< CONTENTS >

● Articles
Mark N. Bell
History and Culture in English Education: Reflections on Content

関根 孝道
沖縄ジュゴンと環境正義 ～辺野古海上ヘリ基地問題と米国環境法の域外適用について～
Okinawa Dugong and Environmental Justice ~Henoko Seabase Facilities and Extraterritorial Application of U.S. Environmental Law~

● Special Articles
Eugene B. Gallagher and C. Kristina Sionean
Where Medicalization Boulevard Meets Commercialization Alley

Cynthia Quinn and Heidi Evans Nachi
Exploratory Techniques for Curriculum Renewal

● Commentary
Hans W. Gottinger
Is There a Conflict between the Pursuit of Shareholder Value and Sustainable Economic Growth?
Where Medicalization Boulevard Meets Commercialization Alley

The concept of medicalization has emerged, in health care analysis and policy debate, as an important way of thinking about the expansion of the health care system in modern society, and about the spread of health consciousness in populations and communities. Broadly, medicalization refers to the attaching of medical causes and consequences to "normal" phenomena such as alcohol consumption, mood variations, physical fatigue, daily diet, and childbirth which in earlier times were handled without resort to biomedical analysis or medical practitioners. According to social scientists such as Michel Foucault, medicalization emerged as a result of the expansion of the health care system and the spread of health consciousness in populations and communities. It is characterized by the medicalization of everyday life, the medicalization of social problems, and the medicalization of personal problems. The concept of medicalization has been influential in policy debates and has been used to argue for increased funding for health care, increased regulation of the health care system, and increased control over the population through medicalization.

Is there a conflict between the pursuit of shareholder value and sustainable economic growth?

This paper reports on one university's curriculum renewal efforts to gather exploratory data from students and staff. Four information-gathering techniques are introduced to illustrate how productive change can be prompted by employing regular and systematic invention procedures. From the data collected, program administrators gain a more accurate and complete perspective of how current practices are being received by teachers and students as well as which aspects of the curriculum warrant further investigation. To exemplify the kind of change that can result from such invention practices, three sample curriculum modifications are presented as well. Through this case example, the authors hope to show that implementing and maintaining a practice of curriculum-focused invention does not have to require a significant burden on staff. Rather, standard program activities can be tailored to elicit valuable reactions from program insiders and to foster a collaborative effort towards curricular innovation.

Is there a conflict between the pursuit of shareholder value and sustainable economic growth?