanities (e.g., rhetoric, creative writing, visual arts) to make statistical data come alive. Aspects of aesthetics and philosophy will emerge as we discuss what makes for “beautiful evidence” and how scientific findings can help us build a deeper understanding of oneself and find meaning in the world.

AILA Activities & Projects:

Throughout the semester, we will discuss various tools and strategies that professional science communicators use. For homework and in class discussions, students will apply each tool, analyze how such tools are used in examples of science communication, and evaluate each tool in terms of what it can accomplish and what its limitations might be. Lastly, students will use the tools to create presentations that they will present in front of the class. After each presentation, the students and professor will both provide constructive feedback for the presenters (e.g., what was well-done, what was unclear, how the communication could be improved).

Textbook(s):

Author: Carl T. Bergstron & Jevin D. West  
Title: Calling Bullshit: The Art of Skepticism in a Data-Driven World  
Publisher: Penguin  
ISBN: 0141987057  
author: Alberto Cairo  
title: How Charts Lie: Getting Smarter about Visual Information  
publisher: Norton  
ISBN: 978-0393358421

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

Authors: Chris Anderson  
Title: TED Talks: The official TED guide to public speaking: Tips and tricks for giving unforgettable speeches  
Publisher: Nicholas Brealey Publishing  
ISBN: 9781472228062

Additional readings may be provided as pdfs.

Assessment:

35% homework assignments  
10% constructive peer feedback  
15% Chart Lies Presentation  
15% Bullshit Presentation  
25% final project

Expected academic background:

There are no pre-requisites for this course. However, students who have taken Psychology, Statistics or science courses may find this course slightly easier. Students do not need to be good at communication (verbal, visual, or written) to take this class, but must be willing to work to improve their communication skills via projects and discussion.

URL of other information:

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Policies & remarks:

No Technology policy: Laptops, tablets and phones are not allowed during class, unless necessary for presenting homework/projects. They must be put away, out of sight (e.g., in your bag).

No AI policy: Students are not allowed to use Generative AI (e.g., ChatGPT) for class assignments. Assignments that were done with the help of AI will receive a grade of 0.

Notes:

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Class schedule:

Class 1

What is "science": common goals, methods, and assumptions of science; data as evidence (not proof or truth)

Classes 2 - 6

Science Communication Through Storytelling: Using a narrative structure to build interest and understanding

Classes 7 - 15

Visuals and Data Visualization: Summarizing and Communicating Science in graphs, charts and pictures (using concepts from Perceptual Psychology)

Classes 16 - 18

Presentations: Communicating effectively to in-person audiences (using concepts from Cognitive Psychology)

Classes 19 - 27

Bullshit, Misinformation, Misinterpretation;

Fact-checking: how to find and read original academic source material

Class 28 - 29

Final Projects: Practice and Feedback; AIU Course Evaluation

Class 30

Final Project Presentations

**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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SOC280-1\_S

International Cooperation and Development I (CLA-SS)(GS-PSIR)(GS-SUS)

Ayumi SUGIMOTO

Academic year: 2024  
Semester: Spring  
Faculty: International Liberal Arts  
Department: Department of International Liberal Arts  
Field: Advanced Liberal Arts Courses  
Credit: 3.00  
Class time/day: Mon : 14:00 - 15:15 B301  
Wed : 14:00 - 15:15 B301  
E-mail: asugimoto@aiu.ac.jp  
Office:  
Office hours: Friday 9:00-12:00 on Zoom  
Please make an appointment by email in advance.

Notes:

Course description:

This course is designed to introduce students to the basics of international cooperation and development studies with emphasis on theories and approaches, actors, and issues in international development. International development studies are multidisciplinary, it covers many different disciplines, including anthropology, economics, education, geography, history, international affairs, politics, population studies, sociology, urban planning, and women's studies. The first part, the theories and approaches, introduces the students to key concepts, historical contexts of development thinking and action, and theoretical approaches. This part also includes postmodern and postcolonial approaches, which constitute the fundamental epistemology for much recent work in development. The next part, issues in international development, applies what has been learned in the first section to a wide variety of issue-areas. At the end of the semester, the students have not just accumulated knowledge about development issues but, have learned how to approach and study development.

Objectives:

After completing this class, students are expected to understand the basic knowledge of international cooperation and development such as 1) the theoretical perspectives and approaches, (2) the various actors, 3) the critical development issues, and 4) the multidisciplinary nature of development problems.

AILA Elements:

International development studies are interdisciplinary, it covers many different disciplines, including anthropology, economics, education, geography, history, international affairs, politics, population studies, sociology, urban planning, and gender studies. This course contains theories, approaches, actors, and issues in international development. Students will gain an understanding of the critical development issues and enhance their critical and multiple perspectives.

AILA Activities & Projects:

Case Study Project: Students write final papers on the topic of international development.

Textbook(s):

Author: Paul A. Haslam et al. eds  
Title: Introduction to International Development: Approaches, Actors, Issues, and Practice (Fourth edition)  
Publisher: Oxford University Press  
ISBN: ISBN 9780199036

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

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Assessment:

Class Discussion Feedback and Ice-breaking Talk (30%)  
Quiz (30%)  
Final Paper – Choose and discuss one class discussion question in 1800 words or more (40%)

\*This course has a strict attendance policy: Students who have more than 5 days of absence in a semester may fail the course.

Expected academic background:

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URL of other information:

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Policies & remarks:

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Notes:

Some contents and schedules might change under the situation.

Class schedule:

Week 1

Introduction

What is Development?

Reading Assignment: Chapter 1

Week 2

Imperialism and the Colonial Experience

Reading Assignment: Chapter 2

Theories of Development economics

Reading Assignment: Chapter 3

Week 3

The Critical Political Economy of Development

Reading Assignment: Chapter 4

Post-Development and Alternatives to Development

Reading Assignment: Chapter 5

Week 4

Gender and Development

Reading Assignment: Chapter 6

Globalization and Development

Reading Assignment: Chapter 7

Quiz - Textbook Part I

Week 5

State and the State

Reading Assignment: Chapter 8

National Development Agencies and Bilateral Aid

Reading Assignment: Chapter 9

Week 6

The International Financial Institutions

Reading Assignment: Chapter 10

The United Nations and Multilateral Actors in Development

Reading Assignment: Chapter 11

Week 7

Private Enterprise and Development

Reading Assignment: Chapter 12

Civil Society and Development  
Reading Assignment: Chapter 13

Week 8

China and the Emerging Economies  
Reading Assignment: Chapter 14

Quiz - Textbook Part II

Week 9

Movie

Guest Speaker - TBA

Week 10

Debt and Development  
Reading Assignment: Chapter 15

Free Trade, Fair Trade, and South-South Trade  
Reading Assignment: Chapter 16

Week 11

Democracy  
Reading Assignment: Chapter 17

Climate Change, Environment, and Development  
Reading Assignment: Chapter 18

Week 12

Rural Development  
Reading Assignment: Chapter 19

Urban Development  
Reading Assignment: Chapter 20

Week 13

Development and Health  
Reading Assignment: Chapter 21

Conflict and Development  
Reading Assignment: Chapter 22

Week 14

Culture and Development  
Reading Assignment: Chapter 25

Synthesis

Week 15

Quiz - Textbook Part III

Final Essay Submission

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Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.