

科目ナンバリング		G-EDU14 66370 SE47			
授業科目名 <英訳>	国際合同授業Ⅰ(アドバンスト) International Collaborative Studies I(Advanced)		担当者所属・ 職名・氏名	教育学研究科 教授 齋藤 直子 教育学研究科 准教授 三澤 紘一郎 University College London UCL Institute of Education Professor STANDISH, Paul	
配当学年	博士	単位数	2	開講年度・開講期	2024・後期集中
曜時限	集中講義	授業形態	課題演習(メディア授業科目)		使用言語 英語
共用科目					
【授業の概要・目的】					
<p>&lt; The purpose of this course &gt;</p> <p>*This seminar will be jointly organized with Professor Paul Standish at UCL Institute of Education. Thinking about education through film. This course will follow ground-breaking work in film as a medium of philosophical enquiry into education. It will examine film texts to explore the ways in which film as a medium aids the understanding of experience and education in what has been called a post-literate, image-driven society. It will explore the potential of film analysis in relation to such features of contemporary society as digitization, textuality, and changing patterns of conversation. The course has relevance not only to the understanding of the changing world in which young people grow up but to questions of teaching and learning through film. In particular, it builds on work undertaken by the UCL Institute of Education-Katholieke Universiteit Leuven Philosophy of Education Research Colloquium. Over the past ten years, this colloquium has researched education by means of film analysis in an innovative and highly productive way. The processes of teaching and learning adopted on the course are themselves occasions for reflections on pedagogy and introduction to productive ways of teaching.</p> <p>This course will be held online.</p> <p>＊【メディア授業：同時双方向型】</p> <p>＊【イギリスとの時差の関係で夜間まで授業を行う場合があります。】</p>					
【到達目標】					
1. To acquire a command of reading in the high sense. 2. To acquire a sophisticated level of oral communication in English. 3. To acquire skill for academic writing in English.					
【授業計画と内容】					
<p>&lt;Course plan&gt;</p> <p>Philosophy as a way of life</p> <p>"Philosophy was a way of life, both in its exercise and effort to achieve wisdom, and in its goal, wisdom itself. For real wisdom does not merely cause us to know: it makes us be in a different way" (Hadot 1995, p. 265). So says Pierre Hadot in his book, Philosophy as a Way of Life (1995). In his view, philosophy as a way of life is a kind of spiritual exercise: “ the transformation of our vision of the world ” and “ a metamorphosis of our personality ” (Hadot 1995, p. 82). In Greek period, the task of philosophy was not to present a systematic theory of truth but to initiate people, through dialogue, into a process of self transformation. From this stance, Hadot is critical of the current situation of philosophy at the university level. Universities were made up of "philosophers, or professionals training professionals. Education was thus no longer directed toward people who were to be educated with a view to becoming fully developed human beings, but to</p>					
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specialists, in order that they might learn how to train other specialists" (p. 270). In Hadot's view, philosophy should not be seen purely as an academic subject pursued in university, but in keeping with ancient conceptions, should be a guide to the living of one's life as a whole. In this respect, it has an intimate connection with education and the development of the whole person. This in turn relates in important ways to the contemporary crisis in mental health. It casts light also on the therapeutic measures that are currently taken in response to these problems and suggests how a broader conception of education might answer to these concerns.

Against this background, this course will follow the line of thinking that makes philosophy as inseparable from our daily ways of living. We shall illustrate this by watching two films: Hayao Miyazaki's *Boy and the Heron* (How Do You Live?) and XXXXX. In observing these films, we shall discuss what it means to do philosophy and how we can pursue this. Its implications for mental health education will be discussed.

\* 下記のすべての授業を【メディア授業：同時双方向型】で行う。

<Schedule>

Introduction: Film, philosophy and education.

2. The work of the camera (1) -- illustrative examples, drawing on online resources from the British Film Institute, and developed through careful consideration of the filmic techniques exploited in a ground-breaking film of the 1930s.
3. The work of the camera (2)
4. Reviewing of the above film, with reference to editing techniques, and developing notions of metonymy as characteristic of film technique.
5. Set, costume design, music and dialogue, etc.: from screenplay to mise-en-scene.
6. Genre and the star system
7. Viewing and close analysis of *The Boy and the Heron* (1).
8. Close analysis of scenes from *The Boy and the Heron* (2)
9. Viewing and close analysis of XXX (1).
10. Close analysis of the film 2 XXX (2)
11. Close analysis of the film 2 XXX (3)
12. Review of general themes in the course: education, conversation, and transformation.
13. Exploration of the significance of film as a means of thinking philosophically about education.
14. Consideration of the pedagogical potential of film as a means of education, where the students are invited to develop examples of films that might be appropriately adopted in particular contexts.
15. Feedback

### 【履修要件】

As this course will be taught mainly in English, a good command of English is required.

1. To read the assigned text before classes.
2. To discuss the points of teaching with other students during and after classes.
3. To prepare for a final essay during the course.

### 【成績評価の方法・観点】

#### 【評価基準】

Participation in discussion 50%

Final essay (2000 words in English) 50%

\*The essay must be proofread by a native speaker before submission.

【評価方針】到達目標について、教育学研究科の評価方針に従って評価する。

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### 【教科書】

Paul Standish, Paul Smeyers and Richard Smith 『The Therapy of Education: Philosophy, Happiness and Personal Growth』 ( Palgrave Macmillan (2007) ) ISBN:978-1403992505  
Pierre Hadot 『Philosophy as a Way of Life』 ( Wiley-Blackwell (1995) )  
The Boy and the Heron (Hayao Miyazaki, 2023)

### 【参考書等】

( 参考書 )  
その他関連教材を授業時に配布する。

### 【授業外学修（予習・復習）等】

1. To read the assigned text before classes.
2. To discuss the points of teaching with other students during and after classes.
3. To prepare for a final essay during the course.

### （その他（オフィスアワー等））

To be announced during the period of the intensive course.

### メディア授業科目

オフィスアワーの詳細については、KULASISで確認してください。