

ティーチング・ポートフォリオ

大学名：大手前大学 所属：建築&芸術学部 名前：カールソン・ゴードン 作成日：2024年12月29日

1. 教育の責任

本学科の理念の一つに "体験から学ぶ" というものがあります。この前提のもと、インタラクティブなアクティビティやフィールドワークなど、アクションベースで記憶に残る授業を目指しています。

[英語コミュニケーションセミナー] ディスカッション、社会貢献、APAスタイルのライティング、英語専攻必修授業、通年、2単位、12名

[卒業研究] データベースの調査、APAスタイルのライティング、英語専攻必修クラス、通年、2単位、15名

[Philosophy & Society] リーディング、ディスカッション、ケーススタディ、グローバル・ジャパン・スタディーズ (GJS) 選択コンテンツ科目、秋学期、2単位、18名

[English as a Tool for Communication] リーディング、ディスカッション、アメリカの小学校・高校との双方向交流、Global Japan Studies (GJS) 選択コンテンツコース、秋学期、2単位、6名

[Internship] ディスカッション、英語授業補助のためのトレーニング技法、(GJS) 必修科目、春季、2単位、3名

[Community Development PBL] ディスカッション、コミュニティサービス、英語授業補助のためのトレーニングテクニック、(GJS)、必修科目、秋季、2単位、3名

[Music and Culture] 西洋音楽と日本音楽の比較研究、プレゼンテーション、ディスカッション、グローバル・ジャパン・スタディーズ (GJS) 選択コンテンツコース、秋学期、2単位、13名

[Advanced Vocabulary & Note-taking I & II] 読解、語彙力強化、アカデミック・ノートテイキング、英語コミュニケーション選択科目、通年、2単位、9名

[Intermediate Presentation I & II] ディスカッション、プレゼンテーションスキルの向上、英語コミュニケーション選択科目、通年、2単位、18名

[Beginner Conversation I & II] リスニングとスピーキングの強化、英語コミュニケーション必修科目 (短大生 2単位)、選択科目 (大学生 1単位)、通年、25名

[英語 I & II × 2] 聞く・話す・読む・書くの4技能強化、1年生全員の必修科目、1単位、通年、10~20名 × 2

One of the philosophies of this department is to "learn from experience." Based on this premise, it is my aim to make my classes memorable and action-based whether doing interactive activities or field work.

[English Communication Seminar] discussion, community service, writing APA style, English major compulsory class, year-round, 2 credits, 12 people

[卒業研究] researching databases, writing APA style, English major compulsory class, year-round, 2 credits, 15 people

[Philosophy & Society] reading, discussion, case studies, Global Japan Studies (GJS) elective content course, spring, 2 credits, 18 people

[Internship] discussion, training techniques for assisting in English classes, (GJS) required content course, spring, 2 credits, 3 people

[Community Development PBL] discussion, community service, training techniques for assisting in English classes, (GJS), required course, fall, 2 credits, 3 people

[English as a Tool for Communication] reading, discussion, interactive exchanges with American elementary and high schools, Global Japan Studies (GJS) elective content course, fall, 2 credits, 6 people

[Music and Culture] comparative study of western and Japanese music, presentation, discussion, Global Japan Studies (GJS) elective content course, fall, 2 credits, 13 people

[Advanced Vocabulary & Note-taking I & II] reading, enhancing vocabulary, academic note-taking, English Communication elective course, year-round, 2 credits, 9 people

[Intermediate Presentation I & II] discussion, enhancing presentation skills, English Communication

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elective course, 2 credits, year-round, 18 people

[Beginner Conversation I & II] enhancing listening and speaking skills, English Communication compulsory course for junior college students (2 credits), elective course for college students (1 credit), year-round, 25 people

[英語 I & II X 2] enhancing four skills of listening, speaking, reading, writing, compulsory course for all first-year students, 1 credit, year-round, 10-20 people X 2

2. 教育の理念

クラスの大小にかかわらず、どのクラスにもさまざまな種類の生徒がいる独自のコミュニティがあります。さまざまな学習スタイルをカリキュラムに取り入れることで、生徒の可能性を引き出します。また同時に、生徒の生活に関連した内容にすることも重要です。そのため、私の授業の大部分は、興味を活性化させ、生徒同士のコミュニケーションを促すような、実践的な活動、協力的な学習、プロジェクト、テーマ、個人作業などを含んでいます。先生中心の授業ではなく、生徒が主体的に学ぶことができる生徒中心の授業を目指しています。ゼミナール、インターンシップ、交換留学生対象科目のクラスでは、コミュニティサービスも体験学習の重要な要素です。

Every class, large or small, has its own unique community with various kinds of students. Therefore, my job as the instructor is to help students reach their potential by incorporating various learning styles into the curriculum. At the same time, it is essential to make the content relevant to the students' lives. That is why a big part of my teaching involves hands-on activities, cooperative learning, projects, themes, and individual work that activate interest and encourage student-to-student communication. Rather than a teacher-centered class, I aim to make a student-centered class where students take charge of their learning. For Seminar, Internship, and Community Development classes, community service is also an important component to experiential learning.

3. 教育の方法

英語が学生の第二言語または第三言語として使われる教室では、私の主な目標は、できるだけ多くの対話とスピーキングを促すことです。この目的を達成するために、私は 70-30 ルールを実施し、学生が授業時間の 70%（またはそれ以上）を会話に従事し、教師が 30%（またはそれ以下）を話すようにしています。このアプローチを効果的にするためには、学生が授業に出席する前に準備を整え、宿題を完了させておくことが不可欠です。宿題には、語彙や文法スキルを強化するためのオンライン学習コンポーネントが含まれることが多く、小さなライティング課題は授業のディスカッション中に口頭で共有することを目的としています。この構造は、すべての学生が貢献できる機会を持つ包括的な環境を育み、誰もが disengaged な感覚を抱くことがないようにします。テストに重きを置くのではなく、評価プロセスは主に学生の宿題の完成度と授業での積極的な参加に基づいています。

In a classroom where English serves as a second or third language for students, my primary goal is to encourage as much interaction and speaking as possible. To achieve this, I implement a 70-30 rule, ensuring that students engage in conversation for 70% (or more) of the class time, while the teacher speaks for 30% (or less). For this approach to be effective, it is essential that students come to class prepared, having completed their assignments. Homework often includes online learning components designed to enhance vocabulary and grammar skills, while small writing tasks are intended for verbal sharing during class discussions. This structure fosters an inclusive environment where every student has the opportunity to contribute, ensuring that no one feels disengaged. Instead of relying heavily on tests, the evaluation process primarily focuses on students' completion of homework and their active participation in class discussions.

4. 教育の成果

コミュニティサービスは私の教育哲学の重要な側面であり、2024 年には、私の学生たちがさまざまな取り組みを通じて地域社会に大きな影響を与える機会を得ました。特に印象深かったのは、3つの別々のクラスを地元の孤児院に連れて行き、ストーリーテリング、ゲーム、クラフトなどの遊びの活動に参加したことです。これらの経験は、文化交流や感情的なつながりを育むだけでなく、学生と孤児の両方にとって個人的な成長を促進しました。アメリカ、韓国、中国、フィリピンなど、さまざまな国から来た多くの学生たちは、異なるバックグラウンドを持つ子供たちと交流する中で、貴重なリーダーシップや文化適応のスキルを身につけました。さらに、一部の学生は、自分の時間を使って孤児院に戻り、年間を通じてボランティア活動を行いました。

もう一つの成功した取り組みは、私が甲南大学と協力して夏の English and Leadership デイキャンプ中に組織したフードバンク関西への募金キャンペーンです。このイベントには、さまざまな国籍を持つ 54 人の学生と 7 人の教師が参加しました。午前のデイキャンプセッションでは、アメリカ手話、ヒップホップダンス、ギター、ヨガ、写真などのトピックをカバーした 55 分間のミニコースが英語で行われ、多様なテーマを探索しながらコミュニケーションスキルを向上させる機会が提供されました。午後には、学生が教師から寄付された賞品のためにチケットを購入するチャリティー抽選会を開催し、最終的にフードバンクのために 41,000 円という記録を達成しました。教師たちもさらに 25,000 円を寄付に加えました。すべての収益は、全国的な米不足の中で最も緊急に必要とされているアイテムである米の購入に充てられ、ニシノミヤの地域社会に貢献しました。募金活動に参加することは、学生たちが地域社会に意義深く貢献する力を与えるだけでなく、彼らに一生続く責任感や思いやりの心を育むことにもつながります。

Community service is a vital aspect of my educational philosophy, and in 2024, my students had the opportunity to make a significant impact on the local community through various initiatives. One highlight was taking three separate classes to a local orphanage, where they engaged in playtime activities such as storytelling, games, and crafts. These experiences not only fostered cultural exchange and emotional connections but also promoted personal growth for both students and orphans. Many of my students, coming from diverse countries like the United States, Korea, China, and the Philippines, developed valuable leadership and cultural adaptation skills while interacting with children from different backgrounds. Moreover, some of the students returned to the orphanage on their own time to volunteer throughout the year.

Another successful initiative was a fundraising campaign for Food Bank Kansai that I organized in collaboration with Konan University during an English and Leadership summer day camp. This event saw participation from fifty-four students and seven teachers representing various nationalities. The morning day-camp session featured a variety of 55-minute mini-courses taught in English, covering topics such as Sign Language, hip-hop dance, guitar, yoga, and photography. This format allowed participants to explore new subjects while enhancing their communication skills. In the afternoon, we held a charity raffle where students purchased tickets for prizes donated by teachers, ultimately raising a record 41,000 yen for the food bank. Teachers added another 25,000 yen to the donation. All proceeds were directed toward purchasing rice, the most urgently needed item during a national rice shortage, thereby benefiting the Nishinomiya community. Participating in fundraising activities not only empowers students to contribute meaningfully to their community but also instills in them a sense of responsibility and compassion that can last a lifetime.

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5. 改善への努力と今後の目標

いつものように、私の教育の目標は、学生たちの内面的な動機を引き起こすようなダイナミックで魅力的な教室環境を育むことです。新しいインタラクティブな学習活動や実世界の応用を取り入れることで、学生たちが自分自身の学びの旅を主体的に進められるようにすることを目指しています。さらに、各学生が自分の可能性を認識し、卓越性を追求できるように、個別のフィードバックと励ましを優先します。

As always, my teaching goal is to foster a dynamic and engaging classroom environment that ignites intrinsic motivation in my students. By incorporating new interactive learning activities and real-world applications, I aim to empower students to take ownership of their educational journeys. Additionally, I will prioritize individualized feedback and encouragement to help each student recognize their potential and strive for excellence.

【添付資料】

- English and Leadership Day Camp 2024 Report
- English as a Tool for Communication (GJS) syllabus
- Music and Culture (GJS) syllabus
- Philosophy & Society (GJS) Syllabus

English & Leadership Day Camp 2024

カールソン・ゴードン

2008年の設立以来、English & Leadership Camp は、学生たちに協力を促進し、学習意欲を高め、リーダーシップを養うための独自の機会を提供することに尽力してきました。教室外の環境で学習を行うことにより、プログラムは学生たちに自信を育む活動を提供し、その自信が日常の授業でのコミュニケーションの向上につながっています。年月を経て、このキャンプは日本文化への理解を深める要素も取り入れ、参加者が地域社会でのボランティア活動に参加する機会を提供しています。

残念ながら、新型コロナウイルスのパンデミックと資金不足により、従来の宿泊型キャンプは中止となりました。これに代わり、2021年には国際交流センターの支援を受けて、「English & Leadership Day Camps」を開始しました。このデイキャンプは、アウトドア体験ではなく、キャンパス内で開催され、教育的およびレクリエーション活動を安全で距離を保った環境の中で行うものです。また、このプログラムでは、地域社会のニーズに対する意識を高めることに重点を置き、学生たちが関西フードバンクへの寄付や、須磨にある神戸少年の町孤児院への支援を行う機会も提供しています。

2022年には、キャンプの活動を拡充し、甲南大学とのコラボレーションにより、学生たちにより豊かな体験を提供する新たな要素と活動を導入しました。この協力は現在も続いており、最新のイベントは9月21日に西宮市の甲南大学CUBEで行われました。合計54名の学生と7名の教員が参加し、日本、韓国、中国、フィリピン、インドネシア、マレーシア、ミャンマー、ハンガリー、カナダ、アメリカ合衆国など、多様な国籍の人々が集まりました。

午前中のイベントでは、学生と教員が英語で指導する55分のミニコースがいくつか開催されました。コース内容は、手話、ヒップホップダンス、ギター演奏、ドラム演奏、ヨガ、リバーダンス、写真撮影、マジックなど多岐にわたりました。これにより、参加者は新しい分野を探索しながら、英語を共通言語としてコミュニケーションスキルを磨く機会を得ました。

午後は、教員が寄付したアイテムを使用したチャリティーラッフルから始まりました。景品には、新品や未使用のTシャツ、マグカップ、プロのオーストラリアンフットボールのグッズ、書籍、世界各国のノベルティアイテムなどが含まれていました。ラッフルで集まった41,000円は、過去のデイキャンプの最高額であり、すべて関西フードバンクに寄付され、西宮市の地域社会を支援しました。この資金は、全国的な米不足の中で最も必要とされているお米の購入に使われる予定です。

ラッフルの後は、参加者が 8 つのチームに分かれて「デイキャンプオリンピック」に挑みました。これがメインイベントであり、同時に大手前大学と甲南大学の学生たちが友好関係を築く素晴らしい機会となりました。

総じて、このデイキャンプは大成功を収め、参加者の間でチームワーク、協力、そして寛容の精神を育みました。多くの貴重な友情が生まれ、秋学期を迎える学生たちの学習意欲向上が期待されます。2025 年の **English & Leadership Camp** は大手前大学で開催される予定であり、このパートナーシップが今後も続くことを楽しみにしています。



Since its inception in 2008, the English & Leadership Camp has been dedicated to offering students unique opportunities to foster cooperation, enhance their motivation to learn and inspire leadership qualities. By taking learning outside the traditional classroom setting, the program engages students in activities that help build confidence—confidence that later translates into improved communication in their regular classes. Over the years, the camp has also evolved to incorporate an appreciation for Japanese culture and offers participants a chance to engage in community service.

Unfortunately, our traditional overnight camps stopped due to the COVID-19 pandemic and a lack of funding. In response, we launched "English & Leadership Day Camps" in 2021, with sponsorship from the International Exchange Center. Rather than an outdoor experience, these day camps take place on campus, offering a blend of educational and recreational activities within a safe, semi-socially distanced environment. In addition, the program emphasizes raising awareness about local community needs, giving students opportunities to contribute by fundraising for Food Bank Kansai or donating to the Kobe Shonen no Machi orphanage in Suma.

In 2022, we expanded the camp's offerings by collaborating with Konan University, introducing new dimensions and activities to provide our students with a more enriching crossover experience. This collaboration has continued, and our most recent event took place on September 21st at Konan CUBE in Nishinomiya. A total of 54 students and seven teachers participated, representing diverse nationalities, including Japan, South Korea, China, the Philippines, Indonesia, Malaysia, Myanmar, Hungary, Canada, and the United States.

The morning portion of the event featured a variety of 55-minute mini-courses, taught by both students and teachers in English. These courses covered a wide range of topics, including Sign Language, Hip-hop dance, guitar and drum playing, yoga, River Dance, photography, magic tricks, and more. This gave participants the chance to explore new subjects while practicing their communication skills using English as the median language.

The afternoon began with a charity raffle, where students purchased tickets for a chance to win items donated by the teachers. Prizes included new or unused t-shirts, mugs, professional Australian football memorabilia, books, and other novelty items from around the world. The raffle raised 41,000 yen—a record for our day camps—with all proceeds donated to Food Bank Kansai to support the Nishinomiya community. The funds will be used to purchase rice, the item most needed by the food bank during a national rice shortage.

Following the raffle, students were divided into eight teams to compete in the "Day Camp Olympic Games," which served as the main event. This fun-filled activity promoted bonding and friendship between students from Otemae and Konan Universities, fostering a strong sense of camaraderie.

Overall, the Day Camp was a success, cultivating teamwork, collaboration, and a spirit of generosity among the participants. Many valuable friendships were formed, and the experience promises to boost students' motivation as they head into the fall semester. We look forward to having Otemae host English & Leadership Camp 2025 as we aspire to continue this partnership for years to come.

Otemae University
Institute of International Education
Syllabus

I. Course:

GJS 45230: English as a Tool for Communication

II. Instructor:

Name: Gordon Carlson

Email: ●●●@●●●.●●.●●

Office Hours: Thursday 9:00 a.m. – 11:00 p.m.

III. Course Description:

As global citizens, it is of great importance for us to expand our world view in order to promote peace and contribute to the international community. As countries of the world become more connected each passing day, what happens on one side of the world affects what happens on the other side. With this in mind, students will consider what they can contribute to a better world that uses English as a common language. They will get in touch with their own cultural identities while at the same time learn to value world diversity. Ultimately, students will become sharpened, contributing world citizens that can pass on a better world to future generations.

Recommended Prerequisite: A minimum “A” average or above in LEO 400 courses or TOEIC level of at least 550 or above.

IV. Course Student Learning Outcomes:

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

- 1.) Reaffirm their own cultural identities, deepening understanding about the impact of language and culture on the formation of identity.
- 2.) Gain basic knowledge of the development of English into a world language with ownership for all people, not just Inner Circle countries.
- 3.) Acquire knowledge of the importance of English in the modern world and how it can be used to contribute to a better society.
- 4.) Think, discuss, present and form opinions and judgment on a variety of subjects.
- 5.) Develop deeper cultural awareness, exposing stereotypes, biases, and cultural

misconceptions.

6.) Cultivate confidence using English as a tool to achieve purpose.

V. Required Materials:

- 1.) A hard binder for which to construct a student portfolio. All other materials will be provided by the instructor.
- 2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

1.) Attendance and Participation	30%
2.) Homework	30%
3.) Mid-term Paper	20%
4.) Final Position Paper	20%

1.) Attendance and Participation:

Students will be rewarded up to five points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a great attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. Homework is expected to be completed before class so that all students arrive prepared to participate.

3.) Mid-term Paper:

In the middle of the term students will be expected to give a more detailed paper on a social issue. Further details will be discussed in class.

4.) Final Position Paper:

At the end of the term there will be a position paper on a world issue to be discussed at a United Nations simulation.

Schedule:

Week	Agenda	Assignments:
Week 1: Orientation and Opening Activities	This class will give students and overview and spell out expectations for the course. An introduction to the history of the English language will be given through some interactive activities.	Read and follow the assignment for Creating a Boro which is part of a joint project we will be doing with a high school economics class in the United States.
Week 2: Self-introductions and Introduction to Immigration in Japan	Some impromptu self-introductions will be made in English, followed by more interactive activities and an introduction to next week's topic. We will also form groups for an exchange project with a high school in the United States.	Based on the template, research assignment on Japanese figures who have made an impact abroad Read “ <i>Why do so few Japanese want to work overseas?</i> ”
Week 3: Japanese Who Cross the Border	There are various Japanese personalities who have crossed borders into foreign lands to make an impact on our world. This part of the course will explore such people and their drive to make a mark on our world. In turn, how can we expand our own boundaries become contributing global citizens?	Report on Japanese figures abroad to use for discussion. Read “ <i>Kenji Goto – A man who told stories of ordinary people.</i> ” *Start group project on videos representing Japan to send to our high school partners in America. *Start letter to child in Georgia, USA
Week 4: Japanese Who Cross the Border (continued)	A continuation of last week's topic will occur based on student research.	Based on the template, report on English trends in Japan. Read “ <i>Japan's 'no immigration policy' as solid as ever</i> ” and “ <i>How Asians View Each Other.</i> ” *Continue work on video on Japan.

Week 5: Language and Culture	<p>Although less than 1.7% of the population is foreign-born, children of mixed descent are rising in stature. What are the advantages and disadvantages to being “half” in Japan? This segment of the course will examine the lives of such people and their contribution to society. A special forum that includes a movie and panel discussion in English will also be included as an extracurricular activity at this time.</p>	<p>Based on the template, report on short films and prep for a mini forum related to this course. Read “<i>Ariana Miyamoto – A new kind of queen</i>” and “<i>Japan may boost immigration numbers.</i>”</p> <p>Videos due.</p>
Week 6: Language and Culture	<p>Discussion will be continued from last week based on student research.</p> <p>*We will likely have a special guest speaker!</p>	<p>Based on the template, write a comparative report on various media resources and biases based on your own research.</p>
Week 7: Media and Culture	<p>What we know and believe is directly linked to what we learn through our own cultures and the media. By comparing various sources, this segment of the course will cause us to consider how we collect and absorb various data. What prejudices and biases will we find?</p>	<p>Continue and finish the report on media resources and biases.</p>
Week 8: Media and Culture	<p>The discussion will continue from last week based on student research.</p>	<p>Based on the template, compare and contrast different media on current conflicts and various troubles in the world. Read three of the provided articles on the current administration’s policies <u>or</u> three articles on a current</p>

		conflict.
Week 9: Using English to Contribute to the Developing World	How is English used to help developing countries? As global citizens, it is in our best interest to contribute to needs in developing countries as well as conduct business. Additionally, third-world economic ties to us are rapidly increasing. This section of our studies will devote three weeks to focus on what opportunities we have to assist those in need. In addition, a special charitable project will be launched.	Using the template, report on economic and social ties to developing countries and how English is used Read “ <i>Japan in the World Community</i> .”
Week 10: Using English to Contribute to the Developing World (continued)	We will continue the discussion from last week.	Based on the template, report on personal convictions regarding the developing world
Week 11: Using English to Contribute to the Developing World (continued)	We will continue with last week's topic and wrap up this segment of the course. Around this time, we will have a special webinar with William T. Dwyer High School outside of the classroom hour.	Using the template, write a report on the role of the United Nations. Read the “ <i>Declaration of Human Rights</i> ” in both English and Japanese <u>and be familiar with it.</u>
Week 12: English for Discussion (Model UN Debate)	As the most representative inter-governmental organization of the world today, the United Nations' role in world affairs is of utmost importance. The United Nations makes substantial contributions in maintaining international peace and security, promoting cooperation among states and international development. This segment of	Personal studies for what roles will be played at our UN debate. Use the template provided to start a position paper that will be part of your final presentation.

	the course will examine the roles that the United Nations plays and how English is used to bridge humanity together to face the challenges of global issues.	
Week 13: English for Discussion (continued)	We will continue last week's topic based on student research.	Preparation for a UN debate and work on your position paper. Read " <i>Having a successful UN Simulation.</i> "
Week 14: English for Discussion (continued)	We will conduct a formal UN debate in class over real-life issues.	Prepare for final presentation. Details will be given in class.
Week 15: Final Presentations	Final presentations will be conducted based on the students' own research. This will be a time of reflection on what was discussed throughout the course and how students can contribute to the world community through using English.	Have a wonderful break! See some of you in class or zemi next year!

Otemae University
Institute of International Education
Syllabus

I. Course:

GJS 45375: Music and Culture

II. Instructor:

Name: Gordon Carlson

Email: ●●●@●●●.●●.●●

Office Hours: Thursday 9:00 a.m. ~ 12:00 p.m.

III. Course Description:

Through comparative study, this course illuminates the commonalities between music culture in Japan and America as well as underscoring their differences. We reassess both the United States and Japan's place in the world music scene and their strong interconnections.

Recommended Prerequisite: To comprehend this class, it will help to have an “A” average or above in a LEO 400 course or TOEIC level of 550 or above.

IV. Course Student Learning Outcomes:

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

- 1.) read and discuss academic readings about artists in English and write responses that critically engage with the readings.
- 2.) identify various musical styles according to the era from which they came. Furthermore, they will connect them to the history and culture from those periods.

V. Required Materials:

- 1.) A hard binder for which to construct a student portfolio. All other materials will be provided by the instructor.
- 2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

1. Class participation: 30%
 2. Weekly homework: 40%
 3. Presentation: 10%
 4. Final project: 20%
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1.) Attendance and Participation:

Students will be rewarded up to five points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a great attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. This is something you **MUST** do before class so that class time can go smoothly.

3.) Presentation:

At one point of the term, students will be expected to give a more detailed paper on a social issue or band. Further details will be discussed in class.

4.) Final Project:

At the end of the term there will be a collective and reflective paper done for students to share any final conclusions on the issues that are covered throughout the course.

Week	Agenda	Assignments:
Week 1: Orientation and Opening Activities	Course expectations, outline and introduction. Student and teacher introductions	Read the course outline and explanation.
Week 2: 1940s-1950s	From Occupation to Freedom: The Musical Scene in Postwar Japan	Assigned reading and worksheet from the instructor
Week 3: 1950s	Rock 'N' Roll Era: the blending of Afro-American music into the mainstream	Assigned reading and worksheet from the instructor
Week 4: 1950s	Rockabilly and the effects of Western music on Japan	Assigned reading and worksheet from the instructor
Week 5: 1960s	Anti-establishment and Cultural Revolution: War, Peace and the Baby Boomer Generation	Assigned reading and worksheet from the instructor
Week 6: 1960s	Social change: Revolution and music in Japan	Assigned reading and worksheet from the instructor
Week 7: 1970s	Music, Nationality, Ethnicity and the creation of Enka as "tradition"	Assigned reading and worksheet from the instructor
Week 8: 1970s	Freedom and Self-Actualization: Homosexuality, Hispanics, Afro-Americans in the mainstream / Disco	Assigned reading and worksheet from the instructor
Week 9: 1980s	Bubblegum pop and economic bubbles in Japan	Assigned reading and worksheet from the instructor
Week 10: 1980s	Pop Culture Goes Global	Assigned reading and worksheet from the instructor
Week 11: 1990s	J-Pop around the World and beyond	Assigned reading and worksheet from the instructor
Week 12: 1990s	Multiculturalism and Alternative Media	Assigned reading and worksheet from the instructor
Week 13: 2000s to present	The place of local folk music and protest music in the Japan music scene today	Assigned reading and worksheet from the instructor
Week 14: 2000s to present	Current Trends and Fads	Prepare for final presentation. Details will be given in class.
Week 15: Final Presentations	Presentation of final projects, course summary and wrap-up	Have a wonderful break!

Syllabus

I. Course:

Philosophy & Society (Japan Global Studies Course)

II. Instructor:

Name: Gordon Carlson

Email: ●●●@●●●.●●.●●

Office Hours: Thursday (Shukugawa) 3:00 p.m. – 4:00 p.m.

III. Course Description:

This course is more than an introduction to philosophy. It is designed for students to come up with their own questions, gather information on their questions, construct new ideas, present, and then reflect on their conclusions. The main goal is for learners to exercise the ability to come up with criteria to help them make real-life decisions. Students will be expected to participate in class discussions, read assigned materials, critique films, keep a portfolio, and make two presentations based on their own thoughts and research.

Recommended Prerequisite: To pass this course, it will help if students have at least an “A” or “B” average in a LEO 400 course or a minimum TOEIC score of 550.

IV. Course Student Learning Outcomes:

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

- 1.) Develop well-informed arguments about major issues affecting modern society.
- 2.) Acquire of a higher understanding of the types of philosophy and how it effects everyday decisions.
- 3.) Develop a world view of philosophical thought
- 4.) Analyze local, Japanese, and worldwide resources for research.

V. Required Materials:

- 1.) A hard binder for which to construct a student portfolio. All other reading materials will be provided by the instructor.
- 2.) Access to a computer to access the university el-Campus System. Additionally, each student should have a working university email address.

NOTE: Check for weekly messages and updates on el-Campus.

VI. Grading Criteria:

1.) Attendance and Participation	30%
2.) Homework (10 weeks x 5 points each)	50%
3.) Mid-term Debate	10%
4.) Final Reflection Paper	10%

1.) Attendance and Participation:

Students will be rewarded points per class for the following criteria: coming on time, coming prepared, speaking voluntarily, and having a positive attitude toward others.

2.) Homework:

Various short assignments will be given each week to prepare students for class discussions. This is something you **MUST** do before class so that everyone can participate in class. Each assignment is worth five points:

0 points	The assignment is copied or not received.
1 point	The assignment is on time but not complete or very poorly done.
2-3 points	The assignment is on time but rushed and not complete. The writing does not quite follow the guidelines.
4 points	The assignment is on time, complete, and meets expectations.
5 points	The assignment is on time, complete, and goes beyond the standard. The student shows that he or she did research and might cite references.

3.) Mid-term Debate:

In the middle of the term students will be expected to take part in a class debate on a social issue. Further details will be discussed in class.

4.) Final Paper:

At the end of the term there will be a reflective paper done in order for students to share any final conclusions on the issues that are covered throughout the course.

Philosophy & Society



Week	Date	Unit Lesson/Plan	Remember to...
1	April 16th	“What is Philosophy?” and Course Outline	Read “Happiness”
2	April 23rd	Philosophy of Human Nature Part I (“Happiness”)	Read “Quest for Happiness in Japan.”
3	April 30th	Philosophy of Human Nature Part II (“Lying”)	Watch Sam Bern’s video and write report.
4	May 7th	Aesthetics Part I (“What is Beauty?”)	Read “Absolute Ethics vs. Graded Ethics”
5	May 14th	Aesthetics Part II (“What is good/bad entertainment?”)	Read “For or Against Beauty Contests”
6	May 21st	Epistemology Part I (“A Case Study”)	Read “You Decide – a Crime Scene”
7	May 28th	Epistemology Part II (“A Debate” / Mid-term)	No Assignment
8	June 4th	Philosophy of Religion Part I (“Why do bad things happen?”)	Read “Why Bad Things Happen”
9	June 11th	Philosophy of Religion Part II	Read “Philosophy of Education”
10	June 18th	Philosophy of Education Part I (“Raising Children”)	Read “State vs Sam” and “Japanese Orphans”
11	June 25th	Philosophy of Education Part II	Read “War! What is it good for?”
12	July 2nd	Philosophy of Society / Ethics Part I (“Kantian vs. Utilitarian”)	Read “Capital Punishment”
13	July 9th	Philosophy of Society / Ethics Part II (“Prison or Death Penalty?”)	Read “Euthanasia”
14	July 16th	Philosophy of Society / Ethics (“Euthanasia”)	Prepare for final paper!
15	July 23rd	<u>Final Presentations</u> and Closing Activities	Have an amazing summer!!