

授業の概要 / Course description

科目基礎情報 / Course information	
開講元学部 / Faculty	外国語学部 / FACULTY OF FOREIGN STUDIES
開講元学科 / Department	英語学科 / DEPARTMENT OF ENGLISH STUDIES
登録コード / Registration Code	FES78410
期間 / Period	2023年度 / Academic Year 春学期 / SPRING
学期 / Semester	春学期 / SPRING
曜限 / Period	金 / Fri 4
教室 / Classroom	金4 :
科目名 / Course title	READING SKILLS A / READING SKILLS A
授業形態 / Course Type	講義 / Lecture
科目ナンバリング / Course Numbering	ENG316-51e00
レベル / Level	300
教員表示名	小塩 和人
主担当教員名 / Instructor	小塩 和人 / OSHIO KAZUTO
単位数 / Credits	2
更新日 / Date of renewal	2023/02/05
講義概要情報 / Course description	
授業実施方法 / Class format	対面授業 / Face-to-face classes only
授業実施方法に係る追加情報 / Additional information concerning the class format	There will be classes that require students to bring in their computers.
キーワード / Keywords	ANA HST ENG
アクティブ・ラーニングの実施 / Active Learning	あり / Yes
授業の概要 / Course description	<p>This course is designed to help students understand the process of: (1) reading academic secondary sources; (2) critically evaluating existing researches; and (3) writing an essay, based upon our classroom discussion. To put it differently, the students will be "reading for writing." More specifically it should help students familiarize the changing academic perspectives in U.S. historiography: changing interpretations in the areas listed below.</p> <p>この授業では、学生主体のディスカッションを軸にして、ジェンダー、家族、人種について書かれた学術文献の読み方を（１）筆者の論点は何だろう（２）あなたはそれをどう評価するだろう（３）残された課題は何だろう、という三点に留意しつつ、毎週積み上げていきます。読んだら読み放しにするのではなく、授業に来る前に理解できた点だけで良いので自分なりにまとめ、授業中はグループワークなどを通して理解を深め、一つの論文を読み終えたら振り返りをし、その上で自分なりの問いを立ててアウトラインを作成し、学友同士のコメントを経て、小論文を書き上げます。要するに、書くために読む、と言ったら良いでしょうか。</p>
ディプロマ・ポリシー (DP) との関連 (対応するポリシーは、科目開講元のポリシーである。借入れ科目の場合は、カリキュラムマップを参照のこと) / Correspondence to Diploma Policy of the offering Faculty and Department (Students who belong to other faculties and departments, check Curriculum Map of your faculty and department)	
到達目標 (授業の目標) / Course objectives	<p>This course will cover such topics as gender, family, sexuality and race in/of the United States. The students are expected to summarize and explain the text and to evaluate the author's argument in advance. Furthermore, they are expected to participate in class discussion, navigated by the discussion leaders, during the class, and to write a short paper, based upon their critical reading. In other words, the students will be expected to participate in numerous capacities (please see below).</p> <p>授業運営では、予め履修者が自分で理解できた部分 (要約) と不明な点 (質問) を Moodle で情報共有し、毎回異なったグループが討論係を勤め、中間整理 (読んだものの復習) を三回行い、アウトラインと相互批判を経てから、小論文の執筆を行います。</p>
授業時間外 (予習・復習等) の学習	(1) Web: After reading the text, except for the discussion leaders of the following class, students are expected to both summarize (in approx. 200 words) and pose one questions and write them in Moodle 48 hours prior to the class. Password will be given during the first week of instruction.

／Expected work outside of class	(2) Discussion leaders: After reading Moodle, the discussants should first briefly summarize the text, second correct misunderstandings, and third pose questions for class discussion. The handout should not exceed an A4 paper. (3) Paper: Write 1000 words paper in English. It should both evaluate the "argument" of the text. The paper should include: introduction (the purpose/development/conclusion of the paper) body (argument and proof) conclusion plus bibliography. テキストの（不）理解をオープンにすることで、お互いに学術論文を読む方法を学び合い、最終的な小論文では、筆者の論点を要約するだけでなく、自分がそれをどう評価して、残された課題を指摘するところまでいきましょう。
授業1回あたりの授業時間外（予習・復習等）の学習時間 ／Length of time for work expected outside per class	授業の予習・復習たとえば教材の読解、事前課題、ネット検索、グループ作業などを含んで190分
他学部・他研究科受講可否 ／Other departments' students	可／Yes ※要覧記載の履修対象とする年次を確認すること。 Please make sure to confirm the student year listed in the bulletin.
評価基準・割合 ／Evaluation	その他／Others(in detail) (100.0%) : The students will be evaluated based on pre-class web assignment (30%), in-class reflections & presentations (35%), outline & paper (35%). Those who are absent for more than 4 times will not get credit. In case of absence, please contact the instructor immediately. Absolutely NO plagiarism.
テキスト（教科書）／Textbook	自由記述／Free Text : To be provided on the Moodle.
参考書1／Readings1	著者名／Authors : Eric Foner & Lisa McGirr, eds. 書名／Title : American History Now 出版社・出版年／Publisher.Year : Temple University Press, 2011
参考書2／Readings2	著者名／Authors : 有賀夏紀、紀平英作、油井大三郎編 書名／Title : アメリカ史研究入門 出版社・出版年／Publisher.Year : 山川出版社、2009
授業で使用する言語（日本語以外） ／Required languages (other than Japanese)	English

講義スケジュール／Schedule

授業計画／Class schedule	1.Prologue
	2.Reading Introduction Eric Foner "Introduction to the First Edition" The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. ix-xiii.
	3.Reading First Essay (part 1) Linda Godron, "U. S Women's History," The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 257-267.
	4.Reading First Essay (part 2) Linda Godron, "U. S Women's History," The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 267-276.
	5.Mid-term Summary (I) What are the author's "argument"? How do you evaluate the "argument"? What additional research(es) do we need?
	6.Reading Second Essay (part 1) Estelle B. Freedman, "The History of the Family and the History of Sexuality," The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 285-296.
	7.Reading Second Essay (part 2) Estelle B. Freedman, "The History of the Family and the History of Sexuality," The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 297-305.
	8.Mid-term Summary (II) What are the author's "argument"? How do you evaluate the "argument"? What additional research(es) do we need?
	9.Reading Third Essay (part 1) Thomas C. Holt, "African-American History" The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 311-318.
	10.Reading Third Essay (part 2) Thomas C. Holt, "African-American History" The New American History: Revised and Expanded Edition, ed. Eric Foner. Philadelphia: Temple University Press, 1997, pp. 319-330.
	11.Mid-term Summary (III) What are the author's "argument"?

	<p>How do you evaluate the "argument"?</p> <p>What additional research(es) do we need?</p>
	12.Paper Topic & Questions w/ Outline [w/ an A4 paper handout]
	13.Pair-work: Comments on Topic, Question, and Outline [ditto]
	14.Epilogue: Paper due
<p>課題等に対するフィードバック方法 /Mediums for feedback to students</p>	<p><input type="checkbox"/> 頭で行う / verbally</p>