Course Title	**GL111** < An introduction to Leadership Development >
Instructor	IWAKI, N. / CHENG, S.
Credit	2 Credits
Course Number	CMP2651

■Course Objectives
By completing this course, students will find their individual leadership strengths in a team and set the first milestone for their leadership journey for coming years. It is made to provide an introduction to basic leadership theory and its application to help students to explore what is leadership and how to apply it to individual self during their university life and beyond.

■Course Contents
Each session will focus on a different aspect of leadership. It provides various types of workshop tools and facilitation methods to enhance students' leadership skills as well as the further understandings to the topic. Under the active learning approach, students are encouraged to share their ideas to the class to maximize team learning.
This is a project-based learning course. Thus, divided into small groups, students are required to work on a project given by a client enterprise, where they are encouraged to apply the tools/methods and perform leadership in the project work.

■Course Schedule
1. Introduction and Team Building
2. Basic Leadership Theories Ⅰ
3. Diversity & Inclusion
4. Project: Analysis
5. Project: Analysis
6. Reflective Session
7. Project: Solution
8. Project: Pre presentation
9. Project: Solution
10. Presentation
11. Reflective Session: Teamwork
12. Basic Leadership Theories Ⅱ
13. Reflective Session: Leadership
14. Reflective Session: Diversity & Inclusion
    *Course Schedule is subject to change in accordance with circumstances such as project topic and field.

■Study Required Outside of Class
Students are expected to spend additional 3-5 hours per week in average for the project work and/or individual study, besides attending the class.

■Evaluation
Final Report (30%); Active participation in all class activities, discussions and presentation (40%); Group work and papers (30%)
80% or more attendance will be required to acquire course credits.

■Textbooks
Materials will be provided by the instructor

■Readings
Materials will be provided by the instructor

■Others（e.g. HP）
GL111 has two classes, respectively taken charge of by Lecturer Iwaki and Associate Professor Cheng.

Course Title	**GL202** <Leadership Development through Action Learning >
Instructor	CHENG S.
Credit	2 Credits
Course Number	CMP2651

■**Course Objectives**
The objectives of this course are:
1. To develop students' leadership to solve complicated and adaptive problems by action learning.
2. To understand the foundation of leadership theories.
3. To deepen the understanding of leadership by teaching others on leadership though mini-workshops

■**Course Contents**
We believe that leadership is everyone's business and that it can be learned.
This course consists of two major contents as followed.

<Group Project>
Students will be divided into small groups, and each group will be asked to choose one of the following themes as a topic of its group project; 1) Sharing the goal, 2) Setting the example, or 3) Enabling others.
Then, each group is required to design and hold a mini-workshop, while engaging others to join it.

<Action Learning>
To help students complete the mini-workshops, Action Learning coaching skills will be provided as a project management tool. The skills can be attained through several Action Learning sessions, where each student has opportunities to facilitate a group as a coach or to bring a personal/group problem that he/she wants to solve.

Additional reading materials in English will be required.

■**Course Schedule**
1. Team Building: Setting the Leadership Goal
2. Action Learning and Leadership Theory
3. Action Learning Session 1: Time Management
4. Action Learning Session 2: Irregular Intervention
5. Action Learning Session 3: Enhance the Quality of Questions
6. Action Learning Session 4: Focus on Learning
7. Action Learning Session 5: Deal with difficulty
8. Reflection: Giving Feedback To Team Members
9. Basic Leadership Element 1: Setting the Goal
10. Basic Leadership Element2: Setting the Example
11. Basic Leadership Element 3: Enabling Others
12. Leadership Practice 1
13. Leadership Practice 2
14. Reflection: Reframe Your Leadership

■**Study Required Outside of Class**
1. Group project will require 2-3 hours/week of work outside class with group members.
2. Weekly assignment may take 1-3 hours.

■**Evaluation**
Active Participation in class (40%); Personal Contribution to Group Work (30%); Personal Assignment (30%).
"D" grade will be given if you miss three classes or more. Being late or leaving early will be counted as a half absence, hence if you come late and leave early to the class, it will be counted as if you miss a class.

■**Textbooks**
Textbooks will be announced by the instructor.

■**Readings**
Michael Marquardt, *Optimizing the Power of Action Learning: Real-Time Strategies for Developing Leaders, Building Teams and Transforming Organizations* (Nicholas Brealey,2011)
Adams Marilee, *Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching, and Life* (Berrett-Koehler Pub, 2016)
James M. Kouzes and Barry Z. Posne, *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (Jossey-Bass, 2012)

Course Title	**GL302** <Effective and Responsible Leadership in a Changing World>
Instructor	PRIEST, K.
Credit	2 Credits
Course Number	CMP2651

■**Course Objectives**
The course will analyze the nature of effective leadership in a changing world and help students develop the knowledge and skills that result in responsible action (not all effective leadership is responsible). By completing the course, students will enhance their individual leadership capacity in the following areas:
the model of adaptive leadership, leading without authority (influence), implementing different types of decision-making depending on the situation, handling adversity and building personal resilience for challenging times, the role of followers when confronted with a toxic (unethical) leader, effective action that results in positive difference, and the framework of invitational leadership that enables leaders to bring out the best in others.

■**Course Contents**
Each class will highlight a different dimension of effective global leadership using a variety of learning activities including documentary films, case studies, and simulations. Examples and activities will represent different cultural contexts and walks of life to address leadership holistically, including the personal and professional. Students will apply insights learned from analytical frameworks and group discussion to operational leadership and the specific settings in which students live and work. Our challenge is to become lifelong learners of leadership, and consider how we can develop our own and others' leadership capacity to take effective and responsible action in a world of exponential change.

■**Course Schedule**
1. Introductions
2. Building a Learning Community
3. Learning Leadership: Reflection & Action
4. Power, Authority, & Influence 1
5. Power, Authority, & Influence 2
6. Adaptive Leadership 1
7. Adaptive Leadership 2
8. Ethical Decision Making 1
9. Ethical Decision Making 2
10. Adversity & Resilience 1
11. Adversity & Resilience 2
12. Toxic Leadership
13. Followership
14. Making a Difference
15. Invitational Leadership

■**Study Required Outside of Class**
Handouts will be provided in class, or before class, if and when required. This is not a reading intensive course, although the instructor will recommend readings and share resources to provide context and stimulate further interest. Formal class presentations are not required, but active engagement during group discussions is important.

■**Evaluation**
Active participation in all class activities and discussions (50%); Essays (20%); Final (Leadership Reflection) Paper (30%)
80% or more attendance will be required to acquire course credits.

■**Textbooks**
None

■**Readings**
Materials will be provided by the instructor.

■**Others(e.g.HP)**
The course students will contact the classroom number.

Course Title	**Solution Approach F** <Understanding refugees' feeling and environment＞
Instructor	YONEKAWA, M.
Credit	2 Credits
Course Number	CMP2601

■**Course Objectives**
This course aims to gain basic knowledge on forced displacement and migration especially from the refugees and internally displaced persons (IDPs) perspectives. Students are expected to intermingle their knowledge with other studies, to gain logical and critical thinking, and to improve communication, writing and questioning skills.

■**Course Contents**
The highest number of forced movement was recorded in 2015 and this is expected to increase in the coming years. Before we discuss which types of support to provide to these people, we need to understand why and in what kind of circumstance the people have fled, and what kind of concerns they have on a daily basis. The entire course will be held in English and all students are expected to participate actively in group presentation and discussion.

■**Course Schedule**
1. Introduction by Yonekawa
2. Watching film 'Samba' by Yonekawa
3. Watching film 'Samba' and discussion by Yonekawa
4. Discussion with refugees in Japan by refugee representative
5. Who are Refugees? by Yonekawa
6. Who are Internally Displaced Persons? by Yonekawa
7. Example of forced migration in Africa by Sayaka Funada-Classen, Meiji Gakuin University
8. Role and objective of refugee and IDP camps by Yonekawa
9. Refugees as Political and Conflict Actors by Yonekawa
10. Refugees and security by Yonekawa
11. Protracted refugees and security by Yonekawa
12. Role of 'International Community' in solving forced migration by Yonekawa
13. Group discussion and summary by Yonekawa
14. Final test by Yonekawa

■**Study Required Outside of Class**
Students are required to have certain level of comprehension, communication and writing abilities in English otherwise it will be very challenging to follow each class. Those students who are not confident in English MUST make special effort.

■**Evaluation**
Final Test (40%); Comment sheet (40%); Participation (20%)

■**Textbooks**
米川正子、2017、『あやつられる難民：政府、国連と NGO のはざまで』(ちくま新書, ISBN:978-4-480-06947-4)
Alex Betts and Will Jones. 2016. *Mobilising the Diaspora： How Refugees Challenge Authoritarianism.* (Cambridge University Press, ISBN:9781107159921)
Michel Agier. 2011. *Managing the Undesirables: Refugee Camps and Humanitarian Government.* (Polity ISBN:0745649025)

■**Readings**
Alex Betts and Gil Loescher eds, 2011. *Refugees in International Relations.* (Oxford University Press, ISBN:0199595623)
Gil Loescher et al eds, 2008. *Protracted Refugee Situations: Political, Human Rights and Security Implications* (United Nations Unyiversit, ISBN:92-808-1158-4,)

■**Others (e.g.HP)**
Students are requested to use the online-tool blackboard at Rikkyo University
 (https://spirit.rikkyo.ac.jp/blackboard/Home.aspx) to obtain course materials and submit comment sheets. It is mandatory to read materials and references prior and after each class.

Course Title	**Seminars for Students of Rikkyo University 5** <Environmental Ethics and Virtue＞
Instructor	SARODO, S.
Credit	2 Credits
Course Number	CMP3501

■Course Objectives
The general purpose of this course is to identify and define the contemporary problems in multi-cultural society and to assess the various solutions. The goal of this course are for students (1) to improve their ability to think and discuss the contemporary problems from a philosophical standpoint and virtue ethics, (2) to construe the basic concepts of environmental ethics such as nature, human, and happiness, (3) to broaden their perspectives on issues stemming from the multi-cultural society, and (4) to understand the self and others in the global society.

■Course Contents
This course is designed to cover the contemporary ethical issues related to science and technology, especially environmental issues. In this course, we will read classical texts and articles on the environmental ethics and discuss the nature of the issues. By reading those writings, we will also make a comparison between the Japanese concept of nature and the Western concept of nature.

■Course Schedule
1. Introduction– Introduction of the course and book reference
2. Aristotle's Ethics (1) – Ethics, Happiness, and Meaning of Life
3. Aristotle's Ethics (2) – Moral Virtue and Intellectual Virtue
4. Aristotle's Ethics (3) – Scientific Knowledge, Art, and Wisdom
5. Ancient Concepts of Nature, Human, and God– Aristotle, Stoicism, and Epicureanism
6. Various Ethical Thoughts– Virtue Ethics, Deontology, and Utilitarianism
7. Introduction to the Environmental Ethics– What are the problems? - What is the nature of nature?
8. Environmental Virtue Ethics (1) - Act and Character, Principle, and Rule
9. Environmental Virtue Ethics (2) - Repugnant Conclusions
10. Environmental Virtue Ethics (3) - Is There Another way of doing Moral Theory? - Note on Contributing to Overpopulation, – Intuition and Theory, – Summary
11. Down the Abyss: On Nausicaä of the Valley of the Wind (1) - Introduction, - Engaging Nature, - Apocalypse, the Abyss, and Overcoming Nihilism
12. Down the Abyss: On Nausicaä of the Valley of the Wind (2) - Compassionate Savior, - Insect Life, - The Web of Living Nature
13. Down the Abyss: On Nausicaä of the Valley of the Wind (3) - Mysterious Beauty, - Green Living, - Art Imitating Life
14. Conclusion - Round table discussion, - Open questions, comments, and feedback

■Study Required Outside of Class
Students are expected to prepare the readings and complete the assignments.

■Evaluation
Final Report (40%); Class participation (30%), Assignments (30%)

■Textbooks
Aristotle. 2011. Anthony Kenny (tr.),*The Eudemian Ethics (Oxford World's Classics)*. (Oxford University Press)
Matt Zwolinski and David Schmidtz. 2013. "Environmental Virtue Ethics" in D. C. Russell (ed.), *The Cambridge Companion to Virtue Ethics*. (Cambridge University Press)
Steve Odin. 2010. "Down the Abyss" in Josef Steiff and Adam Barkman (eds.), *Manga and Philosophy (Popular Culture and Philosophy)*. Open Court
Necessary materials will be made available as PDF

■Readings
Further readings will be announced in the class. Students are encouraged to present and share materials that they regard as relevant for any topic throughout the course.