

2019年度 グローバル教養学部 (GIS) 講義概要 (シラバス)



法政大学

科目一覧

最新版のシラバスは、法政大学 Web シラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

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BSP100ZA

Basic Writing Skills

Multiple Instructors

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
Day/Period :

[Changes following student comments]
Discussions on plagiarism have been added.

[Prerequisite]
None.

[Outline and objectives]

Basic Writing Skills introduces the fundamental principles and practices of writing academic essays. The purpose of the course is for students to progress from the basic components of academic vocabulary, sentence structure, and style to the construction of arguments, paragraphs, and short essays.

[Goal]

This course aims to build competence in the following areas:

1. Academic vocabulary, sentence structures, and style
2. Organizing paragraphs
3. Making logical arguments
4. Organizing an argumentative essay

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1” and “DP 4”.

[Method(s)]

Each class consists of two basic parts: the first is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second section is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should grow accustomed to both giving and receiving constructive feedback on assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course Introduction	Overview of the Academic Writing Skills course series. What is plagiarism?
2	Introducing Academic Paragraphs	Basic paragraph structure
3	Academic Vocabulary	Purpose and strategies for building academic vocabulary
4	The Writing Process	Overview of the writing process stages; also citations and referencing
5	Sentence Structure I	Subject-verb agreement; simple to complex sentences
6	Sentence Structure II	Punctuation and self-editing
7	Paragraphs I	Structure
8	Paragraphs II	Conclusions and transitions
9	Paragraphs III	Logic and coherence
10	Paragraphs IV	Process paragraphs
11	Paragraph V	Persuasive argument paragraphs
12	Final Assessments I	Organization and logical structure of essay; introduction to final writing task
13	Final Assessments II	Editing of essay and writing task
14	Final Presentations	Report on final draft of writing task

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete weekly assignments and research for final assessments.

[Textbooks]

Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 3: Student Book with Essential Online Resource* (Fourth ed.). New York: Pearson Longman. ISBN: 9780134663326

*This is the primary textbook for the course and must be purchased by students. Please do so as soon as possible.

[References]

Bullock, R. H., & Weinberg, F. (2011). *The Little Seagull Handbook*. New York: W.W. Norton & Co. ISBN: 0393911519

*Students are strongly encouraged to purchase this text as it will serve as a quick guide for all future papers at GIS and beyond. However, copies will also be placed in the library for your reference.

[Grading criteria]

Participation: 10%

Assignments: 40%

Final essay: 40%

Final presentation: 10%

BSP100ZA

Academic Writing Skills I

Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |
 Year : 1~2
 Day/Period :

【Outline and objectives】

Academic Writing Skills I introduces the formal structures and styles of academic writing. The course focuses on two primary areas. The first is essay organization: we will examine the fundamentals of outlining and structuring essays as well as practice writing a variety of essay forms. The second is academic language: we will study the specific vocabulary, conventions, and styles of writing particular to university research. Additionally, this course will build confidence and competence in writing more generally, preparing you for Academic Writing Skills II, in which you will write a formal research paper.

The related activities and tasks are completed mainly through such communicative approaches as presentation and discussion in order to facilitate students' thorough engagement in active communication in English. This will cultivate their listening and speaking skills in the target language as well as those of reading and writing.

【Goal】

This course aims to build competence in the following areas:

1. Organizing a variety of essay styles clearly and logically
2. Using academic vocabulary and styles of prose effectively
3. Citing and referencing sources correctly
4. Proofreading, editing, and revising multiple essay drafts

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1” and “DP 4”.

【Method(s)】

Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Introduction	Overview of the course
2	Paragraph Organization	Topic, supporting, and concluding sentences
3	Unity and Coherence	Consistency and logical organization
4	Evidence, Quotations, In-text Citations	Referencing; fundamentals of citations; discussion on plagiarism
5	Bibliography and Citation Styles	Students will learn one referencing system (MLA, APA and others) Review and discussion
6	Essay Structure I	Organization; introductions and thesis statements
7	Essay Structure II	Body paragraphs; conclusions
8	Essay Practice I	Process essay
9	Editing I	Proofreading, peer critique, self-editing Review and discussion
10	Essay Practice II	Cause and effect essay
11	Essay Practice III	Comparative/contrast essay
12	Essay Practice IV	Argumentative essay
13	Editing II	Reorganization and rewriting Review and discussion
14	Final Presentations	Final paper presentations

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete weekly writing assignments and regular vocabulary exercises.

【Textbooks】

Oshima, A., & Hogue, A. (2017). *Longman Academic Writing Series: 4 - Essays* (Fifth ed.). New York: Pearson Longman. ISBN: 9780134663319

*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】

Bullock, R. H., & Weinberg, F. (2011). *The Little Seagull Handbook*. New York: W.W. Norton & Co. ISBN: 0393911519

*Students are strongly encouraged to purchase this text as it will serve as a quick guide for all future papers at GIS and beyond. However, copies will also be placed in the library for your reference.

McCarthy, M., & O'Dell, F. (2016). *Academic Vocabulary in Use. Second Edition*. Cambridge: Cambridge University Press. ISBN: 110759166X

*Students will often complete vocabulary and academic prose exercises from this text. Handouts will be distributed in class.

【Grading criteria】

Participation: 10%

Assignments: 25%

Essays: 55%

Process (10%)

Cause/Effect (10%)

Comparison/Contrast (10%)

Argumentative (25%)

Final presentation: 10%

【Changes following student comments】

Discussions on plagiarism have been added.

【Prerequisite】

None.

BSP100ZA

Academic Writing Skills II

Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |
 Year : 1~2
 Day/Period :

[Outline and objectives]

Academic Writing Skills II builds on the skills learned in Academic Writing Skills I and applies them to the organization and writing of a major research paper (in either the humanities or social sciences). Students are expected to take responsibility in choosing a theme and thoroughly researching it for the final paper, no less than 2500 words, excluding a bibliography (Times New Roman, 12-pt.font, double spaced [10 pages]). Course content includes essay organization, research strategies (collecting and evaluating references, conducting web searches, using electronic databases), bibliographic organization, and citation styles: footnotes, endnotes, or in-text forms of MLA and APA.

The related activities and tasks are completed mainly through such communicative approaches as presentation and discussion in order to facilitate students' thorough engagement in active communication in English. This will cultivate their listening and speaking skills in the target language as well as those of reading and writing.

[Goal]

This course aims to build competence in the following areas:

1. Planning and organizing a major research paper
2. Choosing, evaluating, and using academic sources
3. Building on previous research in developing an original research contribution
4. Proofreading, editing, and revising research papers

[Which item of the diploma policy will be obtained by taking this class?]
 Will be able to gain "DP 1" and "DP 4".

[Method(s)]

Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.

[Active learning in class (Group discussion, Debate.etc.)]
 あり / Yes

[Fieldwork in class]
 なし / No

[Schedule]

No.	Theme	Contents
1	Course Introduction	Overview of the course
2	Research I	Choosing a topic & organizing a schedule
3	Research II	Creating a reading list
4	Research III	Research skills (library visit to research online databases)
5	Research IV	Collecting and summarizing sources (review citation styles if needed) Review and discussion
6	Essay Structure I	Writing a review of your sources
7	Essay Structure II	Research questions and narrowing your focus
8	Essay Structure III	Introductions and thesis statements Review and discussion
9	Special Working Session	Report on progress
10	Essay Structure IV	Working with data (how to match data with thesis; "they say/I say" paradigm)
11	Essay Structure V	Conclusions and situating future research Review and discussion
12	Editing I	Organization
13	Editing II	Peer editing
14	Final presentations	Presentations of final paper

[Work to be done outside of class (preparation, etc.)]
 Students are expected to complete weekly assignments and research for final paper

[Textbooks]
 No textbook will be used.

[References]

- Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series: 5 – Essays to Research Papers* (1st ed.). New York: Pearson Longman. ISBN: 0132912740
- McCarthy, M., & O'Dell, F. (2016). *Academic Vocabulary in Use. Second Edition*. Cambridge: Cambridge University Press. ISBN: 110759166X
- Lester, J. D., & Lester, J. D. (2011). *Writing Research Papers: A Complete Guide* (14th ed.). New York: Pearson/Longman. ISBN: 0205059333.

[Grading criteria]

Participation: 10%
 Assignments: 30%
 Final essay: 50%
 Final presentation: 10%

[Changes following student comments]

Discussions on plagiarism have been added.

[Prerequisite]

None.

BSP100ZA

Reading Skills I

Multiple Instructors

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
Day/Period :

【Outline and objectives】

This course introduces students to the basic reading skills and strategies that are needed for academic success at the university level.

【Goal】

Students will learn to read course material with accuracy and to build critical thinking skills, thereby increasing their reading confidence and speed.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Through the textbook and its academic reading selections and exercises, students will explore real-world issues, discuss academic topics, read and study content-based and thematic materials; learn to organize their thoughts and notes through a variety of graphic organizers that meet the needs of diverse learning and thinking styles; interact in pair work, small group work, and whole class activities that present opportunities for real-world use of language; acquire tools that promote the critical thinking skills crucial to success in the academic world; expand their vocabulary; and gain familiarity with the ingredients of widely used tests of English proficiency.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism.
2	Reading Selection: <i>Why Bilinguals Are Smarter</i>	Scanning for specific information: expressions and set phrases; evaluating websites.
3	Reading Selection: <i>Speaking Up in Class</i>	Completing a summary; internet research (bilingual countries).
4	Reading Selection: <i>Into Thin Air</i>	Previewing a reading; making inferences.
5	Reading Selection: <i>The World We Lost</i>	Using a graphic organizer (chain diagram) to sequence events and emotions; internet research (Everest today).
6	Reading Selection: <i>How Women Became the New Breadwinners</i>	Understanding metaphors in context; analyzing a book review.
7	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 6.
8	Reading Selection: <i>Has Facebook Destroyed the Word “Friend”?</i>	Determining a point of view; internet research (marriage around the world).
9	Reading Selection: <i>Taj Mahal, India</i>	Understanding specialized terms; using a graphic organizer (Venn diagram) to draw a comparison.
10	Reading Selection: <i>Korea’s Makeover from Dull to Hip Changes the Face of Asia</i>	Previewing a reading to identify the key people; internet research (architecture).
11	Reading Selection: <i>Conversations in Malaysia</i>	Identifying differences between standard English and global English; paraphrasing.
12	Reading Selection: <i>Grisha Has Arrived</i>	Predicting story events Summarizing a story; internet research (a lesser-known variety of English).
13	Reading Selection: <i>A Memory for All Seasonings</i>	Underlining and marginal glossing; supporting or challenging a hypothesis.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 8 to 13.

【Work to be done outside of class (preparation, etc.)】

Students must read the required material and do required exercises for each class.

【Textbooks】

Brenda Wegmann and Miki Knezevic, *Mosaic 2: Reading*, 6th ed. (McGraw-Hill Education, 2014).

【References】

As specified by the instructor.

【Grading criteria】

Homework (30%); in-class assignments (30%) and exams (40%).

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

BSP100ZA

Reading Skills II

Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |
 Year : 1~2
 Day/Period :

【Outline and objectives】

This course reinforces the basic reading skills and strategies that are needed for academic success at the university level, and moves up through critical reading of more advanced texts toward the reading and understanding of academic papers.

These objectives are achieved via use of such communicative methods as discussion and presentation in pairs, groups and at class level. This will ensure students actively communicate in English, helping them to enhance skills in listening and speaking as well as in reading and writing.

【Goal】

To improve students' reading speed and accuracy, enhancing their critical thinking skills, and exposing them to academic material, in order to prepare them for the Department's demanding course of study.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

Through the textbook and its academic reading selections and exercises, students will explore real-world issues, discuss academic topics, read and study content-based and thematic materials; interact in pair work, small group work, and whole class activities that present opportunities for real-world use of language; acquire tools that promote the critical thinking skills crucial to success in the academic world; expand their vocabulary; and gain familiarity with the ingredients of widely used tests of English proficiency. This will occupy the first half of the course. During the second half, students will be introduced via more demanding material intended for non-specialists to a topic of academic concern, and then shown how best to approach and digest an academic paper on this topic.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of <i>The Tell-Tale Heart</i> and related internet research.
2	Reading Selection: <i>The Tell-Tale Heart</i>	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: <i>The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"</i>	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: <i>Trees for Democracy</i>	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: <i>A Revolution in Medicine</i>	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: <i>What Makes Van Gogh So Great?</i>	Identifying false inferences; paraphrasing.
7	Reading Selection: <i>Contrite Makes Right</i>	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.

11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

【Work to be done outside of class (preparation, etc.)】

Students must read the required material and do required exercises for each class.

【Textbooks】

Brenda Wegmann and Miki Knezevic, *Mosaic 2: Reading*, 6th ed. (McGraw-Hill Education, 2014).

【References】

As specified by the instructor.

【Grading criteria】

Homework (30%); in-class assignments (30%) and exams (40%).

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

BSP100ZA

English Test Preparation

Marcus Lovitt

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1
Day/Period :

【Outline and objectives】

ETP is designed to teach language skills, effective test-taking techniques, and strategies for the TOEFL ITP.

【Goal】

This course is designed for students who are interested in studying abroad in the future. The purpose of this course is to help you attain greater skill in the command of English, which shall be reflected in your scores on the TOEFL ITP (Target score: 550).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1” and “DP 4”.

【Method(s)】

Students will learn effective strategies for increasing scores in each section of the TOEFL ITP by lecture and exercises throughout the course. Personal advice on methods of individual study (which is strongly recommended) will be given as required.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	・ Learn the characteristics of the TOEFL PBT and how it differs from the TOEFL iBT.
2	Listening Section (I)	・ Vocabulary and idiomatic expression quiz (V&I quiz) ・ Learn the basic format of the listening section ・ Learn the effective strategy for “conversations” ・ Textbook exercises for the listening section(conversation)
3	Listening Section (II)	・ V&I quiz ・ Learn the effective strategy for “lectures” ・ Textbook exercises for the listening section(lecture)
4	Structure (I)	・ V&I quiz ・ Learn the basic format of the structure and written expression section ・ Learn grammatical and lexical structures ・ Learn the effective strategy for structure(I) ・ Textbook exercises for the structure and written expression section
5	Structure (II)	・ V&I quiz ・ Learn grammatical and lexical structures ・ Learn the effective strategy for structure (II) ・ Textbook exercises for the structure and written expression section.
6	Written Expression (I)	・ V&I quiz ・ Learn grammatical and lexical structures ・ Learn the effective strategy for written expression (I) ・ Textbook exercises for the structure and written expression section.
7	Written Expression (II)	・ V&I quiz ・ Learn grammatical and lexical structures ・ Learn the effective strategy for written expression(II) ・ Textbook exercises for the structure and written expression section.

8	Mid-term Exam and Reading Comprehension (I)	・ Short exam to test knowledge from weeks 1 – 7 and an overview of the reading comprehension section
9	Reading Comprehension (II)	・ V&I quiz ・ Learn the effective strategy for reading passage (I) ・ Textbook exercises for the reading comprehension section.
10	Test of Written English	・ V&I quiz ・ Learn the basic format for the Test of Written English(TWE : 30 minutes essay) ・ Learn the effective strategy for the TWE. ・ Text book exercises for the TWE.
11	Practice Test (Listening)	・ V&I quiz ・ The listening section of the TOEFL® ITP will be conducted in class.
12	Practice Test (Structure and Written expression)	・ V&I quiz ・ The structure and written expression section of the TOEFL ITP will be conducted in class.
13	Practice Test (Reading)	・ V&I quiz ・ The reading comprehension section of the TOEFL ITP will be conducted in class.
14	Wrap-up and Review the Course	・ Wrap-up and review the course

【Work to be done outside of class (preparation, etc.)】

As this is an intensive class, students should prepare by studying academic/campus vocabulary, doing practice tests and conducting other forms of self-study prior to the first class.

【Textbooks】

- 1) Vocabulary and idiomatic expressions
Barron's Essential Words for the TOEFL® by Steven J. Matthiesen, 7th Edition (2017) (odd unit numbers)
- 2) Exercises
The Complete Guide to the TOEFL Test (PBT edition) by Bruce Rogers, HEINLE CENGAGE learning (2010)

【References】

Cracking the TOEFL iBT with Audio CD, 2016 Edition, Princeton Review(2015)
Official Guide to the TOEFL Test, 4th Edition (Official Guide to the Toefl iBT), Educational Testing Service (ETS) (2012)

【Grading criteria】

This is a pass/fail class. Students are required to take the TOEFL ITP in January, 2020. Assessment will be based on the following:

1. Class participation (30%)
2. Mid-term exam/practice test (40%)
3. Homework (30%)

Students will receive credits for passing the course, but passing or failing will not affect their GPA.

【Changes following student comments】

Not applicable

【Others】

Credits based on TOEFL & IELTS scores. Check the bulletin board.

【Prerequisite】

None.

BSP100ZA

Debate and Discussion

Multiple Instructors

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1
Day/Period :

[Outline and objectives]

This course aims at helping students cultivate skills in argumentation that they can apply to debate and discussion. Therefore, in this class, students will learn not only how to conduct themselves in debates and discussions, but also critical thinking, organizational and speaking skills.

Students will first learn the basics of argumentation, including analysis, the use of evidence, causal reasoning and reasoning from analogy, and refutation. They will then learn the technical aspects of how debates and discussions are structured before applying the argumentation skills they have acquired to actual team debates and small-group discussions.

[Goal]

Through the critical thinking exercises and practices in debates and discussions, students will become able to formulate arguments and express their opinions on various issues, as well as actively participate in group discussions. The skills they acquire through this course should prepare them well for the core content courses in the curriculum.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

[Method(s)]

In the first half of the course, each class is composed of a partial lecture on key concepts and in-class exercises (including small group discussions and presentations) to help students learn and apply the concepts. The second half of the course is centered on student debates and discussions. Students will be encouraged to evaluate their own performance and give each other feedback, and the instructor will provide oral and written feedback to each student.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Analysis	Meaning of analysis Propositions and argument
3	Use of Evidence	Finding and evaluating sources of evidence
4	Identifying Flaws in Arguments I	Causal links Correlations and false correlations
5	Identifying Flaws in Arguments II	Necessary and sufficient conditions Analogies
6	Refutation	Meaning of refutation Ways of refuting an argument
7	Debate: An Overview	Techniques and structure of debate Choice of topics for debates in class
8	Moving Towards Debate	Roundtable discussions to prepare for debates
9	Team Debate 1	Team debate on a topic previously agreed upon Peer evaluation
10	Team Debate 2	Team debate on a topic previously agreed upon Peer evaluation
11	Team Debate 3 Moving Towards Group Discussion	Team debate on a topic previously agreed upon Preparation for group discussion
12	Group Discussion 1	Discussion on topics previously agreed upon Peer evaluation of discussion
13	Group Discussion 2	Discussion on topics previously agreed upon Peer evaluation of discussion

14	Group Discussion 3 and Wrap-up	Discussion on topics previously agreed upon Peer evaluation of discussion Debate and discussion revisited: the significance of argument, reasoning and critical thinking
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[Work to be done outside of class (preparation, etc.)]

Students are expected to review class materials, complete assignments, and find relevant material to build arguments for debate and discussion.

[Textbooks]

Class materials will be provided by the instructor and distributed in class or uploaded on H'etudes.

[References]

Bowell, T., & Kemp G. (2015). *Critical thinking: A concise guide* (4th edition). New York, NY: Routledge.

Cottrell, Stella. (2011). *Critical thinking skills: Developing effective analysis and arguments*. 2nd Ed. London: Palgrave Macmillan.

Huber, Robert and Snider, Alfred C. (2006). *Influencing through argument*. Updated Edition. New York: International Debate Education Association. (Downloadable as pdf file.)

Snider, Alfred & Schnurer, Maxwell. (2006). *Many sides: Debate across the curriculum*. Revised edition. New York: International Debate Association. (Downloadable as pdf file.)

[Grading criteria]

Round table discussion 15%; team debate performance 30%; discussion participation and performance 45%; overall participation in class 10%. Scores for performance and participation will depend at least as much on preparation and organization as on verbal skills.

[Changes following student comments]

None.

[Equipment student needs to prepare]

The teacher may request that you use a computer, tablet or smartphone in order to prepare or fact-check during class. (Computers, tablets and smartphones may not be used other than as authorized.)

[Prerequisite]

None.

LANe100ZA

Freshman English I

Kazuki Hata

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1
Day/Period : 月 1/Mon.1

【Outline and objectives】

Freshman English I aims to enhance students' academic prospects and cultivate language proficiency. In particular, the students are provided solid understanding of common academic practices at the international standard, which they can apply to university-level debates and discussions; including micro-/macro-level reading, critical thinking and spontaneous discussion activities. The module also offers various tips for independent study, suggesting how to make a good transfer from the module to their own learning (and vice versa).

【Goal】

Through a series of interactive and voluntary engagements in and out of the class, the students are expected to acquire three dominant academic skills, as follows.

- a) Basic language (English) abilities for good academic engagement
- b) Communicative competence in normative interaction
- c) Critical thinking skills in coherent and logical argumentation

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1” and “DP 4”.

【Method(s)】

The module will be conducted via informal and interactive lectures utilising PowerPoint slides, with a combination of in-class exercises and take-home assignments. The students will be engaged in a wide variety of interactive practices, such as: in-class activities on the materials; small-group and roundtable discussions; and reflective writing tasks. All attendants are expected to actively participate, in which they mediate their understanding by producing language, and make every effort to contribute meaningfully to both planned and spontaneous activities.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Induction	Module description with general instructions for academic English
2	Preparation for Academic Study	Reading short informative texts; note-taking for organising key information; using notes to write a summary
3	Description and Definition	Understanding and extracting key factual information in a text; recognising and writing definitions; summarising key factual information in a text
4	Using Evidence	Identifying main ideas and supporting evidence in a text; building word families; using adverbs to express stance
5	Classification	Identifying the purpose and structure of a text; using classification to make notes as you read
6	Connecting Ideas	Identifying the argument and structure of a text; identifying cohesive and hedging language
7	Describing Processes	Predicting the content of a text from visual information; understanding a description of a process in a text; identifying signposting for describing a process
8	Comparison and Contrast	Identifying extended definitions; categorising similarities and differences; noticing in-text references; identifying comparison and contrast language
9	Fact and Opinion	Recognising the difference between fact and opinion; identifying the purpose and sections of a text; identifying stance and perspective
10	Developing an Argument	Identifying author evaluation of original material; identifying persuasive language

11	Cause and Effect	Understanding cause and effect phenomena in different fields; identifying language to express cause and effect; note-taking cause and effect relationships in diagram form
12	Evaluation	Identifying author evaluation of original material; identifying and understanding evaluation language
13	Independent Learning	Summarising information to make notes; annotating a text with margin notes
14	Final Exam & Wrap-up	Exam with a following review of the module (academic English)

【Work to be done outside of class (preparation, etc.)】

In order to participate well, it is necessary for them to complete weekly assignments before the class.

【Textbooks】

Chazal, E., & McCarter, S. (2016). *Oxford EAP: A course in English for academic purposes (upper-intermediate/B2)*. Oxford: Oxford University Press. (Primary resource; thus, must be purchased)

【References】

Hewings, M., & McCarthy, M. (2012). *Cambridge academic English B2 upper intermediate student's book: An integrated skills course for EAP*. Cambridge: Cambridge University Press.

Other resources (e.g. academic papers and newspaper articles) will also be distributed or made available in our online system.

【Grading criteria】

The final grade for this module will take into account grades awarded on all assignments in the following proportions:

- a) Module-final exam: 60% b) Reflective essay: 20% x2 (40%)

You will be instructed to have a group meeting and handle a question/task sheet, which will be distributed in class and should be submitted in the next class.

【Changes following student comments】

The previous students in Freshman English in 2018 stated that the textbook used was challenging due to its dense contents and complicated structure; with which the instructor agreed. Therefore, the textbook has been changed to one having clearer unit themes and more practical language reference tailored to undergraduate-level students at GIS (see above).

【Equipment student needs to prepare】

None.

【Others】

Analogous to other modules in GIS, your attendance is strictly monitored. Those who have three or more unauthorised absences will automatically receive a failing grade; it should also be noted that late attendance with no prior notice will also end up downgrading your final mark.

【Prerequisite】

None.

LANe100ZA

Freshman English II

Kazuki Hata

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1
Day/Period : 月 2/Mon.2

【Outline and objectives】

This module is designed in accordance with Freshman English I, which aims to enhance your academic prospects and cultivate essay writing abilities through practical activities. Students will be provided solid understanding of key aspects of academic writing alongside other common academic practices; including general language and critical thinking skills. Students will also be provided opportunities to utilise or apply what has been learnt in other modules (in particular, Freshman English I).

【Goal】

Students are expected to become competent at basic academic abilities of organising and evaluating different types of essays. This module also aims at helping students cultivate critical thinking skills in argumentation that can be applied to university-level debates and discussions.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1” and “DP 4”.

【Method(s)】

In this module, you will be engaged in a wide variety of interactive practices, as follows: a) in-class discussions/debates; b) individual and group presentations; c) small-group meetings; and d) reflective writing tasks. This module will thus be conducted via informal and interactive lectures utilising PowerPoint slides, with a combination of in-class exercises and take-home assignments. Students are expected to actively participate and make every effort to contribute meaningfully to both planned and spontaneous activities.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Induction	Module description (providing a good bridge between FE1 and FE2)
2	Starting the Process	Understanding essay titles; generating ideas for writing; reasons for paraphrasing (grammar: verbs in academic writing)
3	Descriptions (1)	Writing a short description of visual information (grammar: noun phrases and relative clauses in definitions)
4	Topic Sentences	Structuring a paragraph with a topic sentence and supporting evidence (grammar: noun+noun combination)
5	Essay Introduction	Writing a thesis statement; evaluating an essay introduction (grammar: the passive for maintaining focus)
6	Essay Conclusion	Linking ideas coherently; writing and evaluating an essay conclusion (grammar: repetition and synonyms)
7	Descriptions (2)	Analysing written descriptions of processes; writing a paragraph describing a process (grammar: active and passive forms)
8	Comparison Essays	Outlining ideas for writing, using comparison and contrast language; self-editing and correcting (grammar: subordinators)
9	Citation and References	Incorporating and evaluating cited materials in an essay; using reporting structures; avoiding plagiarism (grammar: "it" and "there" for citation)
10	Argument Essays	Stating and supporting the main argument; synthesising citations, evidence, explanation, and arguments (grammar: alternatives to conditional "if")

11	Cause and Effect Essays	Structuring a cause and effect essay (grammar: language for reason and result)
12	Problem-solution Essays	Writing and evaluating a problem-solution essay; understanding different structures for evaluation (grammar: hedging with impersonal "it" and "there")
13	Examination Essays	Writing headings and paragraphs; maximising coherence in an essay (grammar: verbs in essay titles and structures for presenting information)
14	Wrap-up	A review of the module with instructions for the final essay

【Work to be done outside of class (preparation, etc.)】

Students are required to complete all assigned materials before the class and reflect their understanding from each class to their writing for the module-final assessment on a regular basis.

【Textbooks】

Chazal, E., & McCarter, S. (2016). *Oxford EAP: A course in English for academic purposes (upper-intermediate / B2)*. Oxford: Oxford University Press.

(Primary resource; thus, must be purchased)

【References】

Hewings, M., & McCarthy, M. (2012). *Cambridge academic English B2 upper intermediate student's book: An integrated skills course for EAP*. Cambridge: Cambridge University Press.

Other resources (e.g. academic papers and newspaper articles) will also be distributed or made available in the online system.

【Grading criteria】

The final grade for this module will take into account grades awarded on all assignments in the following proportions:

a) Module-final essay: 60%;

b) Draft submissions: 40% (20% x2)

You will be instructed to have a group meeting and handle a question/task sheet, which will be distributed in class and should be submitted in the next class.

【Changes following student comments】

The previous students in Freshman English in 2018 stated that the textbook used was challenging due to its dense contents and complicated structure; with which the instructor agreed. Therefore, the textbook has been changed to the one having clearer unit themes and more practical language reference tailored to undergraduate-level students at GIS (see above).

【Equipment student needs to prepare】

None.

【Others】

Analogous to other modules in GIS (including Freshman English I), your attendance is strictly monitored. Those who have three or more unauthorised absences will automatically receive a failing grade; it should also be noted that late attendance with no prior notice will also end up in downgrading a final mark.

【Prerequisite】

None.

LANe100ZA

Translation

Sarah Allen

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 5/Tue.5

【Equipment student needs to prepare】

Dictionary

【Prerequisite】

None.

【Outline and objectives】

To improve Japanese-to-English translation and intercultural communication skills. Major emphasis will be placed on: 1) non-verbatim translation, 2) logical clarity, and 3) language accuracy and 4) intercultural communication.

【Goal】

Students will learn to how to: (1) think in English when translating from Japanese to English (2) use natural, idiomatic English (3) convey information and meaning accurately, logically, and in the appropriate register.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This introductory-level course in Japanese-to-English translation will be conducted in a workshop style. Methods will include both sight translation and written translation. In sight translation, students will be called on, individually and in groups, to orally translate a text from Japanese to English on the spot. This will be followed by feedback, discussion, and write-up. Students will also complete translation exercises and submit written translations for homework and peer review. Material will be taken from newspaper and magazine articles, essays, and short literary texts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation	Explanation of the course, short practice
2	What is a Translation?	Background & history of Japanese-to-English translation; short practice
3	Sight Translation (1)	In-class oral translation (1); identifying difficult areas
4	Sight Translation (2)	In-class oral translation (2); transitions
5	Translation Skills	What skills constitute competence?
6	Peer Review	Evaluating and editing; criteria
7	Kinds of Meaning (1)	Review; mid-term take-home exam
8	Sight Translation (3)	In-class oral translation (3); sentence structure
9	Sight Translation (4)	In-class oral translation (4); grammar
10	Kinds of Meaning (2)	Types of meaning and ambiguity; register
11	Sight Translation (5)	In-class oral translation (5); idiomatic usage
12	Sight Translation (6)	In-class oral translation (6); editing decisions
13	Discourse Genres	Tenses, clauses, complex sentences, style, structure
14	Summary	In-class final exam

【Work to be done outside of class (preparation, etc.)】

Students are asked to read and complete all assignments before class and come prepared to share their translations and participate in class discussions and critique. Students may be asked to resubmit translation work after discussion and critique.

【Textbooks】

Handouts will be provided by the lecturer.

【References】

Hasegawa, Yuko. *The Routledge Course in Japanese Translation*. New York: Routledge, 2011.

Other references will be given in class.

【Grading criteria】

(1) Participation 20% (2) Homework 30% (3) Mid-term 25% (4) Final exam 25%

【Changes following student comments】

Not applicable.

LANf100ZA

French A I

Masamichi Suzuki

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 月 4/Mon.4

【Outline and objectives】

This course is designed for beginners (or more advanced students). The aim of this course is to help students acquire basic skills of communication. In our epoch of "globalization", knowledge of only one foreign language (for example, English) is far from sufficient. By learning French, students will have more opportunities to work on the world stage.

【Goal】

The goal of this course is to develop basic daily communication skills: asking for information, answering questions, speaking about themselves, and understanding simple texts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 3".

【Method(s)】

Mr.Conreur (French B1) and I will use the same text book (see below) and conduct the class in relay. The students will learn all basic skills - speaking, listening, reading and writing although systematical learning of grammar takes precedence in this course. (Mr. Conreur will rather focus on practical skills. It is therefore required that students attend both of the courses). Active participation is required not only for the acquisition of communicative skills through various means (e.g. role-playing), but for an understanding of French culture or that of other French-speaking countries.

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】

No.	Theme	Contents
1	Orientation - Initiation 1	Greeting
2	Initiation 2	Greeting
3	Lesson 1	Introduction; Asking questions about people
4	Lesson 2	Asking about jobs
5	Lesson 2	Expressions about jobs
6	Lesson 3	Do you know...? 1
7	Lesson 3	Do you know ...? 2
8	Lesson 4	Expressing likes and dislikes
9	Lesson 4	Sunday
10	Lesson 5	Expressing what one wants to do
11	Lesson 5	Telephone
12	Lesson 6	Explaining preferences
13	Lesson 6	Questionnaire survey
14	Examination & Wrap-up	Reading, writing, listening (and speaking)

【Work to be done outside of class (preparation, etc.)】

1st week: Review of greetings and preparation for the next lesson

2nd week: Homework and preparation for the next lesson

3rd week: Review of introductions and preparation for the next lesson

4th week: Review of expressions for jobs and preparation for the next lesson

5th week: Homework and preparation for the next lesson

6th week: Homework and preparation for the next lesson

7th week: Review of expressions of likes and preparation for the next lesson

8th week: Homework and preparation for the next lesson

9th week: Homework and preparation for the next lesson

10th week: Review of expressions for phone conversation and preparation for the next lesson

11th week: Review of expressions for favorite activities and preparation for the next lesson

12th week: Homework and preparation for the next lesson

13th week: Review of presentation expressions and preparation for the examination

14th week: Total review

【Textbooks】

『Spirale nouvelle édition 新スピラルー日本人初心者のためのフランス語教材』, Gaël Crépiaux, Philippe Callens, 高瀬智子, 根岸純, アシェット・ジャポン (Hachette Japon), 2015 年

【References】

『英語がわかればフランス語はできる』久松健一、駿河台出版社、1999 年
French Demystified: A Self-Teaching Guide, Annie Heminway, McGraw-Hill, 2007

【Grading criteria】

Progress will be assessed by classwork and short tests. A term-end examination (including a listening test) will be held. Continuous assessment: 30%; term-end examination: 70%. Students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral class activities.

【Changes following student comments】

Some students found that the class moved slowly. It seems that I spent too much time on details. This year I intend to focus on the most essential subjects so that the students can learn more efficiently in a more animated atmosphere.

【Others】

Students should also attend Mr.Conreur's course French BI.

【Prerequisite】

None.

LANf100ZA

French A II

Masamichi Suzuki

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 月 4/Mon.4

【Outline and objectives】

This course is designed for beginners (or more advanced students). The aim of this course is to help students acquire basic skills of communication. In our epoch of "globalization", knowledge of only one foreign language (for example, English) is far from sufficient. By learning French, students will have more opportunities to work on the world stage.

【Goal】

The goal of this course is to develop basic daily communication skills: asking for information, answering questions, speaking about themselves, and understanding simple texts.

The students must make an effort to reach the level A1 of CEFR.

【Which item of the diploma policy will be obtained by taking this class?】
 Will be able to gain "DP 3".

【Method(s)】

Mr.Conreur (French B1) and I will use the same text book (see below) and conduct the class in relay. The students will learn all basic skills - speaking, listening, reading and writing although systematical learning of grammar takes precedence in this course. (Mr. Conreur will rather focus on practical skills. It is therefore required that students attend both of the courses). Active participation is required not only for the acquisition of communicative skills through various means (e.g. role-playing), but for an understanding of French culture or that of other French-speaking countries.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation, Lesson 7	Speaking about oneself
2	Lesson 7	University life
3	Lesson 8	Describing objects
4	Lesson 8	In the class
5	Lesson 9	Describing sights
6	Lesson 9	Asking for directions
7	Lesson 10	Asking about activities
8	Lesson 10	The weekend
9	Lesson 11	Speaking about one's activities
10	Lesson 11	Interview
11	Lesson 12	Speaking about one's family
12	Lesson 12	E-mail
13	Lesson 13	Asking about destination
14	Examination & Wrap-up	Writing, reading, listening (and speaking)

【Work to be done outside of class (preparation, etc.)】

1st week: Homework and preparation for the next lesson

2nd week: Homework and preparation for the next lesson

3rd week: Review of expressions for sightseeing and preparation for the next lesson

4th week: Review of expressions for directions and preparation for the next lesson

5th week: Review of expressions for activities and preparation for the next lesson

6th week: Homework and preparation for the next lesson

7th week: Homework and preparation for the next lesson

8th week: Homework and preparation for the next lesson

9th week: Reviews of expressions for family members and preparation for the next lesson

10th week: Reviews of expressions for E-mail and preparation for the next lesson

11th week: Review of expressions for destination and preparation for the next lesson

12th week: Homework and preparation for the next lesson

13th week: Reviews of expressions for possibility and duty and preparation for examination

14th week: Total review

【Textbooks】

The same textbook that is used during the first semester:
 Spirale, Nouvelle édition, Gaël Crépiaux, Philippe Callens,
 Tomoko Takase, Jun Negishi, Hachette, 2015

【References】

『英語がわかればフランス語はできる』久松健一、駿河台出版社、1999年

French Demystified: A Self-Teaching Guide, Annie Heminway,
 McGraw-Hill, 2007

【Grading criteria】

Progress will be assessed by classwork and short tests. A term-end examination (including a listening test) will be held. Continuous assessment: 30%; term-end examination: 70%.

Students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral class activities.

【Changes following student comments】

Some students found that the class moved slowly. It seems that I spent too much time on details. This year I intend to focus on the most essential subjects so that the students can learn more efficiently in a more animated atmosphere.

【Others】

Students should also attend Mr.Conreur's course French BII.

【Prerequisite】

None.

LANf100ZA

French B I

Georges CONREUR

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 木 2/Thu.2

【Outline and objectives】

フランス語初級文法の授業とする。時間のゆるすかぎりフランス語圏の社会・歴史・文化に関する情報を紹介する。

【Goal】

フランス語初級文法の修得。初級レベルのオーラル能力。

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 3”.

【Method(s)】

French AI と連動し、教科書『Spirale Nouvelle édition』に関する文法を学習し、練習問題を解く。また『新版 3段階チェック式フランス語トレーニング・コース』を使用し、体系的な文法学習を補う。各課終了ごとに小テスト（10～20点満点）を行う。

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	ガイダンス	講義の趣旨や計画に関する説明。 Initiation (導入)。 -主語人称代名詞 -動詞 aller -男性形と女性形
2	Initiation のつづき	-動詞 être -動詞 aller
3	Leçon 1	-動詞 faire -否定文
4	Leçon 1	-疑問文
5	Leçon 2	-所有形容詞
6	Leçon 2	-名詞・形容詞の男性形／女性形
7	Leçon 3	-動詞 connaître -人称代名詞 on -定冠詞
8	Leçon 3	-定冠詞 1
9	Leçon 4	-動詞 préférrer
10	Leçon 4	-定冠詞 2
11	Leçon 5	-不定法
12	Leçon 5	- vouloir の条件法現在
13	Leçon 6	-形容詞の男性形／女性形 2 - trouver の用法
14	期末テストと総括	期末テスト

【Work to be done outside of class (preparation, etc.)】

前回の復習。ときどき宿題。各課終了ごとに小テストを出すのでその準備。

【Textbooks】

『Spirale スピラルー日本人初學者のためのフランス語教材 Nouvelle édition』（アシェット・ジャボン、2015 年）

『新版 3段階チェック式フランス語トレーニング・コース』（白水社、2003 年）

【References】

講義内で適宜指示する。

【Grading criteria】

授業内評価 40 % + 期末試験 60 %

【Changes following student comments】

小テストを返却する。

【Others】

『Spirale』という同一教科書を French AI と交互にレリーしながら使用するので、必ず French AI と合わせて履修すること。初回から教科書を使用するので、生協で購入しておくこと。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

【】

The goal of this course is to teach the French Language basic structure using English according to the ability of the students.

LANf100ZA

French B II

Georges CONREUR

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 2/Thu.2

【Outline and objectives】

「話す」練習をしながら「文法」を身につけます。

【Goal】

要点を身につけると同時に日常生活のテーマを通して、フランス語の会話を向上させる。さらに語学力とフランス文化についての知識を養うことを目指す。

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

日本人教師とフランス人教師が行う授業です。テーマに即した会話のパターンを聞き、語彙、文法を説明し、練習問題を繰り返す。そして、ペアでロールプレーなどを行い、フランス語を磨く。その上、フランスについての簡単な資料を使って、理解力を深める。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】

No.	Theme	Contents
1	Révisions	復習
2	Leçon 7	自分について話す (年齢、学年) 科目について話す 時間の使い方 時間割について話す
3	Leçon 7	持っているもの 所有を表す
4	Leçon 8	物を借りる
5	Leçon 8	ある場所について説明し、 情報を求める
6	Leçon 9	名所について情報を求める 位置づける
7	Leçon 9	中間テスト
8	Review & Test	何をするか尋ねる、答える
9	Leçon 10	詳しくきく
10	Leçon 10	趣味・余暇について話す
11	Leçon 11	頻度を表す
12	Leçon 11	習慣について話す
13	Leçon 12	家族について話す
14	Test & Wrap-up	テスト

【Work to be done outside of class (preparation, etc.)】
宿題（書く練習をする）

【Textbooks】

Crépieux, G and Callens, P. *Spirale*. Hachette, 2015.

【References】

Dictionnaire de poche Royal 旺文社, 2008

【Grading criteria】

平常点: 30 %

積極性: 35 %

期末試験: 35 %

【Changes following student comments】
特になし。

【Others】

『Spirale』という同一教科書を French A II と交互にレリーしながら使用する。必ず French A II と合わせて履修すること。初回から教科書を使用するので、生協で購入しておくこと。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

【】

The goal of this course is to teach the French Language basic structure using English according to the ability of the students.

LANs100ZA

Spanish A I

Taiga Wakabayashi

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 金 5/Fri.5

【Outline and objectives】

Basic Spanish grammar and conversation.

【Goal】

By the end of the semester, students should be able to write, speak, and understand basic Spanish, in the simple present and past tense.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

This course begins with the Spanish alphabet. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
	Alphabet	The Spanish alphabet
2	Pronunciation and Accent	Rules of Spanish pronunciation and spelling
3	Gender, Singular and Plural	Masculine, feminine and neuter nouns of Spanish Singular and plural form of nouns
4	Definite and Indefinite Articles	Definite (“el”, “la”, “lo”) and indefinite (“un”, “una”) articles Their distinction and singular / plural forms
5	Adjectives I	Inflection of adjectives with vowel and consonant termination
6	Adjectives II	Inflection of adjectives which express place-names and nationalities Adjectives whose termination is omitted by inflection
7	Conjugation of the Verb “ser”	Conjugation of the verb “ser” which expresses nature and quality
8	Mid-term Exam Self-introduction	Practice of self-introduction in Spanish Asking and telling the place of origin
9	Conjugation of the Verb “estar” Expression of Existence	Conjugation of the verb “estar” which expresses state and condition The phrase “Hay ...” which expresses “There is ...”
10	Existence, Quality and State	How to differentiate among “ser”, “estar” and “hay” Prepositions and pronouns
11	Regular Indicative Conjugation of Verbs (present tense)	Rule of regular indicative conjugation of verbs with “-ar”, “-er” and “-ir” terminations
12	Expression of Time I Numbers I	Expression of time to say “at ... o'clock” Numbers from 1 to 12
13	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
14	Final Exam & Wrap-up	Final exam (written)

【Work to be done outside of class (preparation, etc.)】

Preparation and review are necessary. Students should review lesson vocabulary using a dictionary.

【Textbooks】

泉水浩隆『スペイン語キックオフ』(白水社)、2011 年、2205 円

【References】

A Spanish-Japanese dictionary is essential for Spanish learning. Students have to bring a dictionary to the class every week. Although a particular dictionary is not required,『西和中辞典』(小学館) is recommended. Also an electronic dictionary is useful for quick look-ups. Other Spanish-Japanese dictionaries can be found on the web. For example:

<http://gaikoku.info/spanish/dictionary.htm>

【Grading criteria】

Evaluation is by midterm and final exam. Class participation and attitude towards learning will be taken into consideration.

Evaluation is as follows:

Class participation and attitude: 30%

Midterm exam: 30%

Final exam: 40%

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish BI と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

LANs100ZA

Spanish A II

Taiga Wakabayashi

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 5/Fri.5

【Outline and objectives】

Basic Spanish grammar and conversation.

【Goal】

By the end of the semester, students should be able to write, speak, and understand basic Spanish, in the simple present and past tense.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

This course begins where “Spanish AI” and “Spanish BI” ended. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction Irregular Indicative Conjugation of Verbs (present tense) I	Class overview Irregular indicative conjugations of verbs in the present tense
2	Possessive Adjectives Numbers III	Prepositive possessive adjectives ("mi", "nuestro/a", "tu", "vuestro/a", "su") Numbers from 31 to 99
3	Irregular Indicative Conjugation of Verbs (present tense) II Expression of Obligation and Necessity	Irregular indicative conjugations of verbs in the present tense Expression of obligation and necessity ("tener que ...")
4	Numbers IV Direct and Indirect Objective Pronouns	Numbers from 100 to 999 Direct and indirect objective pronouns ("me", "nos", "te", "os", "lo/le/la", "los/les/las")
5	Verb "gustar"	Use of the verb "gustar" which expresses "like (to) ..." or "love (to) ..."
6	Other Verbs of "gustar" Type	Verbs of "gustar" type whose subjective corresponds to things or matters
7	Reflexive Verbs Impersonal Expressions	Reflexive verbs whose objective corresponds to the subject Impersonal expressions with the reflexive pronoun "se"
8	Mid-term Exam Expression of Time II Expression of Weather I	Expression of time to say "It's ... o'clock" and "do ~ at ... o'clock" Expression of weather I
9	Regular Indicative Conjugation of Verbs (indefinite past tense)	Regular indicative conjugations of verbs in the indefinite past tense
10	Expression of Weather II	Expression of weather II
11	Irregular Indicative Conjugation of Verbs (indefinite past tense)	Irregular indicative conjugations of verbs in the indefinite past tense
12	Months	Names of months in Spanish
13	Regular and Irregular Indicative Conjugation of Verbs (preterite past tense)	Regular and irregular indicative conjugation of verbs in the preterite past tense
14	Final Exam & Wrap-up	Final exam (written)

【Work to be done outside of class (preparation, etc.)】

Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary.

【Textbooks】

泉水浩隆『スペイン語キックオフ』(白水社)、2011年、2205円

【References】

A Spanish-Japanese dictionary is essential for Spanish learning. Students have to bring a dictionary to the class every week. Although a particular dictionary is not required,『西和中辞典』(小学館) is recommended. Also an electronic dictionary is useful for quick look-ups. Other Spanish-Japanese dictionaries can be found on the web. For example:

<http://gaikoku.info/spanish/dictionary.htm>

【Grading criteria】

Evaluation is by midterm and final exam. Class participation and attitude towards learning will be taken into consideration.

Evaluation is as follows:

Class participation and attitude: 30%

Midterm exam: 30%

Final exam: 40%

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish BII と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

LANs100ZA

Spanish B I

Yoshifumi Ohnuki

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 火 4/Tue.4

【Outline and objectives】

Basic Spanish grammar and conversation.

【Goal】

By the end of the semester, students should be able to write, speak, and understand basic Spanish, in the simple present and past tense.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 3”.

【Method(s)】

This course begins with the Spanish alphabet. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Guidance to the class
	Alphabet	Spanish alphabet
	Pronunciation and Accent	Rules of Spanish pronunciation and spelling
2	Gender, Singular and Plural of Nouns	Masculine, feminine and neuter nouns of Spanish Singular and plural form of nouns
3	Definite and Indefinite Articles	Definite (“el”, “la”, “lo”) and indefinite (“un”, “una”) articles Their distinction and singular / plural forms
4	Adjectives I	Inflection of adjectives with vowel and consonant termination
5	Adjectives II	Inflection of adjectives which express place-names and nationalities Adjectives whose termination is omitted by inflection
6	Conjugation of the Verb “ser”	Conjugation of the verb “ser” which expresses nature and quality
7	Self-introduction	Practice of self-introduction in Spanish Asking and telling the place of origin
8	Conjugation of the Verb “estar”	Conjugation of the verb “estar” which expresses state and condition
	Expression of Existence	The phrase “Hay …” which expresses “There is …”
9	Existence, Quality and State	How to differentiate among “ser”, “estar” and “hay” Prepositions and pronouns
10	Regular Indicative Conjugation of Verbs (present tense)	Rule of regular indicative conjugation of verbs with “-ar”, “-er” and “-ir” terminations
11	Expression of Time I	Expression of time: “at … o’clock”
	Numbers I	Numbers from 1 to 12
12	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
13	Numbers II	Numbers from 13 to 30 Questions and concerns about the content of the entire semester will be accepted for the final exam
14	Final Exam & Wrap-up	Final exam (written)

【Work to be done outside of class (preparation, etc.)】

Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary.

【Textbooks】

『スペイン語キックオフ』 泉水浩隆（白水社）、2011 年

【References】

『西和辞典』（小学館）

『わかるスペイン語文法』 西川喬（同学社）、2010 年

授業中の携帯電話やノートパソコンを利用するのオンライン辞書の使用は認められない

【Grading criteria】

Students evaluations are based on class participation (40%) and the final exam (60%). Participation and attitude will factor in the final grade.

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish AI と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

LANs100ZA

Spanish B II

Yoshifumi Ohnuki

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 4/Tue.4

【Outline and objectives】

Basic Spanish grammar and conversation.

【Goal】

By the end of the semester, students should be able to write, speak, and understand basic Spanish, in the simple present and past tense.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

This course begins where “Spanish AI” and “Spanish BI” ended. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction Irregular Indicative Conjugation of Verbs (present tense) I	Class overview
2	Possessive Adjectives Numbers III	Prepositional possessive adjectives (“mi”, “nuestro/a”, “tu”, “vuestro/a”, “su”) Numbers from 31 to 99
3	Irregular Indicative Conjugation of Verbs (present tense) II Expression of Obligation and Necessity	Irregular indicative conjugations of verbs in the present tense Expression of obligation and necessity (“tener que …”)
4	Numbers IV Direct and Indirect Objective Pronouns	Numbers from 100 to 999 Direct and indirect objective pronouns (“me”, “nos”, “te”, “os”, “lo/le/la”, “los/les/las”)
5	Verb “gustar”	Use of the verb “gustar” which expresses “like (to) …” or “love (to) …”
6	Other Verbs of “gustar” Type	Verbs of “gustar” type whose subjective corresponds to things or matters
7	Reflexive Verbs Impersonal Expressions	Reflexive verbs whose objective corresponds to the subject Impersonal expressions with the reflexive pronoun “se”
8	Expression of Time II Expression of Weather I	Expression of time to say “It’s … o’clock” and “do ~at … o’clock” Expression of weather I
9	Regular Indicative Conjugation of Verbs (indefinite past tense)	Regular indicative conjugations of verbs in the indefinite past tense
10	Expression of Weather II	Expression of weather II
11	Irregular Indicative Conjugation of Verbs (indefinite past tense) Months	Irregular indicative conjugations of verbs in the indefinite past tense Names of months in Spanish
12	Regular and Irregular Indicative Conjugation of Verbs (preterite past tense)	Regular and irregular indicative conjugation of verbs in the preterite past tense
13	Differences between Indefinite and Preterite Past Tenses	Proper use and differentiation of the indefinite / preterite tenses Questions and concerns about the content of the entire semester will be accepted for the final exam
14	Final Exam & Wrap-up	Final exam (written)

【Work to be done outside of class (preparation, etc.)】

Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary.

【Textbooks】

『スペイン語キックオフ』 泉水浩隆 (白水社)、2011 年

【References】

『西和中辞典』 (小学館) 等

『わかるスペイン語文法』 西川喬 (同学社)、2010 年

授業中の携帯電話やノートパソコンを利用したオンライン辞書の使用は認められない

【Grading criteria】

Student evaluations are based on class participation (40%) and the final exam (60%). Participation and attitude will factor in the final grade.

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish AII と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

LANc100ZA

Chinese A I

Yuko Takada

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 3/Wed.3

【Outline and objectives】

This is for learners with little or no prior knowledge of the Chinese language, or it is for those who are happy to start all over again.

【Goal】

You will learn basic skills enabling you to find out information and to make yourself understood in everyday situations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 3”.

【Method(s)】

Topics include:

- Pronunciation of Chinese as romanized in *Pīnyīn* (拼音)
- Greetings and farewells
- Introducing oneself, friends and family
- Basic grammar of contemporary Chinese

In relation to the topics listed above, students will develop the following skills:

- Giving basic personal information
- Communicating through simple questions and answers
- Basic grammar terminology and structures.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Introduction and overview.
2	Lesson 1	Pronunciation of Chinese as written in <i>Pīnyīn</i> (拼音) 1
3	Lesson 3	Pronunciation of Chinese as written in <i>Pīnyīn</i> (拼音) 3
4	Revision and Consolidation 1	Revision and consolidation 1
5	Lesson 5	Greetings and introducing oneself
6	Revision and Consolidation 2	Revision and consolidation 2
7	Lesson 7	Basic grammar terminology and structures 2
8	Lesson 9	Basic grammar terminology and structures 4
9	Lesson 11	Basic grammar terminology and structures 6
10	Revision and Consolidation 3	Revision and consolidation 3
11	Lesson 13	Sentences with a predicate verb “shì” (是) 2
12	Lesson 15	Sentences with a predicate verb “yǒu” (有) 2
13	Lesson 17	The action-measure complement
14	Examination & Wrap-up	Examination

【Work to be done outside of class (preparation, etc.)】

Listening to the textbook CD, and doing preparation and review work.

【Textbooks】

Chiyoshi Oishi. *Point Learning: Elementary Chinese Revised Edition*. Toho Shoten, 2010. (ポイント学習中国語初級 改訂版)

【References】

Materials will be provided by the instructor.

【Grading criteria】

Grading will be based on weekly tests (30%) and term-end exam (70%).

I believe that homework is an essential part of the study program for all students.

【Changes following student comments】

Using e-learning every week

【Others】

Only this column is described in Japanese, as follows:

必ず Chinese BI と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

LANc100ZA

Chinese A II

Yuko Takada

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 水 3/Wed.3

【Outline and objectives】

This is for learners who have already attended the Chinese AI course.

【Goal】

You will learn basic skills enabling you to find out information and to make yourself understood in everyday situations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 3”.

【Method(s)】

Topics include:

- Numbers/time/dates
- Description of daily activities

In relation to the topics listed above, students will develop the following skills:

- Communicating through simple questions and answers
- Following instructions in the target language.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Lesson 19	Perfect aspect
2	Lesson 21	Past experiences
3	Revision and Consolidation 1	Revision and consolidation 1
4	Lesson 23	Adverbs
5	Lesson 25	Comparative sentences 2
6	Lesson 27	Nominal predicate sentences 2
7	Lesson 29	Adjectival clause
8	Revision and Consolidation 2	Revision and consolidation 2
9	Lesson 31	Modal complement
10	Lesson 33	Resultative complement
11	Lesson 35	Potential complement
12	Revision and Consolidation 3	Revision and consolidation 3
13	Lesson 37	Imperative sentences
14	Examination & Wrap-up	Examination

【Work to be done outside of class (preparation, etc.)】

Listening to the textbook CD, and doing preparation and review work.

【Textbooks】

Chiyoshi Oishi. *Point Learning: Elementary Chinese Revised Edition*.
Toho Shoten, 2010. (ポイント学習中国語初級)

【References】

Materials will be provided by the instructor.

【Grading criteria】

Grading will be based on weekly tests (30%) and final exam (70%).

I believe that homework is an essential part of the study program for all students.

【Changes following student comments】

Using e-learning every week

【Others】

Only this column is described in Japanese, as follows:

必ず Chinese BII と同 Semester で履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

LANc100ZA

Chinese B I

Shota Watanabe

Credit(s)：1 | Semester：春学期授業/Spring | Year：1～4
Day/Period：木 4/Thu.4

【Outline and objectives】

中国語初習者を対象に、発音・文法・会話・作文などの項目を学習しつつ、「読む・書く・聞く・話す」の4技能をバランスよく身に付け、初級レベルの総合的な中国語コミュニケーション能力を養う。

【Goal】

この授業の到達目標は以下の通りである。

- (1) 基本的な中国語を読んだり聞いたりして、相手の意見や情報などを理解することができる。
- (2) 基本的な中国語を書いたり話したりして、自分の考えや経験などを表現することができる。
- (3) Spring 学期の学習を完了した段階で、HSK1 級に合格できるレベルの中国語能力を身に付ける。
- (4) 中国語圏の言語や文化に対する関心を養う。

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

授業は、基本的にテキストに沿って毎回1課ずつ進める。毎回の授業は、概ね以下の手順で進める。1. 小テスト（約20分）、2. 前回の復習（約10分）、3. テキストの学習（約40分）、4. 問題演習・コミュニケーション活動など（約30分）。外国語の習得のためには、継続的な学習が重要であるため、毎回授業の最初に小テストを行う。また、この授業ではブレンド型学習（教室での対面学習と自宅でのeラーニングを組み合わせた学習方法）を導入し、教室学習と自宅学習を有機的に連携させつつ行う。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	ガイダンス	授業概要の説明
2	第一課あるいは第二課	発音（一）[簡体字とピンイン]、発音（二）[声母]
3	第三課あるいは第四課	発音（三）[韻母]、発音（四）[二音節語の声調 20 パターン]
4	第五課あるいは第六課	自己紹介 [您贵姓?]、動詞述語文 [你学习什么?]
5	第七課あるいは第八課	形容詞述語文 [北京大学很大]、名詞述語文 [我十八岁]
6	第九課あるいは第十課	主述述語文 [你哪儿不舒服?]、連体修飾語・連用修飾語 [一年级的学生都学外语]
7	第十一課あるいは第十二課	補語 [你每天看几个小时?]、動詞述語文（一）[她是谁?]
8	第十三課あるいは第十四課	動詞述語文（二）[这是什么?]、動詞述語文（三）[你有铅笔吗?]
9	第十五課あるいは第十六課	動詞述語文（四）[你家有几口人?]、動詞述語文（五）[这儿有邮局吗?]
10	第十七課あるいは第十八課	動詞述語文（六）[请再念一次]、動詞述語文（七）[去中国干什么?]
11	第十九課あるいは第二十課	完了態 [这本书你看了吗?]、変化態 [快要考试了]
12	第二十一課あるいは第二十二課	経験態 [你去过海边儿吗?]、進行態・持続態 [你在做什么呢?]
13	復習と HSK1 級問題の解説	Spring 学期の学習項目の総復習、HSK1 級問題の紹介・解説
14	模擬試験と総括	HSK1 級の模擬試験及びこれまでの学習内容の総括を行う

【Work to be done outside of class (preparation, etc.)】

受講開始後は、既習事項の復習をしっかり行うこと。特に、中国語の発音や文法に慣れるために、繰り返しデジタル教科書及びeラーニング教材 (<http://fic.xsrv.jp/hosei/>) を活用し、毎回の学習事項を確実に定着させるよう心がけてほしい。

【Textbooks】

大石智良 他『ポイント学習中国語初級〔改訂版〕』（東方書店）2010 年

【References】

必ずしも購入する必要はないが、有用な文法書として以下のものをあげておく。
・劉月華（他）2001『実用現代漢語語法（増訂本）』北京：商務印書館
・守屋宏則 1995『やさしくくわしい中国語文法の基礎』東京：東方書店
・相原茂（他）2016『Why?にこたえるはじめての中国語の文法書 新訂版』東京：同学社

これらの本は、いずれも市ヶ谷キャンパス図書館に所蔵がある。『実用現代漢語語法』は和訳『現代中国語文法総覧』（くろしお出版）1996 年』も出ている。HSK の勉強などに役立ててほしい。その他の参考書に関しては、授業時に適宜紹介する。

【Grading criteria】

毎回授業の初めに行う小テストの平均点で 100 %評価し、期末試験は実施しない。小テストは 100 点満点で行い、そのうちの 40 点は e ラーニングによる自宅学習の達成度とする。小テストの平均点が 60 点以上の者を合格とする。

【Changes following student comments】

文法事項の詳細は解説に関しては、今後も継続したい。また、受講生が中国語を話す機会をできるだけ多く設けるよう心掛けたい。

【Equipment student needs to prepare】

デジタル教科書や e ラーニングを活用するため、PC 等を使用する予定だが、詳細は授業時に説明する。

【Others】

・本講義は全回の出席が評価の前提である。即ち、欠席は原則的に認めない。体調不良等のやむを得ない事情がある場合は、各種証明書を提出するなど、各自で然るべき対応を取ること。尚、小テストは毎回授業の最初に行うので、遅刻は厳禁。
・授業中に、HSK（中国語版 TOEFL と呼ばれる中国政府公認の中国語検定）の紹介・解説を行う予定。HSK は、就職、留学など様々なシーンで活用できる資格なので、興味のある人はぜひチャレンジしてほしい。詳しくは、HSK のホームページ (<http://www.hskj.jp/>) も参照。
・必ず Chinese A I と同セメスターで履修すること。2015 年度以前に入学した学生は、2 単位となる。

【Prerequisite】

None.

【】

This is the Chinese class for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.

LANc100ZA

Chinese B II

Shota Watanabe

Credit(s)：1 | Semester：秋学期授業/Fall | Year：1～4
Day/Period：木 4/Thu.4

【Outline and objectives】

中国語初習者を対象に、発音・文法・会話・作文などの項目を学習しつつ、「読む・書く・聞く・話す」の4技能をバランスよく身に付け、初級レベルの総合的な中国語コミュニケーション能力を養う。

【Goal】

この授業の到達目標は以下の通りである。

- (1) 基本的な中国語を読んだり聞いたりして、相手の意見や情報などを理解することができる。
- (2) 基本的な中国語を書いたり話したりして、自分の考えや経験などを表現することができる。
- (3) Fall 学期の学習を完了した段階で、HSK2 級に合格できるレベルの中国語能力を身に着ける。
- (4) 中国語圏の言語や文化に対する関心を養う。

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3”.

【Method(s)】

授業は、基本的にテキストに沿って毎回1課ずつ進める。毎回の授業は、概ね以下の手順で進める。1. 小テスト（約20分）、2. 前回の復習（約10分）、3. テキストの学習（約40分）、4. 問題演習・コミュニケーション活動など（約30分）。外国語の習得のためには、継続的な学習が重要であるため、毎回授業の最初に小テストを行う。また、この授業ではブレンド型学習（教室での対面学習と自宅でのeラーニングを組み合わせた学習方法）を導入し、教室学習と自宅学習を有機的に連携させつつ行う。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】

No.	Theme	Contents
1	第二十三課あるいは第二十四課	形容詞述語文（一）[水餃好吃吗?]、 形容詞述語文（二）[明天比今天还热]
2	第二十五課あるいは第二十六課	形容詞述語文（三）[比泰山高一点儿]、 名詞述語文（一）[今天几月几号?]
3	第二十七課あるいは第二十八課	名詞述語文（二）[现在几点?]、名詞 述語文（三）[这只手表多少钱?]
4	第二十九課あるいは第三十課	連体修飾語 [你的这件新毛衣真漂亮!]、 連用修飾語 [我在饭馆儿辛辛苦苦地干了一个月]
5	第三十一課あるいは第三十二課	程度補語 [谁打得好?]、数量補語 [你打了几年网球?]
6	第三十三課あるいは第三十四課	結果補語 [对不起, 我打错了]、方向補語 [你退回去吧]
7	第三十五課あるいは第三十六課	可能補語 [我听不懂]、助動詞 [我不想见他]
8	第三十七課あるいは第三十八課	兼語文 [让谁讲好呢?]、受身表現 [衣服都被淋湿了]
9	第三十九課あるいは第四十課	把構文 [我把衬衫弄脏了]、存現文 [大楼门口出来了一个高个子]
10	映像教材 1	シーン別に留学会話を学ぶ（空港から大学まで、大学内での手続きなど）
11	映像教材 2	シーン別に留学会話を学ぶ（買い物、雑技鑑賞など）
12	映像教材 3	シーン別に留学会話を学ぶ（街の散策、先生の家への訪問など）
13	復習と HSK2 級問題の解説	Fall 学期の学習項目の総復習、HSK2 級問題の紹介・解説
14	模擬試験と総括	HSK2 級の模擬試験及びこれまでの学習内容の総括を行う

【Work to be done outside of class (preparation, etc.)】

受講開始後は、既習事項の復習をしっかり行うこと。特に、中国語の発音や文法に慣れるために、繰り返しデジタル教科書及びeラーニング教材（<http://fic.xsrv.jp/hosei/>）を活用し、毎回の学習事項を確実に定着させるよう心がけてほしい。

【Textbooks】

大石智良 他『ポイント学習中国語初級〔改訂版〕』（東方書店）2010 年

【References】

必ずしも購入する必要はないが、有用な文法書として以下のものをあげておく。
・劉月華（他）2001『實用現代漢語語法（増訂本）』北京：商務印書館
・守屋宏則 1995『やさしくくわしい中国語文法の基礎』東京：東方書店
・相原茂（他）2016『Why?にこたえるはじめての中国語の文法書 新訂版』東京：同学社

これらの本は、いずれも市ヶ谷キャンパス図書館に所蔵がある。『實用現代漢語語法』は和訳『現代中国語文法総覧』（くろしお出版）1996 年』も出ている。HSK の勉強などに役立ててほしい。その他の参考書に関しては、授業時に適宜紹介する。

【Grading criteria】

毎回授業の初めに行う小テストの平均点で 100 %評価し、期末試験は実施しない。小テストは 100 点満点で行い、そのうちの 40 点は e ラーニングによる自宅学習の達成度とする。小テストの平均点が 60 点以上の者を合格とする。

【Changes following student comments】

文法事項の詳細は解説に関しては、今後も継続したい。また、受講生が中国語を話す機会をできるだけ多く設けるよう心掛けたい。

【Equipment student needs to prepare】

デジタル教科書や e ラーニングを活用するため、PC 等を使用する予定だが、詳細は授業時に説明する。

【Others】

・本講義は全回の出席が評価の前提である。即ち、欠席は原則的に認めない。体調不良等のやむを得ない事情がある場合は、各種証明書を提出するなど、各自で然るべき対応を取ること。尚、小テストは毎回授業の最初に行うので、遅刻は厳禁。
・授業中に、HSK（中国語版 TOEFL と呼ばれる中国政府公認の中国語検定）の紹介・解説を行う予定。HSK は、就職、留学など様々なシーンで活用できる資格なので、興味のある人はぜひチャレンジしてほしい。詳しくは、HSK のホームページ（<http://www.hskj.jp/>）も参照。
・必ず Chinese A II と同セメスターで履修すること。2015 年度以前に入学した学生は、2 単位となる。

【Prerequisite】

None.

【】

This is the Chinese class for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.

OTR100ZA

Overseas Academic Study Preparation

Machiko Kobori

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 水 1/Wed.1

【Outline and objectives】

This multifaceted course guides students who wish to study overseas in the use of resources for study abroad programs, finances, health and safety, and host country education systems and culture.

【Goal】

The course aims to provide a better understanding of both (1) the opportunities for studying abroad, so that students will be able to decide wisely among them; and (2) the challenges that are likely to arise while studying abroad, so that students will be more able to surmount them.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 3” and “DP 4”.

【Method(s)】

This is a team-taught course in which students will learn about such matters as education systems overseas. In addition, they will receive instruction on how to research, plan and prepare for studying abroad, how to deal with educational, living and cultural challenges while abroad, and how to prepare for the return home. The course is taught through a combination of lectures, discussion, and presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation (Kobori)	Overview of the course, of the topic and activities for each week. Explanation of attendance policy and other procedural matters.
2	Liberal Arts: A Global Perspective (Somura)	The history, philosophy and value at home and abroad of a liberal arts education.
3	Higher Education in the US (Bettridge)	The American university system, the distinction between universities and colleges, access to higher education, and the degree structure in the US.
4	Higher Education in Britain (Melvin)	The characteristics of university education in Britain: who attends, what being a student means, choices among majors, and some British educational terminology.
5	Outgoing Student Exchange Program (OSEP) (Yuzawa)	Students who have studied abroad via OSEP will share their experiences, give advice, and participate in a Q & A.
6	First Encounters (Suan)	Negotiating cultural differences: representing yourself and your home country, understanding others and the host country.
7	Cultural Adjustment and Mental Health (Niiya)	The process of cultural adjustment, strategies for coping with interpersonal and academic stress, and various kinds of support available during study abroad.
8	Reports from GIS OAS Participants (Bettridge)	Students who have studied abroad via OAS will share their experiences, give advice, and participate in a Q & A.
9	Presentation Preparation and Guidance 1 (Melvin)	Search strategies for finding, screening, and putting together information to prepare for a presentation.
10	Higher Education in New Zealand (Watanabe)	The characteristics of university education in NZ: access to higher education, the NZ university system, the degree structure in NZ, who attends and some NZ educational terminology.
11	On and Off Campus (Niiya)	Integrating the demands of study with the opportunities of life abroad.
12	Presentation Preparation and Guidance 2 (Eyo)	Guidance on finalizing a presentation.

13	Student Presentations 1 (Yuzawa)	A first set of student group presentations, each comparing two universities.
14	Student Presentations 2 (Khezhnejat)	A second set of student group presentations, each comparing two universities.

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do the required homework and other preparation for each class.

【Textbooks】

Material will be provided by the instructors, either distributed in class or made available on the web for downloading and printing. Please check H'etudes (<https://hcms.hosei.ac.jp>) before each class to see if there is any material that needs to be printed.

【References】

Host country newspapers, magazines and other current reading material.

【Grading criteria】

There will be no letter grades for this course; students will instead receive either “Pass” or “Fail”. They will receive credits for passing, but neither passing nor failing will affect their GPA.

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

FRI100ZA

Information Technology I

Niall Murtagh

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 4/Wed.4

【Outline and objectives】

The objective is to enable students to apply Information Technology using personal computers and other communication devices. No specialized knowledge is required for this class. Solutions to common problems that occur using the Internet and the cloud will be discussed from a non-specialist perspective.

【Goal】

The goal is to give students essential computer literacy skills, including basic knowledge of operating systems (particularly Windows), Internet security and privacy issues, data protection, search engines, intellectual property issues, and presentation techniques using software applications. Evaluation is based on student presentations and submitted reports.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The classes will consist of lectures and interactive presentations by students. Time will also be given for students to work on projects using computers in the classroom and to obtain personal guidance.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Information Technology	Role of computers among different communication devices on the market; types of computers.
2	Hardware and Software	Introduction to computer hardware and operation systems (OS)
3	Using Windows Functions	Introduction to Windows OS
4	Different Types of Files and Storage Media	Handling text, audio, video and other file types; storage media (HDs, USB memory, CDs, DVDs, etc.)
5	Files and Folders	Controlling and using your OS
6	Upgrading and Adding New Devices and Software	Hardware drivers, software applications
7	Internet Connections	Alternative ways of connecting to the net; types of networks: LAN, WAN, WiFi, etc.
8	Routine Maintenance, Troubleshooting	Cleaning, defragmentation, disk verification, and recovery strategies
9	Internet Search Techniques	Basic and advanced use of Google, Bing, Yahoo, and other search engines
10	Internet Software	Introduction to some convenient tools
11	Internet Security	Privacy, data protection, intellectual property issues
12	More Internet Applications	Free and subscription based apps
13	Future Trends	Where the Internet is headed
14	Presentations	Presentation of project results and wrap-up

【Work to be done outside of class (preparation, etc.)】

Preparation of presentation on an IT-related topic. Exercises concerning the Internet and general application of IT skills.

【Textbooks】

Notes and online tutorial links will be provided during class.

Tutorials: <https://www.gcfllearnfree.org>

Advanced topics: <https://techrepublic.com>

【References】

Walters, Garrison E. *The Essential Guide to Computing: The Story of Information Technology*. Prentice Hall, 2000.

Rathbone, Andy *Windows 10 for Dummies*, For Dummies (publisher), 2016.

Weill, Peter, Jeanne W. Ross. *IT Savvy: What Top Executives Must Know to Go from Pain to Gain*. Harvard Business Press, 2009.

Roeltgen, Claude. *IT's Hidden Face: Everything You Always Wanted to Know About Information Technology. A Look Behind the Scenes*. CreateSpace Independent Publishing Platform, 2009.

【Grading criteria】

Students will be evaluated on the basis of participation in class (20%), exercises (30%) and project work (50%).

Attendance: To receive credit for the course students must provide a reason if absent three or more times in one semester.

【Changes following student comments】

Feedback from students will be encouraged throughout the course.

【Others】

Information Technology I and II are separate courses and can be taken in reverse order (Information Technology II in Spring, and Information Technology I in Autumn).

【Prerequisite】

This is an introductory course, so no prerequisite knowledge is expected.

FRI100ZA

Information Technology I

Niall Murtagh

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 水 4/Wed.4

【Outline and objectives】

The objective is to enable students to apply Information Technology using personal computers and other communication devices. No specialized knowledge is required for this class. Solutions to common problems that occur using the Internet and the cloud will be discussed from a non-specialist perspective.

【Goal】

The goal is to give students essential computer literacy skills, including basic knowledge of operating systems (particularly Windows), Internet security and privacy issues, data protection, search engines, intellectual property issues, and presentation techniques using software applications. Evaluation is based on student presentations and submitted reports.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The classes will consist of lectures and interactive presentations by students. Time will also be given for students to work on projects using computers in the classroom and to obtain personal guidance.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Information Technology	Role of computers among different communication devices on the market; types of computers.
2	Hardware and Software	Introduction to computer hardware and operation systems (OS)
3	Using Windows Functions	Introduction to Windows OS
4	Different Types of Files and Storage Media	Handling text, audio, video and other file types; storage media (HDS, USB memory, CDs, DVDs, etc.)
5	Files and Folders	Controlling and using your OS
6	Upgrading and Adding New Devices and Software	Hardware drivers, software applications
7	Internet Connections	Alternative ways of connecting to the net; types of networks: LAN, WAN, WiFi, etc.
8	Routine Maintenance, Troubleshooting	Cleaning, defragmentation, disk verification, and recovery strategies
9	Internet Search Techniques	Basic and advanced use of Google, Bing, Yahoo, and other search engines
10	Internet Software	Introduction to some convenient tools
11	Internet Security	Privacy, data protection, intellectual property issues
12	More Internet Applications	Free and subscription based apps
13	Future Trends	Where the Internet is headed
14	Presentations	Presentation of project results and wrap-up

【Work to be done outside of class (preparation, etc.)】

Preparation of presentation on an IT-related topic. Exercises concerning the Internet and general application of IT skills.

【Textbooks】

Notes and online tutorial links will be provided during class.

Tutorials: <https://www.gcflearnfree.org>

Advanced topics: <https://techrepublic.com>

【References】

Walters, Garrison E. *The Essential Guide to Computing: The Story of Information Technology*. Prentice Hall, 2000.

Rathbone, Andy *Windows 10 for Dummies*, For Dummies (publisher), 2016.

Weill, Peter, Jeanne W. Ross. *IT Savvy: What Top Executives Must Know to Go from Pain to Gain*. Harvard Business Press, 2009.

Roeltgen, Claude. *IT's Hidden Face: Everything You Always Wanted to Know About Information Technology. A Look Behind the Scenes*. CreateSpace Independent Publishing Platform, 2009.

【Grading criteria】

Students will be evaluated on the basis of participation in class (20%), exercises (30%) and project work (50%).

Attendance: To receive credit for the course students must provide a reason if absent three or more times in one semester.

【Changes following student comments】

Feedback from students will be encouraged throughout the course.

【Others】

Information Technology I and II are separate courses and can be taken in reverse order (Information Technology II in Spring, and Information Technology I in Autumn).

【Prerequisite】

This is an introductory course, so no prerequisite knowledge is expected.

FRI100ZA

Information Technology II

Niall Murtagh

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 5/Wed.5

【Outline and objectives】

The course will provide an introduction to various types of office software. Microsoft Office will form the core of the classes (Word, Excel, PowerPoint), but alternatives will also be covered, such as cloud-based applications at Microsoft Onedrive and Google, and PC-based Open Office and Libre Office. No specialized knowledge is required in advance. Students will learn how to efficiently use functions in software applications for document composition, numerical processing and presentations.

【Goal】

The goal is to give students essential knowledge for performing various information processing tasks using office programs. These tasks include creating and editing documents, spreadsheets and presentation software, and using graphics, audio, video in presentations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The classes will consist of lectures and tutorials where support and guidance are provided to students. Practical examples and exercises to be submitted will enable students to become confident in using the various functions of office software.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Office Software Suites	Outline of Microsoft Office and various alternative office options
2	Basics of Document Composition	Functions and commands
3	Use of Automated Functions	Setting variables and options
4	Formatting and Styles	Ribbon menus details
5	Shortcuts and Customizing	Personalizing your applications
6	Verification Functions	Examples from online sources.
7	Document Composition	Editing and correcting
8	Document Composition	Formatting styles
9	Document Composition	Setting defaults
10	Introduction to Spreadsheets	Basics operations in data input
11	Formulas and Functions	Automation of general tasks
12	Working with Graphs and Charts	Data processing functions
13	Spreadsheets in Practice	Spreadsheet exercise
14	Review	Summary of course

【Work to be done outside of class (preparation, etc.)】

Exercises in Office software, focusing on Word and Excel

【Textbooks】

Internet resources will be used instead of textbooks.

Notes will be provided in class.

Tutorials: <https://www.gclearnfree.org>

Advanced topics: <https://techrepublic.com>

【References】

Vermaat, Misty E. *Microsoft Office 2013: Introductory*, 1st Edition. Course Technology, 2013.

Weverka, Peter. *Office 2013 All-In-One For Dummies*, 1st Edition. Dummies, 2013.

【Grading criteria】

Students will be evaluated on the basis of submission of exercises (100%).

Attendance: To receive credit for the course students must provide a reason if absent three or more times in one semester

【Changes following student comments】

Feedback from students will be encouraged throughout the course.

【Others】

Information Technology I and II are separate courses and can be taken in reverse order (II and then I).

【Prerequisite】

This is an introductory course, so no prerequisite knowledge is expected.

HSS100ZA

Physical Education I

Kazuhiko Kunii

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 月 1/Mon.1

【Outline and objectives】

身体活動の意義や役割について理解を深め、生涯を通じて身体的・精神的・社会的な健康の維持増進や自己管理に資する基礎的な知識の習得や態度を講義及び実習を通じて育成する。

【Goal】

1. 身体活動の意義や役割について様々な視点から理解を深める。
2. 豊かで健康的な学生生活や社会生活を確立する手段としてスポーツ活動を利用する能力を獲得する。
3. 自己管理に資する基礎的な知識の習得や態度の育成を図る。
4. 卒業後の実社会において活躍する上で、極めて重要であると考えられる他者とのコミュニケーションを通して、リーダーシップの発揮、問題解決等の能力を身につける。
5. 就業力（信頼関係構築力や共同行動力など）の育成につながる種々のスキルの獲得を図る。

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”.

【Method(s)】

授業は講義と実技の両方を重んじている。講義では、スライド、DVD を用いて視覚的に効率よい知識の伝達を行う。実技では、教場を変えながら、いくつかのスポーツ種目を行う。種目に応じた基礎技術を習得し、仲間と共同・協調してゲームを進めていく。全てにおいて自ら積極的に取り組み、コミュニケーションを得ながら安全かつ楽しく行うように心がける。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】

No.	Theme	Contents
1	ガイダンス	講義の概要、ねらい、進め方、到達目標などを説明する。
2	体力測定	文部科学省新体力テストに沿って実施する。
3	体力と健康	運動が健康に及ぼす影響およびその効果について説明し、体力が健康とどのようにかかわっているのか述べる。
4	スポーツ実技 (バレーボール)	バレーボールの競技特性、ルールを理解し、パス、レシーブなどの練習を行う。簡易ゲームよりフルコートゲームへと発展させ、バレーボールの楽しさを理解する。
5	スポーツ実技 (バレーボール)	スパイク、ブロック、サービス練習を行う。審判法を身につけ、トーナメント形式の試合を実施する。
6	スポーツ実技 (バレーボール)	パス、レシーブ、スパイク、ブロック、サービス練習を行う。
7	スポーツ実技 (バスケットボール)	トーナメント方式の試合を行う。バスケットボールの競技特性、ルールを理解し、パス、ドリブルなどの練習を行う。3 VS 3 の簡易ゲームを行い、バスケットボールの楽しさを理解する。
8	スポーツ実技 (バスケットボール)	ドリブルシュート、レイアップシュートを中心に個人のシュート技術を習得する。また、オフENSEの動き、ディフェンスのポジショニングを理解し、フルコートゲームにてバスケットボールの楽しさを理解する。
9	スポーツ実技 (バスケットボール)	リバウンド、スクリーンの技術を習得し、審判法を身につけ、トーナメント形式の試合を実施する。
10	スポーツ実技 (卓球)	卓球の競技特性、ルールを理解し、正しいフォームでフォアハンドのラリーの練習を行う。サービスの基本を身につけ、ゲームを行い卓球の楽しさを理解する。
11	スポーツ実技 (卓球)	バックハンド、カット、スマッシュなどの練習を行い、ゲームを行う。審判法を身につけ、トーナメント形式の試合を実施する。

12	スポーツ実技 (ユニホック)	ニュースポーツの意義およびその一つであるユニホックの競技特性、ルールを理解する。スティック操作、パス、シュートなどの基礎的な練習を行う。簡易ゲームを行うことで、ユニホックの楽しさを理解する。
13	スポーツ実技 (ユニホック)	スティック操作、パス、シュートなどの基礎的な練習を行う。審判法を身につけ、フルコートでトーナメント形式の試合を実施する。
14	総括	これまで授業で行った内容やその関連項目について、質問や意見交換を行い総括とする。

【Work to be done outside of class (preparation, etc.)】

講義に必要な資料は、前日までに授業支援システムに掲載する。各自ダウンロードし、指定参考書を利用して事前学習を行う。
また、講義は実技を伴うため、前日は十分な休養をとり、最良のコンディションで講義に臨む工夫をおこなう。

【Textbooks】

特に使用しない。必要に応じて資料を配布する

【References】

1. 伊藤マモル（監修）『基礎から学ぶスポーツトレーニング理論』第2刷 日本文芸社 2009 年
2. 健康・体力づくりハンドブック 名取 礼二 監修 改訂版 大修館書店 1991 年
3. 人はなぜ治るのか アンドルー・ワイル著 上野圭一訳 増補改訂版 日本文芸社 1993 年
4. 癒す心、治る力 アンドルー・ワイル著 上野圭一訳 角川文庫 1998 年

【Grading criteria】

平常点（70 点）、レポート（20 点）、技能（10 点）により評価を行う。

【Changes following student comments】

1. 毎回の講義ははじめに、その日のスケジュールおよびポイントを示すことで、明確な目標をもって、講義に臨めるように工夫を行う。
2. 常に受講生の反応を確認しながら、講義内容を柔軟に変化させることにより、集中力を持続させる工夫を行う。

【Others】

この科目は II からの受講が可能です。II を履修後、I を履修することも可能です。

【Prerequisite】

None.

【】

This course is designed to make students understand the deep significance and effects of physical activity. Therefore, those who take this course will learn about physical, mental and social health issues. Students will be taught how to maintain and promote their own health, acquire knowledge on healthcare and develop a good attitude towards their own body.

LIT100ZA

Readings in Drama

Mark Vallery

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 4/Thu.4

【Outline and objectives】

This course will introduce students to the work of a few significant playwrights across several centuries. In the first half, we will study contemporary and recent work. In the second, we will delve into history.

【Goal】

The goal of this course is to present students drama in literary form and how this translates to the stage. As the course continues, short lectures will further develop the students' knowledge of a variety of aspects of stage life.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 2", "DP 3" and "DP 4".

【Method(s)】

Students will study texts and form opinions on them. In-class discussion will be an opportunity for them to exchange their ideas and study together as a community. In certain situations, they will act out extracts from plays in front of the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introductions	Explanation about the course and the grading system. Short lecture on the life and work of Alex Garland. Beginning with <i>Ex Machina</i> we will study the first few pages of the script.
2	Samuel Beckett 1	<i>Waiting for Godot</i> by Samuel Beckett. Short lecture on the life and work of Samuel Beckett with reference to the Theatre of the Absurd.
3	Samuel Beckett 2	Samuel Beckett: A continuation of the study of <i>Waiting for Godot</i> .
4	Arthur Miller 1	<i>Death of a Salesman</i> by Arthur Miller. Short lecture on the life and work of Arthur Miller with reference to social realism.
5	Arthur Miller 2	Arthur Miller: A continuation of the study of <i>Death of a Salesman</i> .
6	Edward Albee 1	<i>Who's Afraid of Virginia Woolf?</i> by Edward Albee. Short lecture on the life and work of Edward Albee with reference to his personal and literary background.
7	Edward Albee 2	Edward Albee: A continuation of the study of <i>Who's Afraid of Virginia Woolf?</i> .
8	Class Essay Number 1	Class Essay Number 1
9	Percy Bysshe Shelley	<i>Prometheus Unbound</i> by Percy Bysshe Shelley. Short lecture on the life and work of Percy Bysshe Shelley with reference to the Romantic period in English literature.
10	William Wycherley 1	<i>The Country Wife</i> by William Wycherley. Short lecture on the life and work of William Wycherley with reference to the Restoration period in English history.
11	William Wycherley 2	William Wycherley: A continuation of the study of <i>The Country Wife</i> .
12	William Shakespeare 1	<i>Romeo and Juliet</i> by William Shakespeare. Short lecture on the life and work of William Shakespeare with reference to English Renaissance theatre.
13	William Shakespeare 2	William Shakespeare: A continuation of the study of <i>Romeo and Juliet</i> .
14	Class Essay Number 2	Class Essay Number 2

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do research. They must prepare presentations and write their class journals.

【Textbooks】

Material will be provided by the instructor or can be accessed online.

【References】

To be announced.

【Grading criteria】

Participation and attitude 20%; class essays 30%; presentations 20%; class journals 20%; class discussion 10%.

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

PHL100ZA

Introduction to Philosophy

Kazuhiro Watanabe

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

【Outline and objectives】

You are reading a syllabus for Introduction to Philosophy right now, or at least you believe so. But how do you justify such a belief when you think of the possibility that you are in fact sleeping and just having a dream about reading these sentences? This might sound like a stupid question, but it actually leads us to ask more important questions about the world and ourselves that we cannot reject as nonsense. Philosophy tells you how to work on those fundamental questions in comprehensive and systematic ways.

This particular course aims at being an introduction to philosophy and helping you become familiar with major branches in philosophy: you will learn how to tackle such questions as "What exists in the world?" "How do we know about them?" and "How should we live?" by acquiring philosophical language and ways of thinking. They are the questions that have survived the history of humankind for thousands of years and enigmatically attracted an enormous number of people, so it is sensible for you too to be prepared before getting entangled alone in them.

Studying philosophy involves learning how to think carefully and how to express your thoughts clearly, which gives you transferable skills that every university student should have.

【Goal】

Upon completion of this course, students should have: 1) gained an understanding of major philosophical questions, views, and arguments; 2) learnt general critical thinking and writing skills; 3) become confident in delivering and discussing their own thoughts; and 4) cultivated an ability to apply philosophical theories to social and practical issues. Moreover, students will acquire certain intellectually virtuous attitudes such as patience and tenacity with which they can struggle with a difficult problem even when there is no guarantee of attaining one single answer.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

Each class consists of a lecture with discussion to follow. Three weeks will be allocated for student presentations on a topic of their choice. The last class is a tutorial session for the final paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Epistemology 1	Knowledge of the external world: Are our senses reliable?
3	Epistemology 2	Scepticism about induction: Will the sun rise in the east tomorrow?
4	Epistemology 3	Self and identity: Who am I?
5	Metaphysics 1	Mind and its place in the world: Can robots have a mind?
6	Metaphysics 2	Action and free will: Is everything destined in our life?
7	Metaphysics 3	God and Religion: Does God exist?
8	Ethics 1	Bioethics: Is euthanasia morally permissible?
9	Ethics 2	Animal ethics: Is it OK to kill pigs for food? What about dogs?
10	Ethics 3	War and ethics: Is there such a thing as a just war?
11	Presentation 1	Student Presentations and Q&As
12	Presentation 2	Student Presentations and Q&As
13	Presentation 3	Student Presentations and Q&As
14	Review and Tutorial	Review of the course and tutorial for final paper

【Work to be done outside of class (preparation, etc.)】

In addition to completing reading assignments and preparing for discussion beforehand, students are expected to review class materials after each class.

【Textbooks】

There are no textbooks for this course. Class materials, including weekly handouts and other reading materials (typically excerpts from major philosophical works or introductory books), will be uploaded on H'etudes or distributed in class.

【References】

Blackburn, S. (1999). *Think: A compelling introduction to philosophy*. New York, NY: Oxford University Press. (New Paperback edition (2013) is also available). A full bibliography will be given to students at the beginning of the course.

【Grading criteria】

Class participation (20%), Short essays (15%×2=30%), Presentation (10%), and Final paper (40%)

【Changes following student comments】

Students have generally evaluated the class positively in the previous years, so the topics and styles will remain basically the same. Since some students found difficulty deciding their topic for their presentation and essay, sample topics and suggestions will be provided in class.

【Equipment student needs to prepare】

Students should register their email address on H'etudes immediately after they decide to take this course. Visit H'etudes regularly for updates and class resources, as well as for the submission of assignments.

【Prerequisite】

There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class. A screening test will be conducted in the class if necessary.

LIT100ZA

Introduction to English Literature

Mitsutoshi Somura

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 5/Tue.5

【Outline and objectives】

The objectives are to introduce English literature in the historical context and provide a general knowledge of literature for foreign students.

【Goal】

Students will study facts and ideas of English literature, learn how to read literary works, and widen the cultural frame of reference around the English speaking world.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

English Literature is a fuzzy and unfamiliar subject to most Japanese students. In this course, the approach to literature is traditional. Students will acquire basic knowledge of literary terms, works, authors, literary movements, and its history. Commentary will be made on various related aspects about Britain, including race, religion, region, society, political ideas, and so on, to help students have a deeper understanding and appreciation of the works. At the same time, students will consider how ideas about literature and its interpretations have changed in post-war Britain, which lost India, went through drastic shifts and changes, and became more multi-racial and multi-cultural. Reference will be made to the critical theories and the more controversial issues, such as post-colonialism, nations, globalisation, and ethnicity. Students will read literary works, see film adaptations, and have discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	English Literature for Students of the English Language	Merits of learning English literature. How the English language is indebted to English literature.
3	History	Timeline of English literature
4	Genre 1: Poetry	The definition of poetry. How to read poems.
5	Genre 2: Play	The differences between drama and other literary forms
6	Genre 3: Novel	Novels, from realism to postmodernism
7	Course Review Mid-term Examination	Course review, student inquiries, and discussion Written examination
8	Beowulf and Chaucer	Two major undercurrents in English literature
9	Film Adaptations of English Literature	An appreciation of literary works in British films
10	William Shakespeare	His plays and their place in the history of literature
11	John Milton	Puritanism and Paradise Lost
12	Romanticism and Literature in the Victorian Age	Literature in the age of Industrial Revolution and imperialism
13	Literature in the 20th Century	From T. S. Eliot to Salman Rushdie
14	Course Review End-term Examination	Course review, student inquiries, and discussion Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read materials as instructed and prepare for class.

【Textbooks】

No textbooks will be used. Handouts and reading materials will be provided by the lecturer.

【References】

Thornley, G. C. and G. Roberts. (1984). *An Outline of English Literature*. London: Longman.

Poplawski, Paul. (ed) (2008). *English Literature in Context: From medieval to modern literature - an essential student resource*. Cambridge: CUP.

Birch, Dinah. (ed) (2009). *The Oxford Companion to English Literature*. Oxford: OUP.

Cuddon, J. A. (1999). *Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin.

Eagleton, Robert. (2009). *Doing English: A Guide for Literature Students*. London: Routledge.

【Grading criteria】

Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】

None.

LIT100ZA

Introduction to English Literature

Mitsutoshi Somura

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 5/Fri.5

【Outline and objectives】

The objectives are to introduce English literature in the historical context and provide a general knowledge of literature for foreign students.

【Goal】

Students will study facts and ideas of English literature, learn how to read literary works, and widen the cultural frame of reference around the English speaking world.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

English Literature is a fuzzy and unfamiliar subject to most Japanese students. In this course, the approach to literature is traditional. Students will acquire basic knowledge of literary terms, works, authors, literary movements, and its history. Commentary will be made on various related aspects about Britain, including race, religion, region, society, political ideas, and so on, to help students have a deeper understanding and appreciation of the works. At the same time, students will consider how ideas about literature and its interpretations have changed in post-war Britain, which lost India, went through drastic shifts and changes, and became more multi-racial and multi-cultural. Reference will be made to the critical theories and the more controversial issues, such as post-colonialism, nations, globalisation, and ethnicity. Students will read literary works, see film adaptations, and have discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	English Literature for Students of the English Language	Merits of learning English literature. How the English language is indebted to English literature.
3	History	Timeline of English literature
4	Genre 1: Poetry	The definition of poetry. How to read poems.
5	Genre 2: Play	The differences between drama and other literary forms
6	Genre 3: Novel	Novels, from realism to postmodernism
7	Course Review Mid-term Examination	Course review, student inquiries, and discussion Written examination
8	Beowulf and Chaucer	Two major undercurrents in English literature
9	Film Adaptations of English Literature	An appreciation of literary works in British films
10	William Shakespeare	His plays and their place in the history of literature
11	John Milton	Puritanism and Paradise Lost
12	Romanticism and Literature in the Victorian Age	Literature in the age of Industrial Revolution and imperialism
13	Literature in the 20th Century	From T. S. Eliot to Salman Rushdie
14	Course Review End-term Examination	Course review, student inquiries, and discussion Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read materials as instructed and prepare for class.

【Textbooks】

No textbooks will be used. Handouts and reading materials will be provided by the lecturer.

【References】

Thornley, G. C. and G. Roberts. (1984). *An Outline of English Literature*. London: Longman.
 Poplawski, Paul. (ed) (2008). *English Literature in Context: From medieval to modern literature - an essential student resource*. Cambridge: CUP.

Birch, Dinah. (ed) (2009). *The Oxford Companion to English Literature*. Oxford: OUP.

Cuddon, J. A. (1999). *Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin.

Eagleton, Robert. (2009). *Doing English: A Guide for Literature Students*. London: Routledge.

【Grading criteria】

Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】

None.

LIT100ZA

Readings in World Literature

Michael Bettridge

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 3/Mon.3

【Outline and objectives】

The study and appreciation of classic and contemporary reading selections from around the world.

【Goal】

Reading, understanding and appreciation of works of literature from selected countries, the texts covering various eras, places, genres, and purposes. The literature deals with a range of human experiences. Students will learn to analyze and evaluate the works in their historical and cultural contexts.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lecture by the instructor and student group study and discussion for comprehension of the reading material are integral components of this class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Creation Stories (1)	"The Huluppu-Tree" (Sumeria); From Genesis: Chapters 1 and 2 of the Old Testament (Middle East); "The Well-Baked Man" (southwestern United States)
3	Creation Stories (2)	Student report on researched creation story; group presentation and discussion of similar elements among the stories
4	Mythology, Culture and Religion (1)	From <i>The Thief and the Dogs</i> (Egypt); From <i>Sacred Hymn of Sacrifice to Tlaloc</i> (Pre-Columbian Mexico) Comparing mythology and religion
5	Mythology, Culture and Religion (2)	From <i>Whale Rider</i> (New Zealand); From <i>Antigone</i> (Greece) Comparing culture and myth as dramatized in different cultures
6	Mythology, Culture and Religion (3)	From <i>Whale Rider</i> (New Zealand); from <i>Antigone</i> (Greece)
7	Review & Mid-term Exam	Exam on lecture, study and reading material from weeks 2-6
8	Human Transformation	From <i>Bisclavret</i> (France); From "The Metamorphosis" (Czechoslovakia) Comparing stories of transformation, isolation, inadequacy and guilt
9	Male-Female Relations	"Boys and Girls" (Canada); "The A & P" (USA) Comparison and analysis of tales of class and gender
10	Struggle for Independence	From <i>Flowers from the Volcano</i> (Nicaragua); From <i>Fire on the Mountain</i> (India); From "Just Lather, That's All" (Colombia) Comparing stories of personal and political struggle
11	Human Potential	From <i>Rickshaw</i> (China); From <i>Things Fall Apart</i> (Nigeria) Stories of human ambition, success and failure
12	Coming of Age	From <i>Oliver Twist</i> (England); From <i>No Speak English</i> (USA) Stories of economic and personal hardship

13	Nature and Humanity	From "To Build a Fire" (USA/Canada); <i>From Out of Africa</i> (Denmark) Stories of loss and the unforgiving forces of nature
14	Term Exam & Wrap-up	Exam on lecture, study and reading material from weeks 8-13

【Work to be done outside of class (preparation, etc.)】

Students must read the assigned material, do required research and answer study questions for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

World Literature Today. University of Oklahoma, 1977. www.worldliteraturetoday.org. Accessed 5 January 2019.

【Grading criteria】

Participation (20%); midterm exam (40%) and final exam (40%).

【Changes following student comments】

Own course reflection: introduction of more contemporary works.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is open to 1st - 4th year students.

For GIS students who entered in 2008 - 2015:

This course is regarded as 200-level Intermediate Course.

【Prerequisite】

Permission from the instructor to enroll in the course.

LIT100ZA

Studies in Popular Fiction

Michael Bettridge

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 4/Mon.4

【Outline and objectives】

A general introduction to popular Western literature, its conventions and formulas, as well as to contemporary tastes in reading.

【Goal】

To guide students to an understanding and appreciation of popular fiction as a distinctive literary field of cultural production. Students will analyze the various features of the field: its use of conventions and formulas; its relation to literature, genre and identity; its readership/fan base; its marketing.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lecture, readings, and group work. Reading of recent and past examples of popular literature from a variety of sub-genres, including: action-adventure; romance; horror; science fiction; fantasy; children's. The students will learn to read and think critically and creatively, understanding themes, story lines and character development, and will also learn to identify the conventions of the various sub-genre of popular fiction. Moreover, popular fiction's popularity among the reading public, as well as the readers who drive popular demand will be examined.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	The Conventions and Attraction of Popular Fiction	The specific settings, characters, events and values that define a genre Action-Adventure Fiction (1) From: <i>Indiana Jones and The Raiders of the Lost Ark</i> . The hero's special skills; the mentor; the call to adventure
3	Chick Lit (1)	From: <i>Bridget Jones's Diary</i> . Life quest; character's point of view; the heart and humor of the chick lit story
4	Chick Lit (2)	From: <i>Confessions of a Shopaholic</i> . Character development; relationships. From: “Why Chick Lit Matters” by E. Merrick
5	Romance Fiction (1)	From: <i>The Taming</i> . Distinguishing a true romance novel from a novel that includes a love story
6	Romance Fiction (2)	From: <i>The Taming</i> . The elements that make up a romance story, beginning with the protagonist
7	Children's Literature	“Stay out of the basement”, and other selections. Kids lit: writing from a kid's perspective
8	Review & Mid-term Exam	Short-answer exam on selected reading material from weeks 2 to 7
9	Teen Literature	“The Treasure of Lemon Brown”, and other selections. Suspense and the interplay of human relationships
10	Action-Adventure	From : <i>Last Man Standing</i> . Action and plot over character and theme
11	Horror & Fantasy	“The Monkey's Paw”, and other selections Horror cliches and plots, and the fear of the unknown
12	Science Fiction	“Explorer's We”, and other selections. Elements of science and technology as a basis for fantasy and conflict
13	The Western	“The Tin Star”, and other selections. Introducing an indigenous American art form

14 Final Exam & Wrap-up Paper and small-group presentation/discussion

【Work to be done outside of class (preparation, etc.)】

Students must read the assigned material, do required research and answer study questions for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

For final paper formatting:

owl.english.purdue.edu/owl/resource/747/01/

Feedbooks. Feedbooks S.A.S., 2007.

www.feedbooks.com/publicdomain. Accessed 13 January 2019.

(Thousands of public domain books, downloadable for free.)

【Grading criteria】

Participation (20%); mid-term exam (50%); final paper and group presentation/discussion (30%).

【Changes following student comments】

Own course reflection: A better balance between group work, individual work and lecture.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Prerequisite】

Permission from the instructor to enroll in the course.

ART100ZA

Japanese Art History

Sarah Allen

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 水 5/Wed.5

【Prerequisite】
 None.

【Outline and objectives】

The history of art in Japan, its appreciation and interpretation.

【Goal】

This course examines the history of art in Japan from the prehistoric period to the contemporary period. Students will learn to critically analyze various forms of Japanese art. Students will also learn the terminology for discussing works of art and material culture.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

We will proceed in chronological order, analyzing major works of painting, sculpture, and architecture in each art historical period. Emphasis is placed upon acquiring a fundamental knowledge of Japanese art history while developing skills of visual analysis and understanding works of art in historical, social, and global context. Students will apply these skills in a final paper and presentation.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Orientation; Jōmon, Yayoi, and Kofun
2	Asuka & Nara Periods	Introduction of Buddhism to Japan
3	Heian Period	Rise of yamato-e
4	Kamakura Period	Realism in sculpture & painting; decorative arts
5	Muromachi Period	Tea ceremony, Zen-influenced art, Nanban screens
6	Momoyama and Edo (1)	Castle architecture, Rinpa
7	Edo Period (2)	Ukiyo-e & Edo period painting, take-home mid-term exam
8	Meiji Period	Japonisme, museums; nihonga and yōga
9	Taishō and Pre-war	Mingei movement, moga/mobo,
10	Shōwa Periods	shin-hanga, war painting
10	Post-war Era	Post-war art (Okamoto Taro, Gutai, photography)
11	Presentations & Critique (1)	Student presentations of final paper projects & feedback
12	Presentations & Critique (2)	Student presentations of final paper projects & feedback
13	Presentations & Critique (3)	Student presentations of final paper projects & feedback
14	Contemporary Art	Contemporary art, “Cool Japan”

【Work to be done outside of class (preparation, etc.)】

Students are required to complete the assigned readings in advance and come to class ready to participate in class discussion. Students will complete homework assignments and a take-home mid-term exam in addition to conducting research for the final paper and presentation.

【Textbooks】

Sadao Tsuneko S., Stephanie Wada. *Discovering the Arts of Japan: a Historical Overview*. Tokyo : Kodansha International, 2003.

Supplementary materials will be provided by the instructor.

【References】

Stephen Addiss and Audrey Seo. *How to Look at Japanese Art*. New York: Abrams, 1996.

Sylvan Barnet. *A Short Guide to Writing About Art*. New York: Longman, 2000.

【Grading criteria】

Class participation: 10%

Assignments: 20%

Mid-term Exam: 30%

Presentation: 20%

Final paper: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

USB for class presentation.

LIT100ZA

Introduction to Literary Theory

Gregory Khezarnejat

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 月 3/Mon.3

【Outline and objectives】

At its base, literary study and research is an ongoing conversation about what we define as literature and how we can interpret it. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the key historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

【Goal】

Students will gain an understanding of the basic methodologies and approaches of literature research. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will consist of lectures focused on specific concepts of literary theory followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to course content and selection exam
2	What is Literature?	Canonization and changing definitions of literature
3	Genre	Terms and concepts of literary genres
4	Reading for Authorial Intent	Approaching literature as a message from the author
5	Reading for Historical Context	Literature as an artifact of a historical moment
6	Reading for Cultural Context	Literature as the representation of a specific culture
7	Reading for Comparison	Comparative studies of literature
8	Review & Midterm Examination	No reading
9	Structuralism	Structural approaches to literary interpretation
10	Poststructuralism	Deconstructing the elements of a text
11	Cultural Studies (1)	Reading a text within social and political discourses
12	Cultural Studies (2)	A brief introduction to new fields of research
13	What isn't Literature?	The expanding boundaries of the text
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】

Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion.

【Textbooks】

Readings will be provided in class as handouts.

【References】

Kusch, Celena. *Literary Analysis: The Basics*. Routledge, 2016.
Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*. Oxford University Press, 2018.

【Grading criteria】

Class contribution (30%), quizzes and responses (20%), midterm examination (25%), final essay (25%)

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

LIT100ZA

Classic Short Fiction

Mark Valley

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

【Outline and objectives】

This is an introduction to shorter classic prose fiction concentrating on a few short stories by famous authors.

【Goal】

To introduce the students to various aspects of prose style presented in the context of some notable short stories.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course will include lecturers, reading, discussions, presentations and class journals. The students will as a class and in groups read and critically examine short stories and share their thoughts and opinions with their classmates. They will also make presentations. This small selection of short stories will offer a subtle yet broad perspective on prose style and content. The students will also study literary terms in the context of the readings and put them into practice in their discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introductions	Explanation about the course and the grading system. Short lecture on the life and work of Alex Garland. Beginning with “The Coma”, we will study the first part.
2	“The Mouse”	Saki (H. H. Munro). Short lecture on the life and work of Saki. “The Mouse” by Saki (H. H. Munro).
3	“Shock Tactics”	A continuation of the study of the work of Saki, examining first of all “Shock Tactics”, then comparing this with “The Mouse”.
4	“An Ideal Family”	Katherine Mansfield. Short lecture on the life and work of Katherine Mansfield. “An Ideal Family” by Katherine Mansfield.
5	“The Singing Lesson”	A continuation of the study of the work of Katherine Mansfield, examining first of all “The Singing Lesson”, then comparing this with “An Ideal Family”.
6	“The Veteran”	Stephen Crane. Short lecture on the life and work of Stephen Crane. “The Veteran” by Stephen Crane.
7	Class Essay Number 1	Class Essay Number 1
8	“The Invisible Japanese Gentlemen”	Graham Greene. Short lecture on the life and work of Graham Greene. “The Invisible Japanese Gentlemen” by Graham Greene.
9	“The New House”	A continuation of the study of the work of Graham Greene, examining first of all “The New House”, then comparing this with “The Invisible Japanese Gentlemen”.
10	“Indian Camp”	Ernest Hemingway. Short lecture on the life and work of Ernest Hemingway. “Indian Camp” by Ernest Hemingway.
11	“The Doctor and the Doctor's Wife”	A continuation of the study of the work of Ernest Hemingway, examining first of all “The Doctor and the Doctor's Wife”, then comparing this with “Indian Camp”.
12	<i>The Catcher in the Rye</i> Chapter 1	J. D. Salinger. Short lecture on the life and work of J. D. Salinger. Overview of <i>The Catcher in the Rye</i> .

13 *The Catcher in the Rye* Chapter 1 J. D. Salinger. A continuation of the study of the work of J. D. Salinger examining first of all Ch 12 of *The Catcher in the Rye*, then comparing this with Ch 1.

14 Class Essay Number 2 Class Essay Number 2

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do research. They must prepare presentations and write their class journals.

【Textbooks】

Material will be provided by the instructor and distributed in class.

【References】

To be announced.

【Grading criteria】

Participation and attitude 20%; class essays 30%; presentations 20%; class journals 20%; class discussion 10%.

【Changes following student comments】

Not applicable.

【Others】

Enrollment is limited to 20-25.

【Prerequisite】

None.

ART100ZA

Drama Survey

Tony Dani

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

【Outline and objectives】

This course provides the student with an academic and practical backdrop to contemporary dramatic practice, with particular emphasis given to the study of devised theatre and improvisation.

【Goal】

By the end of this course, students will have:

1. Experienced various techniques required to create an original character through observation and improvisation
2. Increased their self-confidence and their ability to work as a team
3. Learnt how to use their imagination more effectively as a tool for creating their own dramatic scenes

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will employ a number of teaching methods suitable for the subject ranging from activity based classes, group discussions, research assignments and culminating in student presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction, Overview and Homework Task	Selection procedure. Interested students will also be required to prepare an introduction task for the following class
2	Presentation of Homework	Individual presentations
3	Research Assignment	Students will research into, prepare, and write an assignment on an actor, play, movie or musical of their choice
4	Introduction to Improvisation in Theatre	Acting improvisation activities will be taught and students will have the opportunity to practice those activities with their classmates
5	Improvisation and the Actor	Students - working in groups - will create an improvised scene to present to the rest of the class
6	Theatre Activities	Students will be taught a series of theatre activities aimed at building trust, focus and a group dynamic
7	Theatre Games	Students will be taught a series of theatre games aimed at ‘freeing their imaginations’ and building confidence
8	Character Development	Students will be required, for homework, to observe someone in as much detail as possible and that observation will then form the basis of their character development in successive classes
9	Character Development Research	Students will then be taught how to transform their observations into the creation of a unique character
10	Character Development Towards Performance	Further character development techniques will be taught
11	Character Development Rehearsals	Students will be given a partner and together will devise and rehearse an original scene (or scenes), using their characters
12	Character Performances Rehearsals	Students will rehearse an original scene (or scenes), using their characters
13	Character Performances	Working in pairs, performances will be given to the class
14	Final Performance Feedback	One to one feedback from your instructor will be given on your final performances. There will also be an opportunity for peer group and self evaluations

【Work to be done outside of class (preparation, etc.)】

Students must complete any homework tasks given, prior to or following, certain classes.

Please note: due to the practical nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility in terms of course content and deadlines.

【Textbooks】

Material - when necessary - will be provided by the instructor and distributed in class.

【References】

A list of related references - when necessary - will be provided by the instructor.

【Grading criteria】

Final presentation: 50%

Participation: 30%

Assignment: 20%

【Changes following student comments】

Based on self-evaluation from the previous term, more time will be given over to teacher and peer group feedback and artistic direction during the rehearsal period.

【Prerequisite】

None.

ART100ZA

Drama Workshop

Tony Dani

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 4/Fri.4

【Outline and objectives】

This course provides the student with an introduction to the experiences of an actor in training and will focus on the performance of a section of a play or movie.

【Goal】

By the end of this course, students will have:

1. Experienced various techniques required to assist in the theoretical and practical analysis of dramatic text on its textual and subtextual levels
2. Increased their self-confidence and their ability to work as a team
3. Learnt how to create an original character based on the given and implied information from the given text
4. Learnt how to stage their play by way of scenery, music, effects and the theatrical technique of 'blocking'
5. Learnt the rudimentary approaches to directing and being directed

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 2", "DP 3" and "DP 4".

【Method(s)】

This course will employ a variety of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in student presentations

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Selection procedure
2	Student Introductions and First Task	Students will have the chance to get to know each other and their instructor through a series of activities
3	Mini Presentations	Students will talk about themselves to the class using some personal objects, which they have been requested to bring into class
4	Research Assignment, Casting & Partner Announcement	Students will research into, prepare, and write an assignment on an actor, play, movie or musical of their choice
5	Text Workshop: the Actor in Training 1	How to work from a script into performance
6	Text Workshop: the Actor in Training 2	Continued: how to work from a script into performance
7	Read-through Commences	Each group will have the opportunity to hear each other's scenes with an initial reading clearly expressing an understanding of the script, the characters and their relationship to each other
8	Read-through Continues	Read-through continues
9	In-class Rehearsals	Students will have the opportunity to practice their performances
10	In-class Rehearsals (Continued)	Students will have the opportunity to practice their performances
11	Technical Run-Through	Students will have the opportunity to practice their performances with costume, sound, props and music
12	First Set of Performances	The first group of students will perform to the class
13	Second Set of Performances	The second group of students will perform to the class
14	Self and Peer Group Evaluations	Students will have the opportunity to share their self and peer group evaluations with their fellow students and teacher in class. The written & typed-up evaluations will then be submitted at the conclusion of the class

【Work to be done outside of class (preparation, etc.)】

Students must complete any pre and post class homework tasks. Please note: due to the nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility.

【Textbooks】

Material will be provided by the instructor and distributed in class.

【References】

A list of related references - when and if necessary - will be provided by the instructor.

【Grading criteria】

Final presentation: 50%

Participation: 30%

Assignment: 20%

【Changes following student comments】

Based on my own self-evaluation from the previous term, more time will be given over to teacher and peer group feedback and direction.

【Prerequisite】

None.

ART100ZA

Drama Workshop

Tony Dani

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 3/Fri.3

【Outline and objectives】

This course provides the student with an introduction to the experiences of an actor in training and will focus on the performance of a section of a play or movie.

【Goal】

By the end of this course, students will have:

1. Experienced various techniques required to assist in the theoretical and practical analysis of dramatic text on its textual and subtextual levels
2. Increased their self-confidence and their ability to work as a team
3. Learnt how to create an original character based on the given and implied information from the given text
4. Learnt how to stage their play by way of scenery, music, effects and the theatrical technique of 'blocking'
5. Learnt the rudimentary approaches to directing and being directed

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 2", "DP 3" and "DP 4".

【Method(s)】

This course will employ a variety of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in student presentations

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Selection procedure
2	Student Introductions and First Task	Students will have the chance to get to know each other and their instructor through a series of activities
3	Mini Presentations	Students will talk about themselves to the class using some personal objects, which they have been requested to bring into class
4	Research Assignment, Casting & Partner Announcement	Students will research into, prepare, and write an assignment on an actor, play, movie or musical of their choice
5	Text Workshop: the Actor in Training 1	How to work from a script into performance
6	Text Workshop: the Actor in Training 2	Continued: how to work from a script into performance
7	Read-through Commences	Each group will have the opportunity to hear each other's scenes with an initial reading clearly expressing an understanding of the script, the characters and their relationship to each other
8	Read-through Continues	Read-through continues
9	In-class Rehearsals	Students will have the opportunity to practice their performances
10	In-class Rehearsals (Continued)	Students will have the opportunity to practice their performances
11	Technical Run-Through	Students will have the opportunity to practice their performances with costume, sound, props and music
12	First Set of Performances	The first group of students will perform to the class
13	Second Set of Performances	The second group of students will perform to the class
14	Self and Peer Group Evaluations	Students will have the opportunity to share their self and peer group evaluations with their fellow students and teacher in class. The written & typed-up evaluations will then be submitted at the conclusion of the class

【Work to be done outside of class (preparation, etc.)】

Students must complete any pre and post class homework tasks. Please note: due to the nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility.

【Textbooks】

Material will be provided by the instructor and distributed in class.

【References】

A list of related references - when and if necessary - will be provided by the instructor.

【Grading criteria】

Final presentation: 50%

Participation: 30%

Assignment: 20%

【Changes following student comments】

Based on my own self-evaluation from the previous term, more time will be given over to teacher and peer group feedback and direction.

【Prerequisite】

None.

ART100ZA

Visual Arts

Shiho Kito

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

【Outline and objectives】

Everyone takes photographs in some way or another, but not everyone is conscious of the responsibilities that come with it. How can we get better at taking photographs while respecting the subject, the medium and our own interests? In this course, we use cameras to explore “documentary photography”, how it developed from its inception to the present day, as well as the challenges it faces in an era of post-truth.

【Goal】

The course aims to foster a critical eye towards photographically generated images. Gaining insight into what documentary photography is/isn't, students will learn the basics of “making” photographs (e.g. composition, shutter speed, aperture, lighting etc.) and gain practical experience in working with real-life subjects. Drawing upon these skills, students produce a project portfolio on a theme to be decided in class.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course uses a practice-based learning approach. Workshops, assignments and supporting lectures are employed to develop students' understanding of documentary photography from its beginnings to today. Students produce and print a contact sheet of 36 photographs every week and use this for discussion in class. In addition, students create an Instagram account for the course and post one photograph daily. Final submission comprises a video presentation, a project portfolio, a written project statement, and evidence of participation. Attendance is recorded weekly using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Truth and Responsibility	Introducing the course and expectations
2	Composition	Learning about basic composition within photographs.
3	Lighting	Making use of available light and flash light.
4	Early Documentary Photographers	Discussing early issues for photography as a documentary medium and introducing its key practitioners.
5	Depth of Field	Creating/reducing depth in an image.
6	Time and Clocks	Exploring photography's relationship with time.
7	Contemporary Documentary Photographers	Discussing contemporary issues for photography as a diverse range of practices and introducing key practitioners.
8	Documentary Concepts	Exploring and developing achievable documentary projects.
9	Documentary Strategies	Exploring and developing strategies for documenting subjects.
10	Student Presentations	Discussing and preparing video presentations.
11	Editing Selections	Exploring possibilities through pattern, sequence and narrative.
12	First Portfolio Review	Assembling and reviewing draft portfolios.
13	Image and Text	Exploring the use of captions and statements to support images.
14	Final Portfolio Review	Making final improvements to portfolios.

【Work to be done outside of class (preparation, etc.)】

Students must regularly take photographs. Every week students are expected to bring a contact sheet containing 36 photographs made during the week before, which will be discussed in class. They are also expected to use the photobook resource in the library and do assigned readings. In addition, students are expected to create a new Instagram account and post a single image taken daily (7 days x 13 weeks = 91 images).

【Textbooks】

No textbook will be used. Handouts and reading materials will be uploaded on H'etudes or distributed in class.

【References】

Barthes, Roland (1993) *Camera Lucida: Reflections on Photography*, Vintage Classics.

Berger, John (2013) *Understanding a Photograph*, Penguin Books.

Fontcuberta, Joan (2014) *Pandra's Camera*, Mack.

Gibson, David (2014) *The Street Photographer's Manual*, Thames & Hudson.

Heng, Terence (2016) *Visual Methods in the Field: Photography for the Social Sciences*, Routledge.

Lubben, Kristen (2014) *Magnum Contact Sheets*, Thames & Hudson.

Meyerowitz, Joel and Westerbeck, Colin (2017) *Bystander: A History of Street Photography*, Lawrence King.

Sontag, Susan (1977/2008) *On Photography*, Penguin Classics.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to weekly contact sheets (minimum of 10), daily posts to Instagram (minimum of 91). More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short video presentation (3 minutes) about the life and work of one documentary photographer.

Portfolio: each student must produce a portfolio of 8-12 images selected from photographs made of one subject during the course. Students are free to choose their subject but it must be discussed with the instructor and peers. A written project statement will be required. A template for the portfolio will be provided.

The final grade is based on: Participation 40%, Presentation 20%, Portfolio 40%.

【Changes following student comments】

These changes have been made to help students to produce photographs of a higher conceptual and practical skill.

【Equipment student needs to prepare】

Students will need a laptop, a camera and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera, please bring it and the instructor will show you how to use it.

【Others】

Students are expected to come to class on time, participate and show interest.

【Prerequisite】

None.

ART100ZA

Music Appreciation

Cathy Cox

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 3/Wed.3

[Outline and objectives]

What is music, what is its purpose, and what does it mean to appreciate it? In this course we will investigate these, and other, questions surrounding musical experience and the role of music in society. Each week students will participate in directed listening related to a specific topic, drawing on examples from a wide variety of genres with an emphasis on Western music traditions.

[Goal]

Students will be able to:

- (1) develop vocabulary to talk about music;
- (2) develop listening skills;
- (3) develop ability to interpret, appreciate, and critique music in a variety of forms and contexts;
- (4) think critically about the role of music in society.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course is taught through a combination of lectures, documentary-viewings and group discussions. The course will facilitate self-learning through required weekly reading and listening assignments that will be assessed through short writing assignments, as well as collective learning through a final group presentation. As field work, students will be required to write a short concert report following guidelines given in class.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the course and requirements; selection evaluation
2	Music Fundamentals: Experiencing Music	Music and the mind; music and mythology
3	Music Fundamentals: Listening to Music	Tools for listening; basic elements of music; vocabulary of musical understanding
4	Music Fundamentals: Music and Acoustics	Exploring the relationships between sound and musical meaning
5	Musical Identities: Music and Ethnicity	How music supports and reflects ethnic identity and values
6	Musical Identities: Music and Gender	How music reflects and shapes cultural understandings about gender
7	Musical Identities: Music and Spirituality	How music is used to express spirituality; spiritual traditions in music
8	Musical Intersections: Music and Politics	Overt and hidden political meanings in music; how music has been used for political aims; music and national identity
9	Musical Intersections: Music and Love	How music has been used to express different aspects of love
10	Musical Intersections: Music and Technology	The role of technology in music, past and present
11	Musical Narratives: Musical Theatre	Using music to tell a story
12	Musical Narratives: Music and Film	Using music to communicate action, mood, and emotion
13	Musical Narratives: Music and Dance	The relationship between music and movement
14	Final Presentations & Wrap-Up	Review of topics and materials

[Work to be done outside of class (preparation, etc.)]

Students will be assigned weekly reading and listening assignments that will be assessed through short writing assignments. The lecturer will also recommend books and recordings for further study on each lecture.

[Textbooks]

Required weekly reading and listening assignments will be made available by the instructor.

[References]

Cornelius, S. and M. Natvig. (2018). *Music: A Social Experience*, Second Edition. New York: Routledge.

Shelemay, K. K. (2015). *Soundscapes: Exploring Music in a Changing World*, Third Edition. New York: W. W. Norton & Co.

[Grading criteria]

Class Participation: 20%,
Short Writing Assignments: 40%,
Live Performance/Concert Report: 20%,
Group Presentation: 20%

[Changes following student comments]

Not applicable.

[Prerequisite]

None

ART100ZA

General Topics I: Visual Communication Design

Gary McLeod

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 土 1/Sat.1

【Outline and objectives】

Few images seen on walls and in public spaces are randomly created. Many are designed to grab our attention and make us want to do something, whether it be desire a car, a drink, a movie, or to share in an idea such as a political message or charity. Images always carry messages and this course explores such messages through the practice of making them.

【Goal】

During this course, we will learn how visual messages are conveyed through the acquisition of essential skills (e.g. use of grids, balance, rhythm, typography). We will also develop a working understanding of the impact that images have upon contemporary society. In doing so, the course aims to encourage students' critical awareness of the surrounding visual environment.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Blending theory and practice to introduce the basics of Visual Communication Design, the first part of the course looks at how and why we “read” images in different ways. The second part looks at supporting students through the process of designing a poster. To develop a contextual understanding of the subject, students also create a dedicated Instagram account for posting pictures of advertisements seen around Tokyo. Final submission comprises a video presentation, a final project, and evidence of participation. Attendance is recorded weekly using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Sight and Perception	Introducing the course and expectations.
2	Visual Cues	Looking at the many cues that the brain receives when looking at images and how to use them.
3	Visual Theories	Exploring theories associated with the act of seeing.
4	Visual Persuasion	Discussing the use of persuasion and the commonality of propaganda.
5	Visual Stereotypes	Exploring stereotypes within the contemporary visual landscape.
6	Visual Analysis	Analyzing images using Lester's six perspectives.
7	Presentation Preparation	Presenting an analysis of a recently seen poster.
8	Layout	Exploring the value of different layouts in design.
9	Typography	Exploring the history and use of typefaces for design.
10	Images	Looking at ways to reproduce/scale/multiply images within designs.
11	Colour	Exploring colour as a communicative decision for design.
12	Constructive Feedback	Getting feedback on poster designs.
13	Peer Review	Making final amendments and adjustments to designs.
14	Taking Responsibility	Preparing posters for exhibition.

【Work to be done outside of class (preparation, etc.)】

Students are expected to download and read assigned readings prior to lectures. Students are also expected to create a new Instagram account and post a single image taken daily (7 days x 13 weeks = 91 images). The project will require a number of hours spent outside of class in order to make the work.

【Textbooks】

Lester, Paul Martin (2014) *Visual Communication: Images with Messages*, Wadsworth Cengage Learning.

Additional handouts and reading materials will be will be uploaded on H'etudes or distributed in class.

【References】

Ambrose, Gavin and Harris, Paul (2011) *Basics Design 01: Format*, Fairchild Books.

Ambrose, Gavin and Harris, Paul (2011) *Basics Design 02: Layout*, 2nd Edition, Fairchild Books.

Ambrose, Gavin and Harris, Paul (2005) *Basics Design 03: Typography*, Fairchild Books.

Ambrose, Gavin and Harris, Paul (2006) *Basics Design 04: Image*, Fairchild Books.

Ambrose, Gavin and Harris, Paul (2007) *Basics Design 05: Colour*, Fairchild Books.

Berger, John (1977) *Ways of Seeing*, Penguin Books.

Frascara, Jorge (2004) *Communication Design: Principles, Methods, and Practice*, Allworth Press.

Triggs, Teal and Atzmon, Leslie (2017) *The Graphic Design Reader*, Bloomsbury.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to class-activities, assigned readings and daily posts to Instagram. More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short presentation (3 minutes) analyzing a recently seen poster in Tokyo.

Final Project: each student must produce and exhibit one poster design (A2 size) relating to a topic chosen in class.

The final grade is based on: Participation 30%, Presentation 30% and Final Project 40%.

【Changes following student comments】

Changes reflect feedback and suggestions. Thank you.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Paper and other basic art materials may also be requested on a weekly basis.

【Others】

Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and show interest.

【Prerequisite】

None.

LIN100ZA

Introduction to Linguistics

Nobumi Nakai

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

【Outline and objectives】

The aim of this course is to provide students with an essential understanding of linguistics, with examples drawn from the English language; the course begins by outlining diachronic, synchronic and contrastive perspectives, while illustrating the history and regional diversity of English. As an introduction to 200/300 level linguistics-related courses, subsequent lectures are dedicated to surveying phonetics, phonology, morphology and syntax, followed by semantics. The last part of the course deals with language typology and universals, and refers to some of the key topics in sociolinguistics.

【Goal】

By the end of the course, students will:

- (1) have an understanding of linguistics as a scientific study, distinguished from language learning for practical purposes,
- (2) understand key terminology, concepts and theories in the major fields of linguistics, and
- (3) acquire basic research skills needed in more advanced linguistics courses.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world's major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme & allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information

11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction. Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). An introduction to language and linguistics (2nd ed.). Cambridge: Cambridge University Press.
Yule, G. (2017). The study of language (6th ed.). Cambridge: Cambridge University Press.

【Grading criteria】

Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Others】

As a 100-level course, first and second year students will receive priority in registration.

【Prerequisite】

No prerequisite is required.

LIN100ZA

Introduction to Linguistics

Yutai Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 4/Fri.4

【Outline and objectives】

The aim of this course is to provide students with an essential understanding of linguistics, with examples drawn from the English language; the course begins by outlining diachronic, synchronic and contrastive perspectives, while illustrating the history and regional diversity of English. As an introduction to 200/300 level linguistics-related courses, subsequent lectures are dedicated to surveying phonetics, phonology, morphology and syntax, followed by semantics. The last part of the course deals with language typology and universals, and refers to some of the key topics in sociolinguistics.

【Goal】

By the end of the course, students will:

- (1) have an understanding of linguistics as a scientific study, distinguished from language learning for practical purposes,
- (2) understand key terminology, concepts and theories in the major fields of linguistics, and
- (3) acquire basic research skills needed in more advanced linguistics courses.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world's major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme & allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information

11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.

Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge: Cambridge University Press.

Yule, G. (2017). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

【Grading criteria】

Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Others】

As a 100-level course, first and second year students will receive priority in registration.

【Prerequisite】

No prerequisite is required.

LIN100ZA

English Grammar: The Basics

Peter Evans

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 2/Tue.2

【Outline and objectives】

The most important ingredients of the grammar of the English language.

【Goal】

A major step toward the ability to understand how sentences of English work.

For why you might want this ability, see the course description for *English Grammar Extended*, which you should consider taking after *English Grammar: The Basics*.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

We follow Huddleston and Pullum’s textbook, which is based on (but is very much smaller and simpler than) the authors’ slightly earlier book *The Cambridge Grammar of the English Language (CGEL)*. Both are *descriptive* grammar books, saying how sentences of English are constructed (and not how the authors imagine they *should be* constructed). As its publisher says, *CGEL* “is firmly based on research in modern linguistics and rejects many errors of the older tradition, supporting its departures from traditional grammar with reasoned argument”. So the textbook will almost certainly disagree with any grammar or other textbook that you’ve used in any previous English course.

The book and course are only theoretical where necessary. (There are very few tree diagrams.) So if other syntax books alarm you, don’t worry. Before each class, you have to read and digest ten or so pages of the textbook. We’ll discuss that part of the book, and related exercises, in the class. You are very welcome to come up with apparent counterexamples to what’s written in the book, and so forth.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course and its rationale
2	Word Categories	Classification among nouns, verbs, adjectives, and the rest
3	Verbs (i)	Verb inflection and paradigms; finite versus non-finite
4	Verbs (ii)	Auxiliary versus lexical verbs; perfective interpretation versus imperfective
5	Verbs (iii)	Primary versus perfect tense; progressive aspect; mood and modality; futurity; irrealis
6	Quick Survey; Mid-term Examination	Rapid reminders; assessing the degree to which students have understood the first half of the course
7	Clauses (i)	Clause structure, complements, and adjuncts; subjects; objects
8	Clauses (ii)	Predicative complements; canonical clause structures; adjuncts
9	Nouns and Noun Phrases (i)	Nouns, noun phrases, pronouns and proper nouns; number and countability; determiners and determinatives; noun complements
10	Nouns and Noun Phrases (ii)	Internal modifiers versus external modifiers; fused heads
11	Nouns and Noun Phrases (iii)	Pronouns; case
12	Adjective and Adverb Phrases (i)	Adjectives as distinguished from other categories; gradability
13	Adjective and Adverb Phrases (ii)	Adjective phrases; postpositional and other adjective use; adverbs; adverb phrases
14	Quick Survey; Final Examination	Rapid reminders; assessing the degree to which students have understood the second half of the course

【Work to be done outside of class (preparation, etc.)】

Reading the textbook, doing exercises, coming up with examples.

【Textbooks】

Rodney Huddleston and Geoffrey K Pullum, *A Student’s Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005). ISBN 0-521-61288-8.

We’ll only have time to go through part of this book, but later chapters will serve for a second course, *English Grammar Extended*.

【References】

Rodney Huddleston and Geoffrey K Pullum, *The Cambridge Grammar of the English Language* (Cambridge: Cambridge University Press, 2002). (Do not use any book intended for, or often used by, language learners or high-school students.)

【Grading criteria】

Evaluation will be based on two examinations (50% + 50%). Both examinations will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

【Changes following student comments】

A further slight reduction in the quantity of what’s shown on screen during the class, a further slight increase in the quantity of annotations that can be examined outside the class.

【Others】

Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

【Prerequisite】

None.

EDU100ZA

TESOL I: Introduction

Machiko Kobori

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

【Outline and objectives】

The course is for students intending to teach English; it is an introduction to second language (L2) acquisition and pedagogy. It encourages students to raise their awareness as language teachers.

【Goal】

Upon completion of this course, students should be able to do the following:

1. Explain the core issues in L2 acquisition research.
2. Examine the connection between L2 research and pedagogy.
3. Conduct research on instructed L2 learning, and relate the findings to L2 learning and teaching in Japan.
4. Understand what is needed to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course focuses on the teaching and learning of English. Students will learn theories of first and second language acquisition and a range of opportunities to explore research studies and pedagogy on EFL/ESL education. The course will be highlighted by the students' individual performance: they are to choose one of the course topics and then make a presentation on it. Students are also required to take a final exam and submit a written assignment on a related issue.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance
2	Language, Learning and Teaching (1)	Current issues in second language acquisition (1)
3	Language, Learning and Teaching (2)	Current issues in second language acquisition (2)
4	Language, Learning and Teaching (3)	Schools of thought in second language acquisition (1)
5	Language, Learning and Teaching (4)	Schools of thought in second language acquisition (2)
6	Language, Learning and Teaching (5)	Schools of thought in second language acquisition (3)
7	First Language Acquisition	Issues in first language acquisition
8	Second Language Acquisition (1)	Building a theory of second language acquisition
9	Second Language Acquisition (2)	Study of models of second language acquisition (1)
10	Second Language Acquisition (3)	Study of models of second language acquisition (2)
11	Presentation (1)	Demonstration/observation, review and discussion (1)
12	Presentation (2)	Demonstration/observation, review and discussion (2)
13	Presentation (3)	Demonstration/observation, review and discussion (3)
14	Final Exam & Wrap-up	Consolidation

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to prepare for their presentation sessions by creating presentation materials.

【Textbooks】

Brown, H. D. (2014). *Principles of language learning and teaching*. (6th ed.). Pearson Education.

【References】

Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.

Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.

白畑智彦・富田祐一・村野井仁・若林茂則 (著). 2009. 『英語教育用語辞典』(改訂版) 大修館書店.

文部科学省. 2017. 『中学校学習指導要領解説 外国語編』 開隆堂出版.

文部科学省. 2018. 『高等学校学習指導要領解説 外国語編・英語編』 開隆堂出版.

【Grading criteria】

Evaluation will be based on:

1. Class participation (10%)
2. Presentation (20%)
3. Presentation materials (10%)
4. Writing assignment (30%)
5. Final Exam (30%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More detailed information about the topics to choose for the presentation and writing assignment will be provided in advance.
3. More intensive instruction on how to reflect the presentation will be provided in advance.

【Equipment student needs to prepare】

PC

【Prerequisite】

None.

EDU100ZA

TESOL I: Introduction

Machiko Kobori

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 火 4/Tue.4

【Outline and objectives】

The course is for students intending to teach English; it is an introduction to second language (L2) acquisition and pedagogy. It encourages students to raise their awareness as language teachers.

【Goal】

Upon completion of this course, students should be able to do the following:

1. Explain the core issues in L2 acquisition research.
2. Examine the connection between L2 research and pedagogy.
3. Conduct research on instructed L2 learning, and relate the findings to L2 learning and teaching in Japan.
4. Understand what is needed to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course focuses on the teaching and learning of English. Students will learn theories of first and second language acquisition and a range of opportunities to explore research studies and pedagogy on EFL/ESL education. The course will be highlighted by the students' individual performance: they are to choose one of the course topics and then make a presentation on it. Students are also required to take a final exam and submit a written assignment on a related issue.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance
2	Language, Learning and Teaching (1)	Current issues in second language acquisition (1)
3	Language, Learning and Teaching (2)	Current issues in second language acquisition (2)
4	Language, Learning and Teaching (3)	Schools of thought in second language acquisition (1)
5	Language, Learning and Teaching (4)	Schools of thought in second language acquisition (2)
6	Language, Learning and Teaching (5)	Schools of thought in second language acquisition (3)
7	First Language Acquisition	Issues in first language acquisition
8	Second Language Acquisition (1)	Building a theory of second language acquisition
9	Second Language Acquisition (2)	Study of models of second language acquisition (1)
10	Second Language Acquisition (3)	Study of models of second language acquisition (2)
11	Presentation (1)	Demonstration/observation, review and discussion (1)
12	Presentation (2)	Demonstration/observation, review and discussion (2)
13	Presentation (3)	Demonstration/observation, review and discussion (3)
14	Final Exam & Wrap-up	Consolidation

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to prepare for their presentation sessions by creating presentation materials.

【Textbooks】

Brown, H. D. (2014). *Principles of language learning and teaching*. (6th ed.). Pearson Education.

【References】

Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.

Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.

白畑智彦・富田祐一・村野井仁・若林茂則 (著). 2009. 『英語教育用語辞典』(改訂版) 大修館書店.

文部科学省. 2017. 『中学校学習指導要領解説 外国語編』 開隆堂出版.

文部科学省. 2018. 『高等学校学習指導要領解説 外国語編・英語編』 開隆堂出版.

【Grading criteria】

Evaluation will be based on:

1. Class participation (10%)
2. Presentation (20%)
3. Presentation materials (10%)
4. Writing assignment (30%)
5. Final Exam (30%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.

2. More detailed information about the topics to choose for the presentation and writing assignment will be provided in advance.

3. More intensive instruction on how to reflect the presentation will be provided in advance.

【Equipment student needs to prepare】

PC

【Prerequisite】

None.

LIN100ZA

Second Language Acquisition

Yuichi Suzuki

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 火 3/Tue.3

【Outline and objectives】

The aim of this course is to provide students with an essential understanding of second language acquisition (SLA) and opportunities to reflect on their own foreign language experiences in light of SLA theories and research.

【Goal】

By the end of this course, students will:

- (1) Understand important concepts and theories in SLA research
- (2) Understand basic research methods in the SLA field
- (3) Learn the potential and limitations of applying SLA findings to second language teaching and learning

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2” and “DP 4”.

【Method(s)】

The course will be conducted via lectures by the instructor and group work. Students are required to read an assigned chapter every class and complete a worksheet provided in advance by the instructor. The lectures will be based on the reading questions from the worksheet and discussion topics. Since this class format is a combination of informal lecture and group discussion, I strongly encourage students to make the effort to contribute to discussions by asking questions and sharing your own ideas.

This course covers key-terms and concepts of SLA. The lecturer starts each class by introducing a “myth” about second language learning. The myths are common misunderstandings about second language learning and teaching. The students perform several tasks to think about the real-world issues about second language learning and reflect on their own experiences of foreign language learning. The students then learn what SLA research has revealed so far about the topics and think about the extent to which the research findings are applicable to their experiences. By understanding the concepts and theories introduced in the course, they will be better informed about current theories of second language teaching.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	- Course overview - What is SLA?
2	Critical Period Hypothesis Myth 1: Children Learn Languages Quickly and Easily While Adults are Ineffective in Comparison.	- Speed of SLA by children - Speed of SLA by adults - Ultimate attainment - Learning in children versus adults
3	Bilingualism Myth 2: A True Bilingual is Someone Who Speaks Two Languages Perfectly.	- Definition of bilingual - How children become bilingual - Vocabulary growth - Bilingual advantage
4	Input, Output, and Interaction (1) Myth 3: You can Acquire a Language Simply Through Listening or Reading.	- Krashen's Input Hypothesis - Comprehensible/simplified input - Extensive reading and listening activities
5	Input, Output, and Interaction (2)	- Long's Interaction Hypothesis - Task-based language teaching activities
6	Input, Output, and Interaction (3)	- Swain's Output Hypothesis - Output-oriented practice activities
7	Attention and Noticing (1) Myth 4: Practice Makes Perfect.	- Attention and noticing - Input enhancement - Processing instruction

8	Attention and Noticing (2)	- Planning - Repetition - Retrieval effect - Distribution of practice - Interleaving effect
9	Explicit and Implicit Learning/ Developmental Sequences (1) Myth 5: Language Students Learn and Retain What They Are Taught	- Interface of explicit and implicit knowledge - Effectiveness of explicit instruction
10	Explicit and Implicit Learning/ Developmental Sequences (2)	- Acquisition order - Developmental sequence - First language transfer
11	Correction and Recasts Myth 6: Language Learners Always Benefit from Correction.	- Oral correction - Written grammar correction - Reflection of receiving corrective feedback
12	Individual Differences (1) Myth 7: Individual Differences are a Major, Perhaps the Major, Factor in SLA.	- Good learner research - Personality - Emotion - Motivation - Willingness to communicate
13	Individual Differences (2)	- Aptitude - Aptitude-treatment interaction
14	Examination	Final exam and wrap-up

【Work to be done outside of class (preparation, etc.)】

Students are required to read each chapter of the assigned textbook (about 15 - 25 pages per chapter) to prepare for the class. In order to help understanding of the assigned reading, they are provided with a worksheet with reading questions and discussion questions. They should try their best to fill out the worksheet and prepare their ideas on the discussion questions.

【Textbooks】

Brown, Steven and Jenifer Larson-Hall. (2012). *Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching*. University of Michigan Press. ISBN: 978-0-472-03498-7

【References】

Ortega, Lourdes. (2009). *Understanding second language acquisition*. London: Hodder. ISBN-13: 978-0340905593
 Lightbown, Pasty M. & Nina Spada. (2013). *How Languages are Learned* (Oxford Handbooks for Language Teachers) 4th. Oxford University Press. ISBN-10: 0194541266

【Grading criteria】

Evaluations will be based on:

- (1) Class participation (50%)
- (2) Final exam (50%)

Note that no credit will be given to the students with more than two unexcused absences.

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

LIN100ZA

Contrastive Linguistics

Geraldo Faria

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 1/Fri.1

【Outline and objectives】

In this course, you will learn how Contrastive Linguistics is defined as an academic subject. By drawing on some topics related to variations within a language (i.e. dialects) or between related languages, this course provides an accessible and engaging overview of Contrastive Linguistics.

【Goal】

The development of practical skills through the acquisition of a basic knowledge of Contrastive Linguistics. Three main skills are emphasized: 1) finding similarities and differences between dialects or related languages; 2) compiling data for documentation and analysis; and 3) gaining basic knowledge of under-documented and endangered languages.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

After an introduction to the topics in the form of mini-lectures, examples from target languages are presented for discussion and analysis. This course contains assignments and writings outside of class, which may be presented in class. Finally, the suggested topics may vary slightly depending on the number of students and their interests.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of the course and requirements
2	Concepts	Contrasts and similarities between dialects of a language and related languages
3	Diachronic Changes of a Language/Dialect 1	Examination of changes (sound variations): comparisons and contrasts
4	Diachronic Changes of a Language/Dialect 2	Examination of changes (lexical variations): comparisons and contrasts
5	Contrastive Descriptions	From speech sounds to discourse, seven types of contrasts will be examined
6	Phonological Contrasts	Various techniques will be introduced to examine intralingual and interlingual data. Midterm review quiz.
7	Contrasts between Writing Systems	Synchronic and diachronic examination of writing systems.
8	Morphological Contrasts	Diachronic and synchronic comparisons of data will help students to better understand two variants of intralingual and interlingual data
9	Lexicological Contrasts	Variations of word meanings intralingually and interlingually
10	Phraseological Contrasts	Variations of collocations will be examined cross-dialectally
11	Syntactic Contrasts	Structuring sentences across languages is examined to better describe and produce well-formed sentences in a second language
12	Textual Contrasts	Contrasting recorded diachronic oral stories
13	Presentations	Students will give short academic presentations
14	Consolidation	End-of-course assessment and wrap-up

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete weekly reading assignments before class and review previous handouts before the following class. They should also organize their notes in the form of a notebook or computer file.

【Textbooks】

No textbook will be used. The teacher will provide handouts, reading material, and links to online data.

【References】

Austin, Peter and Julia Sallabank. *The Cambridge Handbook of Endangered Languages*. Cambridge University Press, 2011 ISBN 9780521882156

Moravcsik, Edith. *Introducing Language Typology*. Cambridge University Press, 2013 ISBN 9780521193405

The teacher will suggest material appropriate to the students' projects and interests through either the Internet or reference books available at the university library.

【Grading criteria】

Grades will be based on exams (mid-term 30% and final 30%), tasks 10%, presentation 10%, notetaking 10%, and participation 10%.

【Changes following student comments】

No feedback yet received.

【Prerequisite】

None.

A willingness to tackle language-related puzzles.

EDU100ZA

L2 Education for Children I

Machiko Kobori

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 5/Thu.5

【Outline and objectives】

This course is for students who want to learn about modern approaches based on second language learning (SLL) to children; its purpose is to give an insight into the theoretical issues of L2 education for children. It will also encourage students to develop their own perspectives on children's SLL with a consideration to make consistency in language education from the primary to secondary levels.

【Goal】

Upon completion of this course, students should be able to do the following:

1. Understand theories for children to learn languages.
2. Explain the core issues in teaching languages to children.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course provides a range of perspectives, focusing on linguistic, psychological, and educational theories for the teaching of English (foreign languages) to young learners. This course also looks at practical issues in language teaching and learning: The global movement towards L2 education in the primary school. The final exam and writing assignment are required for the completion of this course; students are to choose one of the course topics and are required to submit a writing assignment on it.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on L2 Education for Children 1
2	Current Issues in Children Learning L2 (1)	Teaching foreign languages to children as a global issue: why teach a foreign language at primary level?
3	Current Issues in Children Learning L2 (2)	Teaching foreign languages to children as a global issue: aims & objectives
4	Lesson observation within the domestic and foreign contexts (1)	Review and discussion
5	Theories of Children Learning L2 (1)	Behaviorist views
6	Theories of Children Learning L2 (2)	Innatist views & cognitive developmentalist views
7	Theories of Children Learning L2 (3)	Social interactionist views
8	Learning to Learn L2 (1)	Learning to learn & learner training by language teacher
9	Learning to Learn L2 (2)	Differences in children learning
10	Learning to Learn L2 (3)	Learning styles & multiple intelligences
11	L2 Teaching Theories (1)	Differences in teaching children
12	L2 Teaching Theories (2)	L2 education across the curriculum
13	Lesson observation within the domestic and foreign contexts (2)	Review and discussion
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to choose one of the related topics and write a reflective paper.

【Textbooks】

1. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
2. Curtain, H. & Dahlberg, C. A. (2015). *Languages and children: making the match*. Pearson.

【References】

1. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: content and language integrated learning (1st ed.)*. Cambridge University Press.
2. Dale, L., & Tanner, R. (2012). *CLIL activities: a resource for subject and language teachers*. Cambridge University Press.
3. Ellis, G., Brewsters, J., & Girard, D. (2002). *The primary English teacher's guide*. (New). Penguin English Guides.
4. Nikolov, M. (2009). *Early learning of modern foreign languages: Process and Outcomes*. Oxford University Press.
5. 文部科学省. 2017. 『小学校学習指導要領 (外国語)』 東洋館出版社.

【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Writing assignment (30%)
3. Final Exam (40%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More detailed information about the topics to choose for the writing assignment will be provided in advance.
3. More practical and interactive work will be provided.

【Equipment student needs to prepare】

PC

【Prerequisite】

None.

EDU100ZA

Language Education in the Digital Era

Robert Paterson

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 水 1/Wed.1

【Outline and objectives】

This course will aim to teach students the current best practices in educational technology for language learning with reference to teaching professionals. As such, we will explore pedagogical approaches to using technology as well as the actual educational technology apps and eco systems that can be used.

【Goal】

By the end of the course students should be able to:

- 1 - understand the Google educational eco systems for teachers and students,
- 2 - be able to use the Google apps and approaches for their project work in (4) below,
- 3 - work collaboratively in teams using the apps and tools in (2) above to complete the work in (4) below,
- 4 - create and design an appropriate project website that hosts students' multimedia work,
- 5 - maintain a personal reflective blog for the duration of the course and share it with the class and teacher.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2” and “DP 4”.

【Method(s)】

Some classes will have a mini demonstration of various ed-tech tools by the teacher followed by time for students to repeat the same actions by themselves. Other classes will teach various research techniques using technology, followed by longer periods of research time for students to gather information. All classes will have homework - sometimes design work, sometimes research work, sometimes written work, and sometimes commenting on the work of others.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Class Intro & Intro to Educational Technology	Students will be introduced to the class themes and told what apps / log ins and devices they need to take the course.
2	Schools of Thought in Educational Technology	This class will be an overview of the different philosophical and pedagogical schools of thought on educational technology in schools and colleges / universities.
3	Google in Education 1	This course will provide an overview of Google's apps and tools for education and the educational benefits it offers.
4	Google in Education 2	This course will provide a further overview of Google's apps and tools for education and the educational qualifications Google offers.
5	Other Ed-tech Players in Education	This course will provide an overview of other 3rd party apps and tools for education and the educational qualifications these other groups offer.
6	Educational Technology Pedagogies 1	This week we will explore in detail the first set of pedagogical approaches that use some of the apps / tools previously covered.
7	Educational Technology Pedagogies 2	This week we will continue to explore in detail the second set of pedagogical approaches that use some of the apps / tools previously covered.
8	Mobile Language Learning	Here we will examine mobile language learning - i.e. how mobile devices like tablets and smart phones can be used. We will cover the pros and cons of using these devices and the apps on them.

9	SNS in Education	Here we will examine SNS language learning - i.e. how SNS apps can be used. We will cover the pros and cons of using different SNS accounts and how to use them educationally.
10	Project Work 1	Here we will start the team project work. Each team will have a full digital portfolio of apps and tools and will have made a multimedia website using Google Sites.
11	Project Work 2	Continuation of Project week 1 above including guidance on how to give engaging presentations.
12	Project Work 3	Continuation of Project week 1 above.
13	Final Project Presentations 1	In these last two weeks the student groups will present their findings to the others in the class.
14	Final Project Presentations 2 & Feedback	Detailed feedback on all the course work.

【Work to be done outside of class (preparation, etc.)】

There will be some homework readings almost every week as well as the weekly blog writing and project work.

【Textbooks】

No textbooks - all materials will be supplied by the teacher.

【References】

No reference books - all materials will be supplied by the teacher

【Grading criteria】

Participation - 10%

Weekly blog work - 10%

Other weekly homework - 10%

In class performance - 10%

Final project work - 60% (website design - 10% / slideshow - 10% / video - 10% / presentation performance - 10% / written report - 20%)

【Changes following student comments】

Your comments will be much appreciated.

【Equipment student needs to prepare】

All students will need a personal Gmail account as the Hosei ones have many things turned off. Also having your own laptop would be very useful. Alternatively, a tablet and smart phone would be okay.

【Others】

This course should be fun as you will be learning many things about technology in education that is not commonly taught to students. So come with an open mind and be ready to learn.

【Prerequisite】

None.

CUA100ZA

Introduction to Cultural Anthropology

Shunsuke Nozawa

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

[Grading criteria]

Participation (40%); small assignment (10%); field assignment (15%), midterm exam (15%) final exam (20%).

[Changes following student comments]

Case studies and other readings have been changed or updated. Grading criteria have been revised to place more emphasis on student participation.

[Prerequisite]

None.

[Outline and objectives]

Cultural anthropology examines the variety of ways humans exist in the world as cultural beings; the way they use symbols to interpret themselves and others; the way they organize political and economic systems; the way they think, imagine, feel, and communicate. Analyzing a number of case studies from around the globe, you will learn to think through the lens of "culture" as a way to interpret patterns of human life, sometimes surprisingly similar to, and other times vastly different from, each other. We will explore how anthropological thinking has contributed key concepts such as 'society,' 'politics,' 'nature,' 'communication,' etc. to an understanding of our contemporary world.

[Goal]

(1) Introduce you to the basic concepts of cultural anthropology; (2) deepen your critical thinking about cultural differences and similarities; (3) demonstrate cultural anthropology's relevance to the contemporary world.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course begins with an introduction to the concept of "culture" and then proceeds through a number of themes integral to cultural anthropology: language, political organization, economic systems, religion, gender, knowledge, and others. Classes consist primarily of a lecture with discussion of case studies to follow. Assessment is based on a midterm exam, a final exam, and a small exercise. Additionally, the class includes a fieldwork assignment with a written reflection.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	"Homo sapiens," "humanity," "people"; universal and particular
2	What is Culture?	Society and culture; relations of interdependence; what anthropologists study
3	Language and Communication	Classification, performativity, and the problem of "description"
4	Kinship and Marriage	Modes of social reproduction and connection
5	Economic Systems	Exchange and value
6	Political Systems	Power, authority, legitimacy
7	Gender, Sex, and Power	Gender and sexual ideology
8	Review & Midterm Exam	In-class exam
9	On Fieldwork	Ethnographic methods and the construction of the "field"
10	Magic, Religion, Science	Structures, institutions, and modalities of knowledge
11	Stratification	Hierarchy, mobility, prestige and stigmatization
12	Colonialism	Colonial reality and the condition of anthropology
13	Globalization	Worldwide relations of interdependence
14	Final Exam & Wrap-up	In-class exam

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete the readings before class and be prepared to ask questions and contribute to class discussion.

[Textbooks]

No textbook is required. Readings will be distributed in class and uploaded to the course website.

[References]

Nanda, Serena and Richard L. Warms. 2014. *Culture Counts: A Concise Introduction to Cultural Anthropology*. 3rd Edition. Wadsworth. ISBN: 1285738519

Spradley, James and David M. McCurdy. 2015. *Conformity and Conflict: Readings in Cultural Anthropology*. Fifteenth Edition. Pearson. ISBN: 0205990797

CUA100ZA

Introduction to Cultural Anthropology

Shunsuke Nozawa

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 3/Fri.3

【Grading criteria】

Participation (40%); small assignment (10%); field assignment (15%),
 midterm exam (15%) final exam (20%).

【Changes following student comments】

Case studies and other readings have been changed or updated.
 Grading criteria have been revised to place more emphasis on student participation.

【Prerequisite】

None.

【Outline and objectives】

Cultural anthropology examines the variety of ways humans exist in the world as cultural beings; the way they use symbols to interpret themselves and others; the way they organize political and economic systems; the way they think, imagine, feel, and communicate. Analyzing a number of case studies from around the globe, you will learn to think through the lens of "culture" as a way to interpret patterns of human life, sometimes surprisingly similar to, and other times vastly different from, each other. We will explore how anthropological thinking has contributed key concepts such as 'society,' 'politics,' 'nature,' 'communication,' etc. to an understanding of our contemporary world.

【Goal】

(1) Introduce you to the basic concepts of cultural anthropology; (2) deepen your critical thinking about cultural differences and similarities; (3) demonstrate cultural anthropology's relevance to the contemporary world.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

The course begins with an introduction to the concept of "culture" and then proceeds through a number of themes integral to cultural anthropology: language, political organization, economic systems, religion, gender, knowledge, and others. Classes consist primarily of a lecture with discussion of case studies to follow. Assessment is based on a midterm exam, a final exam, and a small exercise. Additionally, the class includes a fieldwork assignment with a written reflection.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	"Homo sapiens," "humanity," "people"; universal and particular
2	What is Culture?	Society and culture; relations of interdependence; what anthropologists study
3	Language and Communication	Classification, performativity, and the problem of "description"
4	Kinship and Marriage	Modes of social reproduction and connection
5	Economic Systems	Exchange and value
6	Political Systems	Power, authority, legitimacy
7	Gender, Sex, and Power	Gender and sexual ideology
8	Review & Midterm Exam	In-class exam
9	On Fieldwork	Ethnographic methods and the construction of the "field"
10	Magic, Religion, Science	Structures, institutions, and modalities of knowledge
11	Stratification	Hierarchy, mobility, prestige and stigmatization
12	Colonialism	Colonial reality and the condition of anthropology
13	Globalization	Worldwide relations of interdependence
14	Final Exam & Wrap-up	In-class exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete the readings before class and be prepared to ask questions and contribute to class discussion.

【Textbooks】

No textbook is required. Readings will be distributed in class and uploaded to the course website.

【References】

Nanda, Serena and Richard L. Warms. 2014. *Culture Counts: A Concise Introduction to Cultural Anthropology*. 3rd Edition. Wadsworth. ISBN: 1285738519

Spradley, James and David M. McCurdy. 2015. *Conformity and Conflict: Readings in Cultural Anthropology*. Fifteenth Edition. Pearson. ISBN: 0205990797

PSY100ZA

Introduction to Psychology I

Yu Niiya

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

【Outline and objectives】

This is an introductory course in psychology. Students will learn the basic theories, research methods, and important findings from various subfields of psychology, and will develop a scientific understanding of how we think, feel, and act. Contemporary psychology is a very broad and diverse area. By necessity, then, the course will not be able to pursue all the topics in great depth. Introduction to Psychology I will focus primarily on the cognitive aspects of psychology, including brain functions, cognitive and sensory processes, learning, and memory. Introduction to Psychology II will focus on the question of genes and environment, intelligence, personality, and psychological disorders. These two classes will complement each other to provide the basic knowledge for more specialized courses in psychology (e.g., social psychology, educational psychology, clinical psychology).

【Goal】

This course aims at providing an overview of the history, concepts, research methods, and empirical findings in the field of psychology, focusing on how people perceive and construct their surrounding “realities.” Students will acquire the ability to analyze human thoughts and behaviors through a scientific mindset. At the end of the course, students will be able to answer the following questions: How do our brains affect our behavior? How do we get to see and understand the world around us? Why do we sleep? How do we learn? How does memory work and how reliable is it?

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Methods of instruction include lectures, films, small group activities, and discussions. Students will engage in various hands-on activities to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Field of Psychology	What is psychology? How has it evolved?
2	Psychological Methods	How do we get to know about the human mind?
3	Neuroscience and Behavior	How do our brains affect our mind and action?
4	Sensation and Perception I	What can we see, feel, and smell?
5	Sensation and Perception II	How do we make sense of the world?
6	Consciousness I	How does sleep affect our mind?
7	Consciousness II	Can our mind be influenced unconsciously?
8	Review and Midterm Exam	What have we learned so far? Multiple choice questions and short essays
9	Learning I	Classical conditioning: How do we learn that two events are related?
10	Learning II	Operant conditioning: How do we learn the association between a behavior and an outcome?
11	Learning III	Observational learning: How do we learn by watching others?
12	Memory I	How is memory formed? How is the information “stored”?
13	Memory II	How accurate are our memories?
14	Review & Final Exam	What have we learned so far? Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】

Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc).

【Textbooks】

none

【References】

Meyers, David G. & Nathan DeWall. *Psychology* (11th ed.). Worth Publishers, 2015.Meyers David G. *Study Guide for Psychology* (11th ed.). Worth Publishers, 2015.

The first reference book will be available in the library and both will be available in the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】

Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】

Introduction to Psychology I and II can be taken in reverse order (II and then I) or simultaneously. Students are strongly encouraged to take this class if they intend to enroll in 200 and 300 level courses in psychology. Students who have taken and passed Introduction to Psychology I or II may be given priority in the selection for Social Psychology I and II.

【Prerequisite】

None.

PSY100ZA

Introduction to Psychology II

Sayaka Aoki

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

Students are strongly encouraged to take this class if they intend to enroll in Social Psychology I and II.

This class could be counted toward one of the prerequisites for Social Research Methods.

【Prerequisite】
None.

【Outline and objectives】

This is an introductory course in psychology. Students will be introduced to the basic theories, research methods, and important findings from developmental, personality, and clinical psychology.

【Goal】

This course aims at 1) providing an overview of the concepts, research methods, and empirical findings in the field of psychology and 2) developing a scientific understanding of how the human mind works. I expect students to acquire a dynamic perspective of the human mind, i.e., see how we constantly react and adapt to the external world. This course will improve students' employability skills in assessing and adapting to new situations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

This course will focus on how nature and nurture interact to shape individuals and how people respond and adapt to their environment. Topics covered include human development, personality, emotion, psychological disorders and therapies. Instructional methods include assigned readings, lectures, films, small group activities, and discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Nature and nurture: what makes you you?
2	Twin Studies	Disentangling the influence of genes and environment
3	Development	When and how do we develop?
4	Intelligence I	What is intelligence?
5	Intelligence II	Why do people differ in intelligence?
6	Group Work	Revisiting topics in week 1-5
7	Review & Exam 1	Midterm exam (multiple choice questions and short essays)
8	Emotion	What is an emotion?
9	Personality I	Freudian theory
10	Personality II	Humanistic and trait theories
11	Psychological Disorders I	How do we define psychological disorders?
12	Psychological Disorders II	A few examples
13	Psychological Therapies	How do we treat psychological disorders?
14	Exam 2 & Wrap-up	Final exam (multiple choice questions and short essays)

【Work to be done outside of class (preparation, etc.)】

Before each class, students should review their notes from previous classes and be able to explain the major concepts and theories. They also need to do the assigned readings outside class. Students must download and print out the handouts before each class and bring them to class to take notes.

【Textbooks】

The reference book is available at the library and an earlier edition is in the GIS Reference Room. Handouts are available on the course website.

【References】

Meyers, D. *Psychology* (11th edition). Worth, 2015.

【Grading criteria】

Students will be evaluated by means of 2 exams (70%), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】

Students found this class challenging and fast-paced. I will encourage students to ask more questions in class and will also save some time for review.

【Others】

Introduction to Psychology I and II (Understanding the Human Mind I and II) can be taken in reverse order (II and then I).

SOC100ZA

Introduction to Sociology

Allen Kim

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

【Outline and objectives】

This course gives an overview of the discipline of Sociology, and distinctiveness of the sociological perspective. Sociology is the systematic study of social life and social transformation, challenging what we perceive as "common sense". The "sociological imagination," is "a quality of mind that provides an understanding of ourselves within the context of the larger society" (C. Wright Mills, 1959, *The Sociological Imagination*). This course introduces students to the basic concepts and theoretical perspectives of sociology, exploring social interactions, systems of inequality, and major social institutions considered the building blocks of society. This includes various topics such as socialization, culture, education, race and ethnicity, gender, family, religion, deviance, social inequality, globalization and more. You will be responsible for keeping up with readings and contributing to class. Readings are to be completed before class meetings. It is essential that you appreciate and learn from the diverse perspectives and experiences of your peers including your professor.

【Goal】

Through this course, students will acquire the basic sociological tools to analyze society and social life by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

Lectures are conducted weekly to introduce students to key concepts, theories, and research related to each topic. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	The "Sociological Imagination" Class Overview	Introduction to Sociology
2	Basic Concepts & Theories (1).	Major sociological perspectives
3	Basic Concepts & Theories (2)	Culture and society: basic concepts
4	Midterm #1 and Review	Socialization and interaction
5	The Individual & Society (1)	Social networks and groups
6	The Individual & Society (2)	Deviance and conformity
7	Social Differentiation & Inequality (1)	Socioeconomic inequality
8	Social Differentiation & Inequality (2)	Gender
9	Midterm #2 & Social Differentiation & Inequality (3)	Race and ethnicity
10	Social Institutions (1)	Education
11	Social Institutions (2)	Marriage and family
12	Social Institutions (3)	Work and religion
13	Introduction to Sociology Summary	What have we learned about society and the sociological perspective? Review of take-home examination
14	Course wrap up	Going forward into the world

【Work to be done outside of class (preparation, etc.)】

In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and read and fill in the blanks in the textbook.

【Textbooks】

Class materials, and reading materials, will be uploaded or distributed via email

【References】

Mills, C. Wright. 2002 (1959). *The Sociological Imagination*. Oxford: Oxford University Press.

【Grading criteria】

Clear instructions and goals are set for each assignment, test and examination to be completed. The grade will be calculated as follows: Mini-think journal (25%), two tests (25% each), one take-home examination (25%).

【Changes following student comments】

NA

【Prerequisite】

There is no prerequisite for this course, but this course is a prerequisite for intermediate and advanced level sociology courses. Students who intend to register for this course are required to attend the first class. A screening test based on the lecture will be conducted.

SOC100ZA

Introduction to Sociology

Allen Kim

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 水 2/Wed.2

【Outline and objectives】

This course gives an overview of the discipline of Sociology, and distinctiveness of the sociological perspective. Sociology is the systematic study of social life and social transformation, challenging what we perceive as “common sense”. The “sociological imagination,” is “a quality of mind that provides an understanding of ourselves within the context of the larger society” (C. Wright Mills, 1959, *The Sociological Imagination*). This course introduces students to the basic concepts and theoretical perspectives of sociology, exploring social interactions, systems of inequality, and major social institutions considered the building blocks of society. This includes various topics such as socialization, culture, education, race and ethnicity, gender, family, religion, deviance, social inequality, globalization and more. You will be responsible for keeping up with readings and contributing to class. Readings are to be completed before class meetings. It is essential that you appreciate and learn from the diverse perspectives and experiences of your peers including your professor.

【Goal】

Through this course, students will acquire the basic sociological tools to analyze society and social life by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lectures are conducted weekly to introduce students to key concepts, theories, and research related to each topic. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	The “Sociological Imagination” Class Overview	Introduction to Sociology
2	Basic Concepts & Theories (1).	Major sociological perspectives
3	Basic Concepts & Theories (2)	Culture and society: basic concepts
4	Midterm #1 and Review	Socialization and interaction
5	The Individual & Society (1)	Social networks and groups
6	The Individual & Society (2)	Deviance and conformity
7	Social Differentiation & Inequality (1)	Socioeconomic inequality
8	Social Differentiation & Inequality (2)	Gender
9	Midterm #2 & Social Differentiation & Inequality (3)	Race and ethnicity
10	Social Institutions (1)	Education
11	Social Institutions (2)	Marriage and family
12	Social Institutions (3)	Work and religion
13	Introduction to Sociology Summary	What have we learned about society and the sociological perspective? Review of take-home examination
14	Course wrap up	Going forward into the world

【Work to be done outside of class (preparation, etc.)】

In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and read and fill in the blanks in the textbook.

【Textbooks】

Class materials, and reading materials, will be uploaded or distributed via email

【References】

Mills, C. Wright. 2002 (1959). *The Sociological Imagination*. Oxford: Oxford University Press.

【Grading criteria】

Clear instructions and goals are set for each assignment, test and examination to be completed. The grade will be calculated as follows: Mini-think journal (25%), two tests (25% each), one take-home examination (25%).

【Changes following student comments】

NA

【Prerequisite】

There is no prerequisite for this course, but this course is a prerequisite for intermediate and advanced level sociology courses. Students who intend to register for this course are required to attend the first class. A screening test based on the lecture will be conducted.

CUA100ZA

Introduction to Media Theory

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 4/Thu.4

Final exam 40%

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

[]

[Outline and objectives]

We live in a media-saturated world, where every part of our lives is deeply interconnected with some type of media: smartphones with us at all times, the vastness of the internet, our regular media diets of films, series, videos, tweets, SNS, music, and more. Increasingly, living life is done mainly through media, but how do we go about analyzing this media-filled world around us? With this point of departure, this class will give an overview of the foundational concepts for contemporary media theory, examining some of the ideas from the most influential thinkers of media. These theories explore not just the technical operations of media, but how they function in society, how media work on us and how we work with and through them. In examining the theories about media, students will learn different methods to examine and analyze the media around us and the society we live in. By studying these theories, students will gain a general understanding of how to think about media, helping them to better navigate our media-saturated world.

[Goal]

In addition to teaching the students about media theory, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn various methodologies for approaching media; 2) examining the theories about various media; 3) explore how to apply these theories and concepts to other subjects; 4) learn how to conduct analyses of different media.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 2", "DP 3" and "DP 4".

[Method(s)]

Classes will be lecture-based, with visual material such as video clips and images. Students will be asked to have group discussions on certain topics and themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	How do we think about media?
2	Clarifying Terms	Medium vs. media
3	Mechanical Reproduction	Walter Benjamin
4	Simulacra	Jean Baudrillard
5	Post-modernity	Frederic Jameson
6	Review & Mid-term Exam	Overview of first section's topics
7	Reading Images	Roland Barthes
8	Media and Places	Thinking about Disneyland
9	Encoding/Decoding	Stuart Hall
10	Hybridity	Global media cultures
11	On Television	Impact of TV culture
12	Convergence	Henry Jenkins
13	New Media	Lev Manovich
14	Wrap-up & Final Exam	Overview of media theory

[Work to be done outside of class (preparation, etc.)]

Students should complete the assigned readings before each class and study the notes they take in class.

[Textbooks]

No textbook will be required as readings will be provided by the instructor.

[References]

Durham, Meenakshi Gigi., and Douglas Kellner. *Media and Cultural Studies: Keywords*. Blackwell, 2006.

[Grading criteria]

Participation 20%

Mid-term exam 40%

CUA100ZA

Media Studies

Zeliha Muge Igarashi

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 3/Thu.3

[Changes following student comments]

Some case studies and visuals have been updated.

[Prerequisite]

None.

[Outline and objectives]

What are the effects of computers, cell phones, and television in our lives? Does the way we receive news or other information alter our perceptions of current events? Do our relationships with friends change depending on how we communicate with them, whether by phone, email, Facebook, Twitter, or LINE? The way we interact with the world and its inhabitants is constantly mediated by communication technologies. This class offers an introduction to basic theories of how media both shape and transform the way we make sense of our world.

[Goal]

1. Introduce the history of major media and communication technologies.
2. Provide students with theoretical frameworks to understand and interpret media's effects.
3. Build fundamental skills of media literacy.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course begins with an introduction to the basic terms of mass communication and the ways that scholars study media. It then proceeds through a variety of different media forms (print, sound, film, internet), discussing their different histories and impact on culture in the present. Finally, the course spends the last few weeks discussing changing trends in media culture by looking at topics such as advertising, online gaming, and virtual reality. Each class will consist of a lecture and discussion. Classes will also include analyses of various media forms such as film, video games, and advertisements.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Description of the course.
2	Introduction to Mass Communication	Introduction to the field of mass communication.
3	Media Literacy	An introduction to the term and exercise analyzing commercials and music videos.
4	Texts and Print	The printing press; the publishing industry; books; ebooks.
5	News and Journalism	Early history and transformations.
6	Sound, Recording, Radio	Early history of sound recording; the music industry; walkmans and iPods.
7	Intellectual Property and Piracy	Piracy and the music industry.
8	Early Film	The history of still and moving images.
9	Television and Contemporary Film	Genre theory; standardization; the global film industry.
10	The Internet	The information revolution and online cultures.
11	Video Games and Internet Addiction	Gaming cultures and virtual worlds.
12	Advertising	Brand logic and persuasive strategies.
13	Final Exam & Wrap-up	In-class final exam and review.

[Work to be done outside of class (preparation, etc.)]

Students should complete assigned readings before each class and regularly review current news in the fields of media and technology (suggested sources to be provided by the instructor).

[Textbooks]

Readings will be uploaded onto H'etudes.

[References]

Campbell, Richard, Christopher R. Martin, and Bettina Fabos. 2015. *Media & culture: mass communication in a digital age*. 9th edition. Bedford/St. Martin's. ISBN: 9781457642425

[Grading criteria]

Participation (15%); assignments/reports (20%); take-home midterm (25%); final exam (40%).

PHL100ZA

Religious Studies

Daniel Friedrich

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

【Outline and objectives】

This course is designed to provide an introduction to religious studies. This course examines key themes and issues in major religious traditions while also introducing theoretical and methodological approaches to the study of religion.

【Goal】

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

1. Describe and analyze approaches to the study of religion and their significance.
2. Develop an ability to think empathetically and critically about religious traditions and conflicting religious claims.
3. Improve their communication skills through class participation and assignments.
4. Develop the ability to distinguish between fact and opinion and synthesize and integrate information and ideas.
5. Develop skills including listening, reading, viewing, writing, and speaking accurately and purposefully.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This courses will be taught primarily through a combination of lecture and discussion. Readings will be drawn from selected primary and secondary sources. In addition, eight short quizzes will be given to check students understanding of key terms. Media viewings will be utilized to highlight the various ways practitioners interpret and utilize religious teachings in a variety of contexts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview and the Need for Religious Studies	Syllabus Overview and Introduction to the academic study of religion and religious literacy.
2	Definitions: What is Religion? What is World Religion?	Who decides what makes a world religion? What is included in that definition? What is left out? And finally, Why does any of this matter?
3	Hinduism 1	Introduction to Hinduism
4	How Hinduism Shapes Society and Hinduism in Texts	1. An on the ground view of Hinduism. 2. Student presentations based on reading and interpretation of a primary text.
5	Buddha, Dharma, and Sangha	Introduction to Buddhism
6	Buddhism in Practice	Buddhism on the Ground
7	Buddha, Dharma, and Sangha in Texts	Student presentations based on reading and interpretation of a primary text.
8	Judaism	Introduction to Judaism
9	Judaism in the World and Text	1. On the ground view of Judaism. 2. Student presentations based on reading and interpretation of a primary text.
10	Christianity	Introduction
11	Christianity on the Ground and in Texts	1. On the ground view of Christianity. 2. Student presentations based on reading and interpretation of a primary text.
12	Islam	Conflicting interpretations regarding spiritual and physical struggles in Islam.
13	Islam on the Ground	Women and Jihad
14	Final Exam & Wrap-up	Final Exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete weekly reading assignments and media viewings in preparation for in-class discussions, quizzes, and the final exam.

【Textbooks】

Readings will be distributed in class or posted/linked online. Students should download them, print them out, and bring the required readings to class each week.

At various times throughout the semester podcasts and video viewings will be assigned. Students are expected to treat these as they would required readings.

【References】

Martin, Craig. *A Critical Introduction to the Study of Religion*. London and New York: Routledge, 2012.

Miles, Jack, editor. *The Norton Anthology of World Religions*. New York: Norton, 2015. 2 vols. Pp. 4329.

【Grading criteria】

Weekly Reflection and Response 20%

8 Quizzes 25%

Primary Text Presentations 25%

Final Exam 15%

Participation 10%

Introductory assignment 5%

【Changes following student comments】

Decreased number of pages read each week.

【Equipment student needs to prepare】

Students are expected to bring readings to class in either paper or electronic formats.

【Prerequisite】

None.

SOC100ZA

General Topics I: Urban Society

Heide Imai

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 3/Wed.3

[Outline and objectives]

Cities are major centers of social development. Their concentration of large populations and diverse migrants provide the catalysts for social conflicts and struggles, but also conditions for social innovation. They are the key for increasing social welfare programs for greater numbers while fostering social values. The focus of this course is the sociological study of human interaction, urban life and structural characteristics of social and urban settings. We will examine how culture informs our physical, social, and psychological landscapes. The main task for the students is to develop a sociological understanding - using different concepts, methods and theories - to investigate the urban dynamics of cities.

[Goal]

After the completion of this course, students will be able to:

- Understand the basic concepts of *Urban Society*, its networks and interactions with other fields.
- Focus on different references to evaluate, judge and measure reports, newspapers and video material to develop skills to describe and conceptualise urban societies.
- Develop a greater understanding of the field to write critically about urban sociology in relation to social processes, their trajectories and complexities.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

To begin with, we will discuss the different definitions and theories of *Urban Society*. After this general discussion, we will assess the field via different topics which include basic urban concepts as well as the social study of cities, urban life, scales, places and practices of urban societies in different countries, different metropolitan lifestyles, problems and issues caused by urbanization, sub-urbanization and globalization processes. Summarizing, this course will identify key issues concerning the future of urban societies using diverse materials, developing awareness about ways of looking at and understanding changing global urban settings and how to aim for cities for all people. The course is taught through lectures, group discussions and presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Defining Urban Society	This lecture will introduce the topics and requirements for the course.
2	From Ancient Cities to the Urban World	What are the origins of urban life? This lecture will provide a short historical overview.
3	The Contemporary Urban Society	This section will discuss different places, cultures and ideas of the city.
4	People, Lifestyles and the Cycle of the Metropolis	The study of diverse forms of social interaction is of major importance to understand urban societies.
5	1st Round of Presentations	Students will give their first of three presentations of general urban aspects.
6	Urban Society in China I: Chinese and other Asian Cities	This section will introduce contemporary Chinese key locations, their urban conditions and daily life.
7	Urban Society in China II: Chinese Rural Society and other Asian Cases	This section will introduce Chinese rural landscapes, their conditions and contemporary problems.
8	Urban Society in India	This section will introduce key contemporary Indian locations, their urban conditions and daily life.
9	Metropolitan Problems and Urban Inequalities	Urban life is always producing winners and losers. We will discuss some seen in American Cities.

10	2nd Round of Presentations	Students will give their second of three presentations discussing specific cases.
11	Metropolitan and Environmental Issues	This lecture will discuss contemporary urban and environmental approaches, e.g. urban farming.
12	Urban Innovative Policies for Social Livelihood: Case Study on Africa and South America	We will discuss the importance of improving urban social life through health and education.
13	Cities and Globalization: a new Global Order?	The role of cities has changed in the new global order, what are their new characteristics?
14	Final Presentations	Students will present a specific and self-selected topic in a final presentation.

[Work to be done outside of class (preparation, etc.)]

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

[Textbooks]

Gottdiener, M. (2005) *Key Concepts in Urban Studies*, 1st Edition Sage Publications Ltd.

Flanagan, William G. (2010) *Urban Sociology: Images and Structure*, Rowman & Littlefield Publishers.

Reading material is available for download prior to classes and discussion material will be distributed in class.

[References]

Bluestone, B, Huff Stevenson, M. and R.Williams (2008) *The Urban Experience: Economics, Society, and Public Policy*, Oxford University Press, New York, Oxford.

Maconis, J. and V. Parrillo (2009) *Cities and Urban Life*, Pearson.

Gottdiener, M. and R. Hutchison's (2010) *The New Urban Sociology*, 4th Edition, Westview Press, New York.

Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge.

[Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

Regular and Final Presentations

The course runs for 14 weeks. Every five weeks students are asked to give a short presentation entitled 'Show and Tell', presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic. The presentations counts for 60% of the final course grade.

The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations and Assignments 20% and the Final Presentation 60%.

[Changes following student comments]

Schedule and connection between theory and case studies updated.

[Prerequisite]

This course is a prerequisite for the courses *Urban Sociology* taught in the Autumn term.

GEO100ZA

General Topics I: Introduction to Human Geography

Heide Imai

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 3/Tue.3

【Outline and objectives】

Human geography is the study of the complex and dynamic relationships between people and places. Presently the globalization process is homogenizing the world's political, economic, social, cultural, and environmental scenario. However, the diversity and the uniqueness of places do not allow globalization to unfold in the same way everywhere. In this class it is the aim to understand the complex interaction and interdependence of human societies living in different parts of the world. We will learn to use fundamental geographic concepts to make sense of this globalizing world, its implications for our everyday lives and how globalization is shaping the ways the world's places and people interact with each other.

Thus, we are concerned with the “who”, “what”, “where”, “why”, “when” etc of human society. In summary, this is a course in which students will become familiar with the basic concepts and ideas that underpin the study of the geography of human systems.

【Goal】

After the completion of this course, students will be able to:

- understand the basic concepts of Human Geography, its network and interactions with other fields.
- develop a greater understanding of the field to write critically about geographical concepts in relation to social and global processes, their trajectories and complexities.
- consider new directions for the field of Human Geography, contemporary global geographies and its impact on human systems to be able to enter a global and interdisciplinary dialogue.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

To begin with, we will discuss the different definitions and theories of Human Geography. After this general discussion, we will assess the field of Human Geography via different topics which include basic geographic concepts as well as the spatial study of population, migration, culture, language, religion, ethnicity, resources, settlement, development, agriculture, services, industry, and political divisions, as well as the discussion of different urbanization processes. Summarizing, this course will identify key issues concerning the geography of human systems using diverse materials, and develop awareness about ways of looking at and understanding changing global geographies. The course is taught through lectures, group discussions and presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Human Geography: People, Place and Culture	This lecture will introduce the topics and requirements for the course.
2	Geographies of Population and Migration	This section will discuss the geographical characteristics of the world's population and migration pattern.
3	Cultural Geography: Local Culture and Cultural Landscapes	This lecture will discuss the meaning of a local culture found in different areas.
4	Identity: Race, Ethnicity and Gender	Different aspects are determining our identity. This section will discuss the geographical concept behind.
5	Languages of the World	Next to English, there are more than 6000 languages. This section will introduce their evolution and distribution.
6	Religions of the World	In times of globalization, religion plays an increasing role. We will discuss some of them. Q&A time for the exam.
7	Political Geography	Next to socio- economic geographies, political networks will be discussed in this section.
8	Urban Geography	This lecture will discuss different processes of urbanization.

9	Development and the Geography of Economic Development	How can we define development and specifically the economic development of urban areas?
10	Agriculture and Food	This lecture will discuss different pattern of agriculture and food production worldwide.
11	Industry and Services	What are the characteristics of global companies, industries and services? This section will introduce the most important ones.
12	Global Cities, Urbanization and Globalization:	This lecture will discuss the current situation and role of global cities.
13	The Future of Human Geography	What will be the future of Human Geography?
14	Final Presentations, Submissions & Wrap Up	Students will present, discuss and submit their take-home exam.

【Work to be done outside of class (preparation, etc.)】

All students are expected to complete weekly readings prior the lecture introducing the next theme (see class schedule) to have a better grasp of the subject matter and participate in class discussions.

There are more readings at the beginning of the term, to allow students to grasp the different concepts as condensed as possible and to have more time to work on their final presentation/exam/paper in the later part off the term (depending on the class schedule). After each lecture/seminar, the instructor will give the students short assignments, e.g. in form of a short statement of max.500 words.

【Textbooks】

Course Material will be distributed in class.

【References】

James M. Rubenstein (2013) *Study Guide for The Cultural Landscape: An Introduction to Human Geography*, 11th edition, Prentice Hall, Upper Saddle River, New Jersey

Peter Daniels et al (2012) *An Introduction to Human Geography*, 4th Edition, Pearson Education, Inc., Upper Saddle River, New Jersey;

Paul L. Knox and Sallie A. Marston (2012) *Human Geography: Places and Regions in Global Context*, 6th Edition, Pearson Education, Inc., Upper Saddle River, New Jersey

Detailed reference lists will be distributed after each lecture.

【Grading criteria】

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. In week 13 students receive a take-home exam which they have to submit in week 14, as final exam. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations, Assignments 20% and the Final Take-home-exam 60%.

【Changes following student comments】

Schedule and case studies updated.

【Prerequisite】

None.

PSY100ZA

Developmental Psychology

Sayaka Aoki

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1～4

Day/Period : 火 4/Tue.4

【Outline and objectives】

This course introduces basic topics/theories covered in developmental psychology, specifically focusing on how “typical” individuals develop from infancy to adolescence. The course also aims to help students acquire knowledge about some developmental disorders. Students will also develop skills for analyzing and integrating social phenomena from the perspective of developmental psychology.

【Goal】

Through this course, students are expected to:

- understand how “typical” individuals develop from infancy to adolescence, in different aspects (physical, cognitive, and social/emotional)
- learn some fundamental theories proposed by developmental psychologists, such as Piaget, Vygotsky, and Bowlby
- acquire some knowledge about developmental disorders and childhood mental disorders, including autistic spectrum disorders, learning disorders, attention deficit and hyperactivity disorder (ADHD), eating disorders
- develop skills of analyzing daily personal and interpersonal phenomena from perspectives of developmental psychology
- increase skills for expressing ideas about human behavior in English, through oral discussions and reflection papers

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Each week, students will learn concepts/theories of developmental psychology through a lecture and an oral discussion. When sharing ideas during oral discussions, students are expected to integrate knowledge acquired through reading assignments as well as their own insight from daily life experiences. At the end of each class, students are asked to write a brief reflection paper. The contents of the reflection papers are shared anonymously at the beginning of the next class. Exams are held in the middle and at the end of the semester.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Course overview
2	Typical Development 1	Cognitive development (1): Piaget's theory
3	Typical Development 2	Cognitive development (2): Vygotsky's theory
4	Typical Development 3	Cognitive development (3): Development of information processing
5	Typical Development 4	Social emotional development (1): Development of emotional recognition and expression
6	Typical Development 5	Social emotional development (2): Attachment theory
7	Typical Development 6	Social emotional development (3): Development of social interaction
8	Typical Development 7	Revisiting core topics in development of typical children
9	Review & Mid-term Exam	Mid-term exam
10	Atypical Development 1	Overview of atypical development& Intellectual disability
11	Atypical Development 2	Autistic spectrum disorders
12	Atypical Development 3	Attention deficit and Hyperactivity disorder
13	Atypical Development 4	Learning disorder and other childhood disorders
14	Final Exam & Wrap-up	Final exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the course slides uploaded on the course website prior to attending the classes.

【Textbooks】

Reading assignments, including journal articles and book chapters, along with links to websites, will be uploaded on the course website.

【References】

Kipp & Shaffer (2013) *Developmental psychology: Childhood and adolescence*, 9th edition. Wardsworth publishing.

【Grading criteria】

Mid-term exam 35%; Final exam 35%;

Reflection paper 20%; Participation and discussion 10%

【Changes following student comments】

In response to student's comments, class contents are modified from those of the last year to some degree.

【Prerequisite】

None.

ARS100ZA

UK: Society and People

Mitsutoshi Somura

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 5/Fri.5

【Outline and objectives】

This course will provide an introduction to the culture and society of contemporary Britain. Students will acquire knowledge about Britain: its geography, climate, history, traditional culture, religion, political system, society, Britishness, and so on. The course will survey British society following globalization after Thatcher's government. Britain in the 70's was a nightmare, economically crippled, politically in a quagmire, and yet culturally vibrant. Thatcher, as prime minister (1979-1990), changed Britain drastically in the 80's. She insisted on free enterprise and deregulation, employed monetarist policies, privatized nationalized industries, passed legislations to weaken trade unions' political power, and was tenaciously skeptical about the deepening of European integration. However, socially, she was conservative and put an emphasis on the importance of traditional family, a self-help work ethic and community. Whether her policies worked well or not is still in discussion, but she is commonly thought to have prepared the way for globalisation, economic success, and the rise of so-called Cool Britannia. Political issues are often related to nation, religion, immigration, ethnicity, class, globalisation, gender, youth culture, and so on.

With UK as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】

Students will (1) acquire the general knowledge of the society and people in contemporary Britain, (2) learn how one of the most globalized nations has gone through the changes, and (3) think about the new realities and the implications of the changes. By comparing the situations in Britain and Japan, students will gain clearer perspectives on complex issues common in the most advanced and affluent countries.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 3” and “DP 4”.

【Method(s)】

Students will attend lectures, read related materials, write short essays, watch videos and films, and have two written examinations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	An Introduction	Course overview
2	The Country	Geography, climate and history
3	British Attitudes	Characteristics of its people
4	Ethnicity and Identity	The English, the Celts and ethnic minorities The class compares UK and Japan with regard to the conservation of culture
5	Politics	The British Constitution and its government
6	Religion	Christians and non-Christians
7	Course Review and Mid-term Examination	Course review, students' inquiries and discussions Written examination
8	Monarchy and Class Society	History and changing attitudes The class is expected to compare UK and Japan in these aspects, discussing with international students
9	Britain in Films	People, society and culture in films
10	The Economy	The economy after Thatcher
11	Britain in the World	Foreign policy and its relations with the US and EU
12	Family Life	Changing mores, education and social services
13	Culture	Sport, leisure, and the arts The class is expected to compare UK and Japan in these aspects, discussing with international students

14	Course Review	Students' inquiries and discussions
	End-term Examination	Course review
		Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the materials as instructed and prepare for class.

【Textbooks】

No textbooks will be used. The lecturer will provide handouts and reading materials.

【References】

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn). Cambridge: Polity Press.
Leventhal, Fred M. (ed) (2002). *Twentieth-Century Britain: An Encyclopedia* (rev. edn). New York: Peter Lang.
Oakland, John. (2015). *British Civilization: An Introduction* (7th edn). London: Routledge.
Oakland, John. (2001). *Contemporary Britain: A Survey with Texts*. London: Routledge.
Higgins, Michael, et al.(eds) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.
O'Driscoll, James. (2009). *Britain For Learners of English*. Oxford: OUP.

【Grading criteria】

Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

None.

【Prerequisite】

None.

ARS100ZA

UK: Society and People

Mitsutoshi Somura

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 4/Fri.4

【Outline and objectives】

This course will provide an introduction to the culture and society of contemporary Britain. Students will acquire knowledge about Britain: its geography, climate, history, traditional culture, religion, political system, society, Britishness, and so on. The course will survey British society following globalization after Thatcher's government. Britain in the 70's was a nightmare, economically crippled, politically in a quagmire, and yet culturally vibrant. Thatcher, as prime minister (1979-1990), changed Britain drastically in the 80's. She insisted on free enterprise and deregulation, employed monetarist policies, privatized nationalized industries, passed legislations to weaken trade unions' political power, and was tenaciously skeptical about the deepening of European integration. However, socially, she was conservative and put an emphasis on the importance of traditional family, a self-help work ethic and community. Whether her policies worked well or not is still in discussion, but she is commonly thought to have prepared the way for globalisation, economic success, and the rise of so-called Cool Britannia. Political issues are often related to nation, religion, immigration, ethnicity, class, globalisation, gender, youth culture, and so on.

With UK as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】

Students will (1) acquire the general knowledge of the society and people in contemporary Britain, (2) learn how one of the most globalized nations has gone through the changes, and (3) think about the new realities and the implications of the changes. By comparing the situations in Britain and Japan, students will gain clearer perspectives on complex issues common in the most advanced and affluent countries.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 3” and “DP 4”.

【Method(s)】

Students will attend lectures, read related materials, write short essays, watch videos and films, and have two written examinations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	An Introduction	Course overview
2	The Country	Geography, climate and history
3	British Attitudes	Characteristics of its people
4	Ethnicity and Identity	The English, the Celts and ethnic minorities The class compares UK and Japan with regard to the conservation of culture
5	Politics	The British Constitution and its government
6	Religion	Christians and non-Christians
7	Course Review and Mid-term Examination	Course review, students' inquiries and discussions Written examination
8	Monarchy and Class Society	History and changing attitudes The class is expected to compare UK and Japan in these aspects, discussing with international students
9	Britain in Films	People, society and culture in films
10	The Economy	The economy after Thatcher
11	Britain in the World	Foreign policy and its relations with the US and EU
12	Family Life	Changing mores, education and social services
13	Culture	Sport, leisure, and the arts The class is expected to compare UK and Japan in these aspects, discussing with international students
14	Course Review End-term Examination	Students' inquiries and discussions Course review Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the materials as instructed and prepare for class.

【Textbooks】

No textbooks will be used. The lecturer will provide handouts and reading materials.

【References】

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn). Cambridge: Polity Press.
Leventhal, Fred M. (ed) (2002). *Twentieth-Century Britain: An Encyclopedia* (rev. edn). New York: Peter Lang.
Oakland, John. (2015). *British Civilization: An Introduction* (7th edn). London: Routledge.
Oakland, John. (2001). *Contemporary Britain: A Survey with Texts*. London: Routledge.
Higgins, Michael, et al.(eds) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.
O'Driscoll, James. (2009). *Britain For Learners of English*. Oxford: OUP.

【Grading criteria】

Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

None.

【Prerequisite】

None.

ARS100ZA

Australia: Society and People

Marcus Lovitt

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 水 2/Wed.2

【Outline and objectives】

The purpose of this course is to familiarize students with contemporary Australian society.

【Goal】

The course will examine key social issues such as reconciliation, immigration and Australia's cultural links to Europe, the United States and Asia. The course will also present an overview of Australian history in order to provide context for present-day cultural concerns.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 3" and "DP 4".

【Method(s)】

Weekly lectures will focus on different aspects of Australian culture and will be followed by classroom discussion. Students are expected to participate in these discussions and share their thoughts on the material with the rest of the class. They are also required to give a class presentation based on their own research. Finally, students will write an essay to be turned in during the final class.

On completion of the course, students will have an understanding of the issues facing contemporary Australia, as well as an insight into its past. Students can also expect to improve critical thinking and presentation skills.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course
2	Aboriginal Australia	Who were the first Australians?
3	European Exploration and Colonization	New South Wales: British penal colony
4	Bushrangers, The Gold Rush and Early Immigration	What did the discovery of gold mean for Australia?
5	A New Australia: Federation and Australia's Role in WWI	Australia gains its independence from Britain, but is drawn into the "Great War"
6	"The Lucky Country"	The post-war boom
7	Review & Mid-term Exam	Exam will cover the first half of the course
8	Australian Literature	An overview of contemporary Australian literature
9	The Australian Stage	Theatre and dance in Australia
10	Australia on Film Part I	This class will examine the beginnings of the Australian film industry, and consider where it is today
11	Australia on Film Part II	The class will discuss a film shown in class
12	Culture Wars	Class presentations (I) An examination of the cultural debates of the 2000s (republicanism, reconciliation immigration, etc.)
13	Australia and Asia	Class presentations (II) Australia's relationships with Japan and China
14	Review	Class presentations (III) Essays due

【Work to be done outside of class (preparation, etc.)】

1. Reading assignments prior to each class.
2. Research for the class presentation and essay
3. Study for mid-term exam

【Textbooks】

No textbooks are assigned for this course. Weekly reading will be provided.

【References】

To be announced.

【Grading criteria】

Students will be evaluated based on class participation and discussion (20%), presentation (20%), mid-term exam (20%) and a submitted essay (40%). More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

ARS100ZA

USA: Society and People

Gregory Khejrnejat

【Prerequisite】
None.

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

【Outline and objectives】

An introduction to a selection of the major issues and themes of culture, politics, and society in the United States. The course first gives a broad overview of the country's historical development, focusing on periods, events, and shifts that directly affect society in the US today. The latter half of the course examines aspects of US culture and society crucial to understanding contemporary US-based discourse, including increasing politicization, shifting cultural trends, changing demographics, and diversifying forms of popular media.

【Goal】

Students will familiarize themselves with key aspects of United States culture and society while building literacy for understanding US-based media. In particular, students will explore the historical, political, and cultural discourses that underpin a great deal of private and public communication in the US. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 3" and "DP 4".

【Method(s)】

Each class will consist of a lecture on the specified topic followed by group discussions. Each student will be required to research and give a short presentation on one topic.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the class and selection exam
2	Colonialism and Revolution	A brief overview of the origins of the United States
3	The 19th Century	Manifest Destiny, the Civil War, and postwar society
4	Early 20th Century	Immigration, World War I, and the Great Depression
5	World War II	World War II and the ascendance of the US
6	Cold War America	Postwar political systems and shifts in US culture and society
7	The End, and Return, of History	Culture and politics in the US from 1989 to 2001
8	US Politics and Society in the 21st Century	Global war, economic upheaval, and increasingly polarized political discourse
9	American Identities	Evolving definitions of personal identity in the US
10	Class and Regional Divides	Growing divides and divergent images of the US
11	Literature	Major genres, themes, and figures of literature in the US
12	Film	The US film industry and its role in global image construction
13	Popular Entertainment	Television, popular music, humor, and other cultural exports
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to review readings and other assigned media before each class and be prepared to engage in discussions.

【Textbooks】

Readings will be distributed in class as handouts.

【References】

References will be announced in class.

【Grading criteria】

Class contribution (30%), midterm essay (25%), research presentation (20%), final research report (25%)

【Changes following student comments】

Not applicable.

ARS100ZA

USA: Society and People

Gregory Khezarnejat

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 月 4/Mon.4

【Outline and objectives】

An introduction to a selection of the major issues and themes of culture, politics, and society in the United States. The course first gives a broad overview of the country's historical development, focusing on periods, events, and shifts that directly affect society in the US today. The latter half of the course examines aspects of US culture and society crucial to understanding contemporary US-based discourse, including increasing politicization, shifting cultural trends, changing demographics, and diversifying forms of popular media.

【Goal】

Students will familiarize themselves with key aspects of United States culture and society while building literacy for understanding US-based media. In particular, students will explore the historical, political, and cultural discourses that underpin a great deal of private and public communication in the US. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 3” and “DP 4”.

【Method(s)】

Each class will consist of a lecture on the specified topic followed by group discussions. Each student will be required to research and give a short presentation on one topic.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the class and selection exam
2	Colonialism and Revolution	A brief overview of the origins of the United States
3	The 19th Century	Manifest Destiny, the Civil War, and postwar society
4	Early 20th Century	Immigration, World War I, and the Great Depression
5	World War II	World War II and the ascendancy of the US
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11	Literature	Major genres, themes, and figures of literature in the US
12	Film	The US film industry and its role in global image construction
13	Popular Entertainment	Television, popular music, humor, and other cultural exports
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to review readings and other assigned media before each class and be prepared to engage in discussions.

【Textbooks】

Readings will be distributed in class as handouts.

【References】

References will be announced in class.

【Grading criteria】

Class contribution (30%), midterm essay (25%), research presentation (20%), final research report (25%)

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

FRI100ZA

Information Studies

Alfons Josef Schuster

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

Information study is an interdisciplinary science with a wide range of interests and goals. A major element in the field is concerned with fundamental information processes such as the acquisition and collection of information, the classification and storage of information, the manipulation and retrieval of information, as well as the analysis, dissemination, usage, and maintenance of information. Although information has attained a very important role in the world around us, it is a concept that is very difficult to define. This course tries to familiarize students with the history and evolution of the field of information study. Students completing the course will recognize the aims and goals of fundamental information processes. They will learn to analyze, evaluate, and appreciate the value information study provides, and they will understand today's information society and modern technology from an information perspective.

【Goal】

By the end of the semester, students should: (i) be familiar with the history and evolution of the field of information study, (ii) understand fundamental information processes, (iii) have acquired an understanding about the notion of information from various points of view, and (iv) be able to reason about modern society and modern technology from an information perspective.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The main elements of the course are lectures, assignments, and in-class discussions. The lectures relate to the topics mentioned in the course schedule below. A class typically provides feedback and guidance on assignments. In addition, each class provides an opportunity for students to engage actively in a discussion related to current issues in information studies.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview and course requirements.
2	Information Society and Information Revolution (1)	A brief introduction to information society and the information revolution.
3	Information Society and Information Revolution (2)	A brief introduction to information society and the information revolution.
4	The Language of Information	Understanding data, information and knowledge. A roadmap of information concepts.
5	Mathematical Theory of Information	Shannon's interpretation of information.
6	Physical Information	Life and entropy.
7	Biological Information (1)	Genetic code and genetic engineering.
8	Biological Information (2)	Brains and artificial neural networks.
9	Economic Information	Interpretations of information from the point of view of game theory.
10	Information Ethics	Responsibility in information environments.
11	Modern Information Environments (1)	Complex systems, the Internet, cyberspace.
12	Modern Information Environments (2)	Big data, machine learning, and artificial intelligence.
13	Information Future	Possible directions of information culture and information society. Outlook.
14	Examination & Wrap-up	Final tips; final exam.

【Work to be done outside of class (preparation, etc.)】

(1) Reading. Students are expected to read the course textbook and other materials carefully in order to acquire a thorough understanding of the ideas and concepts presented to them in class.

(2) Assignments. Students are given several assignments. These assignments are an important element in the course and contribute to the overall mark that a student may achieve.

【Textbooks】

Luciano Floridi, *Information: A Very Short Introduction* (Oxford: Oxford University Press, 2010) ISBN-13: 978-0-19-955137-8.

【References】

In addition to Floridi's book, we use newspaper and journal articles, science fiction short stories, videos, as well as other materials in this course.

【Grading criteria】

Assignments and Class Participation: 30%

Final Exam: 70%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

None.

【Others】

None.

【Prerequisite】

None.

SOC100ZA

Cultural and Ethnic Diversity in Japan

Kyung Hee Ha

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 5/Thu.5

【Outline and objectives】

This course discusses and examines cultural and ethnic diversity in Japan as institutional, interpersonal and internalized experiences.

【Goal】

Students will critically engage, synthesize, question, deconstruct, discuss and apply the concepts and ideas pertaining to race, ethnicity, nation and diversity in Japan. The course will analyze specific issues faced and overcome by non-Japanese people, namely the indigenous Ainu and Ryukyuan people, former colonial subjects and their descendants, as well as recent immigrants, refugees and asylum seekers. This course will pay particular attention to intersectionality and multiple aspects of the aforementioned groups and individuals. In doing so, we will discuss and analyze various data sources including policies/legislations, historical facts, popular cultural production and personal narratives.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering critical ideas and interpretation. In addition, a small group of 3-5 individuals will work on 2 presentations: 1) on weekly readings; and 2) group project on a topic of their choice. Further directions will be given in class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction: Myth of Homogenous Japan	Course overview, racial/ethnic composition of contemporary Japanese society
2	Intersectionality	Identity, positionality, privilege
3	Japan's Imperial Expansion	Ainu and Ryukyuan, Japan's indigenous peoples
4	Japan's Imperial Legacies	Former colonial subjects and their descendants
5	Nationality: Japanese v. Aliens	(Re)making of aliens and nationals, laws and policies
6	Library Practicum	Learning how to conduct research
7	War and Settlement	Refugee policies in Japan and their experiences
8	Globalization and Gendered Migration	Female immigrants in entertainment and care work
9	"Bubble Economy" and New Japanese	Nikkei Brazilians and others from Latin America
10	Post-1990s	Dawn of “multicultural coexistence” (tabunka kyosei) policy
11	Defining Japaneseness	Mixed-race Japanese and returnees
12	Xenophobia and Hate Speech	Rise of nationalism in global age
13	Group Presentation I	Group presentation/evaluation
14	Group Presentation II	Group presentation/evaluation

【Work to be done outside of class (preparation, etc.)】

Weekly reading and group project.

【Textbooks】

Unless otherwise indicated, reading materials will be available online.

【References】

Further reference may be provided based on students' areas of interest.

【Grading criteria】

Participation:30%

Small Assignments:20%

Presentation on Weekly Reading:20%

Group project:30%

3 or more unexcused absences will result in an incomplete grade (marked “E” on grading sheet). Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence. 5 absences for any reason will result in not-passing.

【Changes following student comments】

Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】

None.

【Others】

Slight modifications may be expected. A detailed syllabus will be distributed in class. Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.

【Prerequisite】

None.

FRI100ZA

General Topics I: Ethics for the Information Age I

Nguyen Ngoc Binh

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 2/Wed.2

【Outline and objectives】

This course explores concepts, rules, principles and activities in ethics for the information age, including a basic understanding of IT history, an awareness of current IT-related issues, and a familiarity with ethics. The course also covers ethical theories used to analyze problems encountered by computer professionals in today's environment. The main issues in this course are the information age, ethics, networked communications, social networking, intellectual property, information privacy, and the impact of IT on the productivity and quality of life.

【Goal】

Learning the described contents and issues in this course, students should think critically and draw their own conclusions. The course is to prepare and help students to become responsible, ethical users of future technologies in the information age.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The classes will consist partly of lectures and partly of discussions/presentations by students. Students will prepare reports/case studies on assigned topics, including information ethical issues in different countries and/or regions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction The Information Age I	Introduction to the course Concepts, periods, challenges, problems; catalysts for change: milestones in computing & networking; information storage and retrieval
2	The Information Age II	ICT advanced issues & challenges; the 4th industrial revolution; Japan's society 5.0
3	Introduction to Ethics I	Subjective relativism, cultural relativism, divine command theory, ethical egoism, Kantianism
4	Introduction to Ethics II	Act utilitarianism, rule utilitarianism, social contract theory, virtue ethics, comparing workable ethical theories, morality of breaking the law
5	Discussions / Presentations I	Exercise and discussion to review “The Information Age” and “Introduction to Ethics”
6	Networked Communications	Introduction, email and spam, internet interactions, text messaging, censorship, freedom of expression, children and inappropriate content, breaking trust, internet addiction
7	Social Networking	Social networking, business applications, ethical issues, online virtual worlds
8	Discussions / Presentations II	Exercise and discussion to review “Networked Communications” and “Social Networking”
9	Intellectual Property I	Introduction, intellectual property rights, protecting intellectual property, fair use, new restrictions on use
10	Intellectual Property II	Peer-to-peer networks and cyber-lockers, protections for software, open-source software, legitimacy of intellectual property protection for software, creative commons
11	Discussions / Presentations III	Exercise and discussion to review “Intellectual Property”

12	Information Privacy	Introduction, perspectives on privacy, information disclosure, data mining, examples
13	The Impact of IT on Productivity and Quality of Life	The impact of IT on the standard of living and worker productivity; the impact of IT on health-care costs
14	Summary	Review & final reports

【Work to be done outside of class (preparation, etc.)】

Students will prepare reports on topics to be presented in class by reviewing the lectures' contents, collecting related materials on the topics.

【Textbooks】

- Quinn, Michael J. *Ethics for the Information Age*. Global Edition, 6th Ed., Pearson, 2015. ISBN: 9781292061238

- Lecture/presentation printouts / handouts and related materials will be provided.

- Online materials

【References】

- Reynolds, George W. *Ethics in Information Technology*. 5th Ed., Cengage Learning, 2014. ISBN: 978-1-285-19715-9

- Some other references will be introduced.

【Grading criteria】

The instructor assigns topics to the students. The contents and quality of preparations, reports, presentations and discussions/participation will be evaluated for each student. The total evaluation will be based on

1. Class participation and discussions: 30%
2. Short reports & presentations: 30%
3. Final report: 40%

【Changes following student comments】

Reduction of assignments and reports. Talk about the 4th IR and Japan's society 5.0

【Equipment student needs to prepare】

Some free software and tools can be recommended to download and install on private PC for practices and preparing the presentations.

【Others】

Students can take “Ethics for the Information Age I”, “Ethics for the Information Age II”, or both I and II. However, students are strongly encouraged to take “Ethics for the Information Age I” first if they intend to enroll for “Ethics for the Information Age II”.

【Prerequisite】

None.

This course is on general topics for non-IT students, so no prerequisite knowledge is expected.

ART100ZA

Manga Studies

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

[Outline and objectives]

This class will provide an introduction to the field of manga studies. Here we will explore how manga operates as a type of media, exploring manga from a multidisciplinary perspective. This means that we will look at manga from a variety of different perspectives, including its modes of reading/viewing, economics, aesthetics, and political history while considering its place in Japanese society and abroad. We will learn what makes manga specific as a type of media and how that allows us to examine it for its particularities. This includes examining how manga mediated different shifts in Japanese society, as we examine the differences in the major manga genres, and how they cover various topics, from gender to memory. Beyond Japan, we will ask what manga made outside of Japan can tell us about the spread of cultural forms. We will also ask what manga, a media form that developed from paper and print, can tell us about other issues regarding the digitalization of our world as it moves into new formats for the 21st century.

[Goal]

In addition to teaching the students information about manga, its surrounding cultures, and business practices, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn the specific history of manga; 2) how to analyze manga as media; 3) examine how manga interacts with other media and society; 4) explore how to critically engage with manga.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions and analysis on certain themes and specific manga. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Manga or comics?
2	Manga's Visuals	Manga's visual language
3	Media Influences	Manga, cinema, and anime's interactions
4	Making Manga's History	Are there pre-modern manga?
5	Pre-war Manga	Manga in Meiji and Taisho Japan
6	Post-war Manga	Tezuka Osamu's legacy
7	Review & Mid-term Exam	Overview of past lectures and connection to second section
8	Genres I	Industrial genres: mainstream manga
9	Genres II	Shōjo manga and gendered expression
10	Genres III	Gekiga and existential themes
11	Genres IV	Alternative manga
12	Global Manga	Manga made outside of Japan
13	Digital Manga	Effects of changing formats
14	Wrap-up & Final Exam	Conclusion of second section

[Work to be done outside of class (preparation, etc.)]

Students should complete the assigned readings before each class and study the notes they take in class.

[Textbooks]

No textbook will be required as readings will be provided by the instructor.

[References]

Berndt, Jaqueline, editor. *Manga, Comics and Japan: Area Studies as Media Studies*. Vol. 156, Orientaliska Studier, 2018, <https://orientaliskastudier.se/tidskrifter/156-2/>.

[Grading criteria]

Participation 20%
Mid-term exam 40%
Final exam 40%

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

[]

ART100ZA

Manga Studies

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 2/Fri.2

【Grading criteria】

Participation 20%
 Mid-term exam 40%
 Final exam 40%

【Changes following student comments】
 Not applicable.

【Prerequisite】
 None.

【】

【Outline and objectives】

This class will provide an introduction to the field of manga studies. Here we will explore how manga operates as a type of media, exploring manga from a multidisciplinary perspective. This means that we will look at manga from a variety of different perspectives, including its modes of reading/viewing, economics, aesthetics, and political history while considering its place in Japanese society and abroad. We will learn what makes manga specific as a type of media and how that allows us to examine it for its particularities. This includes examining how manga mediated different shifts in Japanese society, as we examine the differences in the major manga genres, and how they cover various topics, from gender to memory. Beyond Japan, we will ask what manga made outside of Japan can tell us about the spread of cultural forms. We will also ask what manga, a media form that developed from paper and print, can tell us about other issues regarding the digitalization of our world as it moves into new formats for the 21st century.

【Goal】

In addition to teaching the students information about manga, its surrounding cultures, and business practices, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn the specific history of manga; 2) how to analyze manga as media; 3) examine how manga interacts with other media and society; 4) explore how to critically engage with manga.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions and analysis on certain themes and specific manga. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Manga or comics?
2	Manga's Visuals	Manga's visual language
3	Media Influences	Manga, cinema, and anime's interactions
4	Making Manga's History	Are there pre-modern manga?
5	Pre-war Manga	Manga in Meiji and Taisho Japan
6	Post-war Manga	Tezuka Osamu's legacy
7	Review & Mid-term Exam	Overview of past lectures and connection to second section
8	Genres I	Industrial genres: mainstream manga
9	Genres II	Shōjo manga and gendered expression
10	Genres III	Gekiga and existential themes
11	Genres IV	Alternative manga
12	Global Manga	Manga made outside of Japan
13	Digital Manga	Effects of changing formats
14	Wrap-up & Final Exam	Conclusion of second section

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

No textbook will be required as readings will be provided by the instructor.

【References】

Berndt, Jaqueline, editor. *Manga, Comics and Japan: Area Studies as Media Studies*. Vol. 156, *Orientaliska Studier*, 2018, <https://orientaliskastudier.se/tidskrifter/156-2/>.

POL100ZA

Introduction to International Relations

Takeshi Yuzawa

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 4/Tue.4

[Outline and objectives]

This course is designed to provide an introduction to the study of International Relations (IR).

Introduction to IR mainly examines the major theories of IR: such as realism, liberalism, constructivism, economic liberalism, and (neo)marxism.

[Goal]

The course objectives are: (1) To enable students to develop a broad understanding of the concepts and theories of IR; (2) To enable students to utilize the concepts and theories of IR for analyzing major events, actors, and structures of international politics such as the state, war, conflict, globalization, the rise of non-state actors and the development of international organizations; (3) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

In terms of the topics covered, this course provides the foundation for all other IR related courses, such as World Politics, International Security, the International Relations of the Asia-Pacific, and Seminar (International Relations B). This course will focus on major concepts and theories of IR, such as realism, liberalism, constructivism, economic liberalism, and (neo)marxism. In order to enhance our knowledge and understanding of the dynamic mechanisms of international politics, it is necessary to master the key concepts and theories of IR. This is because IR theories, which are built on the accumulated knowledge of scholars over many years, offer us a tool to simplify complicated international phenomena.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction: What is International Relations?	Course outline
2	Key Concepts of IR	Presenting major concepts of IR
3	Realism I	Examining the realist tradition in IR
4	Realism II	Examining the realist tradition in IR
5	Liberalism I	Examining the liberal tradition in IR
6	Liberalism II	Examining the liberal tradition in IR
7	Discussion	Discussion on major topics covered by week 2-6
8	Mid-term Exam and Review	Writing test and review of theories
9	Constructivism	Providing an overview of constructivist approaches to IR
10	Case Studies	Analyzing specific cases through the lens of IR theories
11	International Political Economy I	Examining classical theories in the study of international political economy
12	International Political Economy II	Examining contemporary theories in the study of international political economy
13	Discussion	Discussion on major topics covered by week 9-12
14	Final Exam & Wrap-up	Writing test and wrap-up

[Work to be done outside of class (preparation, etc.)]

Students are required to have pored over the required readings before attending the lectures.

[Textbooks]

Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Sixth edition. Oxford University Press, 2016.

[References]

Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.

Grieco, Joseph, Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018, Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.

Baylis, John, Smith, Steve and Owens, Patricia. (eds), *The Globalization of World Politics: An Introduction to International Relations*, Seventh edition. Oxford University Press, 2017.

Martin, Griffiths, Callaghan, Terry O'and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

[Grading criteria]

Contribution to class discussion, (20%), Mid-term examination (40%), Final examination (40%)

[Changes following student comments]

None

[Prerequisite]

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA

Introduction to International Relations

Takeshi Yuzawa

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 火 3/Tue.3

【Outline and objectives】

This course is designed to provide an introduction to the study of International Relations (IR).

Introduction to IR mainly examines the major theories of IR: such as realism, liberalism, constructivism, economic liberalism, and (neo)marxism.

【Goal】

The course objectives are: (1) To enable students to develop a broad understanding of the concepts and theories of IR; (2) To enable students to utilize the concepts and theories of IR for analyzing major events, actors, and structures of international politics such as the state, war, conflict, globalization, the rise of non-state actors and the development of international organizations; (3) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In terms of the topics covered, this course provides the foundation for all other IR related courses, such as World Politics, International Security, the International Relations of the Asia-Pacific, and Seminar (International Relations B). This course will focus on major concepts and theories of IR, such as realism, liberalism, constructivism, economic liberalism, and (neo)marxism. In order to enhance our knowledge and understanding of the dynamic mechanisms of international politics, it is necessary to master the key concepts and theories of IR. This is because IR theories, which are built on the accumulated knowledge of scholars over many years, offer us a tool to simplify complicated international phenomena.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction: What is International Relations?	Course outline
2	Key Concepts of IR	Presenting major concepts of IR
3	Realism I	Examining the realist tradition in IR
4	Realism II	Examining the realist tradition in IR
5	Liberalism I	Examining the liberal tradition in IR
6	Liberalism II	Examining the liberal tradition in IR
7	Discussion	Discussion on major topics covered by week 2-6
8	Mid-term Exam and Review	Writing test and review of theories
9	Constructivism	Providing an overview of constructivist approaches to IR
10	Case Studies	Analyzing specific cases through the lens of IR theories
11	International Political Economy I	Examining classical theories in the study of international political economy
12	International Political Economy II	Examining contemporary theories in the study of international political economy
13	Discussion	Discussion on major topics covered by week 9-12
14	Final Exam & Wrap-up	Writing test and wrap-up

【Work to be done outside of class (preparation, etc.)】

Students are required to have pored over the required readings before attending the lectures.

【Textbooks】

Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Sixth edition. Oxford University Press, 2016.

【References】

Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.

Grieco, Joseph, Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018, Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.

Baylis, John, Smith, Steve and Owens, Patricia. (eds), *The Globalization of World Politics: An Introduction to International Relations*, Seventh edition. Oxford University Press, 2017.

Martin, Griffiths, Callaghan, Terry O'and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

【Grading criteria】

Contribution to class discussion, (20%), Mid-term examination (40%), Final examination (40%)

【Changes following student comments】

None

【Prerequisite】

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA

Introduction to Political Science

Rui Saraiva

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1～4
 Day/Period : 土 3/Sat.3

【Outline and objectives】

This course presents an introduction to the basic conceptual and theoretical tools for research and analysis in the field of politics. To understand the core concepts used by political scientists and political theorists, we will be addressing a broad range of issues that cover the nature of politics and the structures of authority and power within political systems. During this course, the students will also explore issues related with the rights and responsibilities in contemporary representative democracies, as well as the diversity of different contemporary political systems and ideas in a regional and global context.

【Goal】

The goal of this course is to give students grounding in the basic tools of political science so that they can develop the ability to critically examine the political phenomena that structure contemporary societies.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will introduce the key concepts, methods, and theories related with the field of politics. In the first half of the course, we will be looking at the foundations of political science and the origins of political ideologies. We will try to develop a critical understanding of the modern state and the structures of government and authority. We will also study constitutions, individual rights, political parties and electoral systems. In the second half, we will examine the differences between democracies and authoritarian regimes the role of mass media in politics, and the role and challenges of the state in the 21st century. We will also define what is political culture, public opinion, and political attitudes. Lectures will include an interactive element, such as discussions or group presentations. I encourage critical thinking and the expression of diverse viewpoints in class and in writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is political science?
2	Conceptual and Theoretical Framework	From classical to modern theories on political power
3	The State (1)	Institutionalized power, effective, weak, and failed states
4	The State (2)	Federalism and unitary governments
5	Constitutions	Constitutions and rights
6	Political Parties and Interest Groups	Parties, party systems, and interest groups
7	Electoral Systems	Majority systems and proportional systems
8	Review & Midterm Exam	In-class midterm exam
9	Political Ideologies	Liberalism, conservatism, socialism, and nationalism
10	Political Regimes	Democracy and authoritarianism
11	Political Attitudes	Political culture and public opinion
12	Political Communication	The mass media and politics
13	Political Institutions	Legislatures, executives and judiciaries
14	Political Systems in the 21st century	The role and challenges of the state

【Work to be done outside of class (preparation, etc.)】

Preparing for class by completing the readings will be key to doing well in this course. Students will be expected to discuss textbook materials, readings, and current events.

【Textbooks】

Students will be required to read several chapters of the books listed in the reference section.

【References】

Hague, Rod; Harrop, Martin; McCormick, John. *Comparative Government and Politics. An Introduction*, Basingstoke: Palgrave, 2016

Parsons, Craig. *Introduction to Political Science*, Boston: Pearson. 2016
 Roskin, Michael G., R. L. (Cord.); Medeiros, J. A. and Jones, W. S. *Political Science: An Introduction*, Longman: Pearson Education International, 2016

【Grading criteria】

Participation: 30%
 Midterm exam: 30%
 Final Essay: 40%

【Changes following student comments】

None.

【Prerequisite】

None.

POL100ZA

Introduction to Political Science

Rui Saraiva

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 土 3/Sat.3

【Outline and objectives】

This course presents an introduction to the basic conceptual and theoretical tools for research and analysis in the field of politics. To understand the core concepts used by political scientists and political theorists, we will be addressing a broad range of issues that cover the nature of politics and the structures of authority and power within political systems. During this course, the students will also explore issues related with the rights and responsibilities in contemporary representative democracies, as well as the diversity of different contemporary political systems and ideas in a regional and global context.

【Goal】

The goal of this course is to give students grounding in the basic tools of political science so that they can develop the ability to critically examine the political phenomena that structure contemporary societies.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will introduce the key concepts, methods, and theories related with the field of politics. In the first half of the course, we will be looking at the foundations of political science and the origins of political ideologies. We will try to develop a critical understanding of the modern state and the structures of government and authority. We will also study constitutions, individual rights, political parties and electoral systems. In the second half, we will examine the differences between democracies and authoritarian regimes the role of mass media in politics, and the role and challenges of the state in the 21st century. We will also define what is political culture, public opinion, and political attitudes. Lectures will include an interactive element, such as discussions or group presentations. I encourage critical thinking and the expression of diverse viewpoints in class and in writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is political science?
2	Conceptual and Theoretical Framework	From classical to modern theories on political power
3	The State (1)	Institutionalized power, effective, weak, and failed states
4	The State (2)	Federalism and unitary governments
5	Constitutions	Constitutions and rights
6	Political Parties and Interest Groups	Parties, party systems, and interest groups
7	Electoral Systems	Majority systems and proportional systems
8	Review & Midterm Exam	In-class midterm exam
9	Political Ideologies	Liberalism, conservatism, socialism, and nationalism
10	Political Regimes	Democracy and authoritarianism
11	Political Attitudes	Political culture and public opinion
12	Political Communication	The mass media and politics
13	Political Institutions	Legislatures, executives and judiciaries
14	Political Systems in the 21st century	The role and challenges of the state

【Work to be done outside of class (preparation, etc.)】

Preparing for class by completing the readings will be key to doing well in this course. Students will be expected to discuss textbook materials, readings, and current events.

【Textbooks】

Students will be required to read several chapters of the books listed in the reference section.

【References】

Hague, Rod; Harrop, Martin; McCormick, John. *Comparative Government and Politics. An Introduction*, Basingstoke: Palgrave, 2016
 Parsons, Craig. *Introduction to Political Science*, Boston: Pearson. 2016

Roskin, Michael G., R. L. (Cord.); Medeiros, J. A. and Jones, W. *S. Political Science: An Introduction*, Longman: Pearson Education International, 2016

【Grading criteria】

Participation: 30%

Midterm exam: 30%

Final Essay: 40%

【Changes following student comments】

None.

【Prerequisite】

None.

POL100ZA

Introduction to Comparative Politics

Nathan Gilbert Quimpo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

【Outline and objectives】

This course introduces students to comparative politics, the study and comparison of politics across countries. One of the major subfields of political science, comparative politics focuses on power and decision-making within national boundaries, comparing these across countries. Taking a thematic approach, the course investigates the central ideas and questions in comparative politics.

【Goal】

The course seeks to acquaint students with comparative politics as an academic sub-discipline; to introduce them to the fundamental ideas, concepts and approaches used by political scientists in studying political issues, processes and outcomes in different countries; and to help them cultivate a critical awareness of the world and enhance their ability to analyze and discuss important real-world problems and issues.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course will consist mainly of lectures and open discussion. Students will be asked as well as encouraged to express their views on the topic being discussed. Audio-visual aids such as short video clips, photos, maps and illustrations will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction (O'Neil, Chapter 1)	What is comparative politics? Political institutions, reconciling freedom and equality
2	States (O'Neil, Chapter 2)	Defining the state, origins of political organization, rise of the modern state, comparing state power
3	Nations and Society (O'Neil, Chapter 3)	Ethnic identity, national identity, citizenship and patriotism, political ideology, religion, political culture
4	Political Economy (O'Neil, Chapter 4)	Components of political economy, political-economic systems and the state, rise and fall of liberalism?
5	Democratic Regimes (O'Neil, Chapter 5)	Defining democracy, origins of democracy, contemporary democratization, institutions of the democratic state, parliamentary, presidential, and semi-presidential systems, political parties, electoral systems, civil rights and civil liberties
6	Nondemocratic Regimes (O'Neil, Chapter 7)	Defining nondemocratic rule, totalitarianism, origins, sources of nondemocratic rule, political control, models of nondemocratic rule
7	Review & Exam	Midterm exam
8	Political Violence (O'Neil, Chapter 7)	What is political violence? Explanations, forms of terrorism and revolution, political violence and religion, countering political violence
9	Developed Democracies (O'Neil, Chapter 8)	Defining developed democracy, freedom, equality, contemporary challenges, political, societal and economic institutions
10	Communism and Postcommunism (O'Neil, Chapter 9)	Communism, equality and nature of human relations, revolution and "triumph", putting communism into practice, political economy, societal institutions, collapse of communism, transformation of political, economic and societal institutions

11	Developing Countries (O'Neil, Chapter 10)	Freedom, equality in the developing world, imperialism and colonialism, institutions of imperialism, challenges of post-imperialism, puzzles, prospects for democracy and development
12	Democracy in Crisis?	Populism, nationalism, autocracy and dangers to democracy in the contemporary era
13	Globalization and the Future of Comparative Politics (O'Neil, Chapter 11)	What is globalization? Institutions and globalization, political, economic and societal globalization, taking stock of globalization
14	Exam & Wrap-up	Final exam

【Work to be done outside of class (preparation, etc.)】

Before coming to class, students should study the required readings and work on any written assignments that may have to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor.

【Textbooks】

Patrick H. O'Neil (2018), *Essentials of Comparative Politics*, 6th edition, New York: W. W. Norton & Company, Inc.

【References】

Michael J. Abramowitz, 2019. *Democracy in Retreat*, Freedom in the World 2019, Freedom House.

Francis Fukuyama, 2018. "The Rise of Populist Nationalism," *The Future of Politics*, Credit Suisse Research Institute, pp. 7-12.

【Grading criteria】

Participation in class discussions and debates: 40% of overall course mark.

Midterm examination: 30%

Final examination: 30%

【Changes following student comments】

Not applicable.

【Prerequisite】

None

HIS100ZA

History of Modern Europe

Markus Winter

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 3/Thu.3

【Outline and objectives】

The world we live in is a world of sovereign (nation-)states. It seems as if the states as we know them today have always been there, at least in some form. This course will deconstruct this view and look at the major developments in Western history from the 18th to the 20th century. It aims at understanding how the world we see today was shaped by several key developments: 1789, the creation of the modern nation-state; the Industrial Revolution; colonisation and imperialism; the idea of 'balance of power'; the onset of mass democracy; and two world wars.

【Goal】

1) Gain an in-depth understanding of the genesis of European state-and-nation-building, its impact on the world, and how it still shapes our perceptions today; 2) Identify the major intellectual, economic, and political developments from 1789-1945; 3) Train your academic writing and speaking skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

This course has three components: 1) The main component of the class is a series of lectures. 2) Each class will begin with a discussion part about the previous lecture and to flesh out the larger developments and connections between lectures. 3) Lastly, at the end of the course, you will be asked to hand in a brief essay / give a presentation, depending on the number of students taking the course (instead of a final exam, i.e. there will be no final exam).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	A State in the Middle Ages?	The creation of the sovereign state - what is 'sovereignty'?
2	Varieties of Absolutism	How 'absolute' was absolutism? The Tilly Thesis
3	1789: the Watershed	The French Revolution: causes, triggers and ramifications
4	1789: the Aftermath	The triumph of absolutism after 1789? Napoleon; liberalism; the 'Holy Alliance'
5	The Concert of Europe	The post-Napoleonic order: Balance of Power; the Great Powers; the system of Bismarck; the German question; the question of nationalism
6	Europe - an Anomaly?	Modernity; capitalism; the Industrial Revolution; Europe - an anomaly?
7	Review & Mid-term Exam	A short exam on the topics covered in the readings & the lectures so far
8	Nationalism and the Nation-State in the Nineteenth Century	The forging together of state and nation; the meaning of nationalism: the Gellner Thesis
9	Heart of Darkness	Colonisation; Orientalism; the internationalisation of the European order
10	Social Change	This lecture will look at the other side of the coin - the social changes created by all the previously studied political developments, such as changing gender and family roles, as well as the rise of the modern consumer economy
11	The Collapse of the Concert of Europe	Setting the stage for World War I: the growing complexity of the international system
12	'The Great War': World War I	Strategies, objectives & the uncertain outcome; 'total war'; the Treaty of Versailles
13	The Rise of Totalitarianism & World War II	Strategies, objectives & ramifications; the disenchantment of the world: the Holocaust

14	Great Expectations: Beyond the Nation-State?	The beginnings of a supranational European institutional order [DEADLINE: submit your final essay in both hard copy & digital copy]
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【Work to be done outside of class (preparation, etc.)】

1) Please read the assigned literature and take brief notes of the main arguments of the texts as preparation for the in-class discussion. 2) Brief country paper (ca. 5 pages) or presentation, due at the end of the term: Pick any European country you like and write about one specific aspect of its historical development that we address in this class.

【Textbooks】

Merriman, John. (2010). *A History of Modern Europe* (Volume Two): From the French Revolution to the Present. New York: Norton & Company.

【References】

<http://legacy.fordham.edu/Halsall/mod/modsbook13.asp> A very useful collection of primary sources, such as letters from Marie Antoinette, the Declaration of the Rights of Man, or writings from von Metternich. Ordered according to topic (see menu bar on the left) & <http://avalon.law.yale.edu/default.asp> Similar to the Fordham collection, but listed chronologically.

【Grading criteria】

Participation: 20%; Mid-term exam: 30%; Country essay: 50%

【Changes following student comments】

Each lecture will start with a ca. 20 minute discussion of the main themes of the previous lecture.

【Prerequisite】

None.

POL100ZA

Introduction to Development Studies

Chigumi Kawaguchi

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 3/Fri.3

【Outline and objectives】

Development Studies is a multi-faceted discipline, which draws from different areas of social science. This course is especially designed for students to gain both theoretical and practical understanding of international development. First, the course will explore the basic concepts and theory applied in international development. Second, it will introduce the key development actors and mechanisms of development assistance. Third, recent case studies will be provided to students to develop an in-depth understanding of dilemmas in the contemporary aid system. This course provides students with an opportunity to understand a substantial foundation of development theories, concept, and current agenda of international development.

【Goal】

Students should gain from this course:

- (1) Exposure to theoretical issues in international development
- (2) An understanding of the major stakeholders in international development
- (3) Knowledge of challenges and issues in the recent international development

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The intent of this course is to expose student to a range of ideas and issues in international development through interactive learning process. Students will be provided an opportunity to learn, think and discuss broadly and deeply about international development issues across various systems.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance and introduction to development studies
2	Introduction to Development Co-operation	How to measure development; GDP/GNP, HDI, poverty
3	Origin of Development	Colonialism, post-colonial development
4	Development Theory 1	Modernization theories
5	Development Theory 2	Non-conventional approaches to development -Marxism -Dependency theories -World-systems theory
6	Development Aid Mechanism 1	Multilateral donors (World Bank, IMF, United Nations agencies, Asian Development Bank)
7	Case Study Exercise 1	Group work for presentation on case studies
8	Development Aid Mechanism 2	Bilateral donors (USAID, EU_DG-DEVCO, JICA, emerging countries)
9	Development Aid Mechanism 3	Civil society, NGOs, private sectors, recipients
10	Development Theory 3	Post-development theory/bottom-up approach Millennium development goals (MDGs) and sustainable development goals (SDGs)
11	Case Study Exercise 2	Group work for presentation on case studies
12	Recent Trend of Development Assistance 1	Human centered approach, Adaptive approach, ownership initiatives
13	Recent Trend of Development Assistance 2	Development assistance for refugee crisis/disaster
14	Review and Exam	Review and Final examination

【Work to be done outside of class (preparation, etc.)】

Assigned readings and preparation of presentations.

【Textbooks】

No textbook will be required, but students are highly recommended to review readings from the reference listed below.

【References】

- Potter, R., Conway, D. Evans, R., and Lloyd-Evans, S. 2012. *Key Concepts in Development Geography*. London: Sage Publications.
- Peet, R. and Hartwick, E. 2009. *Theories of Development: Contentions, Arguments, Alternatives*. NY: The Guilford Press.
- Willis, K. 2005. *Theories and Practices of Development*. Oxon: Routledge.

【Grading criteria】

The following criteria will be used to evaluate students:

- ・ Class contribution (ex. presentations/discussions) 35%
- ・ Reflection paper 15%
- ・ Final exam 50%

An overall score of 60% or more is needed to pass this course.

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Others】

Week 1 attendance is mandatory to register for this class.

Including attendance in week 1, more than 2 unexcused absences will result in failure of this course.

【Prerequisite】

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

SES100ZA

Introduction to Environmental Science

Raquel Moreno-Peñaranda

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period :

【Outline and objectives】

This course provides a comprehensive overview of the field of Environmental Science. The course introduces students to the basic functioning of environmental systems, emphasizing the complex interactions between human society and the physical world. The course explores some of the most pressing environmental problems of our time, e.g., climate change, biodiversity loss, pollution, and land degradation, among others. In environmental science it is important to understand the root causes of problems as well as the practical solutions and sustainable alternatives that can be put in place to overcome them, while acknowledging the complexity, uncertainty and risk embedded in environmental problems.

【Goal】

The main goals of the course are:

- to provide a general understanding of how environmental systems function, encompassing natural and social dynamics;
- to help students identify the root causes of the major environmental problems of today's world by understanding their physical and social dimensions from a systems thinking perspective;
- to cultivate students' capacity to entertain a range of solutions to environmental problems;
- to allow students to comprehend the interdisciplinary approach used in environmental sciences, from analysis to problem solving;
- to enhance students' ability to develop critical thinking regarding the complexity, risk and uncertainty that surround environmental problems.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course consists of a series of lectures with interactive presentations combining materials from textbooks, academic papers and technical reports with engaging visuals to deliver scientifically rigorous yet accessible explanations.

Besides lectures, students have the opportunity to develop a group project. Towards the end of the course, students deliver a group presentation based on their project on the application of environmental sciences to address an environmental problem of their choice.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Global Environmental Change	The "Anthropocene"; how environmental systems work; major human environmental impacts.
2	What is Environmental Science? Why Do we Need it?	Environmental Science, Environmental Studies and Environmentalism; the scientific method in environmental science; applications and limitations.
3	Biodiversity I	The concept of biodiversity, from genes to organisms to populations; evolutionary mechanisms that originate the diversity of life.
4	Biodiversity II	Biodiversity loss, facts and figures; conservation options; the CBD (Convention on Biological Diversity)
5	Agri-food Systems	Environmental impacts of agriculture and food systems; introduction to agroecological science for sustainable agriculture.
6	Pollution & Waste	Facts and figures; environmental health; remediation and restoration; waste management and waste reduction approaches.
7	Review & Midterm Exam	In class, closed book, multiple choice and short open-ended questions related to the contents covered by the course so far.

8	Water	The role of water in environmental systems, water use, water conservation and problems related to flooding, draught, salinization, etc.
9	Energy	Types, forms and sources of energy; non-renewable and renewable energy sources, environmental impacts.
10	Population and Urbanization	Urbanization and the environment; demographic transitions.
11	Climate Change	Understanding the science of climate change; drivers, impacts, and controversies; mitigation and adaptation strategies.
12	Student Presentations I	Students present their group project in class, followed by Q&A
13	Student Presentations II	Students present their group project in class, followed by Q&A
14	Final Exam & Wrap-up	In class, closed book, multiple choice and short open-ended question covering all the contents of the course.

【Work to be done outside of class (preparation, etc.)】

Students are required to read materials and/or watch videos in preparation for the lectures. The textbook used as reference for the course provides a general source of references and additional resources for students to understand the materials explained in the classroom.

【Textbooks】

Handouts will be distributed by the instructor in preparation for the lectures.

【References】

Keller E.A. and D.B. Botkin. *Essential Environmental Science* (1st Edition). Wiley, 2008.

【Grading criteria】

Midterm exam: 20%

Participation in class: 20%

Group project and presentation: 20%

Final exam: 40%

【Changes following student comments】

Not applicable.

【Others】

Ideally students in this class will have:

- A high level of English is required to comprehend basic technical explanations in the environmental field.
- Interest in the subject.
- A previous class (e.g., high school) in environmental sciences.

【Prerequisite】

None.

MAN100ZA

Introduction to Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

[Outline and objectives]

Introducing the fundamentals of business. This is an introductory course for students to learn and to understand the principles and functions of business. Students will be exposed to an overview of business trends, corporate social responsibility, entrepreneurship and various functional areas of a firm such as marketing, accounting and finance. The course is recommended for students with interest in business as well as non-business major who would like to “test the water” regarding a possible major in business.

[Goal]

The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

This course is taught primarily through lecture. Interactive class participation is encouraged.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review & Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing and promoting products
11	Information, Accounting and Finance (1)	Exploring social media and e-business
12	Information, Accounting and Finance (2)	Understanding financial statements
13	Business Case Study	Understanding business strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

[Work to be done outside of class (preparation, etc.)]

Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given.

[Textbooks]

Pride, Hughes and Kapoor, *Foundations of Business*, 4th edition, South-Western College Pub., 2014.

You can buy the textbook at Hosei's COOP (生協) or you can borrow the textbook from the library.

[References]

Further materials will be provided by the instructor.

[Grading criteria]

Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

[Changes following student comments]

Not applicable.

[Others]

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

[Prerequisite]

Not needed.

MAN100ZA

Introduction to Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

Introducing the fundamentals of business. This is an introductory course for students to learn and to understand the principles and functions of business. Students will be exposed to an overview of business trends, corporate social responsibility, entrepreneurship and various functional areas of a firm such as marketing, accounting and finance. The course is recommended for students with interest in business as well as non-business major who would like to “test the water” regarding a possible major in business.

【Goal】

The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is taught primarily through lecture. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review & Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing and promoting products
11	Information, Accounting and Finance (1)	Exploring social media and e-business
12	Information, Accounting and Finance (2)	Understanding financial statements
13	Business Case Study	Understanding business strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】

Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given.

【Textbooks】

Pride, Hughes and Kapoor, *Foundations of Business*, 4th edition, South-Western College Pub., 2014.

You can buy the textbook at Hosei's COOP (生協) or you can borrow the textbook from the library.

【References】

Further materials will be provided by the instructor.

【Grading criteria】

Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

【Changes following student comments】

Not applicable.

【Others】

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】

Not needed.

MAN100ZA

International Business and Employability

Takamasa Fukuoka

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 月 3/Mon.3

【Outline and objectives】

People, goods, money, and information are now crossing national borders in various industries thanks to the rapid development of technology. Employees working for multinational companies have more opportunities to communicate with people from different cultures. The lingua franca is, unsurprisingly, English, which has become the de facto standard language in business.

This course is aimed at students who may someday engage in global business, using their language skills and overseas experience. This class focuses on students acquiring basic knowledge and global business skills for the real world.

【Goal】

This course teaches the basics of international business and the skills required to compete in a competitive global marketplace.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In a working environment, we need to develop global perspectives, with knowledge and skills that are sufficient to keep up with these global changes. In this course, we will look at aspects of globalization in various contexts, focusing on basic knowledge and skills, then we will learn about the internationalization of multinational companies.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction
2	Multinational Companies	Learn about MNCs (definition, role, etc.)
3	Global Human Resources	Learn about global human resources (definition, required skills, etc.)
4	Internationalization	Learn about internationalization (process, strategy, etc.)
5	Companies and Organizations (1)	Learn about companies and organizations (international dept, etc.)
6	Companies and Organizations (2)	Learn about companies and organizations (global strategy)
7	HQ and Local Offices (1)	Learn about HQ and local offices (control, function, relation, etc.)
8	HQ and Local Offices (2)	Learn about HQ and local offices (local employees and career, etc.)
9	Marketing (1)	Learn marketing basics (4P, 3C)
10	Marketing (2)	Learn marketing basics (SWOT, etc.)
11	Global Leadership	Learn about the global business and leadership
12	Case Study and Discussion (1), (2)	Case study and discussion
13	Case Study and Discussion (3), (4)	Case study and discussion
14	Review & Final Exam	Review & final exam

【Work to be done outside of class (preparation, etc.)】

Students should read the assigned chapters in the coursebook to prepare for class discussions.

【Textbooks】

No textbook will be used. Handouts will be provided by the instructor.

【References】

To be announced.

【Grading criteria】

Evaluation is based on class participation (40%) and the final exam (60%).

【Changes following student comments】

The lecturer will provide more international business and employability tips.

【Others】

This is an introductory course to international business.

[For GIS students who entered in 2008 - 2015]

This course is regarded as 100-level General Study Courses. If you have credits for both International Business and Employability I and II, you can't register this course. If you have credits for either International Business and Employability I or II, or have not taken these courses, you can register this course.

【Prerequisite】

None.

ECN100ZA

Microeconomics I

May May Ho

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 水 5/Wed.5

【Outline and objectives】

This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.

In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

【Goal】

The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is comprised mainly of lectures, in-class activities, and discussions. In-class activities, such as discussions or answering problem sets may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups at the latter part of the semester to analyze a case study based on specific theories or concepts discussed in class. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course (Chapters 1, 2)
2	How Markets Work (1)	Market and competition The demand curve The supply curve Equilibrium analysis (Chapter 4)
3	How Markets Work (2)	Problem sets and practical applications (Chapter 1 and 4)
4	How Markets Work (3)	Demand elasticity Supply elasticity (Chapter 5)
5	Consumers, Producers, and Efficiency of Markets (1)	Consumer surplus Producer surplus Market efficiency (Chapter 7)
6	Consumers, Producers, and Efficiency of Markets (2)	Problem sets and practical applications (Chapters 5 and 7)
7	Review & Midterm Exam	In class written exam
8	Supply, Demand, and Government Policies (1)	Price controls and taxes (Chapter 6)
9	Supply, Demand, and Government Policies (2)	Taxes (continued) (Chapter 8 and 12)
10	Public Sector (1)	Externalities (Chapter 10)
11	Public Sector (2)	Public goods and common resources (Chapter 11)
12	Supply, Demand, and the Public Sector	Problem sets and practical applications (Chapters 6, 8, 10, 11, and 12)
13	Final Exam & Wrap-up	In class written exam
14	Case Studies	Presenting answers to a case study based on specific theories or concepts

【Work to be done outside of class (preparation, etc.)】

1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.

2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.

3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.

【Textbooks】

Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】

Other materials will be given by the instructor or shall be announced in class.

【Grading criteria】

【Grading criteria】

Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)

*The two lowest-graded assignments will not be included in the calculation of the final grade.

Case Study Analysis: 15%

Midterm Exam: 30%

Final Exam: 30%

【Changes following student comments】

Not applicable.

【Others】

This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

【Prerequisite】

None

ECN100ZA

Macroeconomics I

George Y Wang

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 5/Mon.5

【Outline and objectives】

Macroeconomics has been making news headlines in recent years, with lively debate involving economists and politicians discussing the best response to the global financial crisis, subsequent recession and sovereign debt crisis. This course will provide an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are also discussed. It introduces basic concepts of macroeconomics and illustrates the principles with the experience of the developed and developing economies.

We will first start with the introduction and overview of economic thoughts, then look at the classical theories of macroeconomics in national income, monetary system, open economy, and unemployment. We will also study the fundamentals of business cycle theories. Some selected topics will be discussed, such as consumer behavior and investment.

【Goal】

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

1. Understand the overview of economics and the fundamental framework of macroeconomics
2. Know about policy implications in macroeconomics
3. Apply the knowledge to conduct case studies
4. Relate real-life economic issues to macroeconomic theories and analyze these issues with the tools learned in this course.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will be mainly conducted through lectures, with analysis of appropriate case studies related to each topic. Students will be expected to analyze actual cases and make presentations to the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course (Syllabus) Ten Principles of Economics (Ch1)	Introduction to the course The economy and people
2	Thinking Like an Economist (Ch2)	Economics as science Economists as policy advisors
3	Independence and the Gains from Trade -1 (Ch3)	International trade Absolute and comparative advantages
4	Independence and the Gains from Trade -2 (Ch3)	International trade theory Case study
5	The Market Forces of Supply and Demand -1 (Ch4)	Markets and competition demand
6	The Market Forces of Supply and Demand -2 (Ch4)	Supply Supply and demand together
7	Review & Midterm Exam	Assess students' performance for the 1st half of course materials (Week 1-6).
8	Measuring a Nation's Income (Ch10)	The economy's income and expenditure The components of GDP
9	Measuring the Cost of Living (Ch11)	Inflation, consumer price index, GDP deflator
10	Production and Growth (Ch12)	Economic growth productivity
11	Saving, Investment, and the Financial System -1 (CH13)	Financial institutions in the economy Savings and investment
12	Saving, Investment, and the Financial System -2 (CH13)	Financial institutions in the economy Savings and investment
13	The Monetary System (Ch16)	The meaning of money The Federal Reserve system

14 Final Exam & Wrap-up Assess students' performance for the 2nd half of course materials (Week 8-13).

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned materials (text-book/articles/cases) and to participate in class discussions.

【Textbooks】

Mankiw, N. Gregory. *Principles of Macroeconomics*, 6th Edition. Cengage, 2012. (ISBN-13: 9789000021369).

【References】

Wheelan, C. *Naked Economics: Undressing the Dismal Science*. WW Norton & Company, 2010. (ISBN: 978-0393337648)

Dasgupta, Partha. *Economics - A Very Short Introduction*. Oxford University Press, 2007. (ISBN: 978-0192853455)

【Grading criteria】

1. Participation: 20%
2. Quizzes and/or projects: 30%
3. Midterm exam: 25%
4. Final exam: 25%

【Changes following student comments】

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】

A calculator may be needed, depending on chapter contents. Students will be informed when to bring a calculator to class.

【Others】

Students who have completed Understanding Macroeconomics can not take this course.

【Prerequisite】

None.

FRI100ZA

IT in Modern Society

Niall Murtagh

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 水 5/Wed.5

【Outline and objectives】

Students will acquire an historical overview of Information Technology, leading to a description of how IT affects us all in the modern world. The course will cover the early development of IT, including pioneers, places and ideas; we will look at case studies of major trends and companies; finally we will investigate the social and political influence of IT and the role of the humanities in IT. No specialized knowledge is required.

【Goal】

The goal is to give students an understanding of the role played by Information Technology in society. Topics will be discussed from a non-specialist viewpoint, but pointers will be provided for students who might work in the IT field in the future.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The classes will consist of lectures combined with interactive presentations and discussions by students. Time will also be given for personal guidance for students who choose to work on particular projects.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Background to course and detailed objectives
2	Historical Background	From 19th century beginnings to the electronic age
3	Early Period of IT	From cash registers to the Turing Machine and the Enigma
4	The First Modern Computer	US or UK: where and when modern IT began
5	Silicon Valley (1)	Networks and protocols, DARPA and Unix
6	Silicon Valley (2)	Synergies, funding and mobility
7	Regions of Innovation	World's most innovative countries
8	Corporate Giants (1)	The early years: Apple, Microsoft, IBM, Oracle
9	Corporate Giants (2)	The new giants of the Net: Google, Amazon, Facebook
10	IT and the Humanities (1)	The social generation
11	IT and the Humanities (2)	Technology for language and art
12	Future Trends	Intellectual property
13	Presentations	Topics selected by students
14	Summary	Discussion and conclusions

【Work to be done outside of class (preparation, etc.)】

Students will prepare short reports on topics to be presented in class. Exercises will be given based on topics covered in class.

【Textbooks】

Notes and online tutorial links will be provided during class.

【References】

Watson, Ian. *The Universal Machine: From the Dawn of Computing to Digital Consciousness*. Copernicus, 2012.
 Levy, Steven. *In The Plex: How Google Thinks, Works, and Shapes Our Lives*. Simon & Schuster, 2011.
 Stone, Brad. *The Everything Store: Jeff Bezos and the Age of Amazon*. Little, Brown, and Company, 2013.

【Grading criteria】

Students will be evaluated on the basis of exercises (50%) and project work (50%).

Attendance: To receive credit for the course students must provide a reason if absent three or more times in one semester.

【Changes following student comments】

Feedback from students will be encouraged throughout the course.

【Prerequisite】

This is an introductory course, so no prerequisite knowledge is expected.

TRS100ZA

Introduction to Tourism Studies

John Melvin

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 5/Tue.5

[Outline and objectives]

The purpose of this course is to provide students with an understanding of tourism. You will gain an overview of the scale, scope and organisation of the tourism sector and consider the positive and negative impacts of tourism on destinations. We will learn about the development of a destination's natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as group discussions and presentations. As an introductory class, the material covered will be diverse to provide an overview of topics that impact on tourism.

[Goal]

At the completion of this course, students should be able to:

1. Describe the structure and organisation of the tourism sector and the interrelationships between the private, public and voluntary sectors
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss changes in consumer behaviour and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on tourism

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. These are important elements of the course and will aid in your learning. The group presentation on a given case study will provide you with in-depth understanding of the unique challenges facing a destination. You will be required to analyze the situation and present your solutions and recommendations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: Understanding the significance and complexity of tourism
2	The Structure and Organization of the Tourism Sector	Exploring the structure and organization of the tourism sector and examining strengths, weaknesses, opportunities and threats
3	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists; Understanding different motivations, decision-making and behaviors
4	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
5	Tourism: Sustainable Development	Examining approaches on how to manage tourism more sustainably
6	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
7	Tourism and Technology	The impact of technology on the management and organization of tourism
8	Event Tourism	Analyzing the role of events as a destination resource
9	Issues in Destination Management	Analyzing destination management from an international case study
10	Tourism Crisis and Disaster Management	Analyzing the vulnerability of tourism and how destinations can respond to disasters

11	Tourism in Japan	Examining the past, present and future development of tourism in Japan
12	Group Presentations	Student group presentations (topics will be assigned in class)
13	Future Developments in Tourism	Considering different scenarios how tourism may develop in the future
14	Examination & Wrap-up	End of semester examination

[Work to be done outside of class (preparation, etc.)]

Students will be assigned reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class.

[Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on H'etudes.

[References]

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education
Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach*. London: Goodfellow

The reference books are available in the university library and in the GIS Reference Room.

[Grading criteria]

Evaluation will be based on

1. Class and online participation (30%)
2. Group presentation and report (30%)
3. Exam (40%)

Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.

[Changes following student comments]

To encourage cooperation and hard work, the group project is now assessed on an individual basis.

[Others]

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

[Prerequisite]

None.

TRS100ZA

Introduction to Tourism Studies

John Melvin

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 3/Thu.3

【Outline and objectives】

The purpose of this course is to provide students with an understanding of tourism. You will gain an overview of the scale, scope and organisation of the tourism sector and consider the positive and negative impacts of tourism on destinations. We will learn about the development of a destination's natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as group discussions and presentations. As an introductory class, the material covered will be diverse to provide an overview of topics that impact on tourism.

【Goal】

At the completion of this course, students should be able to:

1. Describe the structure and organisation of the tourism sector and the interrelationships between the private, public and voluntary sectors
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss changes in consumer behaviour and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on tourism

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. These are important elements of the course and will aid in your learning. The group presentation on a given case study will provide you with in-depth understanding of the unique challenges facing a destination. You will be required to analyze the situation and present your solutions and recommendations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: Understanding the significance and complexity of tourism
2	The Structure and Organization of the Tourism Sector	Exploring the structure and organization of the tourism sector and examining strengths, weaknesses, opportunities and threats
3	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists; Understanding different motivations, decision-making and behaviors
4	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
5	Tourism: Sustainable Development	Examining approaches on how to manage tourism more sustainably
6	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
7	Tourism and Technology	The impact of technology on the management and organization of tourism
8	Event Tourism	Analyzing the role of events as a destination resource
9	Issues in Destination Management	Analyzing destination management from an international case study
10	Tourism Crisis and Disaster Management	Analyzing the vulnerability of tourism and how destinations can respond to disasters
11	Tourism in Japan	Examining the past, present and future development of tourism in Japan

12	Group Presentations	Student group presentations (topics will be assigned in class)
13	Future Developments in Tourism	Considering different scenarios how tourism may develop in the future
14	Examination & Wrap-up	End of semester examination

【Work to be done outside of class (preparation, etc.)】

Students will be assigned reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class.

【Textbooks】

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on H'etudes.

【References】

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education
 Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach*. London: Goodfellow
 The reference books are available in the university library and in the GIS Reference Room.

【Grading criteria】

Evaluation will be based on

1. Class and online participation (30%)
2. Group presentation and report (30%)
3. Exam (40%)

Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.

【Changes following student comments】

To encourage cooperation and hard work, the group project is now assessed on an individual basis.

【Others】

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】

None.

BSP200ZA

English Test Preparation Advanced

Takamasa Fukuoka, Naomi Hirota

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2
Day/Period :

【Outline and objectives】

ETP Advanced is designed to teach effective test-taking techniques and strategies for the TOEFL ITP and TOEFL iBT.

【Goal】

This course is designed for students who are interested in studying abroad in the future. The purpose of this course is to help students to attain greater skill in the command of English which shall be reflected in your scores on the TOEFL ITP. (Target score: 577) or on the TOEFL iBT (Target score: 90).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1” and “DP 4”.

【Method(s)】

Students will learn the effective test-taking techniques and strategies for increasing scores in each section (listening / structure and written expression / reading / writing / speaking) for the TOEFL ITP and TOEFL iBT through 1) warm-up vocabulary and an idiomatic expressions quiz every week, and 2) many exercises in and out of lectures. Personal advice on methods of individual study will be given as required.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	<ul style="list-style-type: none"> Learn the importance of the effective test-taking techniques and strategy of TOEFL ITP and TOEFL iBT
2	Listening Section (I)	<ul style="list-style-type: none"> Vocabulary and idiomatic expression (V and IE) quiz Learn the effective strategy for “conversations” Textbook exercises (TE) for the listening section.
3	Listening Section (II)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for “lectures” TE for the listening section
4	Structure	<ul style="list-style-type: none"> V and IE quiz Learn grammatical and lexical structures Learn the effective strategy for structure TE for the structure and written expression section.
5	Written Expression	<ul style="list-style-type: none"> V and IE quiz Learn grammatical and lexical structures Learn the effective strategy for written expression TE for the structure and written expression section.
6	Reading Comprehension (I)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for reading passages (I) TE for the reading comprehension section.
7	Reading Comprehension (II)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for reading passages (II) TE for the reading comprehension section.
8	Mid-term Exam and Writing	<ul style="list-style-type: none"> Short exam to test knowledge from weeks 1 – 7 and an overview of the writing section
9	Writing Section (Independent Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the independent task (30 minute essay) Learn the effective strategy for the independent task TE for the independent task

10	Writing Section (Integrated Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the integrated task (read / listen / write) Learn the effective strategy for the integrated task. TE for the integrated task,
11	Speaking Section (Independent Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the independent task Learn the effective strategy for the independent task TE for the independent task
12	Speaking Section (Integrated Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the integrated task (read/listen/speak) Learn the effective strategy for the integrated task TE for the integrated task
13	Practice Test (iBT)	<ul style="list-style-type: none"> V and IE quiz Practice test of TOEFL iBT is conducted in the class
14	Wrap-up and Review the Course	<ul style="list-style-type: none"> Wrap-up and review the course

【Work to be done outside of class (preparation, etc.)】

As this is an intensive class, students should prepare by studying academic/campus vocabulary, doing practice tests and conducting other forms of self-study prior to the first class.

【Textbooks】

- Vocabulary and idiomatic expressions
Barron's Essential Words for the TOEFL ® by Steven J. Matthiesen, 7th Edition (2017) (even unit numbers)
- Exercises
Barron's Practice Exercises for the TOEFL ® by Pamela J. Sharpe, 7th Edition (2011)

【References】

Cracking the TOEFL iBT with Audio CD, 2016 Edition, Princeton Review (2015)
Official Guide to the TOEFL Test, 4th Edition (Official Guide to the TOEFL iBT), Educational Testing Service (ETS) (2012)

【Grading criteria】

This is a pass/fail class. Students are required to take the TOEFL ITP in July, 2019. Students need to attain the required score on the TOEFL ITP set by GIS. Assessment will be based on the following:

- Class participation (30%)
- Mid-term exam/practice test (40%)
- Homework (30%)

Students will receive credits for passing the course, but passing or failing will not affect their GPA.

【Changes following student comments】

The lecturer will provide more TOEFL iBT tips.

【Others】

Credits based on TOEFL & IELTS scores. Check the bulletin board.

【Prerequisite】

None.

LIT200ZA

Studies in Poetry

Michael Bettridge

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 3/Mon.3

【Outline and objectives】

A general introduction to poetry, focusing on the works of a variety of poets from different countries, cultures and eras.

【Goal】

The primary goal of this course is to teach the students an appreciation of poetry, doing so through a close reading of the texts. Additionally, the study of poetry will deepen student knowledge and understanding of English and English-speaking cultures.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Students will learn to analyze poetry, studying its formal elements: rhyme and meter, lineation, tone, voice, figurative language, and so on. By studying how poets see, think, and write about themselves and the world, students will improve their critical thinking, reading, speaking and writing skills. Discussion, comprehension and vocabulary activities, essay writing, and a poetry recitation are all part of the course.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Metaphors and Similes 1	Selected poetry: analysis and interpretation (denotation, connotation)
3	Metaphors and Similes 2	Selected poetry: poetry worksheet; reading and identifying poetic techniques and terminology: image, tone, theme
4	Rhyme Schemes	Selected poetry: analysis and marking of rhyme schemes
5	Meter and Scanning	Review of poetic techniques learned weeks 2 - 4 Selected poetry; poetry worksheet; reading and identifying poetic techniques
6	The Sonnet	Selected poetry; analysis and marking of the sonnet form
7	Review & Mid-term Exam	Examination on material read and poetic techniques learned weeks 2 - 6
8	Dramatic Narrative and Monologue	Review of mid-term exam material Reading and analysis of selected narrative and monologue poetry
9	Lyrical Poetry	The ballad; poetry worksheet Reading and identifying poetic techniques
10	Lyrics as Poetry	Selected works: analysis and interpretation
11	Free and Blank Verse 1	Review of poetic techniques learned weeks 8 - 11 Selected works: analysis and interpretation
12	Interpretation and Recital 1	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
13	Interpretation and Recital 2	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
14	(1) Interpretation and Recital 3 (2) Term paper due	3-5 page term paper on recital poem plus one other poem by that same poet

【Work to be done outside of class (preparation, etc.)】

Students must read the material, do required research and study questions for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

For term paper formatting:

owl.english.purdue.edu/owl/resource/747/01/

Kelly, Joseph, ed. *The Seagull Reader: Poems*. W. W. Norton & Company, 2008.

Poetry Out Loud. 2005. www.poetryoutloud.org. Accessed 5 January 2019. (POL is an organization that promotes poetry recitation and contests.)

【Grading criteria】

Participation (20%); mid-term exam (50%); final paper and recitation (30%).

【Changes following student comments】

A renewed emphasis on instruction in poetry recitation skills.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is limited to 2nd - 4th year students.

【Prerequisite】

Permission from the instructor to enroll in the course.

LIT200ZA

Comparative Literature

Gregory Khejrnejat

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 木 5/Thu.5

【Prerequisite】
None.

【Outline and objectives】

An introduction to the fundamental issues of modern comparative literary studies. Distinct from literary history and literary criticism, comparative literature approaches works primarily as nodes within multiple overlapping networks of signification. By comparing a particular work with other texts across genres, languages, time periods, forms of media, or other categories, we can arrive at a fuller understanding of not only the work itself, but also how national canons, world literature, translation, and adaptation can combine to complicate the reader's impressions of a text.

【Goal】

Students will practice critical reading and writing while learning the basic approaches used in comparative literary studies. Students will examine the historical development of comparative literature as a field while utilizing comparative methodology to read and respond to selected texts.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will also be evaluated through a midterm examination and final paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	What is Comparative Literature? (1)	Basic definitions of the field
3	What is Comparative Literature? (2)	Historical development of comparative literature
4	Interliterary Theory	Relationships between national and world literature
5	Literature and Colonialism	Postcolonialism and world literature
6	World Literature (1)	Development of the concept of world literature
7	World Literature (2)	The role of world literature today
8	Review & Midterm Examination	No reading
9	Themes and Images	Relationships between language and interpretation
10	Literature and Translation (1)	The invisibility of translation
11	Literature and Translation (2)	Untranslatable literature
12	Comparative Literary History	Comparing national canons
13	Interartistic Comparison	Modernity and hypertextuality
14	Final Synthesis	Review major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions.

【Textbooks】

Readings will be provided as handouts in class.

【References】

Dominguez, César, et al. *Introducing Comparative Literature: New Trends and Applications*. Routledge, 2015.
Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. Oxford University Press, 2018.

【Grading criteria】

Class contribution (30%), quizzes (20%), midterm examination (25%), final paper (25%)

【Changes following student comments】

Textbook and reading schedule updated.

ART200ZA

Film Theory and Analysis

Akiko Mizoguchi

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 5/Wed.5

【Outline and objectives】

This course introduces students to the terms and theories they need to know to think and write critically about film. In addition, students will also learn about important works in the history of cinema.

【Goal】

- 1.Students will develop analytical skills in reading cinematic texts.
- 2.Students will learn key theories, terms, and arguments of film studies.
- 3.Students will develop writing skills to make an argument.
- 4.Students will develop discussion skills to exchange ideas with others.
- 5.Students will become familiar with major directors and works.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes combine lectures, film clips, discussions, analytical exercises, and student presentations. In addition, students will conduct research projects. As the history of cinema covers approximately 120 years and involves many regions, the list of the films examined in this course is eclectic. Some examples are as follows: *The Battleship Potemkin*, *Rear Window*, *Mishima*, *Don't Look Now*, *Tropical Malady*, *Citizen Kane*, *Sunrise*, *Rebel Without a Cause*, *Bonnie and Clyde*, *The Hidden Fortress*, *Xala*, *The 400 Blows*, *Ultra Miracle Love Story*, *Happy Together* and *Alien*.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview Audience and aims of film criticism
2	Film Terms and Writing About Film	How to take visual notes
3	Questioning Films	Talking back to the movies (Students submit research project titles)
4	Film Topics 1	Themes, narrative
5	Film Topics 2	Characters, point of view
6	Film Elements 1	Mise-en-scène and realism
7	Film Elements 2	Composition and the image
8	How to Research the Movies	Methods and resources of the research on film
9	Approaches to Writing About Films 1	History and national cinemas
10	Approaches to Writing About Films 2	Genres, auteurs
11	Approaches to Writing About Films 3	Formalism and ideology
12	Research Workshop 1	Student presentations 1
13	Research Workshop 2	Student presentations 2
14	Summary	Film theory and analysis in the global context

【Work to be done outside of class (preparation, etc.)】

Students will read assigned sections of the textbook before class.

Students will review the assigned sections after class.

Students will prepare their presentations.

Students will write project papers on a film of his/her choice.

【Textbooks】

Corrigan, Timothy. *A Short Guide to Writing About Film*. Eighth Edition. NY: Longman, 2011. (The assigned sections will be made available on Hetudes.)

【References】

Monaco, James. *How to Read a Film: Movies Media and Beyond*. Fourth Edition. NY: Oxford University Press, 2009.

Braudy, Leo and Marshall Cohen. (eds.). *Film Theory and Criticism*. Seventh Edition. NY: Oxford University Press, 2009.

Richie, Donald. *A Hundred Years of Japanese Film* Tokyo: Kodansha International, 2001.

Miyao, Daisuke (eds.). *The Oxford Handbook of Japanese Cinema*. Oxford: Oxford University Press, 2014.

Rich, B.Ruby. *New Queer Cinema: The Director's Cut*. Durham: Duke University Press, 2013.

【Grading criteria】

The final grade will be based on class participation and class discussions (40%), presentation (20%), and the project paper (minimum 800 words) (40%).

【Changes following student comments】

Theatrically released animation films (anime) can be the subjects of project papers as well as live-action films.

【Others】

Do not miss the first class as a selection process may occur.

Students are encouraged to refer to the other sections of the textbook using the copy in the GIS reference room.

【Prerequisite】

None.

ART200ZA

History of Photography

Shiho Kito

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 水 2/Wed.2

【Outline and objectives】

How old is photography? Can you imagine visually recording your lunch without a cellphone camera? How can you share a photograph without Facebook, Instagram or Email? Photography was born out of a desire to remember someone or something, but to many people, it is still “magic” that happens inside a black box. This course looks at the history of photography to help us re-evaluate how digital images have become an integral part of daily experiences.

【Goal】

Photography was developed through a process of scientific study and creative experimentation. This course will give students an insight into the problems that a large number of photographers overcame to make images. Knowledge gained of methods and approaches during the course will also help students better understand the production of images today, helping them to become informed consumers/producers.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course uses a practice-based learning approach to guide students through a chronological history of photographic processes. Each week, a workshop is conducted that evokes technological and sociological developments in the medium. These are supported with periodic lectures relating to examples of past and contemporary photographers. Students document class activities using a workbook and create a photo essay that uses one method taught to explore one of three core themes from the class: time, space, memory. In addition, students visit at least one photography exhibition in/around Tokyo to help them prepare for a video presentation. Attendance is recorded weekly using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Early Days	Introducing the course and expectations.
2	Tracing Shadows	Recording memories visually without a camera.
3	DIY Cameras	Making pinhole cameras / camera obscura.
4	Fixing the Shadows	Discussing the history of photography from a technology perspective.
5	Photograms	Making photograms using sunprint paper.
6	Negative / Positive	Printing positive images from negatives.
7	Burning for Desire	Discussing the history of photography from an art perspective.
8	Consumer Cameras	Working with 35mm film processes.
9	Unique Images	Working with Polaroid / Instax film processes.
10	Objects of Memory	Discussing the cultural history of photography.
11	Analogue or Digital	Exploring similarities and differences between analogue and digital photography.
12	First Photo Essay	Assembling and reviewing draft photo essays.
13	Review	Students practice making effective visual presentations.
14	Presentation Practice	Final review of photo essays prior to submission.

【Work to be done outside of class (preparation, etc.)】

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. Students are also expected to visit at least one photography exhibition in Tokyo for the presentation assignment (suggestions will be provided). The final project (photo essay) will require students to make photographs outside of class hours. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class).

【Textbooks】

No textbook will be used. Handouts and reading materials will be uploaded on H'etudes or distributed in class.

【References】

Badger, Gerry (2011) *The Genius of Photography: How Photography Has Changed Our Lives*, Quadrille.

Barnes, Martin (2010) *Shadow Catchers: Camera-less Photography*, V&A.

Batchen, Geoff (1999) *Burning with Desire*, MIT Press.

Batchen, Geoff (2008) *William Henry Fox Talbot*, Phaidon.

Batchen, Geoff (2016) *Emanations: The Art of the Cameraless Photograph*, Prestel Publishing.

Berger, John (1972/2008) *Ways of Seeing*, Penguin Books.

Hockney, David (2006) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Thames & Hudson.

Willes Tucker, Anne et al (2003) *The History of Japanese Photography*, Yale University Press.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to actively taking part in the weekly activities, as well as weekly contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short video presentation (3 minutes) about a current or recent photography exhibition.

Final Project: each student must produce a personal photo essay (min. of 6 images) using a method taught in class and explores one of three core themes: time, space, memory. Further details will be explained in the first class.

The final grade is based on: Participation 40%, Video Presentation 20%, and Final Project 40%.

【Changes following student comments】

The course has been modified to encourage more practical engagement with the history of photography.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required will be given each week.

【Others】

Students are expected to come to class on time, participate and show interest.

【Prerequisite】

None.

ART200ZA

Art History

Sarah Allen

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 4/Tue.4

Presentation: 30%

Essay: 20%

【Changes following student comments】
Not applicable.【Equipment student needs to prepare】
USB for presentation【Prerequisite】
None.

【Outline and objectives】

20th-century art history, appreciation and interpretation. Students will learn to critically analyze various forms of art within their social and historical context.

【Goal】

This course will introduce various 20th-century art movements and help students acquire the theoretical tools necessary to analyze, understand and appreciate art and its context.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will consist of lectures on 20th-century art and class discussion. Homework readings will provide students with background in the history and theory necessary to discuss, analyze and write about art. Students will also research and make a presentation on a 20th-century artist, group, or movement of their choice.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Explanation of course concepts and student selection
2	Ways of Seeing I	Discussion of Berger's ideas in relation to images presented in class
3	Post-Impressionism to De Stijl	History and influences of late 19th-early 20th-century movements
4	Ways of Seeing II	Discussion of Berger's ideas in relation to images presented in class
5	Dada, Surrealism	History and influences of 20th-century movements
6	Ways of Seeing III	Discussion of Berger's ideas in relation to images presented in class
7	Wartime Propaganda Art, Abstract	History and influences of 20th-century movements and developments
8	Expressionism Advertising, Pop Art	History and influences of 20th-century visual culture and developments
9	Contemporary Art and Popular Culture	History and influences of 20th-century movements and developments
10	Post-modernism, Architecture	History and influences of 20th-century movements and developments
11	Student Presentations I	Presentations about an artist, work(s), group, or movement
12	Student Presentations II	Presentations about an artist, group, work(s), or movement
13	Student Presentations III	Presentations about an artist, group, work(s), or movement
14	Art spaces and events	Art spaces and events of cultural significance

【Work to be done outside of class (preparation, etc.)】

Readings, completing worksheets and other written assignments, postings on the class website, preparation for group discussion, exhibition and gallery visit and research. Preparation for class presentation and essay.

【Textbooks】

Berger, John. *Ways of Seeing*. London: Penguin, 2008. ISBN: 978-0141035796

【References】

Extra readings and materials will be provided by the instructor.

【Grading criteria】

Class participation: 20%

Homework assignments: 30%

HIS200ZA

History of English Studies in Japan

Mitsutoshi Somura

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 火 5/Tue.5

[Outline and objectives]

The objective of this course is an introduction of English Studies in Japan in a historical context.

[Goal]

This course will introduce (1) why and how the Japanese have learned English in several historical case studies, and (2) how Japan and the English-speaking world have come to share common values, ideas, and thoughts. (3) While the Japanese forerunners' attitudes to, purposes, and methods of English studies are examined, students will rethink of and have his/her own reasoning and philosophy.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Students will study how and why the Japanese has learned and used the English language, and measure the extent of the Anglo-American influence on Japan, since the first full encounter with the Western civilization in the middle of the nineteenth century. This course centres on the English language learning and education in this country, and covers topics such as diplomacy, imperialism, enlightenment, translation, nationalism, war, literature, globalisation, and so on. At the same time, it is necessary for students to explore why despite the thorough modernisation and westernisation on the surface Japan has not lost the identity, and remained independent at the bottom of our civilization.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	The course guidance
2	Encounters with Britain and America	A survey of Japan from the arrival of Perry to globalisation
3	The Journal of Iwakura Embassy	Japan in the age of imperialism and survival of the fittest
4	The Starting Point of English Studies in Japan	From Dejima to Edo: from interpretation to academia
5	Fukuzawa Yukichi	Western Civilization and the progressive thought
6	Natsume Soseki	An archetype of the English teacher in Japan
7	English Studies and the War	Nationalism, English and its education
8	Course Review Mid-term examination	Course review, students' inquiries, and discussion written examination
9	English Studies and Films	Post-war American society and culture in films
10	The Age of America and Japan	From its hegemony in 1950s to Counterculture
11	Pros and Cons of the Anglo-American Way	English and the left intellectuals in Japan
12	Controversy over English Education	The grammar-translation method and the communicative method
13	Globalisation and English as a lingua franca	The age of English and linguistic imperialism
14	Course Review End-term Examination	Students' inquiries, and discussion written examination

[Work to be done outside of class (preparation, etc.)]

Students will have to read the materials as instructed and prepare for class.

[Textbooks]

No textbooks will be used. Handouts and reading materials will be provided by the lecturer.

[References]

Philip Seargeant (2009). *The Idea of English in Japan: Ideology and the Evolution of a Global Language*. Bristol: Multilingual Matters.
 Jeff Kingston (2011). *Contemporary Japan: History, Politics, and Social Change since the 1980s*. Oxford: Wiley-Blackwell.
 Louis Frédéric (2002). *Japan Encyclopedia*. trans. Käthe Roth. Cambridge Massachusetts: Harvard University Press.

Alan Campbell and David S. Noble (eds) (1993). *Japan Illustrated Encyclopedia*. Tokyo: Kodansha.

Sumio Kawakami (ed) (1988). *Shiryō Eigaku-shi*, v.1. part 1. *Eigaku Kotohajime. (History of English Studies in Japan: A Sourcebook. The Dawn of English Studies)*. Tokyo: Taishukan.

Sumio Kawakami (ed) (1998). *Shiryō Eigaku-shi*, v.1. part 2. *Bunmei-kaika to Eigaku. (History of English Studies in Japan: A Sourcebook. Civilization, Enlightenment, and English Studies)*. Tokyo: Taishukan.

Sumio Kawakami (ed) (1978). *Shiryō Eigaku-shi*, v.2. *Eigo-kyōiku Ronso-shi (History of English Studies in Japan: A Sourcebook. History of Controversy over English Education)*. Tokyo: Taishukan.

Other materials will be introduced in class.

[Grading criteria]

Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

ADE200ZA

General Topics II: Tokyo Tales-discovering the hidden city

Heide Imai

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 木 3/Thu.3

[Outline and objectives]

This course takes up the challenge of demonstrating what, how and why we can learn from 'Tokyo' and will study the hidden aspects of the city. We will study the past, present and future of the city, discovering, remembering and re-telling the tales and everyday stories from the Edo period to the present day.

[Goal]

After the completion of this course, students will be able to:

- Understand the general development of the city.
- Develop a greater understanding of analysing, studying and representing the city through different ways and media.
- Consider new directions to understand and re-discover the past, present and future of the city.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Using maps, plans, and photographs, we examine the physical layers of the city – its landscapes, architecture, infrastructure, and technologies. The social and cultural dimensions of urban everyday life are approached and analysed via written, artistic, and cinematic representations. During the course we will focus on the following questions: How has Tokyo grown and transformed over its history? How are memories and stories featuring Tokyo shaping and changing over time? In what ways is the remembered past (and the imagined future) present in contemporary Tokyo? The course is taught through lectures, group discussions and presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction and Overview	Defining Edo and Tokyo, introducing the topics and requirements of the course.
2	Shitamachi: Yamanote Low City, High City	This section will discuss the meaning of both of these terms to understand the city.
3	Walking Tokyo 1	Discovering the neighbourhoods of Nihonbashi and Ginza.
4	Walking Tokyo 2	Discovering the neighbourhoods of Ueno and YaNeSen. (Yanaka/Nezu/Sendagi)
5	Walking Tokyo 3	Discovering the neighbourhoods of Shibuya and Daikanyama.
6	Tsukiji: the Fishmarket of the World	We will discuss the past, present and future of the world's largest fishmarket.
7	The Light and Sounds of Tokyo	We will discuss different aspects of Tokyo's sensual landscape.
8	Mid Term Review and Fieldwork 1	This section will review topics 1-7 and allow students to define their research topics through fieldwork.
9	Tokyo Underworld: Gas, Gangster and Everything Under the Ground	This section will discuss different aspects of Tokyo from 'below'.
10	The Tokyo of Haruki Murakami	We will discuss how Tokyo is featured in different ways in contemporary literature, focusing on Haruki Murakami.
11	Tokyo: the Post-Bubble City	We will discuss theoretical, economical and architectural aspects of the changing cityscape.
12	Food and Kitchens of Tokyo	This section will discuss different types of food production and consumption in Tokyo.
13	Cool Tokyo: Fashion, Fame and Fusion	This section will introduce and discuss Tokyo as a city of fashion, media and design.

14 Final Paper

Presentation and Submission of Research Papers

[Work to be done outside of class (preparation, etc.)]

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

[Textbooks]

Waley, P. (1992) *Fragments of a City: A Tokyo Anthology*. Japan Times. Reading material is available for download prior to classes and discussion material will be distributed in class.

[References]

Ashihara, Y. (1989) *The Hidden Order*, Tokyo, New York, London: Kodansha International.
 Isabel Coixet (2009) DVD - *Map of the Sounds of Tokyo*
 Popham, P. (1985) *Tokyo: the City at the End of the World*, Tokyo, Kodansha International.
 Seidensticker, E. (1990) *Tokyo Rising: The City Since the Great Earthquake*, 1st edition, Knopf.
 Seidensticker, E. (1991) *Low City, High City: Tokyo from Edo to the Earthquake: How the Shogun's Ancient Capital Became a Great Modern City, 1867-1923*, Boston, Harvard University Press.
 Waley, P. (1984) *Tokyo Now and Then: An Explorer's Guide*. New York, Weatherhill.
 Waley, P. (1991) *Tokyo, City of Stories*. New York, Weatherhill.
 Jinnai, H. (1995) *Tokyo: A Spatial Anthropology*, University of California Press.
 Atelier Bow Wow (2002) *Pet Architecture Guide Book*. Tokyo, World Photo Press.
 Boontharm, D. (2013) *Tokyo, Bangkok, Singapore: Intensities, Reuse and Creative Milieu*, Tokyo: Flick Studio.

[Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

Fieldwork and Final Research Paper

Each student must write a research paper, min. 2500 words (not including references), that will count for 60% of the final course grade. The paper must deal with a concrete topic and can be based on fieldwork. The topic of the paper can be decided in agreement with the instructor during the first month of the course. Students are free to choose their own topic.

The final grade is based on: Class Participation 10%, Discussion 10%, Assignments 20%, Research Paper 60%.

[Changes following student comments]

Schedule and case studies updated.

[Prerequisite]

None.

ADE200ZA

General Topics II: Modern Olympics Movement

Heide Imai

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 木 3/Thu.3

[Outline and objectives]

The Tokyo Olympics in 2020 will be a great opportunity for showcasing a modern, sustainable Japan. This course will investigate the history of the modern Olympic Games and their impact on societies, economies and different places of the ancient and modern worlds.

[Goal]

After the completion of this course, students will be able to:

- Understand the basic concepts of the ancient and modern Olympic movement.
- Focus on different references to evaluate, judge and measure the recent movement and the term 'Olympism'.
- Develop a greater understanding of the field and will be able to write critically about the movement and its future.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course will study the origins and phenomenal growth of the modern international Olympic Games. From the turn of the last century the Olympic Games have captured the imagination of an increasing number of people throughout the world as a result of the growth of mass media in the 20th century. In the first International Olympics, held in Athens in 1897, 241 athletes from 14 nations competed, while at the 2004 games over 10,500 athletes from nearly 200 countries competed. Besides the audience and participants, the Olympic Games have grown in the breadth and variety of competitions to include many sports events and forms of tourism. The course is taught through lectures, group discussions and presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction: Ancient Olympics	This section will introduce the general topics starting with the ancient Olympic Movement.
2	Athens 1896/1906/2004	We will discuss the Olympics in the 19th/20th and 21st century in this historical city.
3	Olympics in between Wars	How have Olympics developed between the different wars, including at the beginning of the Cold War?
4	Paris 1900/1924 and Berlin 1916/1936	We will discuss and compare the Olympics in these European Cities.
5	Olympics and Networks of Power	This section will discuss the influence of politics, power and terrorism.
6	Mexico 1968, Munich 1972 and Sochi 2014	What were/will be the aspects which made these events a part of our recent global history?
7	Midterm Review and Presentations	This section will review topics 1-6 and prepare students for the take-home exam.
8	Olympic Urbanization: London 1908/1944 and 2012	We will discuss the urban development of the city which held the Olympics 3 times.
9	Pacific Olympic Movement: Sydney 2000 and Beijing 2008	In this lecture we discuss the meaning and development of the Asian Olympic Movement, incl. Australia, China and India.
10	Latin American 'Olympic Explosion' in the 1920s and Now - Rio de Janeiro 2014 and 2016	We will discuss the development of the Olympic Movement with a special focus on the 2016 Summer Olympics.
11	Japanese Olympic Movement: Winter and Summer Games	This section will discuss the modern Japanese Olympic movement with its specific problems and opportunities.
12	Tokyo 1940/1964/2020	How will Tokyo present itself in 2020 based on the experience of 1940 and 1964?

13	South African and Indian Olympic Movement and the Future of the Olympics	This section will discuss the South African and Indian Olympic movement, asking if and when will an Olympic event be held in this part of the world.
14	Final Presentations, Submissions & Wrap-up	Students will present, discuss and submit their take-home exam.

[Work to be done outside of class (preparation, etc.)]

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

[Textbooks]

John E. Findling and Kimberly Pelle (2004) *Encyclopedia of the Modern Olympic Movement*, Greenwood.

Reading material is available for download prior to classes and discussion material will be distributed in class.

[References]

U. S. Olympic Committee (2001) *Olympism: A Basic Guide to the History, Ideals, and Sports of the Olympic Movement* (Olympic Guides), Gareth Stevens Publishing.

Christopher Sans (2011) *Olympic Torch: A History of the Olympic Movement from the Ancient Games to Today*, Webster's Digital Services.
Sandra Collins (2008) *The 1940 Tokyo Games: The Missing Olympics: Japan, the Asian Olympics and the Olympic Movement*, London: Routledge.

[Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

Final Take-home Exam

The course runs for 14 weeks. After six weeks, there will be a review of the topics covered to that date. Students can ask and simulate specific questions related to the final take-home exam. In week 13 the take home exam is distributed, which has to be submitted in week 14.

The final grade is based on: Class Participation 10%, Discussion 10%, Assignments 20%, Final Take-home-exam 60%.

[Changes following student comments]

Schedule and case studies updated.

[Prerequisite]

None.

ART200ZA

Japanese Popular Culture

Akiko Mizoguchi

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 4/Wed.4

【Outline and objectives】

Popular culture pervades our everyday experiences. Drawing on visual and cultural studies, we will look at the historical and theoretical study of visual culture as described in a book written for North American university students in the first few weeks. Then, we will look at the research involving specific examples of Japanese popular culture.

【Goal】

Students will learn to critically engage with, analyze and address various modes of Japanese popular culture in the global context. Students will become familiar with theories of visual and cultural studies.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will combine lectures, discussions, and student presentations. In addition to reading critical and theoretical texts, students are expected to experience, or refer back to their past experiences with, cultural objects and practices in question, and analyze them in a global context in their final papers. Students will also conduct research for the final paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Defining visual and cultural studies
2	Theories 1	Image and ideology, how we negotiate the meaning of images
3	Theories 2	Reception and the audience
4	Theories 3	Appropriation and cultural production, gender and the gaze
5	Theories 4	Producer's intended meanings, reflexivity and postmodern identity
6	Topics in Japanese Popular Culture 1	The Imperial Family and the media in postwar Japan
7	Topics in Japanese Popular Culture 2	Sports as popular culture Students hand in the topics of their final research projects
8	Topics in Japanese Popular Culture 3	Takarazuka and kabuki
9	Topics in Japanese Popular Culture 4	“Shōjo” in popular culture
10	Topics in Japanese Popular Culture 5	Anime fandom in the global context
11	Topics in Japanese Popular Culture 6	Japanese fashion (designer fashion and street fashion)
12	Research Workshop 1	Student presentations of final paper projects. Feedbacks 1
13	Research Workshop 2	Student presentations of final paper projects. Feedbacks 2
14	Summary	Revisiting basic theories of visual and cultural studies in relation to Japanese popular culture

【Work to be done outside of class (preparation, etc.)】

Students are required to complete reading assignments so that they are ready for class discussions. Students will be asked to speak about the weekly articles at least once during the semester. Also, students will conduct research, write, and make class presentations.

【Textbooks】

Sturken, Marita and Lisa Cartwright. *Practices of looking: an introduction to visual culture*, 2nd ed. NY: Oxford University Press, 2009.

【References】

Tobin, Joseph J. ed., *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society*. New Haven and London: Yale University Press, 1992.

Richie, Donald. *The Image Factory: Fads & Fashions in Japan*. London: Reaktion Books, 2003.

Martinez, D.P. (ed.). *The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures*. Cambridge: Cambridge University Press, 1998.

Craig, Timothy J. (ed.). *Japan Pop!: Inside the World of Japanese Popular Culture*. NY: M.E. Sharp, 2000.

【Grading criteria】

The final grade will be determined by evaluation in the following areas:

(1) Contribution to class discussion (40%), (2) Presentation of the final paper project (20%), (3) Final paper (minimum 800 words) (40%).

【Changes following student comments】

I have streamlined the theoretical contents.

【Others】

Do not miss the first class as a selection process may occur.

【Prerequisite】

None.

ART200ZA

Art and Design

Aquiles Hadjis

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 木 4/Thu.4

【Outline and objectives】

Throughout history, design has been a way of making technology more effective and accessible, and art has driven our ideas of beauty and helped us imagine the unknown. But are they really separate today? Have they ever been? This course introduces students to the link between art and design as fields, and invites them to play in the space between with projects that approach both disciplines.

【Goal】

In this course, the participants will examine how art has been assimilated (and influenced) by crafts and design across history. At the same time, students will use what they learn about design and art to examine their immediate environments, and articulate the importance of aesthetics and engineering in fashion, product design and visual culture.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In addition to attending lectures about design and art, the students will document outstanding elements in their immediate environments, and ask themselves about their past, present and future shapes. As the first half of the course concludes, the students are expected to choose a motif (in either art and design) and develop a project tracing its history, its fabrication methods, its social significance and the shapes it might take in the future. The presentation of the project can take the shape of a zine, an artist's book or a video presentation. The students will be asked to keep a scrapbook collecting the results of in-class activities and their personal research.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Survival & Transcendence	Introducing the course and expectations. An overview of design and art together and apart.
2	Luxury & Economy	How different civilizations have handled resources to survive and approach leisure and the sublime.
3	Enforcement & Dissemination	Warfare and ideology amplified by technology.
4	Birth of the Author	The transition between anonymous and communal creation towards the idea of individual authorship.
5	Handmade Vs. Machine Made	Mechanical reproduction and its relationship to craft culture.
6	Utilitarian Vs. Purposeless	Understanding the role of objects within society in connection with their functionality and appearance.
7	First Review	Sharing and discussion of student's scrapbooks. Examining examples of the form they may take later.
8	Mass Media & Consumer Culture	A connected world where consumption is self-expression. The acceleration of global culture.
9	Trendsetting	The narratives behind cultural trends and the subcultures they give birth to.
10	High-brow & Low-brow	The dialogue between popular culture and the elite.
11	New Media	Discussing recently developed art forms and the technology that gave birth to them.
12	Living in the Future	Contextualizing recent developments in IT and engineering and how they change art and design.
13	Final Review	Refining students' projects as the course ends.
14	Final Presentation	Participants present their final projects.

【Work to be done outside of class (preparation, etc.)】

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. In addition, students must maintain a workbook that keeps track of class activities and their documentation of their surroundings. The course will also require a number of hours spent outside of class in order to collect information about the theme or object students have chosen for their final project.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to reading materials.

【References】

Castleman, Riva (2002) *A Century of Artists' Books*, Museum of Modern Art, New York.
Ceschel, Bruno (2015) *Self Publish, Be Happy: A DIY Photobook Manual and Manifesto*, Aperture.
Drucker, Johanna (2004) *The Century of Artists' Books*, Granary.
Izumi, Shinya (1991) *Japanese Package Design*, Taschen
Koolhaas, Rem (1978) *Delirious New York: A Retroactive Manifesto for Manhattan*, The Monacelli Press
Meggs, Phillip (2011) *History of Graphic Design*, Wiley
Triggs, Teal (2010) *Fanzines*, Thames and Hudson.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to class-activities, assigned readings, collecting visual material, exhibition and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Final Project: each student must produce a visual book (artist book/zine) with a minimum of 16 pages, or a 5-minute video presentation around a theme of their choice connected to something in their everyday environment. Students are free to choose their subject but must discuss this in class during the first half of the semester.

The final grade is based on: Participation 60%, Final Project 40%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required be given each week.

【Others】

Considering yourself to be creative, or having an interest in art are not required for this course. However, students are expected to come to class on time, participate and engage with the activities in a committed way.

【Prerequisite】

None.

LIT200ZA

American Literature

Gregory Khezarnejat

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 3/Thu.3

【Prerequisite】
 None.

【Outline and objectives】

The melting pot was a popular metaphor for a fusion of races, cultures, and languages in the United States before falling out of favor in recent decades, but the term is rooted in a historical context stretching from the revolutionary period to the modern day. In this course, we will follow the development of the melting pot image and examine how it reflects a shifting discourse on race, assimilation, and identity in American literature. We will also consider its applications and limitations through contemporary fiction and criticism.

【Goal】

Students will practice reading and writing critically while exploring the development of melting pot discourse in American literature. Students will also cultivate an understanding of key themes of American literature related to race, identity, and transnational experience.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will write an in-class midterm response paper and submit a final paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	Origins of the Melting Pot Metaphor	de Crevecoeur, <i>Letters from an American Farmer</i>
3	Transcendentalist Utopias and the Melting Pot	Emerson, <i>Essays: First Series</i> Poe, <i>The Domain of Arnheim</i>
4	Language and the New Man	Whitman, <i>Leaves of Grass</i>
5	Immigration and the Pre-War Melting Pot	Zangwill, <i>The Melting Pot</i>
6	Race and the Pre-War Melting Pot	Zangwill, <i>The Melting Pot</i>
7	Criticism of the Melting Pot	Bourne, <i>Trans-National America</i>
8	Review & Midterm Examination	No reading
9	Authenticity and Appropriation	Walker, <i>Everyday Use</i>
10	Immigration and Modern Day Empire	Hamid, <i>The Reluctant Fundamentalist</i>
11	Crises of Cultural Identity	Hamid, <i>The Reluctant Fundamentalist</i>
12	Language of the Melting Pot	Kingston, <i>The Woman Warrior</i>
13	Storytelling and Authenticity	Kingston, <i>The Woman Warrior</i>
14	Final Synthesis	Review major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions.

【Textbooks】

Hamid, Mohsin. *The Reluctant Fundamentalist*. Mariner, 2007.

Additional readings will be provided in class as handouts.

【References】

de Crèvecoeur, J. Hector St. John. *Letters from an American Farmer and Sketches of Eighteenth-Century America*. Penguin, 1981.

Kingston, Maxine Hong. *The Woman Warrior*. Picador, 2015.

Whitman, Walt. *Leaves of Grass*. Dover, 2013.

【Grading criteria】

Class contribution (30%), quizzes (20%), midterm exam (25%), final response paper (25%)

【Changes following student comments】

Selected readings have been updated.

LIT200ZA

Topics in Japanese Literature: History of Japanese Literature in Translation

Gregory Khezhnejat

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 月 3/Mon.3

【Outline and objectives】

This course examines the social, political, and cultural forces that shape the canon of Japanese literature available in English translation. In particular, we will focus on translations published in the United States in the postwar period. How did publishers determine which authors to introduce to an American audience, and how did those choices influence our image of Japanese literature in Japan, the US, and globally?

【Goal】

Students will think critically about the discourses of translation, publication, and world literature. Students will also develop critical reading and writing skills through class assignments.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will consist of lectures followed by group discussions. Quizzes will be used to check reading comprehension, and students will complete two papers for midterm and final evaluations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course and selection exam
2	Genji in Translation	A comparison of translations of The Tale of Genji
3	The Postwar Translation Project	Knopf and the Japanese literature publication project
4	Osaragi Jiro and Postwar Narratives in Translation	Osaragi, <i>Homecoming</i>
5	Traditional Aesthetics in Translation	Tanizaki, <i>In Praise of Shadows</i>
6	Tanizaki and Orientalism	Tanizaki, <i>In Praise of Shadows</i>
7	Visions of Japan in the Postwar US	Loti, <i>Madame Chrysantheme</i>
8	Review & Midterm Examination	No reading
9	Reconsidering the "Return to Japan"	Tanizaki, <i>Some Prefer Nettles</i>
10	Orientalism and Self-Orientalism	Tanizaki, <i>Some Prefer Nettles</i>
11	O-Hisa and Japanese Femininity in the US	Tanizaki, <i>Some Prefer Nettles</i>
12	Kawabata Yasunari and the Nobel Prize	Kawabata, <i>Japan, the Beautiful, and Myself</i>
13	Contemporary Trends	Murakami Haruki and other contemporary authors in translation
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to perform close readings of assigned texts and should be ready to engage in discussion each week.

【Textbooks】

Tanizaki, Junichiro. *In Praise of Shadows*. Vintage, 2001.

Tanizaki, Junichiro. *Some Prefer Nettles*. Vintage, 2001.

Other readings will be provided as handouts in class.

【References】

References will be announced in class.

【Grading criteria】

Class contribution (30%), reading quizzes (20%), in-class midterm paper (25%), final paper (25%)

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

LIT200ZA

Performance Studies

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 3/Thu.3

【Outline and objectives】

This class will explore performance studies, an interdisciplinary field which uses various conceptions of performance to analyze the world around us. To perform can mean many things: to execute (to perform an action), to bring about (to perform a ritual: “I hereby pronounce the official beginning of the Olympics”), to judge (“how well did she perform at the Olympics?”). This includes performance in the traditional sense, such as in the theater, but also in everyday life, in our societies and daily practices of living, how we think about ourselves and our relationship to society: how are we performing when we use SNS or when we change our behavior with friends or family? How can thinking about the world as a series of performances allow us to analyze the news, public elections, gender, branding, and technology. Throughout the class we will be using Richard Schechner's textbook, developed to introduce Performance Studies, to guide the course. We will look at an overview of the major approaches used in the field, examine their theories, and explore how they can reveal important insights about our world.

【Goal】

In addition to teaching the students about the fundamentals to performance studies, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn various methodologies and theories about performance; 2) explore how to apply these concepts to other subject matter beyond the theater; 3) to learn how to articulate what, where, how, and why we are performing; 4) learn how to conduct analyses on various topics by applying the concepts from performance studies.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture-based, with visual material such as video clips. Students will be asked to have group discussions on certain themes. Students will be asked to have group discussions on certain themes. Each week students will be assigned a section from Schechner's book. This reading will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. At the end of the semester, students will be expected to do a short presentation on an assigned topic, and submit a final report on the topic of the presentation. Students will be assessed on their understanding of the lectures and readings as reflected in their presentation and paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is performance studies?
2	What is Performance? I	Performance beyond theater
3	What is Performance? II	Ways of examining performances
4	Ritual I	Types of rituals
5	Ritual II	Rituals in modern society
6	Play I	Do we only play games?
7	Play II	Philosophies of play; explanation of paper and presentation
8	Performativity I	Language and action
9	Performativity II	Gender as performative
10	Performing I	Types of acting and their implications
11	Performing II	Stages in everyday life
12	Intercultural Performances	Performance on the global stage
13	Student Presentations I	Student presentations
14	Student Presentations II	Student presentations; final paper submission

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

Schechner, Richard. *Performance Studies: An Introduction*. 3rd ed., Routledge, 2013.

【References】

Bial, Henry. *The Performance Studies Reader*. 3rd ed., Routledge, 2013.

【Grading criteria】

Participation 20%

Presentation 40%

Final paper 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

【】

LIN200ZA

English Grammar Extended

Peter Evans

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 火 4/Tue.4

[Outline and objectives]

Essentials of the grammar of the English language, part 2.

[Goal]

The ability to understand how sentences of English work.

And why would you want this ability? Not only in order to be able to teach English more effectively, but also in order to understand how the words of English go where they go, and thereby to sensitize yourself to what distinguishes good written style from bad (and thus to write better).

Furthermore, your improved metalinguistic knowledge is likely to be of some help in the acquisition of other languages, not only English.

As for “employability skills”, the authors of the textbook describe (on p.vii) several applications, including the following two:

(i) “In many professions (the law being a particularly clear example) it is a vital part of the content of the work to be able to say with confidence what meanings a particular sentence or paragraph will or won’t support under standard conceptions of English grammar.”

(ii) “Industrial research and development areas like information retrieval, search engines, document summary, text databases, lexicography, speech analysis and synthesis, dialogue design, and word processing technology increasingly regard a good knowledge of basic linguistics, especially English grammar, as a prerequisite.”

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

[Method(s)]

Before each class, everyone has to read and digest ten or so pages of the textbook and do related exercises. We’ll discuss that part of the book, and the exercises, in the class. You are very welcome to come up with apparent counterexamples and so forth.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	A warm-up after a break of months or longer since the end of <i>English Grammar: The Basics</i> .
2	Preposition Phrases (i)	Prepositions, as traditionally and more recently understood
3	Preposition Phrases (ii)	Grammaticized uses of prepositions; preposition stranding; structure of preposition phrases
4	Preposition Phrases (iii)	Preposition phrase complements; prepositional idioms and fossilization
5	Negation and Polarity	Subclausal and clausal negation; polarity items; scope of negation
6	Clause Types (i)	Asking, exclaiming, directing: speech acts; interrogatives and questions
7	Clause Types (ii)	Exclamatives; imperatives and directives
8	Quick Revision; Mid-term Examination	Q&A; assessing the degree to which students have understood the first half of the course
9	Subordination and Content Clauses	Subordinate content clauses: declarative, interrogative and exclamative
10	Relative Clauses	Relative clauses as noun modifiers; integrated versus supplementary relative clauses; fused relatives
11	Grade and Comparison	Comparative and superlative; <i>more</i> , <i>most</i> , <i>less</i> and <i>least</i> ; different kinds of comparisons; comparative clauses
12	Non-finite Clauses (i)	Four kinds of non-finite clauses; forms of non-finite clauses
13	Non-finite Clauses (ii)	Functions of non-finite clauses; the catenative construction
14	Quick Revision; Final Examination	Q&A; assessing the degree to which students have understood the second half of the course

[Work to be done outside of class (preparation, etc.)]

Reading the textbook, doing exercises, coming up with examples.

[Textbooks]

Rodney Huddleston and Geoffrey K Pullum, *A Student’s Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005). ISBN 0-521-61288-8. (Students will have already used this in the 100-level course *English Grammar: The Basics*.)

[References]

Rodney Huddleston and Geoffrey K Pullum, *The Cambridge Grammar of the English Language* (Cambridge: Cambridge University Press, 2002). (Do not use any grammar book intended for, or often used by, language learners or high-school students.)

[Grading criteria]

Evaluation will be based on two examinations (50% + 50%). Both will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

[Changes following student comments]

A further reduction in the quantity of what’s shown on screen during the class, a further increase in the quantity of annotations that can be examined outside the class; in particular, a reworking of the presentation of non-finite clauses.

[Others]

Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

[Prerequisite]

Normally, *English Grammar: The Basics*. Other students may be allowed in at the instructor’s discretion (but will then have to work particularly hard in order to catch up).

LIN200ZA

The Words of English

Peter Evans

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 1/Tue.1

[Outline and objectives]

A better understanding of the words of English: primarily their use within the English of today, but also a little about their origins.

[Goal]

The course deals with phonology, lexicology, morphology, lexical semantics and lexical acquisition; as all of these are areas within linguistics, the ultimate purpose of this course is that of linguistics: to help give you some insight toward the aim of understanding how the human mind works.

(It's likely that the course will extend your vocabulary, but this is true for almost any university course. "Learning more English words" is *not* a major goal of this course.)

As for "employability skills", you'll get practice in reading comprehension, gathering information and developing hypotheses; and you'll also get a heightened and informed sensitivity to language (a "metalinguistic knowledge") that should help you in careers as diverse as law and copywriting.

And perhaps you will enjoy language more as well.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2" and "DP 4".

[Method(s)]

A mixture of simple lectures (with responses from students), and word-related exercises. Active participation is highly encouraged.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Words: An Introduction	Words, listemes and idioms
2	The Phonology of English	Spelling and pronunciation; the International Phonetic Alphabet
3	Phonological Words	Phonotactics; the syllable; parsing the speech stream
4	Word Origins	Affixation, compounding, and minor morphological processes; widening, narrowing, and other semantic change; conversion
5	Prefixes and Suffixes	Compositionality; function vs content; the free vs the bound; roots vs stems; inflection vs derivation; affixal syntax and phonology; allomorphy; productivity
6	Quick Revision; Midterm Examination	Q&A; assessing the level of understanding of the first half of the course
7	Morphological Oddities	Multiple morphemes for the same job; root alterations; remnants from the past; stress shifting; loss of irregular forms
8	Lexical Semantics (i)	Entailment; meanings of function words; meanings of content words
9	Lexical Semantics (ii)	Meaning and grammar; argument structure
10	Child Word Acquisition (i)	Factors in deciding what a word refers to
11	Child Word Acquisition (ii)	Syntactic frames and semantic roles; influence of function words
12	The History of English Vocabulary	The historical sources of the words of English
13	The History of English Phonology	Sound change (and spelling stasis)
14	Quick Revision; Final Examination	Q&A; assessing the level of understanding of the second half of the course

[Work to be done outside of class (preparation, etc.)]

After each class, reading and carefully digesting the relevant pages of Heidi Harley's book *English Words* (see below) is strongly recommended.

[Textbooks]

Students are not obliged either to buy any book or to bring any book to class every week. (But see below.)

[References]

Harley, Heidi. *English Words: A Linguistic Introduction*. Malden, MA: Blackwell, 2006. ISBN 978-0-631-23032-8.

The course is loosely based on this book, although the material in some chapters is dealt with in more depth than is that in others. Whether you want to (i) check that you really did understand something correctly, (ii) read up on something that you realize you didn't understand, or (iii) get a fuller understanding of something you already think you understand, this book should be your first destination.

Other references are as recommended in Harley's book; also:

Dixon, R. M. W. *Making New Words: Morphological Derivation in English*. Oxford: Oxford University Press, 2014.

Google Books Ngram Viewer <https://books.google.com/ngrams>

Oxford English Dictionary <http://www.oed.com> (Access via the Hosei LAN is free of charge.)

[Grading criteria]

Evaluation will be based on two examinations (50% + 50%). Both examinations will be "open book", and will test real understanding and ability to analyze (as opposed to mere memorization).

[Changes following student comments]

Course materials further revised for clarity, interest, and ease of understanding.

[Equipment student needs to prepare]

Students aren't obliged to bring a computer, tablet, or smartphone. But their use in class is welcome at particular times and for particular class purposes (which of course don't include websurfing, emailing, tweeting, etc).

[Others]

Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

[Prerequisite]

None.

LIN200ZA

Sociolinguistics

Yutai Watanabe

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 3/Fri.3

[Outline and objectives]

This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the pioneering works of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language, dialect or accent is socially placed and ranked within a community, including multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. While the attitudes are based on socio-psychological considerations, rather than on purely linguistic grounds, they often influence a listener's impression of a person speaking a particular language or with a particular accent.

[Goal]

By the end of the course, students will:

- (1) understand key terminology, concepts and theories in sociolinguistics,
- (2) have an awareness of ongoing language changes in society, and
- (3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course content and instructional methodologies (2) Definitions of linguistics and sociolinguistics
2	Languages and Dialects Regional and Social Variations	(1) How many languages are there in the world? (2) Languages and dialects
3	William Labov's Studies (Part 1)	(3) Regional and social variations The social stratification of the non-prevocalic /-r/ in NYC
4	William Labov's Studies (Part 2)	(1) The social stratification of <i>-ing</i> in Norwich, UK (2) Centralized diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Examination Language and Social Class	(1) Mid-semester exam (2) Three Australian accents (3) Three New Zealand accents (4) H-dropping in Bradford and Norwich
8	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment

9	Language Attitudes	(1) Language attitudes (2) Preston's (1989) study (3) New Zealanders' attitudes towards a variety of accents (4) Rubin's (1992) study (5) Approaches to language attitudes
10	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore: A multilingual country (4) Code-switching and code-mixing
11	Diglossia	(1) H and L varieties
12	Minority Languages Standard and Non-standard English	(2) Minority languages in Japan (1) The standard variety of a language (2) Non-standard English
13	Elaborated and Restricted codes Pidgin and Creole	(3) Elaborated and restricted codes (1) Pidgin and creole English (2) Pidgin Japanese
14	World Englishes Summary and Final Examination	(1) The three circles of English (2) English proficiency (3) Hierarchy of English(es) (4) Review (5) Final exam

[Work to be done outside of class (preparation, etc.)]

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

[Textbooks]

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

[References]

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.

Trudgill, P. (2003). *A glossary of sociolinguistics*. Oxford: Oxford University Press.

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Chichester: Wiley Blackwell.

[Grading criteria]

Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

[Changes following student comments]

The pre-assigned questions have been updated to invite lively discussion.

[Equipment student needs to prepare]

The handouts are downloadable in PDF format.

[Others]

It is recommended that students have completed 100-level linguistics courses with good grades. The class in the fall semester is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

[Prerequisite]

No prerequisite is required.

LIN200ZA

Sociolinguistics

Yutai Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 3/Fri.3

【Outline and objectives】

This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the pioneering works of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language, dialect or accent is socially placed and ranked within a community, including multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. While the attitudes are based on socio-psychological considerations, rather than on purely linguistic grounds, they often influence a listener's impression of a person speaking a particular language or with a particular accent.

【Goal】

By the end of the course, students will:

- (1) understand key terminology, concepts and theories in sociolinguistics,
- (2) have an awareness of ongoing language changes in society, and
- (3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course content and instructional methodologies (2) Definitions of linguistics and sociolinguistics
2	Languages and Dialects Regional and Social Variations	(1) How many languages are there in the world? (2) Languages and dialects (3) Regional and social variations
3	William Labov's Studies (Part 1)	The social stratification of the non-prevocalic /-r/ in NYC
4	William Labov's Studies (Part 2)	(1) The social stratification of <i>-ing</i> in Norwich, UK (2) Centralized diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Examination Language and Social Class	(1) Mid-semester exam (2) Three Australian accents (3) Three New Zealand accents (4) H-dropping in Bradford and Norwich
8	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment

9	Language Attitudes	(1) Language attitudes (2) Preston's (1989) study (3) New Zealanders' attitudes towards a variety of accents (4) Rubin's (1992) study (5) Approaches to language attitudes
10	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore: A multilingual country (4) Code-switching and code-mixing
11	Diglossia	(1) H and L varieties
12	Minority Languages Standard and Non-standard English	(2) Minority languages in Japan (1) The standard variety of a language (2) Non-standard English
13	Elaborated and Restricted codes Pidgin and Creole	(3) Elaborated and restricted codes (1) Pidgin and creole English (2) Pidgin Japanese
14	World Englishes Summary and Final Examination	(1) The three circles of English (2) English proficiency (3) Hierarchy of English(es) (4) Review (5) Final exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.

Trudgill, P. (2003). *A glossary of sociolinguistics*. Oxford: Oxford University Press.

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Chichester: Wiley Blackwell.

【Grading criteria】

Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

The pre-assigned questions have been updated to invite lively discussion.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Others】

It is recommended that students have completed 100-level linguistics courses with good grades. The class in the fall semester is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】

No prerequisite is required.

LIN200ZA

English as a Lingua Franca

Yutai Watanabe

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 4/Fri.4

【Outline and objectives】

The ratio of native to non-native users of English in the world is roughly estimated to be 1:3. However, it was only towards the turn of the century that sociolinguists/applied linguists took a keen interest in the expanding use of English as a lingua franca (ELF), which is due to the globalisation in all aspects of society, including mass media and pop culture. Arguably, some Expanding Circle countries, where English does not have an official language status, have recently overshadowed the Outer Circle ones in proficiency and frequency of use.

The former part of the course observes how extensively English is used in international contexts, mainly among non-native speakers, while analysing phonetically examples of L2-accented speech. It also refers to the limitations in the traditional models of the World English(es) put forward by B. Kachru and other scholars. The latter half discusses native-speakerism, bilingualism and native-speakerism, all of which exert a significant influence on pedagogical practices, and suggests how these notions could/should be modified from the perspective of ELF. The course is concluded with an analysis of status and function of English in present-day Japan.

【Goal】

By the end of the course, students will:

- (1) understand key terminology and concepts in ELF and World English(es),
- (2) have an awareness of the wider use of English in non-native speaking contexts, and
- (3) become familiar with interpreting quantitative/qualitative data for linguistic research.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview World Englishes	(1) Outlining the course content and instructional methodologies (2) World Englishes (3) Development of postcolonial Englishes (4) The diasporas of English
2	Limitations of the Three-circle Model	(1) Kachru's (1985) model (2) Other models of World English(es)
3	Introduction to ELF	(1) What is a lingua franca? (2) ELF
4	English in International Contexts (Part 1)	(1) English in Europe (2) English in international organisations (3) English in business
5	English in International Contexts (Part 2)	(1) English media for non-L1 English speaking viewers (2) English in aviation (3) English in pop culture
6	Phonetic Features of L2 English (Part 1)	(1) German-accented English (2) Spanish-accented English (3) Chinese-accented English
7	Phonetic Features of L2 English (Part 2) Mid-semester Examination	(1) Japanese-accented English (2) Mid-semester exam
8	Core Features of ELF	(1) The Lingua Franca Core (2) Common grammatical features of ELF interaction (3) Interlanguage

9	Native-speakerism and Critical Period Hypothesis (Part 1)	(1) The characteristics of the native speaker (2) NS/NNS dichotomy (3) The critical period hypothesis (4) The sensitive period hypothesis
10	Native-speakerism and Critical Period Hypothesis (Part 2)	(1) L1 English speakers' perception of L2 English (2) Passing for native speakers (3) L1 English speakers perceived as non-native
11	Bilingualism	(1) What is bilingualism? (2) Types of bilinguals (3) Attitudes towards bilinguals
12	Native Speakerism and Pedagogical Issues	(1) Dominance of native speakers in ELT (2) Disadvantages of native speakerism (3) ELF models (4) ELF users' accommodation to the ENL norm
13	ELF in Japan (Part 1)	(1) History of ELF/EIL in Japan (2) The <i>Suggested Course of Study in English</i> (3) The model of English to be taught
14	ELF in Japan (Part 2) Summary and Final Examination	(1) English in public transport (2) Language choice on university websites (3) Review (4) Final exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Abingdon: Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.

【Grading criteria】

Evaluation will be based on in-class quizzes (15%), a mid-semester exam (40%) and a final exam (45%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

The pre-assigned questions have been updated to invite lively discussion.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Others】

It is recommended that students have completed 100-level linguistics courses with good grades. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】

No prerequisite is required.

EDU200ZA

TESOL II: Teaching Methodology

Machiko Kobori

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 木 4/Thu.4

[Outline and objectives]

The course is mainly provided for students intending to teach English. Its purpose is to give an insight into the basic issues in teaching methodology for L2 education. It will also encourage students to develop their own teaching performance with a consideration to make consistency in language education from the primary to secondary levels.

[Goal]

Upon completion of this course, students should be able to do the following:

1. Understand different types of L2 teaching methods and approaches.
2. Learn how to apply some findings of linguistic studies to L2 English teaching.
3. Consider L2 education in relation to crucial issues of semantics and pragmatics.
4. Grasp the knowledge and skills for teaching languages to qualify as an English teacher.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 2” and “DP 4”.

[Method(s)]

The course will focus on theoretical and practical aspects of the methodology of teaching EFL/ESL. It will also provide opportunities to explore a wide range of EFL/ESL teaching scenes in different countries with reflections on those in Japan; for example EFL/ESL classrooms for learners who vary in age, gender, nationality and occupation can be examined. The students will relive EFL/ESL teaching scenes by following principles and techniques discussed and suggested in a range of teaching methods and approaches: they follow the model English lessons and demonstrate them in the form of micro-teaching. They are also required to create the related teaching materials along with the lessons. The final exam and a written assignment are required for the completion of this course and, in a written assignment, they demonstrate their study of the model lessons.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Course overview
2	Introduction to Language Teaching Methods	Historical overview of language teaching methods and approaches
3	Language Teaching Methods and Approaches (1)	The Grammar-Translation Method / The Direct Method (DM)
4	Language Teaching Methods and Approaches (2)	The Audio-Lingual Method / The Silent Way
5	Language Teaching Methods and Approaches (3)	Dissuggestopedia / Community Language Learning (CLL)
6	Language Teaching Methods and Approaches (4)	Total Physical Response (TPR) / Communicative Language Teaching (CLT)
7	Language Teaching Methods and Approaches (5)	Content-based Instruction / Content and Language Integrated Learning (CLIL)
8	Language Teaching Methods and Approaches (6)	The Participatory Approach / Cooperative Learning
9	Micro-teaching (1)	Creating a lesson plan: checking contents, materials, procedure and performance
10	Micro-teaching (2)	1. The Grammar-Translation Method 2. The Direct Method 3. The Audio Lingual Method 4. The Silent Way

11	Micro-teaching (3)	1. Desuggestopedia 2. Community Language Learning (CLL) 3. Total Physical Response (TPR) 4. Communicative Language Teaching (CLT)
12	Micro-teaching (4)	1. Content-based Instruction 2. Content and Language Integrated Learning (CLIL)
13	Micro-teaching (5)	1. The Participatory Approach 2. Cooperative Learning
14	Final Exam & Wrap-up	Consolidation and review

[Work to be done outside of class (preparation, etc.)]

1. Every week before attending the class, students are required to comprehend the assigned chapters of the text book and references, and to complete the pre-tasks/homework that should be submitted on the weekly basis.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.

[Textbooks]

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*. (3rd ed.). Oxford University Press, USA.

[References]

1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
2. Erben, T. et al. (2009). *Teaching English language learners through technology*. Routledge.
3. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.
4. 白畑智彦、富田祐一、村野井仁、若林茂則 (著) . 2009. 『英語教育用語辞典』(改訂版) 大修館書店.
5. 神保 尚武 (監修) . JACET 教育問題研究会 (編集) . 2012. 『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』 三修社.
6. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章 (著) . 2010. 『新学習指導要領にもとづく英語科教育法』大修館.
7. 文部科学省. 2017. 『小学校学習指導要領 (外国語)』 東洋館出版社.
8. 文部科学省. 2017. 『中学校学習指導要領 (外国語)』 開隆堂出版.
9. 文部科学省. 2018. 『高等学校学習指導要領 (外国語・英語)』 開隆堂出版.

[Grading criteria]

Evaluation will be based on:

1. Class participation: 10%
2. Micro-teaching: 30%
3. Teaching materials: 20%
4. Writing assignment: 20%
5. Final exam: 20%

More than 2 unexcused absences will result in failure of this course.

[Changes following student comments]

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

[Equipment student needs to prepare]

PC

[Prerequisite]

ESL Education I or TESOL I

EDU200ZA

TESOL III: Syllabus and Teaching Materials

Machiko Kobori

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 火 3/Tue.3

【Outline and objectives】

The course is for students intending to teach English. Its purpose is to give an insight into syllabus design and lesson planning for L2 education. It encourages students to examine, discuss and create L2 resources with a consideration to make consistency in language education from the primary to secondary levels.

【Goal】

Upon completion of this course, students should be able to demonstrate the following:

1. Identify the components of a language course.
2. Design course materials that match educational objectives.
3. Employ a principled approach to the design, creation, and implementation of EFL/ESL course syllabi and teaching materials.
4. Grasp the knowledge and skills for teaching languages to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

The course focuses on issues in planning and conducting EFL/ESL lessons: it encourages student teachers to take into consideration the importance of lesson planning when designing an EFL/ESL course. It also provides opportunities for the exploration of a wide range of ideas and examples in the syllabus design from different countries, with reflections on those in Japan. Students are expected to acquire a basic understanding of how to create a lesson plan with materials needed for managing the language classroom. Students are also required to create their own English lessons and teaching materials, with the opportunity to put them into practice. Students will complete a writing assignment and a final examination that reflects their work on teaching plans, performance and lesson materials.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance
2	Syllabus Design (1)	Aims and objectives: concepts and classification
3	Syllabus Design (2)	Outcomes: concepts and classification
4	Syllabus Design (3)	The context and levels of planning: curriculum and teaching procedure
5	Syllabus Design (4)	The context and levels of planning: lesson plans for the lower and upper secondary levels
6	Issues in Teaching Materials (1)	Aims and objectives: concepts and classification
7	Issues in Teaching Materials (2)	Selecting and creating teaching materials: sounds to structure
8	Issues in Teaching Materials (3)	Selecting and creating teaching materials: language functions, cultures and communication
9	Issues in Teaching Materials (4)	Selecting and creating teaching materials: using audio-visual aids and ICT
10	Lesson Planning	Creating a lesson plan: checking contents, materials, procedure and performance
11	Micro-teaching (1)	Lower secondary level: demonstration/observation, review and discussion
12	Micro-teaching (2)	Upper-secondary level: demonstration/observation, review and discussion
13	Micro-teaching (3)	Team-teaching: demonstration/observation, review and discussion
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.

2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.

【Textbooks】

Cohen, L., Manion, L., & Wyse, D. (2010). *A guide to teaching practice*. (5th ed.). Routledge.

【References】

1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
2. Erben, T. et al. (2009). *Teaching English language learners through technology*. Routledge.
3. Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3E). Oxford University Press.
4. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.
5. Walker, R. & Adelman, C. (1992). *A guide to classroom observation*. Routledge.
6. 白畑智彦・富田祐一・村野井仁・若林茂則 (著). 2009. 『英語教育用語辞典』(改訂版) 大修館書店.
7. 神保 尚武 (監修). JACET 教育問題研究会 (編集). 2012. 『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』 三修社.
8. 望月昭彦・磐崎 弘貞・卯城 祐司・久保田 章 (著). 2010. 『新学習指導要領にもとづく英語科教育法』 大修館.
9. 文部科学省. 2017. 『小学校学習指導要領 (外国語)』 東洋館出版社.
10. 文部科学省. 2017. 『中学校学習指導要領 (外国語)』 開隆堂出版.
11. 文部科学省. 2018. 『高等学校学習指導要領 (外国語・英語)』 開隆堂出版.

【Grading criteria】

Evaluation will be based on:

1. Class participation (10%)
2. Micro-teaching (30%)
3. Teaching materials (20%)
4. Writing assignment (20%)
5. Examination (20%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

【Equipment student needs to prepare】

PC

【Prerequisite】

ESL Education I or TESOL I

ESL Education II or TESOL II

LIN200ZA

Phonetics and Phonology

Mako Ishida

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 水 3/Wed.3

【Equipment student needs to prepare】

Not applicable.

【Others】

Students who are interested in speech sounds are welcome.

【Prerequisite】

None.

【Outline and objectives】

This course will cover the basic notions of articulatory, acoustic, and auditory phonetics and phonology.

We will explore how speech sounds are produced in articulatory organs, how these sounds travel in the air and auditory pathways, and how they are perceived in the listener's brain.

【Goal】

Students are going to learn about the mechanisms of speech perception and production. We will explore how articulatory organs are coordinated when we produce speech sounds, how speech sounds propagate in the air, and how these sounds are perceived and understood. There are three main goals.

- (1) Students understand the basic physiology (i.e., articulatory organs and hearing organs).
- (2) Students understand the physical representation of speech sounds and the mental representation of language.
- (3) Students understand how speech sounds are produced and understood in daily situations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2” and “DP 4”.

【Method(s)】

This course consists of lectures, discussions, and pop quizzes. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Speech communication through sounds
2	Speech Production 1	What kind of articulatory organs do humans have?
3	Speech Production 2	Consonants (IPA)
4	Speech Production 3	Vowels (IPA)
5	Speech Production 4	Connected speech
6	Acoustics of Speech 1	Sound waves and propagation
7	Acoustics of Speech 2	Vowels
8	Acoustics of Speech 3	Consonants
9	Acoustics of Speech 4	Connected speech / midterm exam
10	Speech Perception 1	What kind of hearing organs do humans have?
11	Speech Perception 2	Pitch, loudness, timbre
12	Speech Perception 3	Accent, rhythm, intonation
13	Speech Perception 4	Perceptual restoration: how do humans understand speech?
14	Speech Perception 5	Categorical perception / final exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments.

【Textbooks】

No textbook will be used.

【References】

Johnson, K. (2011). *Acoustic and Auditory Phonetics* (3rd edition). Oxford: Wiley-Blackwell.
 Ladefoged, P. & Johnson, K. (2011). *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning.

【Grading criteria】

Participation and attitude (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

Please be sure to attend every class. Absence three times without prior and reasonable notice will result in the failure of this course. Arriving late can be counted as an absence. Pop quizzes are “open-notes” (not “open-book”), and they are intended to assess your comprehension of materials.

【Changes following student comments】

No particular change.

LIN200ZA

Semantics and Pragmatics

Nobumi Nakai

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

Semantics is the study of meaning in language. Pragmatics is the study of the ways people use language in actual conversations. The aim of this course is to provide students with an essential understanding of semantics and pragmatics, with examples drawn from English and Japanese.

【Goal】

By the end of the course, students will:

- (1) Have a general understanding of the interface between semantics and pragmatics.
- (2) Understand key concepts and major theories in the fields.
- (3) Survey the wide range of semantic and pragmatic phenomena in all their richness and variety.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course begins by covering some essential issues of semantics. Subsequent lectures will be dedicated to discussing that identifying the semantic contribution of words and sentences gets us only partway to understanding what an utterance means. The course is a combination of lectures, group discussions, and review exercises.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview of <i>Semantics and Pragmatics</i>
2	An Overview of Semantics	Describes the components of linguistic meaning and introduces lexical and compositional semantics.
3	Lexical Semantics (1): The Meanings of Words	Examines the different ways that word senses could be represented in the mind of a language user and discusses the types of reference that words can have.
4	Lexical Semantics (2): Word Relations	Discusses the kinds of meaning relationships that exist between words.
5	Compositional Semantics (1): The Meanings of Sentences	Introduces propositions, truth values, and truth conditions, and discusses relationships between propositions.
6	Compositional Semantics (2): Putting Meanings Together	Introduces the Principle of Compositionality in more detail and discusses different ways that lexical meanings combine to give rise to phrasal meanings.
7	Practice (1)	Provides exercises, discussion questions, and activities.
8	Language in Context	Explores several ways in which context can affect the meaning of utterances, and introduces the idea of felicity in discourse.
9	Rules of Conversation	Discusses why conversation needs to follow rules, and introduces Grice's maxims for cooperative conversation.
10	Drawing Conclusions	Shows ways in which language users may employ context to convey or derive meaning that is not part of an utterance's entailed meaning.
11	Speech Acts	Outlines many of the jobs that speakers accomplish with language and the ways in which they accomplish them.
12	Presupposition	Discusses another precondition for felicity.
13	Practice (2)	Provides exercises, discussion questions, and activities.
14	Examination & Wrap-up	Semester-end exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the relevant reading materials carefully in advance so that they can actively participate in discussions. Practice problems will be assigned occasionally.

【Textbooks】

No textbooks are used. All reading materials will be provided in the classroom.

【References】

The following books will be helpful for a general understanding of the fields.

(1) Cruse, Alan (2010)

Meaning in language: An introduction to semantics and pragmatics, Oxford UP.

(2) Riemer, Nick (2010)

Introducing semantics, Cambridge UP.

(3) Saeed, John I. (2015)

Semantics, John Wiley Inc.

(4) Birner, Betty J. (2012)

Introduction to pragmatics, Wiley-Blackwell.

(5) Senft, Gunter (2014)

Understanding pragmatics: An interdisciplinary approach to language use, Hodder Arnold/Routledge.

(6) Loebner, Sebastian (2012)

Understanding semantics, Hodder Arnold/Routledge.

【Grading criteria】

Student evaluations are based on class participation (20%), in-class assignments (20%), and a final exam (60%). More than two unexcused absences will result in failure of the course. Attendance at the first class is mandatory.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Prerequisite】

None.

LIN200ZA

The Psychology of Language

Mako Ishida

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 2/Wed.2

[Outline and objectives]

This course will cover the basic notions of psycholinguistics – how languages are acquired, learnt, used, and understood in daily situations. It primarily focuses on human speech communication - how auditory and visual information is processed and integrated in the human brain. We will explore research findings in linguistics, acoustics, psychology, and neuroscience.

[Goal]

There are three main goals:

- (1) Students understand the basic structures of language.
- (2) Students understand communication strategies including auditory and optical illusion.
- (3) Students understand the basic brain structure and functions for human speech communication.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 2” and “DP 4”.

[Method(s)]

This course consists of lectures, discussions, and pop quizzes. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	What do we do when we communicate?
2	Language Acquisition	How did we acquire a first language?
3	Speech Communication 1	The basic components of language 1
4	Speech Communication 2	The basic components of language 2
5	Speech Communication 3	The basic components of language 3
6	Speech Communication 4	Ambiguity & Grice's conversational maxims
7	Checkpoint	Review and midterm exam
8	Communication Strategies 1	The cocktail party effect and McGurk effect
9	Communication Strategies 2	Slips of the ear, slips of the tongue, slips of the pen
10	Communication Strategies 3	Polite fictions & Sapir-Whorf hypothesis
11	Vocabulary and Memory	How many words do you need to know?
12	Neuroscience 1	The basic brain anatomy and language processing
13	Neuroscience 2	Short-term memory and long-term memory
14	Checkpoint	Review and final exam

[Work to be done outside of class (preparation, etc.)]

Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments.

[Textbooks]

No textbook will be used.

[References]

Berninger, V.W., & Richards, T.L. (2002). *Brain Literacy for Educators and Psychologists*. San Diego, CA: Academic Press.
 Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Cengage Learning/Wadsworth.
 O'Grady, W., Dobrovolsky, M., & Katamba, F. (1996). *Contemporary Linguistics: An Introduction*. Essex: Pearson Education.

[Grading criteria]

Attitude and participation (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

Please be sure to attend every class. Absence three times without prior and reasonable notice will result in the failure of this course. A delay can be counted as an absence. Pop quizzes are “open-notes” (not “open-book”), and they are intended to assess your comprehension of materials.

[Changes following student comments]

No particular change.

[Equipment student needs to prepare]

Not applicable.

[Others]

Students who are interested in human speech communication are welcome.

[Prerequisite]

None.

LIN200ZA

Teaching Pronunciation

Mako Ishida

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 3/Wed.3

【Outline and objectives】

This course will cover the theoretical and practical aspects of pronunciation teaching. We will look at pronunciation variations, and explore possible obstacles that adults and children come across in speech perception and production. We will discuss how teachers can help students learn and understand the articulation of English sounds.

【Goal】

There are three main goals:

- (1) Students understand pronunciation variations.
- (2) Students understand the articulation of a speech sound in isolation and connected speech.
- (3) Students understand educational approaches to the teaching of pronunciation.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

This course consists of lectures, discussions, and pop quizzes. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Pronunciation variations: World Englishes
2	Clear Speech 1	Phonetic symbols: Consonants
3	Clear Speech 2	Phonetic symbols: Consonants (read & transcribe)
4	Clear Speech 3	Phonetic symbols: Vowels
5	Clear Speech 4	Phonetic symbols: Vowels (read & transcribe)
6	Clear Speech 5	Difference between English and Japanese
7	Checkpoint	Review and midterm exam
8	Connected Speech 1	Massive reduction in American English (deviation, deletion)
9	Connected Speech 2	Possible obstacles in speech perception
10	Connected Speech 3	Possible obstacles in speech production
11	Connected Speech 4	Educational scaffolding for speech perception and production
12	Educational Approach 1	Pronunciation Teaching 1
13	Educational Approach 2	Pronunciation Teaching 2
14	Checkpoint	Review and final exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments.

【Textbooks】

No textbook will be used.

【References】

Brown, J.D., & Kondo-Brown, K. (Eds.). (2006). *Perspectives on Teaching Connected Speech to Second Language Speakers*. Honolulu HI: University of Hawaii Press.
 Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). New York: Cambridge University Press.
 O'Grady, W., Dobrovolsky, M., & Katamba, F. (1996). *Contemporary Linguistics: An Introduction*. Essex: Pearson Education.

【Grading criteria】

Attitude and participation (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

Please be sure to attend every class. Absence three times without prior and reasonable notice will result in the failure of this course. A delay can be counted as an absence. Pop quizzes are “open-notes” (not “open-book”), and they are intended to assess your comprehension of materials.

【Changes following student comments】

No particular change.

【Equipment student needs to prepare】

Not applicable.

【Others】

Students who are interested in pronunciation teaching are welcome.

【Prerequisite】

None.

LIN200ZA

Topics in Applied Linguistics A: Linguistic Landscapes

Chie Saito

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 木 4/Thu.4

【Outline and objectives】

The course will explore how linguistic landscapes reflect complicated relationships between language and society. Linguistic landscapes are defined by Landry and Bourhis (1997) as “the visibility and salience of languages on public and commercial signs in a given territory or region.” Linguistic landscapes is a concept in sociolinguistics to study languages visually used in multilingual societies. We may not perceive Japanese society as multilingual. However, when you look at language use on public signs, you will realize that you are surrounded by more than just one language.

Because the function of linguistic landscapes is not only as an informational indicator but also as a symbolic marker, you can observe our ever-changing society through investigation of language use in signs. In the course, students will learn about the basic concepts of linguistic landscapes through lectures and literature reviews and will deepen their understanding by conducting their own research.

【Goal】

By the end of the course, students should be able to meet the following objectives:

- (1) Becoming aware of the presence of different languages and its meanings in public space,
- (2) Understanding how social, political, economic, and technological elements are embedded in Linguistic Landscape,
- (3) Becoming familiar with the basic theories and methodologies of Linguistic Landscape, and
- (4) Applying the knowledge to conduct individual research projects.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The main elements of the course are lectures, discussions, and student presentations. To begin with, the key concepts of linguistic landscapes will be explained. Next, the theories and methodologies of linguistic landscapes will be discussed through literature reviews. During the course, students are encouraged to read extra materials which are provided in class or on the course website in addition to the prescribed textbook. Interactive class participation is highly encouraged. Students will be required to carry out small-scale research projects in the field of linguistic landscapes and share their findings in class at the end of the course. Attendance at the first class is mandatory.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course description and requirements
2	Terminology	What is linguistic landscapes?
3	Previous Research (1)	Signage in cities in European and North American countries
4	Previous Research (2)	Signage in cities in Asian countries
5	Previous Research (3)	Signage in cities in Japan
6	Summary of the previous research	Framework of linguistic landscapes and methodological problems
7	Signage in Tokyo (1)	How to classify and analyze signs
8	Signage in Tokyo (2)	How to classify and analyze signs
9	New Perspectives on Linguistic Landscape (1)	Analysis of translation errors on public signs — causes and solutions
10	New Perspectives on Linguistic Landscape (2)	Application of linguistic landscapes as a learning tool in the classroom
11	New Perspectives on Linguistic Landscape (3)	What else to analyze?— Linguistic soundscapes, braille, and pictograms
12	Presentation Preparation	Discussing and preparing presentations (Research designs must be completed by this class)
13	Student Presentations (1)	Student in-class presentations
14	Student Presentations (2)	Student in-class presentations
	Summary	Review the course

【Work to be done outside of class (preparation, etc.)】

Students are expected to read assigned chapters of the textbook and/or references for class participation and discussion. For giving presentations in class and writing end-term reports, students are required to conduct field research outside of class.

【Textbooks】

Backhaus, P. (2007). *Linguistic landscapes. A comparative study of urban multilingualism in Tokyo*. Clevedon: Multilingual Matters.

【References】

Gorter, D., Marten, H. F., & Van Mensel, L. (Eds.). (2011). *Minority languages in the linguistic landscape*. Springer.

Shohamy, E., & Gorter, D. (Eds.). (2008). *Linguistic landscape: Expanding the scenery*. Routledge.

Shohamy, E. G., Rafael, E. B., & Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.

庄司博史, ペート・バックハウス, & フロリアン・クルマス. (2009). 『日本の言語景観』. 三元社.

内山純蔵 (監), 中井精一, ダニエル・ロング (編). (2011) 『世界の言語景観 日本の言語景観-景色のなかのことは-』. 桂書房刊.

【Grading criteria】

Class participation and attitude: 30%

Reflection paper: 20%

Presentation: 30%

Research report: 20%

【Changes following student comments】

Student constructive feedback will be taken into consideration.

【Prerequisite】

None.

EDU200ZA

L2 Education for Children II

Tomoko Shigyo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 1/Fri.1

【Outline and objectives】

This course is for students who want to know modern approaches based on second language learning theories regarding children: learning language construction, literacy, and assessment. It will also encourage students to develop a lesson plan for an English class at primary school with a consideration to make a consistency in language education from the primary to secondary levels.

【Goal】

Upon completion of this course, students should be able to:

1. Understand how children learn a foreign language.
2. Understand how to assess children's language learning.
3. Develop a unit of lessons of foreign language learning.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2” and “DP 4”.

【Method(s)】

This course looks at how children learn a foreign language, focusing on how to learn language construction, learn reading and writing, and learn language through stories. This course also looks at how children's learning should be assessed in primary school. This course introduces building activities into a unit of lessons. Each student is to create and submit a lesson plan and demonstrate it in class. Their effectiveness will be reflected on by all students in class. The final assignment for the completion of this course is revising this lesson plan.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on L2 Education for children II
2	Issues in Children Learning L2: Grammar (1)	Grammar and children
3	Issues in Children Learning L2: Grammar (2)	Grammar for children
4	Issues in Children Learning L2: Literacy (1)	Phonological awareness and children's development
5	Issues in Children Learning L2: Literacy (2)	For starting to read and write in English
6	Issues in Children Learning L2: Stories (1)	Learning through stories
7	Issues in Children Learning L2: Stories (2)	Language and stories
8	Issues in Children Learning L2: Assessment (1)	Principles for assessing children's language learning
9	Issues in Children Learning L2: Assessment (2)	Key concepts in assessment
10	Issues in Children Learning L2: Coursebook in Japan	Analysis of school guidelines (MEXT) and We Can and Let's Try!
11	Lesson Planning	Making a unit of lessons.
12	Micro-teaching (1)	Micro-teaching (1), review and discuss(1)
13	Micro-teaching (2)	Micro-teaching (2), review and discuss(2)
14	Consolidation of L2 Education for Children II	Reflection & Summary

【Work to be done outside of class (preparation, etc.)】

Every week before attending class, students are expected to have completed the assigned readings. Students are required to choose a topic, prepare a presentation, and write a reflective paper.

【Textbooks】

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

Curtain, Helen & Dahlberg, Ann Carol. (2005) *Languages and children: Making the match*. Pearson.

【References】

1. Dale, L. and Tanner, R. (2012). *CLIL Activities: A resource for subject and language teachers*. Cambridge University Press.

2. Mehisto, P. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. MacMillan Education, Limited

3. Helm, J., H. and Kats, L., G. (2011). *Young investigators: The project approach in the early years*. Teachers College Press.

4. Beckett, G., H. and Inida-Miller, P., C. (2006). *Project-based second and foreign language education: Past, present, and future*. Information Age Publishing.

5. MacDonell, C. (2007). *Project-based inquiry units for young children*. Linworth Publishing, Inc.

6. 『生きる力を育む初等英語教育—津田塾大学からの提言』(2015) 吉

田真理子・田近裕子(編著)朝日出版社

7. 文部科学省(2018)『小学校学習指導要領(平成 29 年告示)解説外国語活動・外国語編』開隆堂。

【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Lesson demonstration (30%)
3. Final assignment (40%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

PC

【Prerequisite】

L2 Education for Children I

CUA200ZA

Cultural Globalization

Shunsuke Nozawa

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 2/Fri.2

【Outline and objectives】

"Globalization", like "culture", is both abstract and concrete. Processes that drive it are often beyond any one particular person's grasp, while we feel its effects every day in the products we buy, the media we watch, and the languages we hear and use. This course examines the global circulation of culture/the culture of global circulation as a way to understand how our local worldviews are conditioned by processes taking place elsewhere. We will start with a discussion of the very word "globalization" (in English), as well as the diversity of desires and visions signaled by its multiple meanings. We will then explore concrete signs of the globalization of cultures and the culture of globalization. Cases to be examined will potentially include linguistic globalization (in particular, the hegemony of English); McDonald's and Hollywood; pop music; sports and tourism; media and communication technology; environmentalism; and anti-globalization movements. Carefully analyzing these and related cases, you will develop a new intellectual capacity to think about the reality of the contemporary world and cultivate a new ethics of global citizenship to act upon this world.

【Goal】

(1) Acquaint students with the primary theories and vocabulary of cultural globalization; (2) introduce major institutions and political bodies engaged with the global administration of culture; (3) develop critical analysis skills enabling students to think beyond categories of national culture.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

The course consists of four interconnected parts/questions. (1) We will examine the multiple meanings indexed by the expression "globalization", and carefully review several influential theories that purport to account for this notion. (2) We will examine a variety of case studies to recognize the multiplicity of forms "globalization" takes. We will also discuss how globalization is inherently a political process, both (3) conditioned by large-scale institutional forces, and (4) made relevant to the everyday reality of local communities (whether through recognition of state authority or through acts of protest).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course description; introduction of some key concepts of the course
2	What's in a Name? I	Rhetoric of "globalization"
3	What's in a Name? II	Global English: field assignment
4	Theories of the Global I	Homogeneity, heterogeneity, indigenization
5	Theories of the Global II	"Scapes," locality, deterritorialization
6	Signs of the Global I	Music
7	Signs of the Global II	Food
8	Signs of the Global III; Midterm Exam	Food, continued; midterm exam
9	Signs of the Global IV	Popular culture
10	Signs of the Global V	Global networks, cities
11	Theories of the Global III	Appropriation
12	Theories of the Global IV	Appropriation, continued
13	Resisting the Global	Anti-globalization movements
14	Recognized by the Global; Final Exam	Multiculturalism and politics of recognition; final exam

【Work to be done outside of class (preparation, etc.)】

Students should complete assigned readings before each class and work together preparing for their small-group presentations.

【Textbooks】

As readings will be drawn from a variety of sources, no textbook will be used. However, the references listed below serve as useful introductions to cultural globalization. Assigned readings will be distributed in class or made available online.

【References】

Lechner, Frank J., and John Boli. 2014. *The Globalization Reader*. 5th edition. Wiley-Blackwell. ISBN: 111873355X
Tomlinson, John. 1999. *Globalization and Culture*. University of Chicago Press. ISBN: 0226807681

【Grading criteria】

Participation and attendance (40%); reaction statements (10%); field assignment (10%); midterm exam (15%); final exam (25%).

【Changes following student comments】

Some case studies have been updated. Grading criteria have been revised to place more emphasis on student participation.

【Prerequisite】

None.

CUA200ZA

Cultural Studies

Zeliha Muge Igarashi

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 2/Thu.2

[Grading criteria]

Participation (15%); writing assignments (45%); quizzes (40%).

[Changes following student comments]

Slides will be revised to include more information.

[Prerequisite]

None.

[Outline and objectives]

Is Hello Kitty political? Can Japanese rap? Do advertisers make you smoke? Do blue jeans make you cool or thick-rimmed glasses make you smart? What is fashion? Who cares and why does it matter? Cultural studies analyzes the relationship between representation and power. It provides a variety of theoretical perspectives to understand how culture in the form of film, advertising, fashion, music, everyday commodities, and other mediums combines with institutions of power in shaping how we communicate with others, interpret our social world, and fashion our individual identities. In this class we will analyze things such as how music becomes a political tool; how the clothes you wear communicate your social status to others; and how advertising affects your ideas of race, gender, and beauty.

[Goal]

(1) Equip students with a variety of theories through which to interpret and critique the language, symbols, and visual images that inundate our everyday lives; (2) provide methods by which to examine how economics, politics, and culture exert power over what and how we think; (3) build students' ability to engage challenging but important texts of social and critical theory.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Classes consist of lectures and discussion. Much of class time is devoted to examining visual images, sound, and other media forms. Each class will introduce a major theory from cultural studies, which students will apply both individually and in groups to a particular cultural case study.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	An introduction to cultural studies.
2	Theory I: Representation	Examination of different understandings of this keyword.
3	Theory II: Language and Linguistics	Ferdinand de Saussure (the signifier and the signified).
4	Theory III: Semiotics	Roland Barthes, semiotics. Four Steps to analyzing cultural objects.
5	Theory IV: Discourse	Michel Foucault and discourse.
6	Culture and Ideology	Louis Althusser and interpellation.
7	Capitalism, Economy, Marxism	Basics of Marxist theory.
8	Consumption and Identity	Relation between consumption and identity formation.
9	Popular Culture and the Culture Industries	Hollywood and Japanese TV Dramas. Quiz
10	Ethnicity, Race, Nation	Self identity and social identity. Typing and stereotyping.
11	Sex, Gender, Body I: Femininities	Music videos and femininity. Documentary "Miss Representation"
12	Sex, Gender, Body II: Masculinities	Masculinity. Documentary "The Tough Guise"
13	Kawaii Fashion and Culture	What is "kawaii"? What does "kawaii" do?
14	Final Quiz & Wrap-up	Concluding remarks and second quiz

[Work to be done outside of class (preparation, etc.)]

Students are required to read before each lesson and come to class prepared to discuss them.

[Textbooks]

Readings will be uploaded onto H'etudes.

[References]

Barker, Chris. 2011. *Cultural Studies: Theory and Practice*. 4th Edition. Sage Publications Ltd. ISBN: 0857024809
 Hall, Stuart, Jessica Evans, and Sean Nixon. 2013. *Representation: Culture Representation and Signifying Practice*. 2nd Edition. Sage Publications Ltd. ISBN: 1849205639
 Lewis, Jeff. 2008. *Cultural Studies: The Basics*. 2nd edition. Sage Publications Ltd. ISBN: 1412922305

SOC200ZA

Race, Class and Gender I: Concepts & Issues

Kyung Hee Ha

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 火 5/Tue.5

[Outline and objectives]

Race, class, gender and sexuality are important aspects of social life that affect us in distinct as well as interrelated ways. In this course, students will be introduced to key concepts, theories and research to explore how race, class, gender and sexuality shape identities and experiences, create differences among people as individuals and groups, and constitute inequalities. Since the field has been developed in the United States, much of the class material will be U.S.-centered. At the same time, research from other countries, including Japan, will also be drawn on.

[Goal]

Through lectures, discussion and written assignments, students will learn concepts and theories to analyze how race, class, gender and sexuality affect individuals and society. They will learn to apply these analytical tools and knowledge to form critical opinions on current issues related to various bases of inequalities. Students will acquire skills in critical thinking, analysis and writing that can be applied in other academic fields as well as future careers.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course is taught through a combination of lectures, documentary-viewings, and small-group discussions and group presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Overview: Identities and Inequalities	Introducing the "social construction" perspective to understand race, class, gender and sexuality
2	Race as a Social Category	Video viewing and discussion: <i>Race — The Power of an Illusion</i> Racial formation: the historical creation of race. History of "race" - religious, scientific and social construction.
3	Race as a Basis of Inequality	Is "color" still important? Is race still important? Video viewing and discussion: <i>What's Race Got to Do with It?</i>
4	Race: Case Study	Various examples -the United States, Japan and beyond
5	Race: One More Time	Student presentations and discussion on race and ethnicity
6	Social Class: Social Structure and Lived Experiences (1)	Video viewing and discussion: <i>People like Us</i> Part I Social class as lived experiences and basis of oppression
7	Social Class: Social Structure and Lived Experiences (2)	Video viewing and discussion: <i>People like Us</i> Part II Social class as lived experiences and basis of oppression
8	Social Class: A Theoretical Overview	The concept of "social class" approached from different theoretical perspectives "Social class" in Japan
9	Social Class: One More Time	Student presentations and discussion on social class
10	Gender and Sexuality (1)	Gender inequality: measures and explanations Conceptualization of "gender"
11	Gender and Sexuality (2)	Social construction of gender Sexuality: key concepts Video viewing and discussion: <i>Middle Sexes</i>
12	Gender and Sexuality (3) Case Study: Same-sex Marriage	The concept of "sexuality" Same-sex marriage: arguments for and against
13	Gender and Sexuality: One More Time	Student presentations and discussion on gender and sexuality

14

Race, Class and Gender: Revisited

What have we learned about race, class and gender?

Review of take-home examination

[Work to be done outside of class (preparation, etc.)]

In addition to preparing for discussions and presentations, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings.

[Textbooks]

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on H'etudes.

[References]

Dill, B. T., & Zambrana, R. E. (Eds.). (2009). *Emerging intersections: Race, class, and gender in theory, policy, and practice*. New Brunswick, New Jersey and London: Rutgers University Press.
Grusky, D. B., & Szelenyi, S. (Eds.). (2006). *Inequality: Classic Readings in Race, Class, and Gender*. Boulder, CO: Westview Press.
Newman, D. M. (2012). *Identities and inequalities: Exploring the intersections of race, class, gender and sexuality* (2 ed.). New York: McGraw-Hill.
Ore, Tracy E. 2008. *The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality*. 4/e. Boston: McGraw-Hill.

[Grading criteria]

The grade will be calculated as follows:

Participation: 20%

Presentations: 30%

Small assignments: 20%

Final paper/exam: 30%

[Changes following student comments]

Students have generally found the class interesting, informative and thought-provoking. However, some in the past have also indicated that the workload was heavy. Changes have been made to the assignments and exercises to make the workload more manageable.

[Prerequisite]

Students who intend to enrol in this class are expected to have passed *Understanding Society* or *Introduction to Sociology*. This prerequisite may be waived if students have taken courses in Cultural Studies or Cultural Anthropology.

Students are strongly encouraged to take *Race, Class and Gender II* after completing *Race, Class, Gender I*.

Students who have passed *Race, Class and Gender I* will be given admission priority to the seminar, *Intersectionality: Multiple Inequalities*.

PSY200ZA

Social Psychology I

Yu Niiya

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 木 2/Thu.2

【Outline and objectives】

This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Social Psychology I will primarily focus on how we think about the social world, how we come to understand others, and how we exert influence on others' thoughts, feelings, and behaviors. Topics include perceptions of others and the self, attitudes, conformity, obedience, and persuasion. Social Psychology II will focus on social relations and intergroup dynamics, covering topics such as close relationships, helping and aggression, group influence, and prejudice. These two courses will complement each other to provide an overview of the main content areas of social psychology.

【Goal】

This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology I, students will be able to answer the following questions: How are we influenced by our environment and by other people? How do we explain others' behavior? What are attitudes and how do they affect us? What leads to conformity and obedience? When are people persuaded by differing opinions and when are they not?

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is social psychology?
2	Methods in Social Psychology	How do social psychologists study behaviors?
3	Social Cognition I	How do we perceive our social world?
4	Social Cognition II	How do we make sense of our social world?
5	Attitudes and Behaviors I	When do attitudes predict behaviors?
6	Attitudes and Behaviors II	When do behaviors predict attitudes?
7	Attitudes and Behaviors III	How much is the social world "out there" vs. "in our head"?
8	Review & Midterm Exam	What have we learned so far? Multiple choice and short-essays
9	Conformity I	Why do people conform? Informational social influence
10	Conformity II	Why do people conform? Normative social influence
11	Obedience	What leads to attitude change
12	Persuasion I	When do people get convinced? Elaboration likelihood model
13	Persuasion II	How can you persuade others? Persuasion technique
14	Review & Final Exam	What have we learned so far? Multiple choice and short-essays

【Work to be done outside of class (preparation, etc.)】

Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc).

【Textbooks】

None.

【References】

Myers, D. G. & Twenge, J. (2019). *Social Psychology* (13th ed.). McGraw-Hill.

The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】

Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】

Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar.

【Prerequisite】

None.

PSY200ZA

Social Psychology II

Yu Niiya

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 月 2/Mon.2

【Outline and objectives】

This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Whereas Social Psychology I focuses on how individuals understand the social world and how they influence one another, Social Psychology II will primarily focus on how we relate to one another, how the presence of others influence our performance and decision, and how groups interact with each other. Social Psychology I and II will complement each other to provide an overview of the main content areas of social psychology.

【Goal】

This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology II, students will be able to answer the following questions: How are we influenced by our environment and by other people? What causes relationships to begin or to fail? Why are people sometimes helpful, but at other times aggressive or even cruel? How does the presence of others influence individual performance and decision? What leads to prejudice and what can be done about this problem?

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What are we going to learn in this class?
2	Attraction	What leads to friendship and attraction?
3	Close Relationships I	How do we build relationships and how do they end?
4	Close Relationships II	How can we build more satisfying relationships?
5	Helping	When and why do we (not) help?
6	Aggression	What increases aggression and how can it be reduced?
7	Review and Midterm Exam	What have we learned so far? Multiple choice and short-essays
8	Group Influence I	How is our performance affected by the presence of others?
9	Group Influence II	Do groups hinder or assist good decisions?
10	Group Influence III	When do groups cooperate vs. compete against other groups?
11	Stereotyping and Prejudice I	What causes prejudice?
12	Stereotyping and Prejudice II	What are the consequences of prejudice?
13	Stereotyping and Prejudice III	How can we reduce prejudice?
14	Review & Final Exam	What have we learned so far? Multiple choice and short-essays

【Work to be done outside of class (preparation, etc.)】

Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. On weeks students are assigned to lead a group discussion on a research paper, they are expected to read and understand the materials, be able to explain them to others and, prepare discussion questions. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc).

【Textbooks】

none.

【References】

Myers, D. G. & Twenge, J. (2019). *Social Psychology* (13th ed.). McGraw-Hill.

The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Students are evaluated based on midterm and final exams (30% each), group discussions (20%), in-class activities and quizzes (15%), and class participation (5%).

【Changes following student comments】

I used to have group presentations at the end of the term, but I felt there was some variation in how much students gained from these presentations, both as presenters and as the audience. This year, students will be assigned research papers and will prepare discussion questions to lead small group discussions in class. More details will be provided during class.

【Others】

Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar.

【Prerequisite】

None.

SOC200ZA

Education and Society

Christopher D. Hammond

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 木 5/Thu.5

[Outline and objectives]

This course will introduce learners to a broad range of theories, issues and debates about the societal roles and functions of schools, universities and education systems around the world. Taking macro-level sociological perspective, the objectives of the course are to:

- Introduce learners to a range of theories and approaches to critically analyze the roles of education in society
- Examine the relationships between schooling, state formation and economic development
- Understand the challenges and opportunities for education in the developing world
- Explore the role of education as a political tool for the inculcation of national identities
- Explore debates about social mobility and reproduction through education in the context of gender, race and social class
- Consider the challenges and implications for education systems in a century marked by rapid technological innovation and change

In addition to the acquisition of content knowledge, students will develop skills for understanding lectures given in English, and improve their communication skills through critical engagement with a wide range of topics.

[Goal]

By the end of the course, students will gain an understanding of a range of issues related to education and society, and be able to critically engage with debates on education through a solid grounding in education theory and contemporary research.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

The primary mode of instruction will be through in-class lectures and small-group discussions. Emphasis will be placed on critical thinking, group and whole-class discussions, and independent research. Assessment will take the form of written assignments and presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Introduction and explanation of the course Lecture and discussion: what is 'quality' in education? Considering the purposes of formal education
2	What should be taught in schools? For what purpose?	Issues in education and society: the challenge of relevance <ul style="list-style-type: none"> • The debate about knowledge vs. skills • International standardized tests and global competition • Case study: PISA • Homework: using data to build better schools
3	Education Theory	Theories of education and society: <ul style="list-style-type: none"> • Modernist theories of education: human capital formation, dependency, and liberation theories
4	The Politics of Education	Issues in education and society: the challenge of relevance <ul style="list-style-type: none"> • Education as a political tool: history, moral and citizenship education • Schooling for national identity formation in East Asian societies
5	Gender, Race and Social Class	Issues in education and society: the challenge of participation <ul style="list-style-type: none"> • Equality of access and opportunity in education: gender, race and social class

6	Education in the Developing World	Education and international development: the goals and challenges of Education for All (EFA), the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs)
7	Education and Modernization	Issues in education and society: the challenge of flexibility <ul style="list-style-type: none"> • Education, state formation, and economic development: the role of education in the development of the UK, the US, and East Asian economies
8	Education in the 21st Century	Issues in education and society: the challenge of flexibility <ul style="list-style-type: none"> • Education in the 21st Century: the challenges and opportunities of rapid technological change and innovation
9	Comparing Education Systems	Issues in education and society: <ul style="list-style-type: none"> • Education in a globalizing world: international rankings and global competition – comparing education systems in Finland and Singapore
10	Student Presentations 1	Student-led presentations and discussions (active learning)
11	Student Presentations 2	Student-led presentations and discussions (active learning)
12	Student Presentations 3	Student-led presentations and discussions (active learning)
13	Student Presentations 4	Student-led presentations and discussions (active learning)
14	Student Presentations 5	<ul style="list-style-type: none"> • Student reflective assessment

[Work to be done outside of class (preparation, etc.)]

Preparatory reading for the lecture and willingness to engage in discussion is expected. Students will be required to research specific topics, engage in group and whole class discussions and deliver academic presentations.

[Textbooks]

There is no textbook for this class

[References]

McCowan, Tristan, and Elaine Unterhalter, eds. *Education and international development: An introduction*. Bloomsbury Publishing, 2015. ISBN: 9781472510686
 Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice*. A&C Black. ISBN: 1847060595
 Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). *Education, globalization, and social change*. Oxford university press. ISBN: 0199272530
 UNESCO Institute for Statistics - <http://uis.unesco.org>
 OECD - <http://www.oecd.org>

[Grading criteria]

30% (Active Participation)
 30% (Assignments)
 40% (final research-based presentation)

[Changes following student comments]

not applicable

[Equipment student needs to prepare]

NA

[Others]

NA

[Prerequisite]

None

PSY200ZA

Social Research Methods

Yu Niiya

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 1/Mon.1

【Outline and objectives】

The goal of this course is to introduce the students to various research methods used in the social sciences. Students will learn how to conduct social research using experimental methods, survey methods, interviews and focus groups, and observational methods. The course will also cover topics related to research ethics, validity and reliability, some basic statistics, and APA-style writing.

【Goal】

This course provides an overview of the "hows" and "whys" of research in social sciences, and it covers such topics as design, ethics, APA-style writing and such strategies as field experiments, surveys, interviews, and observations. Students will develop the ability to design, conduct, evaluate, and report empirical studies. By developing hypotheses and critically assessing information, students will improve their critical thinking skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

The course consists of lectures, in which general ideas and methods of research will be presented, and hands-on applications of the methods, in which student's research projects will be planned and presented. Although some of the class time will be set aside for planning students' research, the majority of it will be done as assignments to be completed outside class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	Four Validities	What is good research? How do I know if I can trust the findings?
3	Variables and Measurements	How do we define variables? How do we measure them?
4	Descriptive Research	What do people do? Evaluating frequency claims with observations and content analysis
5	Generalization	How generalizable are my findings? Sampling issues and validities
6	Correlational Research I	How are two variables related? Evaluating association claims with surveys
7	Correlational Research II	Theories and Hypotheses
8	Correlational Research III	Writing clear questions: closed vs. open ended questions
9	Correlational Research IV	Creating a questionnaire
10	Experimental Research I	Common experimental designs; random assignment and control
11	Experimental Research II	Designing and conducting a field experiment
12	Experimental Research III	Data analyses and reporting
13	Third-Variable Problems	Various threats to internal validity
14	Students Poster Presentations	Poster presentations of group research

【Work to be done outside of class (preparation, etc.)】

Students will have to complete the assigned homework on time to successfully complete the class. They will be asked to do the readings, create research materials, collect data, etc. outside the class. Please bear in mind that the course will require that students spend a considerable amount of time outside class (at least 2-3 hours every week, sometimes more). Most work will be done in small groups, suggesting that students need to be flexible in finding time to meet other students during the week.

【Textbooks】

Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: Sage.

【References】

Morling, B. (2017). *Research methods in psychology: Evaluating a world of information* (3rd ed.). New York, NY: W.W. Norton & Company. The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Final grades are based on three research papers (15%, 15% and 30%), a poster presentation (20%), and the quality and timeliness of group work done outside class (20%).

【Changes following student comments】

Students in previous years found this course very demanding but rewarding. Some students aimed to accomplish at a higher level while others were somewhat struggling to meet the requirements. I will provide office hours and other consulting time outside the class to meet the need of individual students.

【Equipment student needs to prepare】

For some weeks, students will be asked to bring laptop computers. Students must get the login information for PyscINFO database from the library.

【Others】

Students who have successfully completed Statistics will be given priority during enrollment.

Students must take and pass this course if they wish to enroll in the Self and Culture seminar. Students who plan to enroll in other seminars in social sciences are also strongly encouraged to take this course.

【Prerequisites】

none

PSY200ZA

Social Research Methods

Yu Niiya

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 月 1/Mon.1

【Outline and objectives】

The goal of this course is to introduce the students to various research methods used in the social sciences. Students will learn how to conduct social research using experimental methods, survey methods, interviews and focus groups, and observational methods. The course will also cover topics related to research ethics, validity and reliability, some basic statistics, and APA-style writing.

【Goal】

This course provides an overview of the "hows" and "whys" of research in social sciences, and it covers such topics as design, ethics, APA-style writing and such strategies as field experiments, surveys, interviews, and observations. Students will develop the ability to design, conduct, evaluate, and report empirical studies. By developing hypotheses and critically assessing information, students will improve their critical thinking skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

The course consists of lectures, in which general ideas and methods of research will be presented, and hands-on applications of the methods, in which student's research projects will be planned and presented. Although some of the class time will be set aside for planning students' research, the majority of it will be done as assignments to be completed outside class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	Four Validities	What is good research? How do I know if I can trust the findings?
3	Variables and Measurements	How do we define variables? How do we measure them?
4	Descriptive Research	What do people do? Evaluating frequency claims with observations and content analysis
5	Generalization	How generalizable are my findings? Sampling issues and validities
6	Correlational Research I	How are two variables related? Evaluating association claims with surveys
7	Correlational Research II	Theories and Hypotheses
8	Correlational Research III	Writing clear questions: closed vs. open ended questions
9	Correlational Research IV	Creating a questionnaire
10	Experimental Research I	Common experimental designs; random assignment and control
11	Experimental Research II	Designing and conducting a field experiment
12	Experimental Research III	Data analyses and reporting
13	Third-Variable Problems	Various threats to internal validity
14	Students Poster Presentations	Poster presentations of group research

【Work to be done outside of class (preparation, etc.)】

Students will have to complete the assigned homework on time to successfully complete the class. They will be asked to do the readings, create research materials, collect data, etc. outside the class. Please bear in mind that the course will require that students spend a considerable amount of time outside class (at least 2-3 hours every week, sometimes more). Most work will be done in small groups, suggesting that students need to be flexible in finding time to meet other students during the week.

【Textbooks】

Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: Sage.

【References】

Morling, B. (2017). *Research methods in psychology: Evaluating a world of information* (3rd ed.). New York, NY: W.W. Norton & Company. The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Final grades are based on three research papers (15%, 15% and 30%), a poster presentation (20%), and the quality and timeliness of group work done outside class (20%).

【Changes following student comments】

Students in previous years found this course very demanding but rewarding. Some students aimed to accomplish at a higher level while others were somewhat struggling to meet the requirements. I will provide office hours and other consulting time outside the class to meet the need of individual students.

【Equipment student needs to prepare】

For some weeks, students will be asked to bring laptop computers. Students must get the login information for PyscINFO database from the library.

【Others】

Students who have successfully completed Statistics will be given priority during enrollment.

Students must take and pass this course if they wish to enroll in the Self and Culture seminar. Students who plan to enroll in other seminars in social sciences are also strongly encouraged to take this course.

【Prerequisites】

none

PSY200ZA

Applied Psychology

Sayaka Aoki

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 2/Tue.2

[Outline and objectives]

This course focuses on how psychology is applied in the field. Students will acquire new perspectives from which to analyze and conceptualize the world. They will also acquire some psychological skills that can be applicable in their daily life.

[Goal]

Upon completion of this course, students will have

- (1) a basic understanding of psychological concepts and theories and how they are applied in mental health facilities, schools and workplaces
- (2) a better understanding of how the knowledge and concepts that they have learned in this course are applicable in real settings
- (3) developed an array of skills for conceptualizing and analyzing daily phenomena from a psychological perspective

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course is taught using different materials, including books, articles, pictures and videos. Students participate in small group discussions. At the end of each class, students write a brief reflection paper, which will be shared anonymously during the beginning of the next class. The class concludes with a final exam.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction and Overview	Course overview: Description of psychology-based work in different settings
2	Applications in Medical Settings (1)	Psychological assessment (1): cognitive functioning
3	Applications in Medical Settings (2)	Psychological assessment (2): social-emotional functioning
4	Applications in Medical Settings (3)	Psychotherapy(1): cognitive behavior therapy and psychodynamic-based therapy
5	Applications in Medical Settings (4)	Psychotherapy(2): dialectic behavior therapy and family therapy
6	Applications in Medical Settings (5)	Mental disorders
7	Applications in School Settings (1)	Psychoeducational evaluation with special focus on behaviorally oriented assessment
8	Applications in School Settings (2)	Group counseling
9	Applications in School Settings (3)	Work for students with special needs
10	Applications in School Settings (4)	Bullying and peer victimization
11	Applications in Workplace Setting (1)	Career counseling
12	Applications in Workplace Setting (2)	Conflict resolution in organizations
13	Applications in Workplace Setting (3)	Leadership theory
14	Final Exam & Wrap-up	Final exam

[Work to be done outside of class (preparation, etc.)]

Students are required to print out and read over the slides for the class in advance, which are uploaded on the class website. Reading assignments, links to relevant websites for the next class, will be also included in the last slide. Students are also expected to consider the answers for the essay questions in the final exam which are shared in the beginning of the course

[Textbooks]

No specific textbooks are used; class materials are uploaded in the class website.

[References]

- Salvia, J., Ysseldyke, J., & Witmer, S. (2012). *Assessment in special and inclusive education*, 12th ed. Belmont, CA, : Wadsworth/Cengage Learning.
- Spiegler, M. D., & Guevremont, D. C. (2015). *Contemporary behavior therapy*, 6th ed. Belmont, CA, : Wadsworth/Cengage Learning.
- Swanson, J. L., & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies*. 3rd Ed. New York, NY: Sage publications.

[Grading criteria]

The following show approximate activity-by-activity percentage points toward your final course grade: (a) active participation, preparation, and engagement (10%); (b) Reflection papers (40%); (c) Final exam (50%)

[Changes following student comments]

For the final exam, students are expected to start preparation well in advance, as they need to develop their own answers by reflecting on their own lives. For this purpose, the questions are shared in the beginning of this course.

[Equipment student needs to prepare]

Class materials are uploaded on the class websites

[Others]

None

[Prerequisite]

None

PSY200ZA

Educational Psychology

Dexter Da Silva

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 5/Fri.5

【Outline and objectives】

This course will introduce students to important ideas, basic theories, classic and current research studies in key areas in the field of educational psychology, such as learning, memory, motivation and human development. It also will help students to connect these theories and research findings to their daily lives now as students and in their futures as life-long learners.

【Goal】

This course aims at developing students' 1) basic knowledge of educational psychological concepts, theories and important research findings, 2) understanding of their own learning histories, including how they know what they know, and 3) psychological literacy skills to apply the knowledge learnt in their own current and future lives. Students will become better able to develop their own learning skills, and to help others learn in a wide variety of situational roles, such as teachers, trainers, group leaders, or parents.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

This course will focus on human learning, and will include important areas related to learning, such as intelligence, memory, motivation, and self-concept. Methods of instruction include lectures, audio-visual materials, such as videos, TED Talks, student presentations, small group activities, reflection and discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Educational Psychology and to the Course	Cooperative / collaborative / active learning; psychological literacy; reflective practice; six approaches – 1) developmental; 2) behaviourist; 3) cognitive; 4) constructivist; 5) socio-cultural; 6) situated
2	Learning	Theories and definitions of learning; classical, operant and instrumental conditioning; social learning theory; principles of good teaching and learning
3	Human Development	The nature vs nurture argument; Development throughout the lifespan; Theories of human development – Piaget; Vygotsky; Erikson
4	Intelligence	IQ; multiple intelligences; testing; EQ; practical / social intelligence; Dweck's 'Mindset'
5	Language Development and Language Learning	Learning our first language – stages and processes; foreign or second language learning theories; bilingualism.
6	Memory	Memory and learning; short-term memory, long-term memory and working memory; memory strategies;
7	Retrieval Practice	Week 1 – week 6 Student presentations
8	Review & Mid-semester Exam	Multiple choice questions and short essays on content from weeks 1 – 7
9	Motivation	Goal theory; theoretical models of motivation; intrinsic / extrinsic; self-determination theory (SDT); personal investment;

10	Motivation in Foreign Language Learning	Socio-educational model; current theories and constructs – L2 motivational self system; willingness to communicate; motivational strategies. EFL motivation in Japan.
11	Positive Education	Positive psychology applied to education – education for well-being, happiness; praise; personal strengths; individual goals; positive schooling.
12	Creativity	What is creativity and why is it important? 4 C model of creativity; developing and maintaining creativity;
13	Self-Concept	The importance of self-concept for effective learning; the self;
14	Final Exam & Wrap-up	Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】

To prepare for each class, students should do the required reading / homework, or watch the recommended websites or video talks. After each class, students should review their notes, rewriting and expanding on them, in order to remember and understand more deeply the important concepts. This may be best done in study groups.

【Textbooks】

The textbook is a Noba Project book, Introduction to Educational Psychology, compiled by the teacher, and available for free download from:

<http://nobaproject.com/textbooks/new-textbook-1b406e3d-5fa2-42be-bba3-d08dbb74741d>

【References】

Handouts and reading materials on related topics.

Related talks on TED Talks available from: <https://www.ted.com/>

Annenberg Learner videos available from: <https://www.learner.org/resources/series138.html>

【Grading criteria】

Student Evaluation:

Student Participation and Contribution: 25%

Student Presentations of content for review: 25%

Mid-semester Exam: 25%

Final Exam: 25%

【Changes following student comments】

No changes to the syllabus were made based as weekly comments by the students were very positive about the topics and style of teaching. Some changes based on my own reflections and student comments will be made to some detailed in-class information, quizzes and content.

【Others】

This course will be useful for students who are planning to become teachers, those who are interested in learning about learning, and those who are interested in thinking scientifically about formal and non-formal learning.

【Prerequisite】

None.

SOC200ZA

Social Problems

Sachiko Horiguchi

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 木 1/Thu.1

[Outline and objectives]

The aim of this course is to examine social problems surrounding youth in post-war Japan and to gain a nuanced understanding of contemporary Japanese society. We will draw on a "social constructionist" framework and examine how certain social problems surrounding youth have been discovered, defined, and dealt with in post-war Japan. We will explore issues relating to violence, gender, labor, marriage, globalization, and diversity in contemporary Japan.

[Goal]

By the end of the course, students will be able to apply a "social constructionist" framework for making sense of social problems surrounding youth in post-war Japan. It is expected that students will develop a nuanced understanding of contemporary Japanese society through critically examining youth social problems from sociological/anthropological perspectives.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Classes will primarily be based on presentations and group discussions rather than lectures. It is therefore expected that students come to class having done the assigned reading and ready to discuss them. Every student will make a presentation and write a paper on a chosen topic.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Introduction and overview of the course
2	Sociological Approaches to Social Problems	Making sense of youth problems
3	Approaching Contemporary Youth Problems	Discussing media reports on Japanese youth problems (article discussion)
4	<i>Hikikomori</i> (Youth Social Withdrawal): An Anthropological Approach	Instructor's lecture on <i>hikikomori</i> from social constructionist and ethnographic perspectives
5	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of otaku subcultures since the 1980s
6	<i>Ijime</i> (Bullying): Japanese Children and Education in Crisis	Examining the discourses on bullying and educational crisis since the 1980s
7	Youth in Regular Labor: Exploitation of the "Salarymen"	Examining the discourses and realities of post-war "salarymen"
8	Precarious Youth in Irregular Labor: Freeters and <i>Haken</i> (Dispatch Workers)	Examining discourses, movements, and practices around irregular labor in 1990s and 2000s Japan
9	Precarious Youth out of Work: NEETs (Not in Education, Employment, or Training)	Examining youth unemployment problems and policy in 2000s
10	<i>Hattatsu Shogai</i> (Developmental Disabilities) and Youth Who Fail to be "Good Communicators"	Examining discourses and practices around children and youth with "communication problems"
11	"Sexless Youth," Late Marriage and the Declining Birth Rate	Examining gendered discourses of singlehood and marriage
12	Globalization and Diversity (1): <i>Uchimuki</i> (Inward-looking) Youth	Critically assessing discourses on youth "reluctant to study abroad"

13	Globalization and Diversity (2): The Technical Intern Training Program	Exploring Japan's "hidden" problem of human trafficking
14	Summing up	Summary and article discussion

[Work to be done outside of class (preparation, etc.)]

Every student should submit an A4 1 page self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 2nd session. Students must bring reading notes (electronic or hard copy, minimum A4 half-page with key questions, at least 3 key terms & definitions, at least 1 discussion question) on assigned readings to class. Every student will be expected to prepare for his/her individual/group presentation, and to individually write a paper on the presentation topic within two weeks after the presentation. Students should also bring non-academic articles for discussion in class twice during the semester.

[Textbooks]

We will not use a textbook.

[References]

Goodman, Roger, Yuki Imoto, and Tuukka H. I. Toivonen. *A Sociology of Japanese Youth: From Returnees to NEETs*. London: Routledge, 2012. Print.

[Grading criteria]

Active class participation (including class discussions and reflections on presentations) 28%; reading notes (checked in 10 sessions) 20%; self-introductory essay 7%; 2 article assignments (5%x2) 10%; individual/group presentation 20%; Individually-written paper based on the presentation 15%

[Changes following student comments]

Students expressed their interest in issues of exploitation and mental health among full-time workers ("salarymen") so I have added this topic. I will continue to incorporate topics that students are interested in pursuing, even if they are not in the original syllabus.

[Equipment student needs to prepare]

Heretudes elearning system (授業支援システム) will be used.

[Others]

You must attend the first class if you are interested in the course. You should be ready to read/discuss/present/write for an English-medium class and should be interested in, and committed to learning about youth social problems in Japan.

[Prerequisite]

None.

SOC200ZA

General Topics II: Food and Society

Heide Imai

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 2/Wed.2

【Outline and objectives】

From unhealthy fast food, salmonella in eggs and beef recalls, to an obesity epidemic and new urban community gardens; almost every day, food is in the headlines. Even if eating were not something most humans do several times each day, food would command our attention. Eating is a necessity for living organisms, a biological imperative. However food is about much more than just nutrition. This course views food production, processing, distribution, and consumption as social and cultural phenomena. Particular attention will be paid to the theoretical, historical, and empirical issues of food and society worldwide, discussing the global dimensions of diverse food and farming networks.

【Goal】

1. Understand the outlines of the industrialized system of food production and recognize and assess alternatives to the system.
2. Discuss and analyse alternative food systems in historical, social and political context.
3. Draw connections between your individual personal eating choices, habits, and tastes and our collective food history.
4. Develop a critical, sociological approach to diverse problems related to food.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In studying the ways food is produced and consumed, we will also discover the ways food shapes and expresses relationships among people. This most basic of human needs is easily taken for granted by those who have plenty, while the causes of hunger are easily dismissed or misunderstood. This course will address such misunderstandings, as well as issues of culture, meaning, identity, power, and ecology, all through a focus on food.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	How have agriculture and food production changed over the past 100 years?
2	Industrialized Food: Agriculture and Production	What are some of the most important achievements and problems of industrialized food production?
3	Industrialized Food: Distribution and Consumption	How have consumption and eating patterns changed in the world over the past century?
4	Animals and Food Production	What is the place of animal products and especially meat in the contemporary diet?
5	Presentations Round 1	Students give Presentation 1.
6	GMO Foods and Biodiversity: Alleviating Hunger or Opening Pandora's Box?	What are the dangers of GMOs? In what ways are GMOs a modern Pandora's box?
7	Advice from Nutritionists	What do we know about nutrition?
8	Diet, Obesity, Health and Disease	Is there an epidemic of obesity? Should we be worried about obesity?
9	Hunger and Food Policy	How extensive is the problem of hunger and food insecurity?
10	Presentations Round 2	Students give Presentation 2.
11	Farming Culture and Farmer Networks	How are farming networks working, evolving and supporting each other to work sustainably?
12	Social Movements: Going Organic	What is the history of the organic movement?
13	Social Change and Fair Trade: Beyond Organic	Are these alternatives closer to the ideals of the original organics movement?
14	Final Presentations	Students present their final papers in class.

【Work to be done outside of class (preparation, etc.)】

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3 questions to produce a short essay of 500 words (max) which has to be submitted the week after.

【Textbooks】

Amy E. Guptill, Denise A. Copelton, Betsy Lucal.2012. *Food and Society: Principles and Paradoxes*. Polity. 1 edition.

【References】

Marion Nestle. 2002. *Food Politics*. Berkeley: University of California Press.

Julie Guthman. 2004. *Conventionalizing Organic*, pp. 110-140 in *Agrarian Dreams: the Paradox of Organic Farming in California*. Berkeley: University of California Press.

Thomas A. Lyson. 2004. *Civic Agriculture*. Medford, MA: Tufts University Press.

J. Eric Oliver. 2005. *Fat Politics*. Oxford University Press.

Peter Menzel and Faith D'Aluisio. 2005. *Hungry Planet: What the World Eats*. Material World.

Michael Pollan. 2006. *The Omnivore's Dilemma*. New York: The Penguin Press.

Marion Nestle. 2007. *What to Eat*. North Point Pr. 1 edition.

Barbara Kingsolver. 2007. *Animal, Vegetable, Miracle: A Year of Food Life*. New York:Harper Collins.

Michael Pollan. 2008. *In Defense of Food*. New York: The Penguin Press.

Mark Winne. 2008. *Closing the Food Gap*. Boston, MA: Beacon Press.

Shannon Hays. 2010. *Radical Homemakers: Reclaiming Domesticity from a Consumer Culture*. Richmondville, NY:Left to Write Press.

【Grading criteria】

Students are expected to participate in class discussions.

Participation requires that students complete the assigned readings (download from the weekly reading list).

More than 2 unexcused absences will result in failure of this course.

Regular and final presentations. The course runs for 14 weeks. Every five weeks students are asked to give a short presentation entitled 'Show and Tell', presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic. In addition, a short research paper will be prepared and submitted according to a self-chosen topic. The presentations and paper count for 60% of the final course grade.

The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentation and Assignments 20% and the Final Presentation and Paper 60%.

【Changes following student comments】

Schedule and case studies updated.

【Prerequisite】

None.

SOC200ZA

General Topics II: Urban Sociology

Heide Imai

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 火 2/Tue.2

【Outline and objectives】

This course is an introduction to urban sociology with a focus on urban social problems. Topics covered include classic urban sociological theories, post-industrial urban economies, urban social networks, suburbanization, segregation, poverty, crime, subcultures, schooling, and public policy. Classes will consist mostly of critical discussion, supported by short lectures. The course will focus on cities worldwide but especially selected comparisons between American, Asian and African Cities. The course assumes no background in urban sociology, but basic knowledge of classic sociological theory and basic social science methods would be helpful.

【Goal】

After the completion of this course, students will be able to:

- Understand the general development of cities and their current problems
- Develop a greater understanding of analysing, studying and representing the city in applying different theories, methods and media.
- Consider new directions to understand and re-discover the past, present and future of the city.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

To begin with, we will discuss different theories and examples in regards to urban sociology and urbanization, asking questions such as, what processes underlie urban growth pattern? what are the respective roles of political action, economic forces, and culture in shaping urban forms and how do these urban forms influence the experiences of different social groups? How do processes related to increasing economic globalization create “global cities”? How do these processes influence patterns of urban inequality? How does the formation of global cities affect other nearby cities serving a more regional function? How are patterns of uneven development related to decline in urban areas? How does this affect quality of life and access to opportunity for citizens? What strategies are needed to reverse those trends at the local level, since local areas are affected by international, national, state, and regional forces?

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	The Rise of Urban Sociology	This lecture will introduce the topics and requirements for the course.
2	Contemporary Urban Sociology	This lecture will provide a short overview of the contemporary situation.
3	Urbanization in the United States, Europe and Japan	This section will discuss urbanization in different cities in the developed world.
4	Urbanization in Developing Nations	This section will discuss urbanization and globalization in the developing world.
5	1st Round of Presentations	Students will give their first of three presentations of general urban aspects.
6	Finding Community in the Modern City	This section will introduce ways to find ‘community’ in the city.
7	Social Worlds, Public Spaces	This section will introduce different social worlds and concepts of public spaces.
8	Family, Schooling and the Culture of Control	This section will discuss aspects of family, schooling and raising children in the city.
9	Getting Paid: Working in the City	Finding jobs in the city is one of the biggest desires for people moving and living in cities.
10	Playing Together: the Serious Side of Recreation and Leisure in the city	Cities are not just sites of different social settings and networks but also of recreation and leisure.

11	2nd Round of Presentations and Paper Preparation	During this round of presentations students discuss their examples of ethnographies and how they approach their fieldwork topics.
12	Racism, Poverty, Crime, Housing and the Fiscal Crisis	We will discuss the importance of these aspects in the context of the fiscal crisis.
13	Metropolitan Planning and Social Policy	We discuss what is and will be the role of metropolitan planning and social policies now and in the future.
14	Final Presentations and Submission of Papers	Students will present a self-selected topic in a final presentation and submit their papers.

【Work to be done outside of class (preparation, etc.)】

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

【Textbooks】

Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge.

Reading material is available for download prior to classes and discussion material will be distributed in class.

【References】

Bluestone, B, Huff Stevenson, M. and R. Williams (2008) *The Urban Experience: Economics, Society, and Public Policy*, Oxford University Press, New York, Oxford.

Flanagan, William G. (2010) *Urban Sociology: Images and Structure*, Rowman & Littlefield Publishers. Maconis, J. and V. Parrillo (2009) *Cities and Urban Life*, Pearson.

Gottdiener, M. and R. Hutchison's (2010) *The New Urban Sociology*, 4th Edition, Westview Press, New York.

Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge.

【Grading criteria】

All students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

Regular Presentations and Paper

The course runs for 14 weeks. Every five weeks students are asked to give short presentations entitled ‘Show and Tell’, presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic and submit their urban ethnography paper developed during weeks 10-14.

The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations and Assignments 20% and the Final Presentation and Paper 60%.

【Changes following student comments】

Schedule and case studies updated.

【Prerequisite】

As a prerequisite, students are required to take the course *Urban Society* in the Spring term.

SOC200ZA

Sociology of Law

Maia Roots

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 金 4/Fri.4

【Outline and objectives】

Every aspect of our lives is directly or indirectly regulated by various laws. However, we do not always follow the rules written down in law codes and acts. In this class, we will discuss why people (and corporations and other institutions) obey, or do not obey laws, and how they act when resolving disputes. We will also consider, using various specific examples, what impact law has on society, and vice versa.

【Goal】

Upon completion of this course, students should have a better understanding of the role of law in society, and its impact (or lack of it) on individuals as well as society as a whole. Through completing preparation sheets (explained in more detail during orientation), students will learn to analyze and apply abstract principles, and organize new information and their thoughts. Through group discussion and student presentations, students will develop their skills of communication and cooperation, as well as experience the importance of peer-learning.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In approximately a third of the classes, students will be expected to read textbook chapters concerning the basic concepts and ideas in law and sociology of law, complete preparation sheets based on the reading, and participate in classroom discussion. During the rest of the semester, we will discuss specific topics related to law and social change, and the impact of law on society. In these classes, students will be required to make presentations, and engage actively in class discussion. There will be a final written exam at the end of the semester.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation and Introduction	Orientation and general introduction.
2	Learning the Basics	What is law? Sources and types of law. Functions of law. What is sociology of law concerned with?
3	Why Do (or Don't) We Obey the Law? 1	Punishments and their effect (reading and discussing a book chapter).
4	Why Do (or Don't) We Obey the Law? 2	Incentives and how they work (reading and discussing a book chapter).
5	Why Do (or Don't) We Obey the Law? 3	How does peer pressure affect how we obey the law? (Reading and discussing a book chapter.)
6	Criminal Sanctions and Social Control	Deterrence and the death penalty (student presentation(s)).
7	Debate on Death Penalty	In-class debate concerning the admissibility and effects of death penalty.
8	Conflict Resolution and Litigation	Consumers and corporations in court.
9	Law and Social Change	(How) does law impact society? Can we solve social ills by changing the law? Should social change precede law reform? (Reading and discussing a book chapter.)
10	Topics on Law and Social Change 1 – Transgender Persons and the Law in Japan	Student presentation(s) and class discussion.
11	Topics on Law and Social Change 2 – Marriage Equality, Rainbow Families and the Law in Japan	Student presentation(s) and class discussion.
12	Topics on Law and Social Change 3	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.

13	Topics on Law and Social Change 4	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.
14	Final Exam and Wrap-Up	Exam will consist of multiple choice and short essay type questions.

【Work to be done outside of class (preparation, etc.)】

Students are required to do the reading assignments and complete the preparation sheets before coming to class. Reviewing class material after every class will be greatly to your own benefit. Students should also allocate sufficient time to preparing for their presentations.

【Textbooks】

Class materials will be provided by the instructor and distributed in class. Chapter readings will mostly be taken from these two books (which you are not required to purchase):
Vago, Steven and Barkan, Steven E. (2018). *Law and Society* (11th edition). New York, NY: Routledge.
Friedman, Lawrence M. (2016). *Impact. How Law Affects Behavior*. Cambridge, MA; London: Harvard Univ. Press.

【References】

None.

【Grading criteria】

Preparation for class: 20 % (preparation sheets)

Participation: 20 % (reflection sheets, feedback on the presentations of others, participation in class and group discussion, debate)

Presentation: 30 %

Final exam: 30 %

【Changes following student comments】

In order to diversify opportunities for active learning and decrease the amount of writing students have to do, I have replaced the final paper with a presentation.

【Equipment student needs to prepare】

Internet access (smartphone, tablet, computer. However, not owning any of these does not exclude you from participating in this class).

【Others】

The schedule for this course is subject to small changes and adjustments depending on the number of students who will eventually enroll in this class, and their interests.

【Prerequisite】

None.

SOC200ZA

Sociology of Work and Employment

Allen Kim

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 水 1/Wed.1

【Outline and objectives】

This course is broadly concerned with the sociological analysis of work and society. Frequently, the first question we ask when we meet someone is “What do you do?” For many, the routine cycle of getting up, getting dressed, going to work and returning home to repeat the cycle the following day is common in contemporary industrialized economies. We devote many hours on the job. Work has powerful effects on both economic and social wellbeing. This course explores the sociological study of both the structure and nature of work, major economic changes including globalization, and concerns of workers such as earnings, promotions, personal finance, the “gigged” society, unemployment and the balance between work and family. We will examine broad topics including: education, the social organization of work, employment trends, inequalities at work, and the purpose of work as it relates to opportunity and rewards. Critical reading of texts, cogent writings, articulate oral presentations, and full participation in dialogue are all mandatory. Class assignments will measure your ability to grasp and apply the sociological perspective from readings and from information emerging from class discussions. Analytical projects provide opportunities to pursue interests in greater depth.

【Goal】

Through this course, students will acquire the basic sociological tools to analyze the development and impact of work and employment by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lectures are conducted weekly to introduce students to key concepts, theories, and research related to each topic. Students will interview professionals outside of the classroom setting. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	The “Sociological Imagination”	Work and Society
2	Basic Concepts & Theories (1).	Major sociological perspectives
3	Contours of Work	Broad changes and trends of work
4	Industrialization and its Consequences	Rapid social and economic changes
5	Bureaucratic Organizations & Globalization	Mcdonaldization and stratification
6	New Ways of Working	“Gigged society”?
7	Workplace Culture and Socialization	Professionalization
8	Rewards, Perils and Pressures of Work	Concerns of workers
9	Income Inequality	Economic and social wellbeing
10	Unemployment and Income	Disappearance of work and meaning
11	Gender, Family and Work	Balancing work and life
12	Presentations	Class presentations
13	Personal Finance	Financial literacy and retirement
14	Occupations and Professionalization	Interview reports

【Work to be done outside of class (preparation, etc.)】

In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and prepare for their occupation projects and interviews.

【Textbooks】

Class materials and reading materials will be uploaded or distributed via email.

【References】

TBA

【Grading criteria】

The grade will be calculated as follows: Mini-think Journal (50%), Occupational Analysis Poster (25%), Interview a Professional Report (25%).

【Changes following student comments】

NA

【Equipment student needs to prepare】

NA

【Prerequisite】

This is an intermediate level sociology course. A background in the discipline is highly recommended. Students who intend to register for this course are required to attend the first class. A screening test based on the lecture and discussion will be conducted.

SOC200ZA

Journalism

Ginger Koto Vaughn

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 2/Fri.2

【Changes following student comments】

NA.

【Prerequisite】

None.

【Outline and objectives】

In today's multimedia environments information gathering and reporting is dramatically changing. At the same time, producing high quality news still depends largely on the ability to write clearly and directly. This course is both an introduction to the field of journalism and a practicum in news reporting and production. Students will learn how news gathering industries are organized and gain significant practice in the skills needed to produce stories across media formats such as print, blog, video, radio, podcast, and television.

【Goal】

1. Build competence in journalistic writing and story organization.
2. Formulate a basic understanding of how news organizations are structured in both the West and Japan.
3. Produce an in-depth journalistic piece for production across one of several digital media formats: web, blog, video, radio, podcast, etc.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

Classes consist of a lecture and exercises in basic journalistic skills, such as researching, interviewing, writing, and editing. Additionally, there will be a number of assignments covering these same areas. In the final third of the course, students will work on the organization of a story that can be produced across one of several multiple media platforms.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Modern Day Media	Media in the 21st Century
3	Finding Stories,	Story generation, research
4	Conducting Research	and pitching
	Interviewing	Interview process and developing questions
5	Categories of	Beat reporting and investigative
	Reporting	journalism
6	Writing Fundamentals I: Story Structure	Basic story format for print media
7	Writing Fundamentals II: Leads and Style	Attention grabbing headlines and style
8	Writing for the Web	Web formats and writing styles
9	Producing Across Multimedia	Making content for web, print,apps, social media
10	Ethics and Media Law	Media ethics journalism rules
11	Social Media	Blogs, tweets, Instagram
12	The Japanese Press Club System	Structure of press clubs
13	Final Oral Reports	Presentations of findings
14	Careers and the Future of Journalism.	Job prospects in the media industry. Submission of final reports.
	Final written report due	

【Work to be done outside of class (preparation, etc.)】

Students are expected to review class materials, complete assignments, and find relevant material.

【Textbooks】

Wenger, Debora Halpern and Deborah Potter. 2012. *Advancing the Story: Broadcast Journalism in a Multimedia World*. Second Edition. Washington, D.C. CQ Press. ISBN: 9781608717149.

【References】

The Missouri Group. 2012. *News Reporting and Writing*. Tenth Edition. Bedford/St. Martins. ISBN: 0312618115.
The Associated Press Stylebook and Briefing on Media Law. 2011. Basic Books. ISBN: 0465021875.

【Grading criteria】

Participation 15%

Assignments/Reports 50%

Final Report 35%

SOC200ZA

Media Effects

Ginger Koto Vaughn

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 1/Fri.1

Assignments/Reports 50%

Final Report 35%

【Changes following student comments】

NA.

【Prerequisite】

None.

【Outline and objectives】

This course examines the use and effects of mass communication for individuals and societies. It will cover topics such as who is affected, what effects occur and the theories behind them. The focus is on critical thinking and understanding mass communication use and its impact across various media formats including print, blogs, video, radio, podcast, TV, and web.

【Goal】

1. Build competence in reading media cases and evaluating outcomes and effects.
2. Formulate practical questions about the effects of mass media.
3. Understand and be able to explain the main theoretical concepts learned with classmates.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course focuses on the impact of the mass media on individuals and society. An overview of the history of media effects research will be presented. The second part of this course discusses theories used to explain the various influences of the mass media as well as the methods employed to test such effects. The last portion of the course will focus on the intended and unintended effects of different types of media content on society. Additionally, there will be a number of assignments covering these same areas. Students will be responsible for submitting a final presentation and report on an assigned topic.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Nature and History of Mass Communication	Mass communication through the ages
3	Theories in Mass Comm 1	Uses and gratifications theory
4	Effects of Media Violence	Research trends impact of violence in media
5	Theories in Mass Comm 2	Social cognitive theory
6	Sexual Content in the Media	Media influence and exposure
7	Theories in Mass Comm 3	Cultivation theory
8	Effects of Media Stereotypes	Media influence on attitudes
9	Media & Emotion, Cognition	Understanding cognition and media
10	Effects of the News	Impact on audiences and viewer reactions
11	Media & Persuasion	Influence of print and television in politics
12	Advertising Effects	Role of commercials and advertisements
13	Final Oral Reports	Presentation of projects
14	Media & Health. New Media Tech. Final written report due	New tech in media, health. Submission of final reports

【Work to be done outside of class (preparation, etc.)】

Students are expected to review class materials, complete assignments, and find relevant material.

【Textbooks】Glenn G. Sparks. (2012). *Media Effects Research: A Basic Overview* (4th edition). Thomson/Wadsworth.

ISBN-10: 1111344450. | ISBN-13: 978-1111344450

【References】Patricia Greenfield. (2014). *Mind and media: the effects of TV, video games, and computers*.

Routledge. ISBN-10: 1138805955 | ISBN-13: 978-1138805958

【Grading criteria】

Participation 15%

POL200ZA

Religion and Politics

Daniel Friedrich

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

This course is designed to familiarize students with the intertwined roles of religion and politics around the themes of war and peace. "Religion," as defined in the course, refers not only to formal theological creeds but also to the social beliefs, organizations, and subcultures associated with various religious communities. The principal aim of the course is to survey how religion has functioned as a historical force which affects political systems and nation-states. By the end of the course, students will have a much greater understanding of the various ways religious actors and groups both engage in and protest war.

【Goal】

By the end of the course, students will be able to: (1) analyze and discuss the role religion plays in public life; (2) understand the complex and diverse ways religion and politics effect one another; (3) critically evaluate scholarly and media reports exploring religion and politics.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

This courses will be taught primarily through a combination of lecture and discussion. Over the course of the semester, students will be required to give two oral presentations exploring religious responses to war and violence. Finally, this course also includes media viewings to illustrate the ways religious practitioners give shape to the ideas discussed in readings and lectures.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview and Introduction to the Study of Religion and War	Detailed look at syllabus and introductory discussion to the study of religion and war.
2	Religion as a Historical Force	This lecture provides a brief overview of the ways religion has shaped the political realm and vice versa.
3	Primary Texts: Hebrew Bible	This lecture focuses the teachings regarding war and peace in the Hebrew Bible.
4	Primary Texts: New Testament	This lecture focuses the teachings regarding war and peace in the New Testament.
5	Primary Texts: Qur'an I	This lecture focuses the teachings regarding war and peace in the Qur'an.
6	Student Round table: Religion and War in Judaism, Christianity, and Islam.	Group discussion and presentation exploring religion and war in various religious traditions.
7	Review & Mid-term Exam	Mid-term exam
8	Primary Texts: Hinduism and War	This lecture focuses the teachings regarding war and peace in Hindu texts.
9	War and Peace in the Buddhist Canon	This lecture focus on discussions war and peace in the Buddhist canon.
10	Student Round Table: Buddhism, Shinto, and the making of the Japanese State	Group discussion and presentation exploring Buddhism and Shinto's role in Japanese Statecraft.
11	Theology at War	Dietrich Bonhoeffer and the plot to kill Hitler.
12	Buddhism at War	The role of Zen Buddhist Priests and institutions in World War II.
13	Religion and the Global war on Terror	Religion and war at present.
14	Final Exam & Wrap-up	Final exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete weekly reading assignments, participate in class discussions, and prepare 2 presentations.

【Textbooks】

All readings will be distributed by the instructor.

【References】

Not Applicable

【Grading criteria】

Presentations (2) 20%

Mid-term exam 20%

Final exam 20%

Weekly in-class responses 15%

Active participation 20%

Introductory assignment 5%

【Changes following student comments】

Switched from a focus on religion and politics in East Asia to religion and war.

【Equipment student needs to prepare】

Students will need to complete readings before every class. At various points in the semester, students should be prepared to lead discussions of ideas and concepts covered in readings.

【Prerequisite】

None.

SHS200ZA

Science and Technology Studies

Matthew Brummer

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 火 2/Tue.2

【Outline and objectives】

This course is an introduction to the field of Science and Technology Studies (STS), an interdisciplinary field concerned with understanding the ethical, political, and economic dimensions of science and technology (S&T). S&T plays a central role in many of the most important challenges faced by humankind, both past and present. From the ethics of inception to the politics of death, nearly everything we hold dear is touched by the power of S&T. This is what we will study in this course. More precisely, we will cover the history of this relatively new academic field, major schools of thought within the discipline, and the practical lessons and implications of S&T on our lives. Thus, the design of the class is one of “theory and practice,” and will incorporate readings from both the scholarly literature and public intellectual discourse. The first half of the course will provide broad stroke introductions to the core interdisciplinary subfields of STS and will focus on theories and methods. The second half of the course will apply these theories and methods to specific topics, including societal transition, healthcare, smart cities, and the Fourth Industrial Revolution. We will also look at what STS means specifically in East Asia.

While there are no easy answers to 21st century STS questions, this course will seek to expand our knowledge of the human condition in the Information Age and beyond.

【Goal】

There are two overarching goals for this course:

- (1) Acquisition of a basic literacy of the intertwined relationships between science, technology, innovation, ethics, identity, culture, economics, and politics.
- (2) Attainment of a fundamental understanding of the origins, growth, and implications of science and technology in order to formulate a vision of its future.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Similar to the discipline of STS itself, this course will use a hybrid approach to teaching and learning, utilizing both a Lecture and a Seminar format. That is, a lecture will be given for each class, and wide-ranging discussion will follow. On occasion, outside speakers may be invited to the class, or a course field trip undertaken, in order to provide additional topic-specific study and feedback.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	An introduction to the course and to each other.
2	iPhone therefore I am	An introduction to the philosophy of science and technology.
3	Holy Cyborg Empire	An introduction to the relationship between technology, identity, science, and culture.
4	Creative Destruction	An introduction to the economics of science, technology, and innovation.
5	Military Industrial Complex	An introduction to the security politics of science and technology.
6	Institutions and Governance	Why some nations succeed and others fail.
7	Guest Lecture on S&T in Practice	Officer from Japan's Ministry of Economy, Trade and Industry.
8	Midterm Presentations	Outline of and discussion on final paper topics.
9	Digital Natives	Society in transition, from Baby Boomers to iGen.
10	The Holy Grail	Healthcare, genetics, and medical miracles.
11	The Metropolis	Technology and the smart city.
12	The Fourth Industrial Revolution	Robotics, IoT, Blockchain, and AI.
13	STS in East Asia	S&T in Japan, South Korea, and China

14

Concluding Class

Summary of course coverage and parting salutations along with submission and presentation of final papers.

【Work to be done outside of class (preparation, etc.)】

Recommended Reading (not required reading):

- (1) Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999.
- (2) Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 3rd ed. Chicago: University of Chicago Press, 1996.

【Textbooks】

There is no required textbook for this course. The instructor will provide a Course Reader (at no cost), to all students registered in the class, containing materials necessary to complete assignments as well as an extended syllabus and other relevant course resources.

【References】

*These are recommended reference texts; students are not required to purchase these books.

- (1) Juma, Calestous. *Innovation and Its Enemies: Why People Resist New Technology*. Oxford University Press; 1 Edition, 2016.
- (2) Felt, Ulrike, et al. *The Handbook of Science and Technology Studies*, Fourth Edition. The MIT Press, 2016. (The 3rd edition by Edward Hackett et al is also excellent)
- (3) Taylor, Mark Zachary. *The Politics of Innovation: Why Some Countries Are Better Than Others at Science and Technology*. Oxford University Press; 1 Edition, 2016.
- (4) Volti, Rudi. *Society and Technological Change*. Worth Publishers; 8th Edition, 2017.

【Grading criteria】

Students will be assessed on the following three components*. Further explanation on grading criteria will be provided in class:

1. Participation and Presentations (30%): Each student will present on several of the weekly reading assignments during the semester, after which they will lead an open discussion. Presenters are encouraged to challenge inconsistencies in historical accounts and/or the modern narratives and pose questions for the class. Additionally, participation in general will be factored into one's final grade.
2. Seminar Essays (30%): Students will be required to submit two “Seminar Essays.” The essays are to be concise and persuasive “thought pieces” / “reaction pieces” and should be no longer than two pages in length.
3. Final Paper (40%): With the guidance of the instructor, each student will choose a specific topic within STS broadly defined and write an in-depth final paper on it. Guidelines for the paper will be explained during the first class of the semester. The due date for the paper is the final class of the semester.

*Importantly, students may also earn extra credit through a variety of out-of-classroom activities, including publishing on STS topics in online and print media outlets.

【Changes following student comments】

NA

【Equipment student needs to prepare】

NA

【Others】

Absences: Students must contact the instructor before class begins in case of absence.

Late Work: All essays, reports, and other written work must be submitted on time. Late work cannot be accepted.

【Prerequisite】

NA

SOC200ZA

American History and Society

Robert Sinclair

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 2/Mon.2

【Outline and objectives】

This course will introduce students to the culture and society of the United States, focusing primarily on events of the 20th and 21st century. A central theme will be the idea of America as a place of unlimited possibility and opportunity. This idea presents the United States as a new type of social experiment, where true freedom is available and where everyone can look to a better future. As we examine this perspective on America, we will further explore the conflict between American ideals and social reality as seen in the tensions between continuity and change, individualism and community, consensus and diversity.

【Goal】

Students will acquire knowledge about various aspects of America and American life, including its history, geography and political system, as well as its economic, educational, social and foreign policy. Students can then expect to (1) acquire general knowledge of the society and people in contemporary America, (2) learn how America developed from a small British colony into a major superpower, and (3) examine the new realities facing America and its global influence.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Students will attend lectures, read related material and have two written examinations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	America, idea vs. reality, organization of the course, selection exam
2	History (1)	Birth of a Nation, American Revolution and Constitution, Civil War, Reconstruction, Gilded Age
3	History (2)	Progressive Era, The New Deal, rise as a superpower, The Cold War, recent developments
4	Land and People	Native Americans, African Americans, immigration
5	US Political Institutions	The US Constitution, Federal Government, branches of government
6	US Religious Culture	US religions, church and state, religion and education
7	Review & Midterm Exam	Written examination
8	US Education	The American education system, education and democracy, recent problems
9	US Economy	Economic Liberalism, social class and economy, the contemporary economy
10	US Foreign Policy (1)	Current attitudes, history of American foreign policy until WWI
11	US Foreign Policy (2)	History of American foreign policy to recent times
12	US Social Services	History of social services, organization, public vs. private services
13	US Culture: Arts, Sports and Leisure	History, the arts, sporting activities and leisure
14	Final Exam & Wrap-up	Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the materials as instructed and prepare for class participation and discussion.

【Textbooks】

Contemporary America. 4th edition, Russell Duncan and Joe Goddard, 2013, Palgrave Macmillan.

American Civilization: An Introduction, 7th Edition, David Mauk and John Oakland, 2017, Routledge.

【References】

A – Z of Modern America, Alicia Duchak, 1999, Routledge.

Oxford Guide to British and American Culture, Jonathan Crowther, 2005, Oxford University Press.

【Grading criteria】

Evaluation will be based on a selection exam (10%) class participation (15%) and two exams (75%).

【Changes following student comments】

Some of the topics and readings covered in the class have been changed.

【Prerequisite】

None.

PHL200ZA

Intercultural Ethics

Kazuhiro Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 3/Fri.3

【Outline and objectives】

This course will look at some of the major issues raised during the United Nations' "Year of Dialogue Among Civilizations." Special attention will be given to the role that culture plays in what Samuel P. Huntington has referred to as the "clash of civilizations." The course will begin with several contemporary case studies for analysis, and then move on to theoretical issues, such as theories of globalization and the role of intercultural communication, education, science/technology, the media, and ethics in cross-cultural dialogue. Finally, the course will consider how normative solutions to cross-cultural conflicts can be arrived at.

【Goal】

The course will seek to answer the following questions: What are the causes of cross-cultural conflicts? How can dialogue help to resolve such conflicts? How should dialogue across cultures be conducted? The course will also look at how culture interacts with other social systems in international society, including political and economic systems.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

The class will use a lecture-discussion method, with some assigned / recommended readings.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course and Overview of The UN Project "Dialogue Among Civilizations"	Intercultural education, science and technology, media, ethics, leadership
2	Case Studies	Universal human rights; religious conflict; climate change; whaling
3	Methodological Issues	Empirical, theoretical, and normative approaches to intercultural ethics
4	Theories of Globalization - Convergence Theory	Unilinear model of cultural evolution; modernism; universalism
5	Theories of Globalization - Divergence Theory	Multilinear model of cultural evolution; postmodernism; particularism
6	Theories of Globalization - Dual Theory	Ecological model of cultural evolution; post-postmodernism; constructivism
7	Theoretical Approaches in Intercultural Communication - Objectivism	Examples and objections; connections with universalism
8	Theoretical Approaches in Intercultural Communication - Subjectivism	Examples and objections; connections with relativism
9	Theoretical Approaches in Intercultural Communication - Interactive	Situatedness; relationalism; constructivist models
10	Cross-cultural Dialogue: Intercultural Situations	Anomic intercultural situations
11	Cross-cultural Dialogue: Examples	Gun control in the US; hiring practices in Japan
12	Cross-cultural Dialogue: Possible Resolutions	Avoidance; adaptation; confrontation; domination; dialogue
13	Cross-cultural Criticism	Ethnocentric, internal, cross-cultural, and integrative criticism
14	Conflict Resolution	The creation of "third cultures"

【Work to be done outside of class (preparation, etc.)】

Photocopies of the relevant materials will be made by the professor and distributed to students.

【Textbooks】

There are no textbooks for this course.

【References】

A full bibliography will be given to students at the beginning of the course.

【Grading criteria】

Students will be evaluated on the basis of class participation (40%) and a final review report (60%). The review report is due on the last day of regular classes and should be handed in directly to the professor at that time.

【Changes following student comments】

Not applicable, due to change in lecturer.

【Equipment student needs to prepare】

Students should register their email address on H'etudes immediately after they decide to take this course. Visit H'etudes regularly for updates and class resources, as well as for the submission of assignments.

【Others】

None.

【Prerequisite】

There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class. A screening test will be conducted in the class if necessary.

ART200ZA

Asian Popular Culture

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 1/Thu.1

【Grading criteria】

Participation 20%
 Mid-term exam 40%
 Final exam 40%

【Changes following student comments】
 Not applicable.

【Prerequisite】
 None.

【】

【Outline and objectives】

This class will examine popular culture across Asia, focusing on the region of East Asia, specifically media and cultural practices in South Korea, China, Taiwan, and Japan. Over this semester we will examine how various media — music, film, TV dramas, and internet videos — are part of local cultural practices in each place. This will include an examination of their histories in the area, their connections to society, and what cultural practices they accompany. However, instead of focusing exclusively on different countries, we will concentrate on how these cultural products work across borders, operating transnationally. By close examination of the production, distribution, and consumption of these media across East Asia, we will discover surprising connections beyond the countries they are usually associated with. In other words, we will analyze the links between these countries that are facilitated by the media. With this in mind, this class will ultimately consider how media flows across national boundaries and engages with cultural regionalism.

【Goal】

In addition to teaching the students about contemporary East Asian societies and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine popular culture from Asia; 2) explore the histories of various popular cultural products from Asia; 3) examine how cultural practices cross national boundaries and interact; 4) consider how these cultural products engage with regionalization in Asia.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is Asian Popular Culture?
2	Music I	American pop in Japan?
3	Music II	K-pop across borders
4	Film I	Images of urban Asia
5	Film II	Korean film adaptations
6	Film III	Animation in China
7	Review & Mid-term Exam	Overview of first section
8	Asian Fandom I	Cosplay in China
9	Asian Fandom II	Online fandom in China and Japan
10	Asian Fandom III	Virtual Youtubers and eating online
11	TV I	Puppet drama on Taiwanese TV
12	TV II	Adapting TV dramas across Asia
13	Literature	Transnational popular literature
14	Wrap-up & Final Exam	Concluding remarks about popular culture in Asia

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

No textbook will be required as readings will be provided by the instructor.

【References】

Hunt, Leon, and Leung Wing-Fai. *East Asian Cinemas: Exploring Transnational Connections on Film*. Tauris, 2008.
 Iwabuchi, Koichi, et al. *Routledge Handbook of East Asian Popular Culture*. 2017.

POL200ZA

International Security

Takeshi Yuzawa

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 2/Thu.2

【Outline and objectives】

This course covers the approaches to security studies, a sub-discipline of International Relations (IR). Security studies mainly examines the causes of war; the conditions for peace; strategies for avoiding conflict, managing and resolving disputes; and the impact of new technologies, weapons, actors and ideas on states' calculations on whether to use force.

【Goal】

The course objectives are: (1) to enable students to develop a broader understanding of the key theories and concepts in security studies; (2) to examine major security challenges in the international arena through the lens of theories and concepts; (3) to acquire the ability to form their own answers to global and contemporary questions inherent in international security studies.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

This course has two segments: First, presenting major theories and concepts in security studies, necessary for understanding contemporary security policies and issues.

Second, examining contemporary security challenges related to arms buildup, nuclear proliferation, armed conflicts, mass killings, terrorism, and transnational organized crime.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction
2	Military Security	Exploring the concepts of military security
3	Regime Security	Exploring the concepts of regime security
4	Societal Security	Exploring the concepts of societal security
5	Human Security	Exploring the concepts of human security
6	Environmental Security	Exploring the concepts of environmental security
7	Group Discussion	Discussion on major topics covered by week 2-6
8	Mid-term Exam and Review	Written test and review of week 2-7
9	The Evolution of Modern Warfare	Examining changes in warfare
10	The Arms Trade	Examining the key aspects of the contemporary arms trade
11	Nuclear Proliferation	Examining the important aspects of nuclear proliferation
12	Humanitarian Intervention	Providing an overview of the heated debate in terms of the validity of humanitarian intervention
13	Terrorism	Analyzing the threat that terrorism poses to countries and the world
14	Final Exam and Wrap-Up	Written test and review of major topics covered by week 9-13

【Work to be done outside of class (preparation, etc.)】

Students are required to have read the relevant chapters for the books listed in the reference section before attending the lecture.

【Textbooks】

Collins, Allan (ed). *Contemporary Security Studies*, Fifth edition. Oxford University Press, 2019.

Williams, Paul D and McDonald, Matt (ed). *Security Studies: An Introduction*. Third edition. Routledge, 2018.

【References】

Baylis, John, Wirtz, James J and Gray, Colin S. *Strategy in the Contemporary World*. Sixth Edition. Oxford University Press, 2018.

【Grading criteria】

Contribution to discussion (20%), mid-term examination (40%), final examination (40%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Prerequisite】

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL200ZA

Foreign Policy Analysis

Takeshi Yuzawa

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 3/Tue.3

【Outline and objectives】

This course will provide an overview of Foreign Policy Analysis (FPA), examining the processes and actors involved in foreign policy decision-making.

【Goal】

The course objectives are: (1) to enable students to demonstrate an understanding of the processes involved in foreign policy decision-making; (2) to enable students to demonstrate an understanding of the contexts, pressures and constraints with which policy-makers must deal; (3) to enable students to demonstrate their ability to engage in comparative analysis of the foreign policies of major powers.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will first examine the key concepts and theories in foreign policy analysis (FPA), which are essential for understanding the contexts, pressures and constraints with which policy-makers must deal. These include the Rational Actor Model, the cognitive and psychological approaches, the bureaucratic politics approaches, the role of history and identity in foreign policy, and other internal-external factors influencing foreign policy decisions. After examining the major approaches in FPA, students will conduct case studies. For this reason, students will be required to give a group presentation based on readings relating to the foreign policies of the major states.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course outline
2	Actors and Structures	Identifying the actors and structures influencing foreign policy
3	The Rational Actor Model	Examining models and approaches to foreign policy decision-making from a rational actor perspective
4	Cognitive and Psychological Approaches I	Examining cognitive and psychological models which identify boundaries to rational decision-making
5	Cognitive and Psychological Approaches II	Examining cognitive and psychological models that identify boundaries to rational decision-making
6	The Role of Advisers and Bureaucracies	Examining the role of bureaucracies in foreign policy decision-making
7	Domestic Influences: Public Opinion and Media	Examining the role of the public and the media in foreign policy decision-making
8	External Influences: The Impacts of International Structures	Examining how the structural distribution of states' capabilities constrains the policy options that are realistically available to policy-makers
9	Case Studies and Group Presentations I: The Cuban Missile Crisis	Case studies based on group presentations
10	Case Studies and Group Presentations II: The United States and the Iraq War	Case studies based on group presentations
11	Case Studies and Group Presentation III: The United Kingdom and the Iraq War	Case studies based on group presentations
12	Case Studies and Group Presentations IV: The Yom Kippur War	Case studies based on group presentations

13	Case Studies and Group Presentations V: The Syrian Civil War	Case studies based on group presentations
14	Final Exam and Wrap-up	Final exam, Review weeks 1-13

【Work to be done outside of class (preparation, etc.)】

Students will be required to pore over the chapters of the books listed in the reference section before attending the lecture.

【Textbooks】

No textbook will be used. However, students are required to read some chapters of the books listed in the reference section.

【References】

Smith, Steve, Hadfield, Amelia and Dunne, Tim. (eds), *Foreign Policy: Theories, Actors, Cases*. Third edition. Oxford University Press, 2016.
 Alden, Chris and Amnon, Aran. (eds), *Foreign Policy Analysis: New Approaches*. Second edition. Routledge, 2017.
 Morin, Jean-Frédéric, and Paquin, Jonathan, *Foreign Policy Analysis: A Toolbox*. Palgrave Macmillan, 2018.
 Mintz Alex and DeRouen, Karl R. Jr, *Understanding Foreign Policy Decision Making*. Cambridge University Press, 2010.
 Hudson, Valerie M. *Foreign Policy Analysis: Classic And Contemporary Theory*. Second edition. Rowman & Littlefield Pub, 2014.
 Breuning, Marijke. *Foreign Policy Analysis: A Comparative Introduction*. Palgrave Macmillan, 2007.

【Grading criteria】

Presentation and contributions to class discussion (40%), Final examination (60%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Prerequisite】

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL200ZA

World Politics

Takeshi Yuzawa

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 火 4/Tue.4

【Outline and objectives】

This course mainly analyzes major events and phenomena in the realm of international relations through the lens of major IR theories, which were presented in "Introduction to IR".

【Goal】

The course objectives are: (1) To enable students to utilize the concepts and theories of IR to analyze major events, actors and structures in international politics, e.g., the state, war, conflict, globalization, the rise of non-state actors and the role of international law and organizations; (2) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

During this course, we will investigate major events and phenomena in the realm of international relations since the beginning of the twentieth century, such as World Wars I and II, the Cold War, rising ethnic conflicts in the post-Cold War era, the development of international law and organizations, the rise of non-state actors, and the politics of environmental issues, through the lens of the theories and concepts. Through this exercise, this course will present how we can best utilize IR theories to understand the puzzle of major world events. Students will be required to give group presentations during the course.

"Introduction to International Relations" and "World Politics are best seen as an inseparable pair of courses that will provide students with an overview of the field of IR. For this reason, it is highly recommended that students wishing to enroll in this course first pass "Introduction to International Relations".

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course outline
2	Level of Analysis	Level of analysis
3	World War I (1)	Analyzing the causes of World War I from theoretical perspectives
4	World War I (2)	Analyzing the causes of World War I from theoretical perspectives
5	World War II (1)	Analyzing the causes of World War II from theoretical perspectives
6	World War II (2)	Analyzing the causes of World War II from theoretical perspectives
7	The Cold War (1)	Analyzing the origin of the Cold War from theoretical perspectives
8	The Cold War (2)	Analyzing the end of the Cold War from theoretical perspectives
9	International Conflicts in the Post-Cold War Era	Analyzing the causes and nature of contemporary international conflicts
10	The Roles of International Law and Organization	Examining the roles of international law and organization in the maintenance of international order
11	The Information Revolution and the Rise of Non-state Actors I	Examining the impact of the information revolution on world politics
12	The Information Revolution and the Rise of Non-state Actors II	Examining the impact of the information revolution on world politics
13	Prospects for a World Order	Discussing prospects for a world order
14	Final Exam & Wrap-up	Written test and wrap-up

【Work to be done outside of class (preparation, etc.)】

Students are required to have pored over assigned readings before attending class lectures.

【Textbooks】

Nye, Joseph S, Jr and Welch, David A. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. Tenth edition. Pearson Education, 2016.

【References】

Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.
Grieco, Joseph, Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition. Red Globe Press, 2018.
Baylis, John, Smith, Steve and Owens, Patricia (eds), *The Globalization of World Politics: An Introduction to International Relations*. Seventh edition. Oxford University Press, 2017.
Dunne, Tim, Kurki, Milja and Smith, Steve (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition. Oxford University Press, 2016.

【Grading criteria】

Presentation and contribution to discussion (40%), Examination (60%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Prerequisite】

None.

POL200ZA

Development Studies

Chigumi Kawaguchi

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 金 4/Fri.4

【Outline and objectives】

This course focuses on the developing world, examining the relationship between states and their citizens. While most of the former European colonies achieved political independence following World War II, they have often suffered from political instability and socio-economic underdevelopment.

Why do so many of these post-colonial states remain “in development” for decades long after independence? Behind this question often lies a distorted relationship between a state's elites and its populous. This class examines why there are tensions between states and their citizens, and how healthier relations can be established in these underdeveloped nations.

【Goal】

Upon completion of this course, students should have a better understanding of problematics in the developing world, including the state-citizen relationship and post-colonial legacy.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) In weeks 2-6, students participate in discussions on designated topics. (Assigned readings and preparation papers are compulsory for participation in discussions.)

(2) In weeks 7-13, students make 20-minute presentations on designated case studies in the developing world. After each class, students must submit reaction papers.

(3) In week 14, students will submit a take-home examination.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Guidance and the Introduction to Development Studies	How will the course be taught?
2	Lecture (1): The Evolution of Development	How has "development" evolved in history?
3	Lecture (2): Colonialism and its Legacy	How has the colonial legacy affected the development of developing states?
4	Lecture (3): Democracy, Good Governance and Development	What are the relations of democracy, good governance and development?
5	Lecture (4): Nation, Nationalism and the Nation-state	What are the relations of nationalism and nation-building in developing states?
6	Film: Watching "Black Gold"	What is fair trade? Does it help developing states?
7	Presentation (1): Indonesia	Examining the problématique of Indonesia
8	Presentation (2): South Africa	Examining the problématique of South Africa
9	Presentation (3): Iraq	Examining the problématique of Iraq
10	Presentation (4): Pakistan	Examining the problématique of Pakistan
11	Presentation (5): Nigeria	Examining the problématique of Nigeria
12	Presentation (6): Mexico	Examining the problématique of Mexico
13	Presentation (7): Guatemala	Examining the problématique of Guatemala
14	Exam & Wrap-up	Term examination

【Work to be done outside of class (preparation, etc.)】

Assigned readings and writing assignments.

【Textbooks】

Peter Burnell et al. eds., *Politics of the Developing World* [3rd ed.], New York: Oxford UP, 2011.

【References】

Relevant materials will be distributed in class.

【Grading criteria】

Reaction Papers 30%

Group Presentation 20%

Class Participation 20%

Term Exam. 30%

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Equipment student needs to prepare】

N/A

【Others】

Week 1 attendance is mandatory to register for this class.

【Prerequisite】

None.

POL200ZA

Public Policy

Rui Saraiva

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 土 2/Sat.2

【Outline and objectives】

This course is designed to introduce the students to the analysis of the public policy process and its theoretical and analytical framework. We will study the formulation and implementation of policies by the state (e.g. environmental, defence, and foreign policies), which can be perceived as the result of interactions between various actors, institutions, and systemic constraints being converted into a policy outcome. Today's public policymaking actors can only deal with but a fraction of the issues facing the world. Therefore, we will also examine the agenda-setting process to help us understand how issues and events are prioritized in the political agenda.

【Goal】

This course aims to give the students a basic understanding of the public policy process, as well as an opportunity to examine agenda-setting as it applies to real-life events. During this course, students will learn to think carefully about contemporary public policies and to present their policy analysis to your community, country, or region.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course introduces the key theories and tools for the study and analysis of public policy. In the first half of the course, we will be looking at the theoretical and conceptual frameworks within the field of public policy, the different stages and actors of the public policy-making process, and the role of the media in the agenda-setting process. In the second half, we will be studying the basic methods for public policy analysis and use those tools to understand and examine contemporary public policies in Japan. Lectures will include an interactive element, such as discussions or group presentations. I encourage critical thinking and the expression of diverse viewpoints in class and in writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Why to study public policy?
2	Approaches to Public Policy	Conceptual and theoretical approaches
3	Policy Context	The social, economic, political, governing and cultural contexts
4	Understanding Public Policy-Making (1)	The policy process model
5	Understanding Public Policy-Making (2)	Instruments of public policy
6	Agenda-Setting	Framing, priming, and the media
7	Policy Analysis	The nature, types and steps of policy analysis, how the policy cycle operates in Japan
8	Review & Midterm Exam	In-class exam
9	Public Problems and Policy Alternatives	Problem analysis, how to find information and how to construct alternatives, how to write effective public policy papers
10	Applications of Public Policy Analysis (1)	Japan's economic, immigration, and welfare policies in the context of an emerging demographic crisis
11	Applications of Public Policy Analysis (2)	Environmental and energy policies in Japan after the 3/11 disaster
12	Applications of Public Policy Analysis (3)	Proactive pacifism: the reformulation of Japan's foreign and defence policies
13	Applications of Public Policy Analysis (4)	Japan's ODA and the sustainable development agenda
14	Conclusion	Public policy challenges in the 21st century

【Work to be done outside of class (preparation, etc.)】

Preparing for class by completing the readings will be key to doing well in this course. Additionally, you will be asked to submit a policy paper (between 1500 and 2000 words) on one of the topics that will be discussed in Applications of Public Policy (1), (2), (3), or (4).

【Textbooks】

Students will be required to read several chapters of the books listed in the reference section.

【References】

Cairney, P. *Understanding Public Policy. Theories and Issues*, New York: Palgrave, 2012

Howlett, Michael; Perl, Anthony; Ramesh, M. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Oxford/ New York: Oxford University Press, 2009

Kraft, Michael E.; Furlong, Scott R. *Public Policy: Politics, Analysis, and Alternatives*, Washington, D.C.: CQ Press, 2015

McCombs, Maxwell E. *Setting the agenda: the mass media and public opinion*, Cambridge: Polity Press, 2014

【Grading criteria】

Participation: 20%

Mid-term Exam: 40%

Policy Paper: 40%

【Changes following student comments】

None.

【Prerequisite】

None.

POL200ZA

China's Domestic Politics and Foreign Policy

Zhihai Xie

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 4/Mon.4

[Outline and objectives]

This course will address the basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. For domestic politics, this course will introduce the Chinese political ideology and party-state structure, and analyze the current political institution and leadership system, as well as its political struggle and possible agenda for political reform. For foreign policy, this course will shed some light on the black box of Chinese foreign policy decision-making process, elaborate the hot topics related to Chinese foreign policy including nationalism, maritime ambition, OBOR strategy, and finally provide some detailed analysis on China's most two important bilateral foreign relations: China-US relations and China-Japan relations.

[Goal]

To help students gain basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. Students will obtain the ability and skills to analyze issues related to Chinese politics and foreign policy. Students will also be able to deepen their understanding about what is happening related to China nowadays.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Lectures will be conducted based on PowerPoint slides every week. Students are required to read related materials in advance. There will be also time for team discussion.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction and Orientation	Introduction on the course and General Introduction to Chinese Politics and Foreign Policy
2	Chinese Political Ideology and the Party-State Structure	This theme deals with the role of Marxism-Leninism in Chinese politics and party-state system.
3	The Collective Leadership and Chinese Political Institution	This theme deals with the so-called collective leadership and the operating political institution.
4	Factions in CPC: Princelings VS Communist Youth League; Beijing VS Shanghai	This theme deals with the power struggle among different political factions in Chinese Communist Party.
5	The Anti-Corruption Campaign and Chinese Political Struggle	This theme covers the anti-corruption campaign and its relationship with China's political struggle.
6	The Agenda of Chinese Economic and Political Reform	This theme deals with China's economic and political reforms.
7	Chinese Social Structure and State-Social Relations	This theme deals with China's social structure and hierarchy.
8	The Black Box of Chinese Foreign Policy Decision-Making; Mid-Term Paper Submission Deadline	This theme deals with the decision-making process of foreign policy.
9	Nationalism, Public Opinions and Chinese Foreign Policy	This theme deals with China's nationalism and its influence on foreign policy.
10	China's Rising Maritime Strategy and Territorial Disputes in the Seas	This theme deals with China's maritime strategy and ambitions.
11	OBOR, AIIB and China's New Foreign Strategy	This theme deals with China's newly initiated OBOR project, AIIB and its related foreign strategy.

12	New Type of Great Power Relations?: China-US Relations	This theme deals with China-US relations.
13	Two Tigers Can't Share One Mountain?	This theme deals with China-Japan relations.
14	Final Exam & Wrap-up	Final Exam

[Work to be done outside of class (preparation, etc.)]

Students are required to read the designated materials for each topic in advance. Details are included in the References.

[Textbooks]

No textbooks. Handouts will be distributed every week.

[References]

References exclusively for each theme:

Week 2: Guo, Sujian (2013), *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge. Chapter IV Political ideology, pp89-128.

Week 3: Nikkei Asian Review (2017), *Xi Jinping and the end of collective leadership*, October 23

Week 4 Lai(2012), Alexis, *One party, Two coalitions: China's factional politics*, CNN, Nov.9

Week 5 Fabre (2017), Guilhem, *Xi Jinping's Challenge: What is behind China's anti-corruption campaign*, Journal of Self-Governance and Management Economics, 5(2), 7-28.

Week 6 Yu, Keping, *What political reform looks like in China*, Huffington Post, https://www.huffingtonpost.com/keping-yu/china-political-reform_b_6075464.html

Week 7: Jakobson (2016), Linda and Ryan Manuel, *How are foreign policy decisions made in China?*, Asia and the Pacific Policy Studies, Vol. 3 No. 1, pp101-110.

Week8: Lu (2014), Rachel, *China's new class hierarchy: A guide*, Foreign Policy, April 25.

Week 9: Pang (2017), Qin, and Nicholas Thomas, *Chinese nationalism and trust in East Asia*, Journal of Contemporary Asia, Vol. 47, Issue 5, pp 815-838.

Week 10: Xie (2014), Zhihai, *China's rising maritime strategy: Implications for its territorial disputes*, Journal of Contemporary East Asian Studies, Vol.3, Issue 2, pp 111-124.

Week 11: Ploberger (2017), Christian, *One Belt, One Road-China's new grand strategy*, Journal of Chinese Economic and Business Studies, Vol. 15, Issue 3, pp 289-305.

Week 12: Bo (2017), Zhiyue, *Xi Jinping's US policy: Building a 'new type of major-country relationship'*, in Bo Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press

Week 13 : Zhao (2016), Suisheng, *China's difficult relations with Japan: Pragmatism, superficial, and historical memories*, Asian Journal of Comparative Politics, Vol. 1, Issue 4, pp335-353.

Other general references:

Bo (2017), Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press.

Guo (2013), Sujian, *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge.

Lampton (2014), David M., *Following The Leader: Ruling China, from Deng Xiaoping to Xi Jinping*, University of California Press.

Lynch (2015), Daniel C., *China's Futures: PRC Elites Debate Economics, Politics, and Foreign Policy*, Stanford University Press.

Shambaugh (2014), David, *China Goes Global: The Partial Power*, Oxford: Oxford University Press.

Shirk (2008), Susan L., *China: Fragile Superpower*, Oxford: Oxford University Press.

[Grading criteria]

Class Performance 30%; Midterm paper 30% : Final exam 40%.

[Changes following student comments]

Not applicable.

[Prerequisite]

None

POL200ZA

Politics of Southeast Asia

Tomotaka Shoji

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 6/Mon.6

【Outline and objectives】

This course explores current political issues in Southeast Asia with their historical backgrounds, including political systems in respective countries from comparative perspectives, ASEAN, external relations, and security. Students will be required to understand political dynamics in this region, supported by knowledge on the specific topics mentioned above.

【Goal】

Upon completion of this course, students will obtain a deeper understanding about Southeast Asia. In particular, they will be knowledgeable, to a certain degree, on specific important aspects that shape the current political situation in the region. Methodologically, students will be more skillful in discussing and writing on certain academic/professional topics.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Weeks 1-6: Lecture and group discussion

Week 7: Mid-term report

Weeks 8-13: Lecture and group discussion

Final week: Final report

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction: Course Outline and General Information about Southeast Asia	Guidance and introductory lecture
2	Contemporary History of Southeast Asia	Nexus of nationalism and Cold War
3	Comparative Politics (1): Democracies	Indonesia and the Philippines
4	Comparative Politics (2): "Limited" Democracies	Malaysia and Singapore
5	Comparative Politics (3): "Challenged" Democracies	Cambodia, Myanmar, and Thailand
6	Comparative Politics (4): Remaining Socialism	Laos and Vietnam
7	Mid-term Report	Report
8	ASEAN (1)	Foundation and institutional development
9	ASEAN (2)	Community building and further challenges
10	External relations (1)	Introduction and relations with great powers
11	External relations (2)	"Second-tier" Powers: Japan, India, Russia, and Australia
12	Security Challenges (1)	Introduction and non-traditional security
13	Security Challenges (2)	South China Sea
14	Final Report	Report

【Work to be done outside of class (preparation, etc.)】

Students will be required to read some chapters of the textbooks and prepare for group discussion.

【Textbooks】

- Robert Dayley, *Southeast Asia in the New International Era*, Seventh Edition (Routledge, 2016)

- Aurel Croissant and Philip Lorenz (eds) *Comparative Politics of Southeast Asia: An Introduction to Governments and Political Regimes* (Springer, 2018)

【References】

- Alice Ba and Mark Beeson (eds) *Contemporary Southeast Asia: The Politics of Change, Contestation, and Adaptation*, Third edition (Palgrave 2017)

- Donald E. Weatherbee, *International Relations in Southeast Asia: The Struggle for Autonomy* (Rowman and Littlefield, 2014)

【Grading criteria】

Discussion (20%)

Mid-term report (40%)

Final report (40%)

【Changes following student comments】

Student comments will be considered for course management.

【Equipment student needs to prepare】

None

【Others】

None

【Prerequisite】

None

POL200ZA

Japanese Politics

Jeffrey Hall

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 4/Wed.4

【Outline and objectives】

This course provides an introduction to Japanese politics, economics, and society. It has four main focuses: 1) the emergence of Japan's postwar political system and the dominance of the Liberal Democratic Party, 2) Japan's rapid economic growth and its subsequent decline, 3) the role of citizen activism, interest groups, and bureaucracy in Japan's politics, and 4) major foreign policy issues facing Japan.

【Goal】

The goal of this course is to provide students with a broad overview of the issues and main questions surrounding the Japanese political, economic, and social system.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will be structured around lectures. Each student will be expected to attend each week's class. There will be in-class discussions, so students are expected to express their opinions or ask relevant questions. Class participation is 20% of the grade in this course. The mid-term will involve a combination of in-class short answer questions, short essays, and a take-home paper assignment. The final exam will be a paper, to be turned in through the online system (H'etudes).

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Japan: The Emergence of The Modern State	Syllabus and requirements are introduced, together with some historical background on the emergence of the modern Japanese state
2	Historical Overview of Japanese Politics I	Meiji Period Politics
3	Historical Overview of Japanese Politics II	Late Meiji and Taisho democracy
4	Historical Overview of Japanese Politics III	Interwar Japan
5	Historical Overview of Japanese Politics IV	War and Japanese politics
6	Historical Overview of Japanese Politics V	The American occupation
7	Historical Overview of Japanese Politics VI	Postwar politics in Japan 1
8	Review & Midterm Exam	Midterm exam
9	Historical Overview of Japanese Politics VII	Postwar politics in Japan 2
10	Historical Overview of Japanese Politics VIII	Postwar politics in Japan 3
11	Foreign Policy Issues (1)	Japan's postwar foreign policy 1
12	Foreign Policy Issues (2)	Japan's postwar foreign policy 2
13	Foreign Policy Issues (3)	Japan's postwar foreign policy 3
14	Foreign Policy Issues (4)	Most current foreign policy issues in 2018

【Work to be done outside of class (preparation, etc.)】

Before each week's class, students will be expected to read an assigned article (10 to 20 pages in length) and for some of the weeks, write a short response (1 to 2 pages in length). Responses are not required for every week.

【Textbooks】

Readings will be uploaded to H'etudes.

【References】

The following books are not required reading, but can be useful as references.

Curtis, G. L. (1999). *The logic of Japanese politics: Leaders, institutions, and the limits of change*. New York: Columbia University Press.

Hayes, L. D. (2009). *Introduction to Japanese Politics*. New York: Routledge.

Samuels, R. J. (2008). *Securing Japan: Tokyo's grand strategy and the future of East Asia*. Ithaca: Cornell University Press.

Samuels, R. J. (2013). *3.11: Disaster and Change in Japan*. Cornell University Press.

Shinoda, T. (2013). *Contemporary Japanese politics: Institutional changes and power shifts*. New York: Columbia University Press.

Smith, S. A. (2016). *Intimate rivals: Japanese domestic politics and a rising China* / Sheila A. Smith. New York: Columbia University Press.

Stockwin, J. A. (2008). *Governing Japan: Divided politics in a resurgent economy*. Malden, MA: Blackwell Pub.

【Grading criteria】

Participation: 5%

Reading Responses: 20%

Midterm exam: 35%

Final Report: 40%

【Changes following student comments】

The reading responses have been separated into a different grading category, to make the divisions more clear.

【Others】

Students who have completed General Topics II: Japanese Politics can not take this course.

【Prerequisite】

None.

POL200ZA

American Politics and Foreign Policy

Jeffrey Hall

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 木 5/Thu.5

【Outline and objectives】

This course is designed to introduce students to the inner workings of American domestic and foreign policy. It will utilize historical and contemporary examples to help students understand how the United States rose to power and why it has acted in certain historical circumstances. Students will be expected to formulate their own opinions on the topics introduced so they can debate and discuss major issues.

【Goal】

- 1) Students are expected to develop an understanding of basic structure of the United States government.
- 2) Students are expected to gain knowledge of the ways in which different branches of the United States government interact and impact foreign policy.
- 3) Students are expected to understand and critically analyze how governmental and non-governmental factors (lobbyists, voter sentiment) influence American politics and foreign policy.
- 4) Students are expected to understand some of the political ideals that have influenced American politics since the country's founding.
- 5) Students are expected to develop their ability to engage in academic research and writing through the completion of short essays.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will be structured around lectures. Each student will be expected to attend each week's class. Students are expected to pay attention and ask questions or share their opinions in class.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the founding of the United States
2	Foundations	The United States Constitution - The Federalists and debates over tyranny & democracy
3	Historical Background of American Political System 1	Explaining the functioning of the U.S. government through historical examples.
4	Historical Background of American Political System 2	Explaining the functioning of the U.S. government through historical examples.
5	Historical Background of American Political System 3	Explaining the functioning of the U.S. government through historical examples.
6	Review & Midterm Exam	Exam: short-answer questions and a short-essay
7	Historical Background of American Political System 4	Explaining the functioning of the U.S. government through historical examples. (and a review of the Mid-Term)
8	Historical Background of American Political System 5	Isolationism and the two World Wars
9	Historical Background of American Political System 6	World War II - impact and planning of a post-war order
10	Historical Background of American Political System 7	The Cold War and American politics
11	America's Role in Asia	Focus on relations with Japan and the Cold War in Asia
12	Historical Background of American Political System 8	The end of the Cold War and events afterwards
13	Recent Events: Clinton, Bush, Obama	A look at more recent political issues
14	Trump's America	Discussion of America under President Trump

【Work to be done outside of class (preparation, etc.)】

Students are expected to have completed the readings before class. Expect roughly 15-20 pages of reading per week.

【Textbooks】

All course reading materials will be uploaded to the course website.

【References】

The following books will prove to be good reference materials.

Herring GC. (2008). *From Colony to Superpower, U.S. Foreign Relations since 1776*. Oxford University Press.

Grover WF, Peschek JG. (2009). *Voices of Dissent, Critical Readings in American Politics*. Addison-Wesley Longman.

Ikenberry, G. J. (1999). *American foreign policy: Theoretical essays*. New York: Longman.

Wasserman, G. (2015). *The Basics of American politics*. Boston: Pearson.

Cox, Michael, and Doug Stokes. (2012). *US Foreign Policy*. Oxford: Oxford UP.

【Grading criteria】

Class Participation: 5%

Reading Responses: 15%

Midterm exam: 40%

Final exam(report to be submitted on the course website): 40%

【Changes following student comments】

The quizzes and in-class final exam has been replaced with a final report so that students have more time to ask questions and share opinions in class.

【Equipment student needs to prepare】

N/A

【Others】

Students who have completed General Topics II: American Politics and Foreign Policy can not take this course.

【Prerequisite】

None.

POL200ZA

International Politics of the Middle East

Mari Nukii

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 水 4/Wed.4

【Outline and objectives】

This course aims to introduce students to the international politics of the Middle East. Part I deals with the basic knowledge necessary to understand the region. Part II overviews current Middle Eastern international politics in general, and the impact of oil on the regional political situation in particular. Finally, Part III discusses the contemporary regional affairs attracting worldwide attention, i.e. the Arab-Israeli conflict, the Syrian crisis, and the 'Islamic State'. Students are expected to be able to understand current main issues in the Middle East and read articles on the region more in depth.

【Goal】

Students are expected to acquire basic information and notable features of international politics of the Middle East, and to be able to explain the regional issues from the viewpoint of their own analysis.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

In order to promote the understanding of the international politics of the Middle East, this course focuses on basic and well-known phenomena in the region.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Concept of the Middle East /
	Basic Knowledge 1	principles of Islam
2	Basic Knowledge 2	Historical development of the
		Islamic world
3	Colonization in the	World War I and collapse of the
	Middle East 1	Ottoman Empire
4	Colonization in the	Beginning of the Palestine-Israeli
	Middle East 2	Conflict
5	The Middle Eastern	Nationalist movements in the
	Regional Order during	Middle East
	the Cold War 1	
6	The Middle Eastern	The Middle East and oil
	Regional Order during	
	the Cold War 2	
7	The Middle Eastern	The 1979 Iranian Revolution
	Regional Order during	
	the Cold War 3	
8	Midterm Exam	Midterm exam
9	The War on Terror and	The 9/11 Terrorist Attacks and the
	Change of the Middle	2003 Iraq War
	Eastern Society 1	
10	The War on Terror and	The "Arab Spring"
	Change of the Middle	
	Eastern Society 2	
11	The War on Terror and	The Emergence of the "Islamic
	Change of the Middle	State"
	Eastern Society 3	
12	New Struggle for	Syrian Crisis
	Supremacy in the	
	Middle East 1	
13	New Struggle for	Iranian Nuclear Agreement
	Supremacy in the	(JCPOA) and tension in the Gulf
	Middle East 2	
14	Summary	Review of this course

【Work to be done outside of class (preparation, etc.)】

As review of class students are expected to reexamine the distributed handout and read the recommended articles.

【Textbooks】

No use

【References】

Louise Fawcett, ed., *International Relations of the Middle East*, Oxford Univ. Press. 2016.
Marcj Gasirowski and Sean L. Yom, ed., *The Government and Politics of the Middle East and North Africa*, Westview Press, 2017.
Jillian Schwedler, ed., *Understanding the Contemporary Middle East*, Lynne Rienner Publishers, 2013.

【Grading criteria】

1. Participation 20% Midterm Exam 30% Final Report 50%
2. Students will be expected to choose one subject discussed in the course, write a report on that subject, and then submit it by the end of the course. Details of the style of report will be announced later.
3. A group discussion will be held in class probably latter half of the course.

【Changes following student comments】

Distributing handouts for each classes.

【Prerequisite】

None.

POL200ZA

Political Theory

Kazuhiro Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

In this course we explore the history of Western political thought from antiquity to the present in view to gaining a comprehensive knowledge and understanding of historical developments of key political ideas that have shaped the world we live in.

【Goal】

Upon completion of this course, students should: 1) have a basic understanding of political thoughts by major figures in the Western history; 2) have familiarity with important political ideas and theories in connection with their historical backgrounds; and 3) have an ability to look at issues in current world politics in a historical perspective.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course begins with the legacy of the ancient Greeks and proceeds through contemporary political theories mostly in chronological order. Classes consist of a lecture and class/group discussion to follow. In every class, students will be requested to make a summary of a reading assignment, as well as to give commentary on it.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Ancient Greek	Polis and politics: Plato and Aristotle
3	Hellenistic to Roman	From Republic to Empire: Cicero, Seneca, and other Hellenistic philosophers
4	Early and Medieval Christian Thoughts	Corpus Christianum: Augustine and Aquinas
5	Renaissance and Reformation	Civic humanism and fall of the Catholic church: Machiavelli, Luther, and Calvin
6	Absolutism versus Social Contract Theories	Rise of modern political principles: Bodin, Hobbes, Locke, and Rousseau
7	Enlightenment, Liberalism, and Republicanism in England and Scotland	Formation of modern political principles: Harrington, Bentham, Hume, and Mill
8	Enlightenment, Liberalism, and Republicanism in France	Development of modern political principles: Montesquieu and Voltaire
9	American Independence and French Revolution	Turn of modern political principles: Jefferson, Hamilton, Burke, and Tocqueville
10	German Philosophy and Nationstate	Ethical life: Kant, Fichte, and Hegel
11	Socialism	The age of ideologies: Marx, Lenin, Trotsky, Stalin, and Bernstein
12	Contemporaries I	Continental political philosophy: Weber, Schmitt, and Arendt
13	Contemporaries II	Analytic political philosophy: Rawls, Sen, Nozick, and Sandel
14	Final Exam & Wrap-up	In-class final exam

【Work to be done outside of class (preparation, etc.)】

In addition to completing reading assignments and preparing for discussion beforehand, students are expected to review class materials after each class.

【Textbooks】

There are no textbooks for this course. Class materials, including weekly handouts and other reading materials (typically excerpts from major classic texts or introductory books), will be uploaded on H'etudes or distributed in class.

【References】

Klosko, G. (2012). *History of political theory: An introduction Volume I: Ancient and Medieval* (2nd ed.). Oxford: Oxford University Press.

Klosko, G. (2013). *History of political theory: An introduction Volume II: Modern* (2nd ed.). Oxford: Oxford University Press.

A full bibliography will be given to students at the beginning of the course.

【Grading criteria】

Class participation (20%), Short essays (15%×2 = 30%), and Final exam (50%)

【Changes following student comments】

More detailed instructions will be given for final exam so that students do not misunderstand the scope and focus of the exam.

【Equipment student needs to prepare】

Students should register their email address with H'etudes immediately after they decide to take this course. Visit H'etudes regularly for updates and class resources, as well as for the submission of assignments.

【Prerequisite】

There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class. A screening test will be conducted in the class if necessary.

POL200ZA

European Integration

Markus Winter

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 2/Wed.2

[Outline and objectives]

GREAT EXPECTATIONS – EUROPEAN INTEGRATION

The creation of today's European Union (EU) was a long, and often chaotic, process: often one step forward, one step back, the EU today has arrived at a critical point: Britain's withdrawal from the Union ('Brexit'), the refugee crisis, the Euro crisis, the conflict in the Ukraine, and the rise of populism – they all have left the EU with a sense of existential crisis and left many wondering whether the project of European integration has come to an end.

In this class, we look at (1) the main stages of the process of European Integration; (2) today's existential crises and their significance for the European project; (3) the EU's external relations; and (4) the key institutions of the EU and how they work in governing this Union of 28 – or soon maybe 27 – member states.

[Goal]

Understand key political processes, their origins and their ramifications for European Integration.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

About half of each class will be lecture-style, the other half will be discussions on the readings and content of the lectures.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	The EU in an existential crisis? Brexit / refugee crisis / Euro crisis / Ukraine crisis – how did we get here?
2	European Integration – From the Early Years to Eurosclerosis	The 1950s-1970s – from ECSC to EEC to EC
3	Beyond Eurosclerosis – The Birth of the European Union	Incomplete beginnings: what goes around comes around
4	The Institutional Set-up of the EU: How EU Politics Works	The EU's main institutions – Commission, European Council, Council of Ministers, Parliament, and Court
5	The Failings of the Institutional Set-up – The Refugee Crisis	The case of coordination in the refugee crisis & the bridge to EU external relations
6	The EU's External Relations	Does the EU have a 'foreign policy'? Enlargement policy // Japan-EU relations // EU-NATO // EU-UN
7	Overstretch? The Case of the Ukraine Crisis	Enlargement: from 5 to 28 members – and one step too far East
8	A European Democracy?	The tension between EU and popular/national sovereignty
9	Review & Mid-term Exam	Knowledge questions about the European Union
10	The Democratic Deficit & The Case of Brexit	The debate on the democratic credentials of the EU: The case of Brexit
11	Great Expectations? The Rise of Populist Movements	The return of drawbridge nationalism, protectionism, and the backlash against globalisation
12	The EU Economy	A single market?
13	The Failings of the Single Market – The Euro Crisis	Euro & Euro crisis & the German constitutional court
14	Review & Final Exam	Questions testing the understanding of key debates on European Integration

[Work to be done outside of class (preparation, etc.)]

30-45 minutes (reading short selected newspaper clippings // do background research on next week's topic)

[Textbooks]

Michelle Cini and Nieves Pérez-Solórzano Borragán (2016), *European Union Politics* (Fifth Edition). Oxford: Oxford University Press.
http://europa.eu/european-union/index_en

[References]

Michelle Cini and Nieves Pérez-Solórzano Borragán (2016), *European Union Politics* (Fifth Edition). Oxford: Oxford University Press.
http://europa.eu/european-union/index_en

[Grading criteria]

Participation: 25%

Mid-term exam: 25%

Final exam: 50%

[Changes following student comments]

include populism as a topic; select easier readings

[Prerequisite]

none

SES200ZA

Society and Environmental Change

Raquel Moreno-Peñaranda

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period :

【Outline and objectives】

Human societies are inextricably linked to nature. Interactions between the ecological and the social world result in transformations of both people and the environment. Throughout history, the way in which human societies have perceived the natural world, how they have changed it, and how in turn they both have been transformed by those changes, has taken different turns. In recent years, global environmental change, driven by human activities, has posed new ecological and social challenges. A variety of social responses to those pressing challenges have emerged at different levels (local, regional, international). This course examines the mechanisms of interaction between society and the environment, focusing on how social change can effect positive changes so as to tackle current environmental challenges. The course offers a brief historical overview of environment-society relations, while exploring in depth contemporary environmental initiatives from a variety of social groups at different scales geographical scales. Relevant social environmental movements from industrialized and developing countries, from cities and rural areas, working towards different environmental causes, will be studied.

【Goal】

The main goals of the course are to:

- provide a basic understanding of the mechanisms through which human societies and the environment interact and shape each other;
- enhance students' ability to understand the complexity of global environmental change and the plurality of social responses to tackle it;
- cultivate students' capacity to critically assess the challenges and opportunities for effecting positive environmental outcomes through social change processes;
- learn to work collaboratively with other classmates in class activities and in the elaboration and presentation of a group project;
- improve basic professional skills regarding self-organization, planning, time management, and respect for diversity in points of view.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course consists of short lectures and interactive class activities and presentations in which students address and from a critical perspective on the topics covered each week (prepared prior to class). At the end of the course, students have the opportunity to present their (group) project and discuss it in class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Environment and Society	Interactions between human societies and the ecological world; the mechanisms of co-evolution.
2	Pre-industrial Societies	Environmental transformations: from hunter-gathering societies to settled agricultural civilizations; early environmentalism.
3	The Industrial Era	Industrialization processes: social and ecological transformations; environmental concerns.
4	Modern Societies I	Development and the environment: shortcomings and social responses.
5	Modern Societies II	Globalization and the environment; the Anthropocene; the Green economy; ecosystem services; ecological footprint.
6	Environmental Movements I	Environmentalism: understanding social mobilizations for environmental causes.
7	Environmental Movements II	Forms of environmentalism: the “South” versus the “North”.
8	Social Change I	Social transformations for environmental health; examples.
9	Social Change II	Social transformations for environmental justice; examples.
10	Social Change III	Social transformations for biodiversity protection; examples.

11	Students' presentations I	Students present their projects and discuss them in class.
12	Students' presentations II	Students present their projects and discuss them in class.
13	Final Exam & Wrap-up	In class, short essay-like questions.
14	Closing Session	Review and critical reflection on the course.

【Work to be done outside of class (preparation, etc.)】

Students are required to complete assigned readings and/or visualize multimedia materials prior to class. They are also required to prepare short weekly commentaries in advance, so they can participate in class discussions.

【Textbooks】

none

【References】

Routledge International Handbook of Social and Environmental Change
Edited by Stewart Lockie, David A. Sonnenfeld, Dana R. Fisher
Routledge: Oxon-New York. 2014.

【Grading criteria】

- Participation in class activities: 35%
- Project and presentation: 35%
- Final exam: 30%

【Changes following student comments】

none

【Equipment student needs to prepare】

none

【Others】

none

【Prerequisite】

none

MAN200ZA

Principles of Marketing

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 2/Tue.2

[Outline and objectives]

Learning the fundamental concepts of marketing. This is a basic level marketing course that focuses on the concepts and approaches that constitute the contemporary marketing theory as well as its applications in practical business circles. The purpose of this course is to provide the students with a keen understanding of the marketing functions in business and the knowledge of developing and implementing successful marketing strategies.

[Goal]

This course introduces students to the fundamental concepts of marketing, its functions and organizations, marketing strategies used by companies and the role of marketing in the society. Students learn how to understand the marketplace, how to create customer value, how to target and segment the market, and how to build customer relationships.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

This course is taught primarily through lectures and presentations. Interactive class participation is encouraged.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Understanding the Marketplace	What is marketing? Analyzing the marketing environment
3	Understanding Consumers (1)	Consumer markets and consumer buying behavior
4	Understanding Consumers (2)	Case study and presentation
5	Designing a Customer-Driven Strategy (1)	Creating value for target customer
6	Designing a Customer-Driven Strategy (2)	Case study and presentation
7	New Product Development (1)	Products, services and brands
8	New Product Development (2)	Product life-cycle strategies
9	Understanding Pricing and its Strategies (1)	New product pricing strategies
10	Understanding Pricing and its Strategies (2)	Case study and presentation
11	Promotion Mix (1)	Retailing and Wholesaling
12	Promotion Mix (2)	Advertising and Public Relations
13	Competitive Marketing Strategies	Understanding competitive marketing strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

[Work to be done outside of class (preparation, etc.)]

Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given.

[Textbooks]

Kotler, Phillip and Armstrong, Gary. *Principles of Marketing*, 17th Edition, Pearson Education, 2017.

[References]

Further materials will be provided by the instructor.

[Grading criteria]

Students will be evaluated based on class participation (20%), assignments (20%), group presentation (15%), and final exam (45%).

[Changes following student comments]

Not applicable.

[Others]

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

[Prerequisite]

Preferably Introduction to Business or other 100-level business courses.

ECN200ZA

Foundations of Finance

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 金 3/Fri.3

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】

Preferably some business and/or accounting knowledge.

【Outline and objectives】

Learning the fundamental concepts of finance. This is a basic level finance course that focuses on the core principles of finance, including financial statements, financial performance, time value of money and risk analysis. Even if you are not planning a career in finance, a working knowledge of finance will help you to understand and interpret financial information around you. This is important because financial decisions are everywhere, both for you and the firm that you will work for.

【Goal】

This course presents the fundamental concepts of finance to students. The goal of this class is to develop corporate finance tools that are used in business. At the end of this course, students will learn and understand the quantitative and analytical skills necessary to make a good financial decision.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

This course is taught primarily through lecture. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Understanding Financial Statements (1)	The Income statement
3	Understanding Financial Statements (2)	The Balance sheet
4	Evaluating Firms' Financial Performance (1)	Using financial ratios
5	Evaluating Firms' Financial Performance (2)	Analyzing financial ratio
6	Review & Midterm Exam	Assessing the degree to which you understand the subject
7	The Time Value of Money (1)	Present value, future value and annuity
8	The Time Value of Money (2)	Interest rate and uneven cash flow
9	Interest Rates (1)	Bond rating
10	Interest Rates (2)	Determinants of interest rate
11	Risk and Rates of Return (1)	Stand-alone risk
12	Risk and Rates of Return (2)	Risk in a portfolio context
13	Review and Discussion	Issues related to financial management
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】

Students are expected to download the lecture slides, read the textbook and complete any assignments given.

【Textbooks】

Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management*, 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.

You can buy the textbook at Hosei's COOP (生協) or you can borrow the textbook from the library to make copies.

【References】

Further materials will be provided by the instructor.

【Grading criteria】

Students will be evaluated based on class participation (20%), assignments(10%) and two exams (70%).

【Changes following student comments】

Not applicable.

【Others】

This course requires students to have some understanding of Statistics.

MAN200ZA

Accounting

Noriaki Okamoto

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 金 4/Fri.4

【Outline and objectives】

Accounting is often called "the language of business". Basic accounting knowledge is fundamental to becoming a successful business manager. In this course, students can learn basic accounting concepts and key financial statements. The financial statements covered in this course are balance sheets, income statements and cash flow statements. It also covers important accounting topics such as the globalization of accounting standards and the double-entry bookkeeping process.

【Goal】

Students will be able to become familiar with the basic concepts and principles of accounting, and to understand corporate financial statements in order to analyze the overall business performance of corporations. Also, students will be able to learn the basic processes of double-entry bookkeeping. The processes include journal entries, posting, preparing trial balances, adjustments and closing entries.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

This course is taught through lectures, discussions and exercises. At my discretion, I may assign several mini-projects (and exercises) to be completed during, or outside of, the class. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Learn and discuss how accounting functions in the economy and society (handouts and slides)
2	Basics of Accounting	Learn the basic structure of financial accounting (Ch. 1, handouts and slides)
3	Accounting and Financial Statements	Learn the framework of accounting and basic financial statements (Ch. 1, handouts and slides)
4	Accounting Principles ①	Learn the generally accepted accounting principles: GAAP (Ch. 2, handouts and slides)
5	Accounting Principles ②	Learn the generally accepted accounting principles (Ch. 2, handouts and slides)
6	The Balance Sheet ①	Understand the basics of the balance sheet (Ch. 3, handouts and slides)
7	The Balance Sheet ②	Learn how to analyze the numbers on the balance sheet (Ch. 3, handouts and slides)
8	The Income Statement ①	Learn the basic structure of the income statement (Ch. 4, handouts and slides)
9	The Income Statement ②	Learn how to analyze the numbers on the income statement (Ch. 4, handouts and slides)
10	Review & Mid-Term Exam (Quiz Questions)	Mid-term exam
11	The Cash Flow Statement	Learn the basic structure of the cash flow statement (Ch. 5, handouts and slides)
12	The System of Bookkeeping	Learn the double-entry bookkeeping (Ch. 7, handouts and slides)
13	Posting and Trial Balance	Understand the important steps in the process of double-entry bookkeeping (Ch. 7, handouts and slides)
14	Final Exam & Wrap-up	Final exam

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned textbook chapters before each class session. Also, there are different types of homework during the course.

【Textbooks】

Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

【References】

Wayne A. Label, Cheryl Kennedy Henderson (2015), *Study Guide and Workbook for Accounting for Non-Accountants* 3rd edition, Solana Dreams Publishing Company.

Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.

Thomas R. Ittelson (2009), *Financial Statements* revised and expanded edition, Career Press.

【Grading criteria】

Projects / homework 20%,

Class participation / discussion 10%, Mid-term exam 20%, and final exam 50%

【Changes following student comments】

Simple mid-term exam was added to encourage students' self-study earlier in the course.

【Equipment student needs to prepare】

A calculator

【Prerequisite】

None.

TRS200ZA

Event Management

John Melvin

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 1/Mon.1

[Outline and objectives]

For millennia, humans have found ways to mark important events in their lives: the changing of the seasons, the phases of the moon and the renewal of life each spring. Today, events are playing an increasing role in people's lives and culture. More leisure time and better standards of living have led to a proliferation of public and private events. More recently, governments and businesses have recognised the power of events to help with economic development and destination marketing. The wide array of events, from community to international level, makes event management a hugely exciting field of study.

[Goal]

The purpose of this course is to acquire an in-depth knowledge about the field of event management and the factors to consider for the successful planning, promotion, implementation and evaluation of events within different contexts.

This course will cover the critical techniques and strategies required to plan successful special events. Upon completion of this course, you should be able to:

- 1) Understand the range of factors driving conceptualising and designing events
- 2) Understand different sources of event funding and support
- 3) Understand and apply appropriate risk management practices
- 4) Understand the role and management of event volunteers
- 5) Appreciate the varied aims and objectives of different events and the need to consider the event legacy

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The course is primarily lecture-based, though you will have a number of opportunities to discuss issues in small groups. A range of case studies can help you consolidate your learning by illustrating the lecture content with real examples.

In groups, students will design a unique event, which will provide an opportunity to apply the theories and concepts from the lectures.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Understanding the events industry, the range of events and the areas this class will consider
2	Event Conceptualization	The various influences on developing an event concept and the issues to be included in the planning process
3	The Event Environment	Examining the unique context that events take place in and how this influences the event management process
4	Designing the Event Experience	Developing an event theme and program, and selecting a venue
5	Event Funding & Support	Analyzing the various forms of support for events, such as grants and sponsorship, and strategies
6	Event Marketing and Promotion	Analyzing approaches to marketing and the challenges of event marketing
7	Guest Speaker	An experienced guest speaker will discuss event management
8	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
9	Risk Management, Licensing and Health and Safety	Planning and preparing for negative incidents to ensure the safe and smooth delivery of the event
10	Financial Management and Budgeting	Financial management processes including sourcing funding, monitoring income and expenditure and evaluation

11	Event Case Studies	Analysing aspects of event management from an international case study
12	Group Presentations	Groups will give a presentation on their original event
13	Post Event Evaluation and the Event Legacy	Identifying the range of post-event tasks to ensure a successful conclusion and the importance of planning for an event's legacy
14	Examination & Wrap-up	End of semester examination

[Work to be done outside of class (preparation, etc.)]

Students will be assigned reading as preparation for classes. Students are expected to download the lecture slides to preview before class.

[Textbooks]

There is no set text for this course. Weekly handouts and reading materials will be distributed in class and/or available on H'etudes.

[References]

The reference books are available in the university library.

Allen, J, O'Toole, W, McDonnell, I and Harris, R (2011) *Festival and Special Event Management*. (5th edition) Brisbane: Wiley

Bowdin, G McDonnell, I, Allen, J and O'Toole, W (2001) *Events Management*. Oxford: Butterworth-Heinemann

Ferdinand, N. and Kitchin, P. (2017) (2nd Edition) *Events Management An International Approach*. London: SAGE

[Grading criteria]

Evaluation will be based on

1. Class participation (30%)
2. Group presentation and report (30%)
3. Exam (40%)

Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

[Changes following student comments]

Following feedback, the group project is assessed individually, in order to encourage cooperation and reward hard work.

[Others]

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

[Prerequisite]

None.

MAN200ZA

Business Negotiation

Takamasa Fukuoka

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 月 1/Mon.1

【Prerequisite】
 None.

【Outline and objectives】

Negotiation is an interdisciplinary study (psychology, business management, economics, politics, law, etc.) which has been developed since the 1970s, when Harvard University started researching negotiation in a systematic manner. The study of this has become increasingly significant to global society. This course introduces students to the basic negotiation theories and techniques.

【Goal】

The purpose of this course is to learn basic negotiation theories and techniques, and utilize them in both business negotiations and daily life.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In this course, students will learn basic negotiation theories, read and discuss case studies, and study consensus building so as to be able to interact with different societies.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Introduction	Course introduction
2	What is Negotiation?	Learn the definition of negotiation.
3	Negotiation and Conflict	Learn how negotiation is a method to resolve conflicts.
4	Win-Lose Negotiation (distributive bargaining)	Learn Win-Lose negotiation (theory and techniques).
5	Case Study (1)	Read and discuss case studies of Win-Lose negotiation.
6	Win-Win Negotiation (integrative bargaining)	Learn Win-Win negotiation (theory and techniques).
7	Case Study (2)	Read and discuss case studies of Win-Win negotiation.
8	Pareto-Optimal Solution	Learn how to search for Pareto-Optimal solutions in negotiation.
9	Negotiation Strategy and BATNA	Learn why BATNA is important in negotiation.
10	Case Study (3)	Read and discuss BATNA case studies.
11	Case Study (4)	Read and discuss BATNA case studies.
12	Consensus Building	Learn how to build consensus while negotiating complex issues.
13	Intercultural Negotiation	Learn cultural differences and effective intercultural negotiation methods.
14	Review and Final Exam	Review and final exam.

【Work to be done outside of class (preparation, etc.)】

As instructed, students will have to read chapters of the coursebook and also other materials for each class.

【Textbooks】

No textbook will be used. Handouts will be provided by the instructor.

【References】

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In* New York: Penguin Books, 1983.
 Wheeler, Michael. *The Art of Negotiation: How to improvise Agreement in a Chaotic World* New York: Simon and Schuster, 2013.
 Bazerman, Max and Margaret Neale. *Negotiating Rationally* Free Press, 1994.

【Grading criteria】

Evaluation will be based on class participation (40%) and the final exam (60%).

【Changes following student comments】

The lecturer will provide more business negotiation tips.

MAN200ZA

Brand Management

Takamasa Fukuoka

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 月 4/Mon.4

【Outline and objectives】

To explore effective management for building a strong corporate / regional brand. Brand strategy has been receiving attention since the 1980s, after the innovative concept of brand equity became an important part of marketing strategy, helping companies and local governments to survive a competitive marketplace. In this course, students will examine some significant theories by Aaker and Keller, who are eminent researchers in this field. Basic / advanced theories by other researchers will also be explored.

【Goal】

The purpose of this course is to develop an understanding of branding and branding strategy. Students will learn effective ways to build a strong brand.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In this course, students will read theories, discuss and analyze some case studies to find out the most suitable processes for building a strong brand, which will be helpful in increasing domestic and overseas sales. Moreover, as a wrap-up, we will also discuss the future outlook of brand management from a strategic viewpoint.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Introduction	Course introduction
2	What is a Brand?	Learn how the definition of "brand".
3	Brand Equity	Learn how new brand equity is a set of assets.
4	Brand Loyalty	Learn new brand loyalty is one of the brand assets, and key considerations when placing a value on a brand that is to be bought or sold.
5	Brand Awareness	Learn new brand awareness and the strength of a brand's presence in the consumer's mind.
6	Perceived Quality	Learn about how new perceived quality is a brand association that is elevated to the status of a brand asset.
7	Brand Associations	Learn how new brand equity is supported in great part by associations that consumers make with a brand.
8	Name, Symbol and Slogan	Learn how the new name, symbol and slogan are the basic core indicators of a brand.
9	Brand Extension	Learn about line extensions, brand stretching, brand extensions, and co-branding.
10	Brand Identity	Learn the definition of brand identity and related concepts.
11	Brand Personality	Learn how new brand personality is a set of human characteristics associated with a given brand.
12	Brand Strategies over Time	Learn the reason why consistency is good.
13	Managing Brand Systems	Learn how to manage brands in a complex environment.
14	Review and Final Exam	Review of what students have learned from this course and final exam.

【Work to be done outside of class (preparation, etc.)】

As instructed, students will have to read chapters of the coursebook and also other materials for each class.

【Textbooks】

No textbook will be used. Handouts will be provided by the instructor.

【References】

Aaker, D.A (1991) *Managing Brand Equity: Capitalizing on the Value of Brand Name*, Free press.

Aaker, D.A (1996) *Building Strong Brand*, Free press.

Keller, K.L (1998) *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, Prentice-Hall, Pearson Education.

【Grading criteria】

Evaluation will be based on class participation (40%) and the final exam (60%).

【Changes following student comments】

The course structure and content was favorably evaluated.

【Prerequisite】

None

MAN200ZA

Organizational Behavior

Junko Shimazoe

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 金 5/Fri.5

【Outline and objectives】

In this course, students learn (1) why modern organizations behave as they do, (2) how the behavior emerges from inside the organization, and (3) how exogenous forces influence formation of the behavior. Since studies of organizations are fundamentally cross-disciplinary, this course approaches organizations from sociological, social psychological, public policy, and psychological perspectives about organizational behavior. For the same reason, examples covered in this course include organizations in the public, private, and non-profit sectors. At the end of this course, students will develop a multifaceted view of their own to explain various problems of modern organizations.

【Goal】

This course has three goals. First, students are expected to understand scientific approach to study organizations. For example, what does it mean to study organizational behavior in a scientific manner? What are objects of studying, organizational structure, performance, routines, or interactions among people and organizations? How is it possible to explain relationship between behavior of people and organizational behavior? Second, students are expected to understand “organic aspects” of organizations. Organizations are more than machines whose structures and rules repeatedly generate intended results. Members interact with each other and in organizational contexts, from which unintended outcomes may emerge. In addition, organizations are influenced from temporal, geographical, and other environmental conditions. It is important for students to understand organizations as evolving and interactive actors with members and other organizations. Finally, students are expected to become able to explain problems caused by modern organizations in their own words. Regardless of career after graduation, organizations are everywhere in modern life, and students may encounter from minor to major issues caused both in and by organizations. It is essential for students to apply concepts that they learn in this course to organizational behavior that they observe in real life.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

In each class, I will assign readings to explore the topic of the next class. Finish them before class.

Active participation in class are required. In this course, we will use lectures by the instructor, audiovisual materials, discussion, and group presentations. The contents covered in class will go beyond assigned readings of the week. In the case of being unable to come to the class, send an e-mail in advance to the lecturer unless the reason is that you are sick.

In this course, students work together to study and make a presentation about organizational accidents. In the group presentation, explain the probable causes of the accidents and their implications to society using the knowledge from this course. Do not simply repeat what the internet sources, books, or other authorities say about the problems. Build your own explanation based on what you learn in this course.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	- Syllabus - What is OB? - Why does OB matter? - Diversity and its challenges
2	Diversity in an Organization	
3	Individual Differences #1	- Values - Personality
4	Individual Differences #2	- Perception - Work attitudes and behaviors
	Attitudes and Behaviors	- Psychological contract - Relationships at work - OCB
5	Motivating Work Environment	- Job design - Goal setting - Performance appraisals - Performance incentives

6	Motivation	- Maslow's Hierarchy - EPG theory - Theory X, Theory Y
7	Stress and Emotion at Workplace	- Stress - Stress process - Workplace stressors - Role demands - Outcomes of stress - Individual differences in experiences and managing stress - Organizational approaches to managing stress - Emotions - Emotional contagion - Emotions at work - Emotional labor
8	Groups and Teams	- Groups - Development stages - Cohesion - Problems of too much cohesion - Teams - Team roles - Types of teams - Designing effective teams
9	Decision Making	- Decision making - Ideal process - Reality - Game plan?
10	Organizational Accident and Learning	- Organizational accident - Risk vs. uncertainty - Normal accident - Organizational learning - Barriers to organizational learning - high-reliability organization
11	Power in an Organization	- Power - Sources and conditions of power
12	Leadership	- Knowledge management - Intellectual capital - Organizational memory - Traits for leadership
13	Organizational Culture	- Types of leadership - Process and forces of organizational change - Organizational culture - Types of organizational culture - Why culture matters - Weakness of the strong culture - Strength of the adaptive culture - Organizational socialization - Outcomes
14	Group Presentation	- Presentations - Wrap-up

【Work to be done outside of class (preparation, etc.)】

In each class, I will assign readings to explore the topic of the next class. Students have to finish them before they come to the class. Students are also required to understand distributed materials in the class.

【Textbooks】

N/A

【References】

Aldrich, Howard E. and Martin Ruef. *Organizations Evolving* 2nd Edition. SAGE Publications, 2006.

【Grading criteria】

- Class participation (15%)
- Group presentation (40%)
- Final paper (45%)

【Changes following student comments】

N/A

【Equipment student needs to prepare】

N/A

【Prerequisite】

None

ECN200ZA

Microeconomics II

May May Ho

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 水 3/Wed.3

【Outline and objectives】

This is the second part to an introductory course in microeconomics. (See prerequisite below.)

In this semester, we will continue covering fundamental concepts and principles in microeconomics. This time, we will focus on producer and consumer theory and the labor market. In the first half of the semester, we will study firm behavior and market structures. In the second half of the semester, we will discuss consumer theory. The labor market and income determination will also be examined.

【Goal】

The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. how different market structures affect producers and consumers and how the labor market works. Students should be able to examine issues related to consumption, production, the labor market, income inequality, and poverty.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is comprised mainly of lectures, discussions, and in-class activities. In-class activities, such as solving problem sets, may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups to make a presentation at the end of the semester on current labor and income issues. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Introduction to the course Costs of production (Chapter 13)
2	Producer Theory (1) Producer Theory (2)	Firms in competitive markets (Chapter 14)
3	Producer Theory (3)	Problem sets and practical applications (Chapters 13 and 14)
4	Producer Theory: Firms in Non-competitive Markets (1)	Monopoly (Chapter 15)
5	Producer Theory: Firms in Non-competitive Markets (2)	Monopolistic competition (Chapter 16)
6	Producer Theory: Firms in Non-competitive Markets (3)	Oligopoly (Chapter 17)
7	Producer Theory: Firms in Non-competitive Markets (4)	Problems sets and practical applications (Chapters 15, 16, and 17)
8	Review & Mid-term Exam	In-class written exam
9	Consumer Theory (1)	Preferences and optimization (Chapter 21)
10	Consumer Theory (2)	Solving selected problems and applications in Chapter 21
11	Labor Economics (1)	Labor demand and supply Equilibrium in the labor market (Chapter 18)
12	Labor Economics (2)	Determinants of wages Economics of discrimination (Chapters 19, 20)
13	Labor Economics (3)	Problem sets and practical applications (Chapters 18, 19, and 20)
14	Final Exam & Wrap-up	In-class written exam

【Work to be done outside of class (preparation, etc.)】

1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.

2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Assignments will be presented and discussed in class.

3. Student Group Presentation- Students form groups to make a presentation on current issues relating to Japan's fiscal situation. Topics may include: Japanese government debt, tax measures, debt service, social security expenditures, or other government expenditures. Specific guidelines will be given in class.

【Textbooks】

Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】

Other materials, if any, will be given by the instructor or shall be announced in class.

【Grading criteria】

Assignments and Class Participation: 25%

*The two lowest-graded assignments will not be included in the calculation of the final grade.

Student Group Presentation: 15%

Midterm Exam: 30%

Final Exam: 30%

【Changes following student comments】

Not applicable.

【Others】

This course requires students to have a good understanding of mathematics and graphic analysis.

【Prerequisite】

Microeconomics I, Understanding Microeconomics or an equivalent introductory course in microeconomics or economics.

ECN200ZA

Macroeconomics II

George Y Wang

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 月 2/Mon.2

【Outline and objectives】

This course is to provide students with more knowledge of the core theories in macroeconomics, especially given the macroeconomic debates and controversies of recent years. Hence, the course will aim to enhance understanding of real-world macroeconomic developments and issues, especially involving macroeconomic policy. Throughout this course, students will be provided with the macroeconomic theory and models that allow them to investigate and answer some of the most relevant and complex questions of modern macroeconomics.

【Goal】

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

1. Apply macroeconomic knowledge to analyze contemporary macroeconomic issues and underlie world problems
2. Interpret macroeconomic issues and problems from the theoretical perspectives
3. Assess macroeconomic theories in terms of their policy implications
4. Articulate macroeconomic debates clearly, using both technical tools of analysis and an intuitive approach.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course will be mainly conducted through lectures with analysis of appropriate case studies related to each topic. Students will be expected to analyze actual cases and make presentations to the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course (Syllabus)	Introduction to the course
	Independence and the Gains from Trade (Ch3)	International trade Absolute and comparative advantages
2	Consumers, Producers, and the Efficiency of Markets (Ch7)	Consumer surplus Producer surplus Market efficiency
3	Application: International Trade -1 (Ch9)	The determinants of trade Revisit comparative advantages
4	Application: International Trade -2 (Ch9)	The winners and losers from trade Case study
5	Measuring a Nation's Income (Ch10)	The components of GDP The alternative measures: GNP and GNI
6	The Basic Tools of Finance -1 (Ch14)	Discounting and compounding Risk
7	The Basic Tools of Finance -2 (Ch14)	Asset valuation Efficient market hypothesis
8	Review & Midterm Exam	Assess students' performance for the 1st half of course materials (Week 1-7).
9	Unemployment (Ch15)	Identifying unemployment Minimum wage laws Union and collective bargaining
10	Money Growth and Inflation -1 (Ch17)	The classic theory of inflation
11	Money Growth and Inflation -2 (Ch17)	A model of money demand and supply Case study
12	The Foreign Exchange Market (Mishkin Book, Ch18)	Exchange rates and applications
13	Open-Economy Macroeconomics (Ch18)	The prices for international transactions
14	Final Exam & Wrap-up	Assess students' performance for the 2nd half of course materials (Week 9-13).

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned materials (text-book/articles/cases) and to participate in class discussion.

【Textbooks】

Mankiw, N. Gregory. *Principles of Macroeconomics*, 6th Edition. Cengage, 2012. (ISBN-13: 9789000021369).

【References】

Wheelan, C. *Naked Economics: Undressing the Dismal Science*. WW Norton & Company, 2010. (ISBN: 978-0393337648)

Dasgupta, Partha. *Economics - A Very Short Introduction*. Oxford University Press, 2007. (ISBN: 978-0192853455)

Mishkin, Frederic S. *The Economics of Money, Banking, and Financial Markets*, 11th Edition. Pearson, 2016. (Ch 18-19 International Finance) (ISBN-13: 978-0133836790) (ISBN-10: 0133836797)

【Grading criteria】

1. Participation: 20%
2. Quizzes and Projects: 30%
3. Midterm Exam: 25%
4. Final Exam: 25%

【Changes following student comments】

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】

A calculator may be needed, depending on chapter contents. Students will be informed when to bring a calculator to class.

【Others】

None

【Prerequisite】

Macroeconomics I (except for students who entered 2012 - 2015. All students who entered 2012 - 2015 can take this course.)

Students who have taken other economics courses need to discuss with the instructor for permission.

ECN200ZA

Development Economies

George Y Wang

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 1/Tue.1

【Outline and objectives】

The ongoing process of economic development confronts several problems and challenges that need to be addressed. This course will focus on the economic aspects of some central issues in the area of economic development (also known as development economics), such as poverty, population pressures, urbanization and migration.

【Goal】

Through an understanding of the concepts and theories of development economics, this course aims to help students understand the nature and causes of problems like poverty, population explosion, etc., and the appropriate policy design to address them.

Through this introductory level course, students will acquire the ability to understand the real conditions and institutions across the developing world and to draw conclusions as they confront development problems, so that they can play an informed role in the struggle for economic development and poverty alleviation.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course will be mainly conducted through lectures with analysis of appropriate case studies related to each topic. Students are expected to analyze real-life cases and make presentations to the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Development Economics -1	Meaning of economic development, core values of economic development (EDIA, Ch1; ED, Ch1)
2	Introduction to Development Economics -2	Defining the developing world, human development index, millennium development goals (EDIA, Ch2; ED, Ch2)
3	Poverty and Economic Development -1	Measuring poverty-inequality, conceptual issues, rural-urban poverty (EDIA, Ch9; ED, Ch5)
4	Poverty and Economic Development -2	Characteristics of high poverty groups, policy options on income inequality and poverty (EDIA, Ch9; ED, Ch5)
5	Population Growth and Economic Development -1	Nature of world's population, birth and death rates, demographic transition, malthusian population trap (EDIA, Ch8; ED, Ch6)
6	Population Growth and Economic Development -2	Demand for children in developing countries, consequences of high fertility, policy options to control population growth, case study: India-China population policy (EDIA, Ch8; ED, Ch6)
7	Review & Midterm Exam	Assess students' understanding of the 1st half of course materials (Week 1-6).
8	Urbanization and Rural Urban Migration	Urbanization trends and projections, role of cities, Urban informal sector, migration and development (ED, Ch7)
9	International Trade and Investment	Theories of international trade, comparative advantages (EDIA, Ch6; ED, Ch12)
10	Savings and Financial System	Effects of savings, banking, financial markets (EDIA, Ch7)

11	Human Capital -1	Role of education and health in economic development, human capital approach (EDIA, Ch10; ED, Ch8)
12	Human Capital -2	Child labor, educational systems and development disease burden, health productivity and policy (EDIA, Ch10; ED, Ch8)
13	The Environment and Development	Basic issues, global warming, urban development and environment (EDIA, Ch12; ED, Ch10)
14	Final Exam & Wrap-up	Assess students' understanding of the 2nd half of course materials (Week 8-13).

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned materials (text-book/articles/cases) and to participate in class discussion.

【Textbooks】

Dowling, John Malcolm and Maria Rebecca Valenzuela. *Economic Development in Asia* (EDIA for short), 2nd Edition. Cengage Learning, 2010. (ISBN-13: 9789814272933)

【References】

Todaro, Michael and Stephen Smith. *Economic Development* (ED for short), 12th Edition. Pearson, 2015. (ISBN-10: 0133406784, ISBN-13: 9780133406788)

【Grading criteria】

1. Participation: 20%
2. Quizzes and/or Projects: 30%
3. Midterm Exam: 25%
4. Final Exam: 25%

【Changes following student comments】

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】

A calculator may be needed, depending on chapter contents. Students will be informed when to bring a calculator to class.

【Prerequisite】

None

TRS200ZA

Tourism Development in Japan

John Melvin

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 2~4

Day/Period : 火 3/Tue.3

[Outline and objectives]

Currently inbound tourism to Japan is experiencing unparalleled growth. An increasingly diverse range of tourists brings opportunities and challenges to tourism managers.

After a consideration of historical tourism development, this course will examine a range of topical issues, including how Japan can take advantage of the Tokyo Olympics in 2020 and the impact of UNESCO World Heritage Site designation of Mt. Fuji. We will analyze different prefectural marketing campaigns and also consider the factors behind the remarkable recovery of inbound tourism after the 2011 Great East Japan Earthquake.

[Goal]

Upon completion of this course students should be able to:

- 1) Understand how tourism in Japan has developed into its present form
- 2) Appreciate some of the key organisations involved in planning tourism in Japan
- 3) Understand the social and economic potential of tourism for revitalizing Japan at national and local level
- 4) Critically analyze prefectural and national government marketing campaigns

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

This course is primarily lecture-based, though students will have a number of opportunities to discuss issues in small groups. Feedback from these groups can then help the class develop understanding of key points through an open exchange of ideas and information. Relevant and topical case studies can help students consolidate their learning by applying the lecture content to real examples. Student group presentations on tourism in a selected prefecture will further improve understanding of key issues.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Considering the current state of Japanese tourism and recent trends
2	The Roots of Japanese Travel Culture and Tourism Development	Exploring the historical development and evolution of the tourism sector in Japan
3	Managing Tourism Demand	Analysis of some of the key institutions involved in tourism management and planning in Japan
4	Tourism as Economic and Social Lifeline	Exploring the economic potential of tourism for local and regional development
5	Tourism Marketing	Analyzing evolving marketing theory and different approaches to tourism marketing at prefectural level.
6	Japan and Asia	Examining the connections with some of Japan's close neighbours and how Japan is differentiating itself amidst growing international competition for tourists
7	Tourism Resources: Events	Analysing how Japan's rich event calendar provides competitive advantage at local and international levels
8	Tourism Resources: Natural, Built and Cultural	Analysing the tangible and intangible resources in Japan and how they are utilised for tourism purposes
9	Inbound Tourism	Historical and current trends in inbound tourism. Tourist motivations and behaviours of different visitor groups.
10	Case Study	In-depth focus on destination management through a case study

11	Disaster Management and Recovery	Analyzing how destinations can manage disasters, and the response to the Great East Japan earthquake in 2011.
12	Group Presentations	Presentations on tourism in selected prefectures
13	Tourism Focus: Niche Tourism	Considering different forms of tourism including ecotourism, gastronomical tourism and contents tourism related to anime, movies and TV shows
14	Examination & Wrap-up	End of semester examination

[Work to be done outside of class (preparation, etc.)]

Students are expected to download and preview lecture slides before class.

[Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on H'etudes.

[References]

The reference book is available in the library and in the GIS Reference Room.

Funck, C. and Cooper, M. (2013) *Japanese Tourism: Spaces, Places and Structures*. Berghahn: New York

[Grading criteria]

1. Class participation (30%)
2. Group project (30%)
3. Exam (40%)

Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

[Changes following student comments]

After student feedback the group project is assessed on an individual basis, to encourage cooperation and reward hard work.

[Others]

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

[Prerequisite]

None.

MAN200ZA

Entrepreneurship and New Ventures

Sean Hackett

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 火 1/Tue.1

【Outline and objectives】

This course is an active learning course. The objective of this course is to develop an entrepreneurial mindset while reviewing the basics of business. Students can develop a better understanding of how to identify business opportunities, define potential business concepts, and refine the business concepts through creativity and business modeling. Then, students can consider how to translate the business concepts into product definitions informed by design thinking and lean startup customer development approaches, and finally prepare to drive sales of the products through an online presence.

【Goal】

Acquire academic and practical knowledge about entrepreneurship.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is lecture and discussion-based, requires the use of an online journal, and includes group-driven experiential exercises. Students must complete the assigned reading and write a journal entry about the reading before each class.

For each class there is a lecture. After the lecture, students break into groups in order to complete the experiential exercises which are aimed at applying concepts from the lecture.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	The Fundamentals of Entrepreneurship	This session is an overview of the course.
2	Nuts & Bolts and Hypotheses Associated with Registering a Business in Tokyo	This session covers the basic requirements for registering a business in Tokyo. We will also consider the hypotheses founders must develop as they go through the registration process.
3	Opportunity Recognition & Evaluation	In this session we will consider how to evaluate whether an idea is just a thought exercise or it is a genuine business opportunity appropriate for us to pursue.
4	Creativity & Entrepreneurship	In this session we will consider when creativity is essential for an organization, and when it is unwelcome. We will engage in an applied exercise in creativity that will push you to step outside your comfort zone, and see opportunities where you may have thought none existed.
5	Segmenting, Targeting, Customer Value Propositioning, and Positioning	In this session we will discuss positioning (the effort to influence consumer perception of a brand or product) and customer value propositioning for targeted customer segments.
6	Business Models	In this session we will discuss the importance of having a good business model for entrepreneurial success.
7	Design Thinking & New Product Development	This session introduces the design thinking process as it is applied to new product development.
8	Lean Start-Ups & The Business Model Canvas	The reading on Lean Startups for this session changed the domain of entrepreneurship!
9	Customer Experience	In this session we consider how good customer experience design and good website design can translate into more sales.

10	Leveraging the Cloud and Integrations	In this session we will learn about software as a service, Platform as a Service, Infrastructure as a service, and web services automation and integration.
11	Go-To-Market Strategy	In this session we will consider the specific tactical options that are available for connecting a startup with its target market.
12	Social Media Marketing	In this session we will use a case study to explore the potential for using social media marketing and search engine optimization to compete against large enterprises.
13	Viral Video Marketing	If a picture is worth 1,000 words, how much is a viral video worth? In this session we will discuss the importance of being able to communicate your value proposition through a video in ways that make people want to share your video.
14	Course Wrap Up & Evaluation	In this session a summary lecture of the course is followed by course evaluations.

【Work to be done outside of class (preparation, etc.)】

Before each class learning session, participants complete the assigned readings and then write their journal entry in the online journal provide by the professor.

【Textbooks】

An online coursepack of readings from the repository at Harvard Business School Publishing will be created by the professor. The cost of the coursepack is approximately US \$42.50. Students who want to earn points for assignments that use coursepack readings must purchase the readings directly from Harvard Business School Publishing using the URL associated with the coursepack. (Note: Payments for the coursepack can be made with either a credit card or a debit card).

【References】

If you want to read a book before taking the class, I recommend The Lean Startup and/or The Startup Way, both by Eric Ries.

【Grading criteria】

LMS registration: 7 points (5%)
 Class participation & attitude: 39 points (27%)
 Journal entries: 48 points (34%)
 Group Experiential Exercises: 24 points (17%)
 Final deliverable: 25 points (17%)
 Total available points: 143 (100%)
 (% is rounded)

【Changes following student comments】

N/A

【Equipment student needs to prepare】

- A credit or debit card to pay for the coursepack.
- A Laptop & internet connection are helpful for completing some experiential exercises in class.
- Access to an internet connected device is required to be able to complete the online journal entries before and after each learning session.

【Others】

- There is a substantial amount of reading and preparation that you will complete before each class. Additionally, there is a post-class assignment for every class beginning in Week 2.
- More information about the course Learning Design can be obtained by visiting <http://hackettlabs.com/gis/>
- Please bring a smartphone or laptop to the first class so you can complete an online survey.
- ESOP students bring an important international dimension to Department of Global and Interdisciplinary Studies (GIS) courses like this one. As long as seats are available, I welcome ESOP students who want to take this course.

【Prerequisite】

None

MAN200ZA

Creative Industries

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 金 1/Fri.1

【Outline and objectives】

In this class, we will explore different elements of contemporary creative industries and their surrounding cultures in Japan. This will include examining the differing conceptions of creativity they enable, and how this is connected to changes in media technologies and business strategies. Over the course of the semester we will explore the history of the idea of creative industries, examining specific industries in Japan. We will be focusing on the areas that are currently promoted locally and globally as key cultural industries in Japan. This includes anime, manga, toys, and the character business, exploring how these industries interacted and influenced one another. We will then move on to see how this connects to other industries, such as tourism. Lastly, we will examine the Japanese fashion industry in detail. For each of these commercial industries, we will analyze their production, distribution, and consumption as we examine different approaches to branding and creativity.

【Goal】

In addition to teaching the students information on the cultural production, economics, and marketing of the creative industries, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) critically engage with the concept of creativity; 2) learn the history of different creative industries and their shifts in business strategies and marketing; 3) explore how these shifts reflect societal changes in Japan.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture-based, with visual material such as clips of films and animation, group activities and discussions on certain themes. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What are Japan's creative industries?
2	Anime's Business Structure	History and technology
3	Media-mix and Marketing I	Case study I
4	Media-mix and Marketing II	Case study II
5	(Re)Conceptualizing Creativity I	Creativity and branding
6	(Re)Conceptualizing Creativity II	Robots and creativity
7	Review & Mid-term Exam	Overview of first section
8	Branding Places I	Developing the Japan Brand
9	Branding Places II	Designing locality
10	Branding Places III	Anime tourism
11	Kawaii Culture	Local and global branding successes
12	Fashion I	Fashion magazines
13	Fashion II	Branding Japanese Americana
14	Wrap-up & Final Exam	Concluding remarks on creative industries

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

No textbook will be required as readings will be provided by the instructor.

【References】

Steinberg, Marc. *Anime's Media Mix: Franchising Toys and Characters in Japan*. University of Minnesota Press, 2012.

Marx, W. David. *Ametora: How Japan Saved American Style*. Basic Books, 2015.

【Grading criteria】

Participation 20%

Mid-term exam 40%

Final exam 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

【】

ART300ZA

Topics in Contemporary Art

Akiko Mizoguchi

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 水 4/Wed.4

【Others】

Do not miss the first class as a selection process may occur.

【Prerequisite】

None.

【Outline and objectives】

Since the early 20th century we have witnessed a number of artistic movements: the birth of conceptual art, abstract expressionism, the rise of pop art and minimalism, the extension into earth, body, the movement toward performance, video, installation, and public art. Amidst all these transformations, how does contemporary art continue to make meanings, communicate, become significant to us? This course looks at various topics in contemporary art and closely examines how art functions in our society. Artistic practices in Europe, North America, Japan and other Asian countries are mainly examined.

【Goal】

Students will learn major movements, artists and terms in contemporary art.

Students will become active and discerning participants/viewers of contemporary art, equipped with basic analytical frameworks.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes combine lectures, video clips, discussions, and student presentations. In addition, students are required to attend at least one off-campus museum or gallery exhibition relevant to the class (determined by the instructor). Students will then make presentations and write their research papers. Students need to be aware that some works shown in class may address controversial issues such as homophobia, racial prejudice, and may include nudity.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of the course (A selection process may occur)
2	Is This Art?	(1) Group discussions on “The Way Things Go” (2) Modern to contemporary: challenges to perspective & duchamp
3	Art Movements:1960s-	Conceptual art, Fluxus, Minimalism
4	Art Movements: 1950s-	Abstract Expressionism, Action Painting, Postwar Figurative Art
5	Art Movements: 1960s-	Pop Art, Neo Pop, Simulationism
6	Art Movements: 1960s-	Video Art
7	Art Movements: 1960s-	Body Art & Performance
8	Art Movements: 1970s-	Feminism, gender as fiction
9	Art Movements: 1980s-	New Painting (Neo Expressionist Painting), Relational Art, Participatory Art
10	Art Movements: 1990-	Transbody (prosthetics, rubber suits, plastic surgery & sports)
11	Research Workshop 1	Student presentations 1
12	Research Workshop 2	Student presentations 2
13	Research Workshop 3	Student presentations 3
14	Summary	Summary and final exam

【Work to be done outside of class (preparation, etc.)】

Students need to keep up with the readings and must be prepared for class discussions. As part of their research, students are required to make at least one visit to an art exhibition suggested by the instructor in order to prepare their presentations and research papers.

【Textbooks】

No textbook will be used. Readings will be made available on H'etudes or distributed as handouts.

【References】

References will be made available on H'etudes.

【Grading criteria】

Final grades are determined by contribution to class discussions (30%), a brief presentation (10%) and a project paper based on a field trip to an art exhibition and research (30%), and the final exam (image identification and essay questions) (30%).

【Changes following student comments】

More art movements have been added.

LIT300ZA

Readings in Creative Nonfiction

Michael Bettridge

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 2/Thu.2

【Outline and objectives】

Creative non-fiction: a genre of writing that deals with real people and events, but which uses the conventions of fiction – dialogue, characterization, plot, point of view, figurative language, and so on – to tell its true story.

【Goal】

To guide students to an understanding and appreciation of the craft, the literary production and the cultural relevance of creative nonfiction.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Course work will include: reading selections and the writing of a reaction paper for each; quizzes; a student essay; a book review. Reading material will include pieces from a number of sub-genres of the nonfiction form. Lecture, reading and discussion, and note-taking will done each class meeting.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Creative Nonfiction	Explanation of course theme, content, grading, participation and attendance requirements
2	The Reaction Journal	Reading: "Why I Write: A Celebration of the National Day on Writing" Group reaction paper
3	The Narrative / The Personal Essay	Reading: "How it Feels to Be a Colored Me" by Zora Neale Hurston Group reaction paper Selection of non-fiction book for final exam book review
4	The Memoir & Autobiography	Reading: "The Art of Self" by Steven Harvey Reading: "The Chase" by Annie Dillard Reading: "Everything But the Truth?" by Fern Kupfer Group reaction paper
5	Family Ties	Reading: "What the Dog Saw" by Malcolm Gladwell Group reaction paper
6	Nature Writing	Quiz on selected essay Reading: "Living like Weasels" by Annie Dillard Reading: Rick Bass and Barry Lopez on hunting Group reaction paper
7	Travel, Dining and Food Writing	Reading: "Nowhere Man" by Pico Iyer Reading: "The Intimacy of Forks" by Liesl Schwabe Group reaction paper.
8	Review & Mid-term Exam: Student Essay	Due: Family History Essay
9	Dialogue, Interview & Reporting	Reading: "Encounter: Ruth REICHL" by Michelle Shabtai Reading: "A Son, His Mom And A Story About A Dog" by Scott Simon Group reaction paper
10	Writing About Culture	Reading: "STREAM OF THE CROP" by Emily Yoshida Reading: "How 'Privilege' Became a Provocation" by Parul Sehgal Group reaction paper
11	Cultural Criticism	Quiz on selected essay Reading: "Motorcycle Gangs" by Hunter S. Thompson Reading: "No Taking Pictures" by J. D. Riso Group reaction paper

12	Book Review Prep	Final exam group book review and preparation Reading: "Contains violence." From <i>The New Zealand Herald</i> Group reaction paper
13	Book Review Prep	Final exam group book review and preparation
14	Final Exam & Wrap-up	Book review paper and group discussion of works read

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do required homework and other preparation for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

Gutkind, Lee, ed. *Creative Nonfiction: True Stories, Well Told*. 1995. www.creativenonfiction.org/. Accessed 13 January 2019.

【Grading criteria】

Participation and reaction papers (20%); quizzes (10%); student essay (30%); book review (40%).

【Changes following student comments】

Own course reflection: more group work.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is limited to 3rd and 4th year students.

【Prerequisite】

Permission from the instructor to enroll in the course.

LIT300ZA

Novel Survey

Michael Bettridge

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 2/Mon.2

【Outline and objectives】

In introducing a number of important longer works of fiction, this general survey course aspires to lead students to a greater understanding of the nature and history of both the novel and its little sister, the novella, and thereby to a realization of the significance of these literary forms in art, in life and in the various cultures the works represent.

【Goal】

(1) To instill an understanding of how the "fictional story" of a novel reflects the values and moral concerns, as well as the daily-life preoccupations of the writers and the worlds from which they come. (2) To foster student insight into the story-telling skills and wordcraft of the novelists, while at the same time enjoying classic tales of madmen and monsters, of heroes, anti-heroes and villains, of lovers and strangers, of the haves and the have-nots of our universe.

【Which item of the diploma policy will be obtained by taking this class?】
 Will be able to gain "DP 2", "DP 3" and "DP 4".

【Method(s)】

Through lecture, close reading, discussion, and writing for critical understanding.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction of the Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Novel Beginnings	Exercises in "reading like a writer" An introduction to <i>Gentleman Don Quixote of La Mancha</i> and <i>Adventures of Robinson Crusoe</i>
3	Towards an Understanding of Ambivalence	Reading: from <i>Don Quixote</i> Critical essay: "Don Quixote as romantic and exemplar"
4	It's All About Manners	Reading: from <i>Pride and Prejudice</i> Critical essay: "Everything I needed to know about marriage"
5	The Novel as Ambassador	Short quiz Reading: from <i>Like Water for Chocolate</i> and <i>Kitchen</i> Update report on chosen novel is due
6	Gothic Meets SciFi	Reading: from <i>Frankenstein; or, the Modern Prometheus</i> Critical essay: "A Face for the Monster: The Universal Pictures Series"
7	The Bildungsroman	Reading: from <i>The Personal History of ... David Copperfield</i>
8	Review & Mid-term Exam	Exam on lecture and reading material from weeks 2-7
9	The Life Within: Personality & The Sub-conscious	Reading: from <i>The Strange Case of Dr Jekyll and Mr Hyde</i>
10	The Simple Art of Murder	Reading: from <i>The Maltese Falcon</i> Critical essay: "The Simple Art of Murder"
11	Dreams, Visions and Landscapes	Reading: from <i>Wide Sargasso Sea</i> Critical essay: "'Sargasso' Re-Imagines The Madwoman"
12	The Best Laid Schemes	Short quiz Reading: <i>Of Mice and Men</i> Update report on chosen novel is due
13	Human Potential	Reading: from <i>To Kill a Mockingbird</i> Critical essay: "Academic Authorings and Mockingbird Quotes"
14	Term Exam & Wrap-up	Report and paper on the novel chosen from the reading list.

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do required research and study questions for each class session.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

For final paper formatting:

owl.english.purdue.edu/owl/resource/747/01/

Forster, E. M. *Aspects of the Novel*. Mariner Books, 1956.

【Grading criteria】

Quizzes (20%); midterm exam (40%); final paper (40%).

【Changes following student comments】

Fewer reading selections.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is restricted to 3rd and 4th year students.

【Prerequisite】

Permission from the instructor to enroll. (Students who have taken a literature course in the past would have enrollment priority.)

LIT300ZA

Fact and Fiction in the Movies

Michael Bettridge

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 金 2/Fri.2

【Outline and objectives】

Research and examination of the cinematic and storytelling techniques of filmmakers of movies based on actual people and events, and of the consequences, both positive and negative, on the viewing public of mixing fact and fiction on the screen.

【Goal】

Students will examine the validity of movies that are claimed to be based on true stories, as well as the cinematic and story telling devices that filmmakers employ in telling those stories. In addition, the line between aesthetic enhancement and outright fabrication will be studied, along with the ethics and credibility of media that mixes fact with fiction.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lecture and background reading, viewing and discussion of movies that claim factuality in story and character. The intentions of directors and writers in sticking to or straying from the original source material, the consequences of using dramatic license, and the influence of such films on viewer perception of the truth are points of study and discussion in this course. The term exam requires that the students research and study a selected movie and the original source(s) that inspired its making, note similarities and dissimilarities, accuracies and inaccuracies, and analyze the intentions of the filmmakers. Students then present their findings to the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction of the Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Photography, Film and Text (1)	Reading: "The Ingredients of Texts: An analogy between photography and texts" Keynote: "The Lab Decoy – Photographs Don't Lie"
3	Photography, Film and Text (2)	Reading (w/video clip): "Area 51: The language of fact. The language of opinion" Reading: "Based on a true story: the fine line between fact and fiction" Keynote: Ethics and Ads.
4	Seeing is Believing: Mocu-dramas	Clips from <i>Man Bites Dog</i> and <i>The Blair Witch Project</i> Readings: "On Man Bites Dog" and "The Blair Witch Study"
5	New Myths, New Realities	Reading: "Social Reality vs. Movie Reality" Clips from <i>Murder in the First</i> Reading: "The Facts As We Know Them" Short quiz.
6	Documentary Storytelling	Clips from <i>Italianamerican</i> , et al. Readings: "Documentary Storytelling: The Drama of Real Life" and "Literary License"
7	Documentary Reality	Documentary film and Reality TV Clips from <i>Candid Camera</i> , to <i>The Bachelor</i> , et al. Readings: "The Reality of Reality TV" and "Creative License vs. Creative Arrangement"
8	Review & Mid-term Exam	Examination on material read, viewed and discussed during weeks 2-7
9	Myth into Reality	Keynote: The Outlaw as Hero. From Robin Hood to Bonnie and Clyde Reading: "Taliban Robin Hood"

10	Fictionalizing a True Story	A Dramatization: Clips from <i>Catch Me if You Can</i> Readings: "New rules for 'based on a true story'" and "How Peter Morgan wrote <i>The Queen</i> "
11	Re-enactment of True Events	The Docudrama: Clips from <i>The Thin Blue Line</i> Reading: "Play It Again, Sam (Re-enactments, Part One)" Short quiz.
12	Re-enactment of True Events	Only the Facts: Clips from <i>Dog Day Afternoon</i> Reading: "Based on a True Story: Dog Day Afternoon"
13	Term Exam/Presentation (1)	Group presentation of research done on a selected film
14	Term Exam/Presentation (2)	Group presentation of research done on a selected film Term paper, a minimum of six pages, is due.

【Work to be done outside of class (preparation, etc.)】

Students must read the material and do required research and study questions for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

For final paper formatting:

owl.english.purdue.edu/owl/resource/747/01/

Seeger, Linda. *The Art of Adaptation: Turning Fact and Fiction into Film*. Holt Paperbacks, 1992.

【Grading criteria】

Participation (10%); reading assignments (20%); mid-term exam & quizzes (40%); term paper (30%).

【Changes following student comments】

Own course reflection: introduction of new themes and material.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is limited to 3rd and 4th year students.

【Prerequisite】

Permission from the instructor to enroll in the course.

LIT300ZA

Modern Japanese Fiction in Translation

Gregory Kheznrejat

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 1/Mon.1

【Outline and objectives】

How do we process the experience of encountering a new language and culture? How does that process in turn affect our own personal language and identity? In this course, we will read translations of personal essays and fiction written in the Japanese language by contemporary authors undergoing such experiences, including Japanese authors living abroad and non-Japanese authors writing in their adopted language. As we compare their stories and observations, we will also consider how the act of writing provides each author with a space to form and perform new cultural identities and personal idioms.

【Goal】

Students will practice reading and writing critically as they explore dynamics of culture, language, and identity in modern Japanese literature.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will submit midterm and final papers.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	Transnational Literature	Concepts of transnational literature
3	Creating the Modern Japanese Canon	Mack, <i>Manufacturing Modern Japanese Literature</i>
4	Culture Shock and Interpretation	Tawada, <i>Where Europe Begins</i>
5	Exophony and Border Crossing	Tawada, <i>Where Europe Begins</i>
6	Language, Literature, and Imagined Communities	Mizumura, <i>A True Novel</i>
7	Language and the Construction of Identity	Mizumura, <i>The Fall of Language in the Age of English</i>
8	Review & Midterm Examination	No reading
9	Language and Belonging	Levy, <i>A Room Where the Star-Spangled Banner Cannot Be Heard</i>
10	Identity as Costume	Levy, <i>A Room Where the Star-Spangled Banner Cannot Be Heard</i>
11	The Right to Language	Levy, <i>A Room Where the Star-Spangled Banner Cannot Be Heard</i>
12	Transnationalism and Borrowed Ideology	Zoppetti, <i>Ichigensan</i>
13	Writing Within the Canon	Zoppetti, <i>Ichigensan</i>
14	Final Synthesis	Review major themes of the course and discuss new frontiers in transnational Japanese literature

【Work to be done outside of class (preparation, etc.)】

Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions.

【Textbooks】

Levy, Ian Hideo. *A Room Where The Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts*. Columbia University Press, 2011.

Tawada, Yoko. *Where Europe Begins*. New Directions, 2007.

Zoppetti, David. *Ichigensan: The Newcomer*. Ozaru Books, 2011.

Additional readings will be distributed through the H'etudes system.

【References】

Hobsbawm, Eric. *The Invention of Tradition*. Cambridge University Press, 2012.

Mack, Edward. *Manufacturing Modern Japanese Literature: Publishing, Prizes, and the Ascription of Literary Value*. Duke University Press, 2010.

Mizumura, Minae. *A True Novel*. Other Press, 2014.

Mizumura, Minae. *The Fall of Language in the Age of English*. Columbia University Press, 2015.

【Grading criteria】

Class contribution (30%), quizzes (20%), in-class midterm paper (25%), final paper (25%)

【Changes following student comments】

This semester, the class will incorporate additional small group discussions. The selected readings have been slightly modified.

【Prerequisite】

None.

ART300ZA

Art in the Real World

Aquiles Hadjis

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 4/Wed.4

【Outline and objectives】

How is art something apart from what we would call “the real world”? What world could it rather belong to then? In this course we will first examine art’s role in shaping and reflecting our everyday reality. Then, we will find out about the space that works of art, as well as the ones who make and promote them occupy in contemporary society.

【Goal】

During the course, students will gain an understanding of the way art can be used as a method to examine and confront many topics, and illustrate complex ideas in relatable ways. They will also develop an understanding of the creative processes that take place in art production and the criteria used to determine an artwork’s place in society.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Students are guided through a practical creative process of making analogue and/or digital artworks. The first part of the course consists of workshops and seminars that look at how art and design has become part of everyday contemporary life. The second part of the course looks at ways to present such work through exploring available online collaborative/participatory technologies. Throughout the course, students regularly collect visual material that is of interest to them. Final submission comprises participation in a final project (an artwork), a video presentation, and a completed workbook. Attendance throughout the course will be taken using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Art is Real	Introduction to the class’ outline and art’s active role in society.
2	Capturing Reality	How art deals with representations of reality.
3	Creating Worlds	How portrayals of the imaginary become realities.
4	Art Bends Languages	Art taking languages beyond the realm of the utilitarian. Poetics and purposelessness.
5	Art as a Frame	Interpretation as creation, and participation as co-creation. Art invading and exposing the viewer.
6	Everything’s Been Made	Appropriation, reconstruction and updating of the artistic vocabularies in music and visual art.
7	Meet an Artist	An Artist’s talk by an artist working in Tokyo.
8	Talking About Ideas	Having conversations about the work made so far in order to detect narratives and tendencies.
9	Art in the Wild	Presentations about exhibitions seen in Tokyo.
10	Worthless & Priceless	Art’s role in work cultures and the art market. Craftspeople and poets across the ages.
11	Context and Roles Shaping Content	Presentation, representation and using exhibition spaces as stages and social roles as amplifiers.
12	Evidence	When the document of a work replaces it, and when documentary material becomes art.
13	Final Project : Final Stage	Reviewing the projects as they reach completion.
14	Final Project : Presentation	Setting up the exhibition prior to submission.

【Work to be done outside of class (preparation, etc.)】

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. They will also be given keywords to construct a personal database of “favorite media” found on the internet, which will be used on some exercises and discussed. Students are also expected to visit at least one art exhibition in Tokyo in preparation for a presentation (suggestions will be provided). Students are also expected to use their workbook to comment upon their experiences throughout the semester.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to reading materials.

【References】

Berger, John (1977) *Ways of Seeing*, Penguin Books.
 Bishop, Claire (2012) *Artificial Hells: Participatory Art and the Politics of Spectatorship*, Verso
 Bourriaud, Nicolas (2007) *Postproduction*, Sternberg Press
 Cage, John (1963), *Silence*, Marion Boyars
 De Botton, Alain and Armstrong, John (2017) *Art is Therapy*, Phaidon.
 Marincola, Paula (2007) *What Makes a Great Exhibition?* Reaktion books.
 Nachmanovitch, Stephen (2001) *Free Play: Improvisation in Life and Art*, G.P. Putnam’s Sons
 Osterwold, Tilman (1991) *Pop Art*, Taschen
 Vasari, Giorgio (2008) *The Lives of the Artists* (Oxford World’s Classics), Oxford University Press
 Weintraub, Linda (2003) *In the Making: Creative Options for Contemporary Art*, D.A.P.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to class-activities, assigned readings, collecting visual material, exhibition and regular contribution to your workbook (minimum of 2 pages per week) as well as the artwork produced in class. More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short video (3 minutes) that reviews a current exhibition within the context of the course.

Final Project: each student must produce, document and present a single artwork (or series) that embodies and communicates their understanding of the course.

The final grade is based on: Participation 50%, Presentation 20% and Final Project 30%.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required be given each week.

【Others】

Considering yourself to be creative, or having an interest in art are not required for this course. However, students are expected to come to class on time, participate and engage with the activities in a committed way.

【Prerequisite】

None.

ART300ZA

Special Topics I: Photography and Culture

Gary McLeod

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 土 2/Sat.2

【Outline and objectives】

How can photography help to understand the world around us? Can it support or shape the way in which we interact with it? This course looks at the role of photography in an increasingly digital and time-poor society. Through “rephotography”, a set of visual practices for expanding conversations about place over time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

【Goal】

Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a final visual essay, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course uses a practical approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills regarding the production of images (i.e. visual literacy). Students produce and print a contact sheet of 36 photographs every week which is used for discussion in class. Students also document weekly activities/discussions in a workbook, which evidences learning through reflection. Final submission comprises a visual essay and evidence of participation. Attendance is recorded weekly using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Slow Glass	Introducing the course and expectations.
2	Looking Again	Photographing the campus ‘in’ time.
3	The Landscape of Rephotography	Discussing rephotography as a diverse set of visual strategies.
4	Re-entering the Past	Discussing the relationship between rephotography and place.
5	Now and Again	Discussing the relationship between rephotography and time.
6	Conversations with the future	Sharing ideas for visually exploring time and place in Tokyo.
7	Photo Book Research	Analysing photo books in the university library.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Visual Essay Review	Making preparations for producing a booklet.
13	Workbook Review	Reviewing reflection and notation in workbooks.
14	Final Visual Essay Review	Making final improvements to booklets prior to submission.

【Work to be done outside of class (preparation, etc.)】

Students must regularly take photographs throughout the semester. Every week students are required to bring a contact sheet containing 36 photographs made during the week before, which will be discussed in class. They are also expected to use the photo book resource in the library and do assigned readings. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class).

【Textbooks】

No textbook will be used. Handouts and reading materials will be will be uploaded on H’etudes or distributed in class.

【References】

Anella, A., Childs, M. and Price, V. (2018) *Imagine a City That Remembers: The Albuquerque Rephotography Project*, University of New Mexico Press.
 Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.
 Berger, John (1977) *Ways of Seeing*, Penguin Books.
 Flusser, Vilém (2014) *Gestures*, University of Minnesota Press.
 Ruetz, Michael (2008) *Eye on Infinity*, Steidl.
 Ritchin, Fred (2013) *Bending the Frame*, Aperture.
 Sagami, Tomoyuki (2018) *YKTO*, Steidl.
 Tomiyasu, Hayahisa (2018) *TTP*, Mack Books.
 Watanabe, Toshiya. (2018) *Thereafter*, Steidl.

Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to weekly contact sheets (minimum of 10) and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Visual Essay: each student must produce a small booklet (8 pages) that communicates ideas relating to the city and time.

The final grade is based on: Participation 50% and Visual Essay 50%.

【Changes following student comments】

Changes have been made in response to student feedback, thank you.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera, please bring it and the instructor will show you how to use it.

【Others】

Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and show interest.

【Prerequisite】

None.

ART300ZA

Special Topics I: Photography and Culture

Gary McLeod

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 土 2/Sat.2

【Outline and objectives】

How can photography help to understand the world around us? Can it support or shape the way in which we interact with it? This course looks at the role of photography in an increasingly digital and time-poor society. Through “rephotography”, a set of visual practices for expanding conversations about place over time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

【Goal】

Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a final visual essay, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course uses a practical approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills regarding the production of images (i.e. visual literacy). Students produce and print a contact sheet of 36 photographs every week which is used for discussion in class. Students also document weekly activities/discussions in a workbook, which evidences learning through reflection. Final submission comprises a visual essay and evidence of participation. Attendance is recorded weekly using visual media (e.g. photograph).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Slow Glass	Introducing the course and expectations.
2	Looking Again	Photographing the campus ‘in’ time.
3	The Landscape of Rephotography	Discussing rephotography as a diverse set of visual strategies.
4	Re-entering the Past	Discussing the relationship between rephotography and place.
5	Now and Again	Discussing the relationship between rephotography and time.
6	Conversations with the future	Sharing ideas for visually exploring time and place in Tokyo.
7	Photo Book Research	Analysing photo books in the university library.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Visual Essay Review	Making preparations for producing a booklet.
13	Workbook Review	Reviewing reflection and notation in workbooks.
14	Final Visual Essay Review	Making final improvements to booklets prior to submission.

【Work to be done outside of class (preparation, etc.)】

Students must regularly take photographs throughout the semester. Every week students are required to bring a contact sheet containing 36 photographs made during the week before, which will be discussed in class. They are also expected to use the photo book resource in the library and do assigned readings. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class).

【Textbooks】

No textbook will be used. Handouts and reading materials will be will be uploaded on H’etudes or distributed in class.

【References】

Anella, A., Childs, M. and Price, V. (2018) *Imagine a City That Remembers: The Albuquerque Rephotography Project*, University of New Mexico Press.
 Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.
 Berger, John (1977) *Ways of Seeing*, Penguin Books.
 Flusser, Vilém (2014) *Gestures*, University of Minnesota Press.
 Ruetz, Michael (2008) *Eye on Infinity*, Steidl.
 Ritchin, Fred (2013) *Bending the Frame*, Aperture.
 Sagami, Tomoyuki (2018) *YKTO*, Steidl.
 Tomiyasu, Hayahisa (2018) *TTP*, Mack Books.
 Watanabe, Toshiya. (2018) *Thereafter*, Steidl.
 Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: this applies to weekly contact sheets (minimum of 10) and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.
 Visual Essay: each student must produce a small booklet (8 pages) that communicates ideas relating to the city and time.
 The final grade is based on: Participation 50% and Visual Essay 50%.

【Changes following student comments】

Changes have been made in response to student feedback, thank you.

【Equipment student needs to prepare】

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera, please bring it and the instructor will show you how to use it.

【Others】

Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and show interest.

【Prerequisite】

None.

PHL300ZA

Readings in Philosophy

Robert Sinclair

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 3/Mon.3

【Outline and objectives】

This course is intended for those new to the philosophical study of global justice, presupposing little or no background in philosophy. Its three main objectives are to introduce: (i) some of the real-world problems of global justice and the moral and philosophical challenges they present, (ii) some of the main positions and arguments that philosophers have proposed in response to these problems, and (iii) the philosophical method of analyzing and evaluating these different perspectives and arguments. A larger aim is to show how philosophy can help provide analytical tools for both clarifying and addressing the problems of humanity. Some of the topics we will discuss include: world poverty and economic inequality, human rights and sovereignty, nationalism and cultural diversity, just war and humanitarian intervention, and boundaries and immigration.

【Goal】

Students will (1) develop a deeper understanding of the basic issues, concepts and viewpoints found in global ethics and global political philosophy, (2) explore how philosophical ideas apply to real life events and (3) learn to think critically and express their opinions accurately. The class provides students with the moral background for their studies in the related fields of political science, international relations and politics.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Students will attend lectures, read related materials and have two written examinations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is this thing called global justice? Global justice as normative inquiry, Organization of the course, selection exam
2	World Poverty	Moral responsibility and global poverty, utilitarianism and rights-based approaches
3	Global Economic Equality	Global egalitarianism, justice as fairness, resources versus capabilities
4	Against Global Egalitarianism	Questioning global Egalitarianism, Rawls's laws of peoples
5	Nationalism and Patriotic Sentiments	The problem of nationalism, cosmopolitanism, patriotism and partiality
6	The Universality of Human Rights	The nature of human rights, universal rights, liberal rights
7	Review & Midterm Exam	Written examination
8	Human Rights: State Sovereignty, Culture and Gender	Possible conflicts between human rights and sovereignty, culture and gender
9	Just Wars and Humanitarian Intervention	Just war theory, military intervention
10	Borders: Immigration, Secession and Territory	Ethics of immigration, secession and territorial rights
11	Climate Change Justice: Sharing the Burden	Climate justice, subsistence, per capita emissions, who pays?
12	Global Democracy: Cosmopolitan Versus International	Problems with democracy, Alternatives? Cosmopolitan versus international
13	Conclusion	Real world problems, the need for a global theory of justice
14	Final Exam & Wrap-up	Written examination

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the materials as instructed and prepare for class participation and discussion.

【Textbooks】

What is This Thing Called Global Justice? Kok-Chor Tan, 2017, Routledge.

All required readings for the class are from this text. Any other class materials will be made available by the instructor.

【References】

International Ethics: Concepts, Theories, and Cases in Global Politics, 4th Edition, Mark R. Amstutz, 2013, Rowman and Littlefield.

The Global Justice Reader, edited by Thom Brooks, 2008, Wiley-Blackwell.

Global Ethics: An Introduction, Heather Widdows, 2014, Routledge.

More difficult, but useful, discussions of these issues can be found in the following articles from the Stanford Encyclopedia of Philosophy (<http://plato.stanford.edu/>): global justice, international distributive justice, globalization, cosmopolitanism, citizenship and many others.

【Grading criteria】

Evaluation will be based on a selection exam (10%) class participation (15%) and two exams (75%).

【Changes following student comments】

Some small changes have been made to the topics covered in the class.

【Prerequisite】

None.

LIT300ZA

Creative Writing

Gregory Khejrnejat

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 1/Mon.1

【Outline and objectives】

A workshop-based course on creative writing. Students in this course will be introduced to the basic techniques, tools, and theory of short narrative prose both through reading short stories and composing and editing a piece of writing over the course of the semester. Each lecture will focus on a fundamental element of traditional short fiction, such as characters, dialogue, and narrative viewpoint. Students will also learn about the process of editing and revision. This course is designed for varying levels of English ability and will include special emphasis on the composition of fiction in a second language.

【Goal】

Students will learn and apply the fundamental techniques of writing short stories. Students will also become more critical readers by developing an awareness of the technical elements of prose writing.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Classes will consist of lectures followed by short discussion. Additionally, classes will periodically include workshops in which students read and respond to fiction composed by their peers.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course and selection exam
2	Writing Fiction in a Second Language	The benefits and challenges of composing fiction in a second language
3	Starting Points	Finding a starting point for the first draft
4	Viewpoint	Determining narrative viewpoint
5	Characters	Constructing believable characters
6	Plot	Structures for building and resolving narrative tension
7	Scene Construction	Building stand-alone scenes
8	Midterm Review	Review of the topics covered in the first half of the course
9	Editing	Basic techniques for editing the first draft
10	Revision	Revision guidelines and strategies
11	Dialogue	Writing realistic dialogue in diverse voices
12	Details	Using detail for emphasis, characterization, and impact
13	Themes	Finding and polishing thematic elements within a draft
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】

Students must complete assigned readings for each class. In addition, students will compose, revise, and present a piece of short fiction.

【Textbooks】

Readings will be provided as handouts in class.

【References】

Strunk, William, and E.B. White. *The Elements of Style* (4th Edition). Pearson, 1999.

Forster, E. M. *Aspects of the Novel*. Penguin, 2005.

【Grading criteria】

Class contribution (25%), reader feedback (25%), first short story draft (20%), revised short story draft (30%)

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

LIT300ZA

Advanced Topics in American Literature: US Southern Literature

Gregory Khehrnejat

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 1/Thu.1

[Outline and objectives]

Southern literature is perhaps the best-known regional literature of the United States, featuring voices, genres, and motifs specific to its distinct tradition. But it is far from a monolith, and the literature of the south reflects the diverse cultures, peoples, and languages of the region. Moreover, southern literature has often given a sharp focus to social, historical, and cultural issues of the United States, serving as a grim counterpoint to more optimistic national mythmaking. This course will focus on southern literature in the twentieth century, exploring how writers respond to questions of war, race, memory, class, and modernization.

[Goal]

Students will examine the historical context and major themes of southern literature. Students will also develop critical reading and writing skills.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

Class time will be divided between lectures and group discussions.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Introduction to the course and selection exam.
2	Defining the South	An overview of the culture and history of the South
3	Postwar Culture	Tate, <i>Ode to the Confederate Dead</i>
4	Community and Memory	Faulkner, <i>A Rose for Emily</i>
5	Race in the Postwar South (1)	Wright, <i>The Ethics of Living Jim Crow</i>
6	Race in the Postwar South (2)	Welty, <i>Where is the Voice Coming From?</i>
7	Southern Gothic	Capote, <i>A Tree of Night</i>
8	Review & Midterm Examination	No reading
9	Precariousness in the Changing South	Dickey, selected poems
10	Grotesque Allegories	O'Connor, <i>A Good Man is Hard to Find</i>
11	Culture and Authenticity	Walker, <i>Everyday Use</i>
12	The Modern South (1)	Gates, <i>Colored People</i>
13	The Modern South (2)	Rash, <i>Blackberries in June</i>
14	Final Synthesis	Review of the major themes of the course

[Work to be done outside of class (preparation, etc.)]

Students should perform close readings of each of the assigned texts. Students should come to class prepared to ask questions and engage in discussion.

[Textbooks]

Readings will be provided in class as handouts.

[References]

Andrews, William et al. *The Literature of the American South*. Norton, 1998.

Additional references will be announced in class.

[Grading criteria]

Class contribution (30%), reading quizzes (20%), in-class midterm paper (25%), final paper (25%)

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

LIN300ZA

Syntactic Theory

Peter Evans

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 5/Wed.5

【Outline and objectives】

The study of syntax (in particular that of English) via examination and experiment.

【Goal】

Two goals. First, an insight into the nature of syntax. Secondly, a better grasp of how to go about understanding phenomena in general that at first seem baffling, or in other words the acquisition of some aspects of scientific method via the careful examination of language.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

We use the first half of a book that does not presuppose a knowledge of linguistics but does assume that the reader has an intellectual curiosity and an appetite for language-related exercises and real thinking. This will be very much a “300-level” course, or anyway a course for thinking adults.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Linguistics and syntax reintroduced
2	Phrase Structure Rules	Sentence-generation rules, phrase structure rules, tree diagrams
3	Grammars	Grammars as hypothesized by linguists; testing hypothesized grammars
4	Exercises (i). Comparing Rules and Theories; Constituency	Ensuring that the second section of the textbook is understood. Comparing rules that have different implications; comparing grammars that seem to have the same implications; what constituency is and how to test for it
5	Trees and Tree Relations; Category; Revising Grammars	Syntactic trees, proforms, antecedents, c-command; categories of words (parts of speech) and of phrases, and category determination; refresher in logic, experimentation
6	Exercises (ii)	Ensuring that the third section of the textbook is understood
7	Quick Revision; Mid-term Examination	Q&A; assessing the degree of understanding of the first half of the course
8	Constructing Arguments (i)	What to bear in mind when arguing for a particular syntactic structure
9	Constructing Arguments (ii)	Tests for constituency in action
10	Exercises (iii)	Ensuring that the fourth section of the textbook is understood
11	Introducing the Lexicon; Features, Heads and Phrases; Verbal Complements and Adjuncts	The categorial and the subcategorial; features, feature inheritance, exocentric phrases, theta-roles, modification
12	Distinguishing Complements and Adjuncts; Attaching Complements and Adjuncts	Diagnostics for and complications in the distinction between the two; the syntax of complements and adjuncts
13	Exercises (iv)	Ensuring that the fifth section of the textbook is understood
14	Quick Revision; Final Examination	Q&A; assessing the degree of understanding of the second half of the course

【Work to be done outside of class (preparation, etc.)】

Reading with maximum concentration (without background music or other distractions), hard thinking, and probably also discussion of the content with classmates.

【Textbooks】

Richard K Larson, *Grammar as Science* (Cambridge, MA: MIT Press, 2010). ISBN 978-0-262-51303-6. (Unfortunately we shall not be able to cover all the material in this book.)

【References】

No additional reading is required.

【Grading criteria】

Two examinations (40% + 40%), and tests and other coursework (20%). Both examinations will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

【Changes following student comments】

Further revision of the class slideshows, for clarity. (These are also available on the web for students’ preparation and/or revision.)

【Prerequisite】

No formal prerequisite. However, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.

LIN300ZA

Morphology: Building Words

Peter Evans

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 3/Wed.3

【Outline and objectives】

The formation of words, with particular reference to English.

At first the subject may sound like etymology. But it is not: native speakers have a considerable unconscious knowledge of word formation even if they lack any historical awareness.

【Goal】

As morphology is part of linguistics, the ultimate purpose of this course is that of linguistics: to help give you some insight toward the aim of understanding how the human mind works.

As for “employability skills”, you’ll get practice in reading comprehension, gathering information and developing hypotheses; and you’ll also get a heightened and informed sensitivity to language that should help you in careers as diverse as law and copywriting.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

Using weekly slideshows, we’ll go through the textbook, which is neither long nor hard to read. Rather than encouraging the mere learning of facts (sure soon to be forgotten), textbook and course both emphasize exercises, so that the reader is a *participant* in morphology rather than a mere spectator.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction (i)	Morphemes, words, lexemes and other confusables
2	Introduction (ii)	Morphemes in more depth
3	Words, Dictionaries, and the Mental Lexicon	Conventions of published dictionaries versus the hypothesized architecture of the mental lexicon; the published dictionary as resource
4	Lexeme Formation (i)	Morphemes, prefixes and suffixes, compounding (i)
5	Lexeme Formation (ii)	Compounding (ii), conversion, infixes, internal stem changes, reduplication, etc
6	Productivity and Creativity	How a prefix or suffix may be newly added to a word or stem inconspicuously and successfully; how new words are created jokily (but rarely with lasting success)
7	Quick Revision; Mid-semester Examination	Quick reminders; assessing the degree to which students have understood the first half of the course
8	Inflection	What inflection is, inflection in English and other languages, inflection versus derivation
9	Typology	How languages differ in morphology, and how they resemble each other
10	Words and Sentences	The relationship between morphology and syntax in certain kinds of construction, clitics, phrasal verbs
11	Sounds and Morphemes	The relationship between morphology and phonology in allomorphs; lexical strata (different phonological and morphological rules for different large sets of words)
12	Theories of Morphology (i)	What morphological rules are, “lexical integrity” (the immunity of morphology from syntactic rules)
13	Theories of Morphology (ii)	Blocking, affix ordering, bracketing (tree) paradoxes, affixal polysemy

14 Quick Revision; Final Examination

Quick reminders; assessing the degree to which students have understood the second half of the course

【Work to be done outside of class (preparation, etc.)】

Reading the textbook, doing exercises from the textbook, revising with the slideshow, finding other examples and real or apparent counterexamples.

【Textbooks】

Rochelle Lieber, *Introducing Morphology*, 2nd ed (Cambridge: Cambridge University Press, 2016; ISBN 978-1-107-48015-5)

【References】

A short list will be provided.

【Grading criteria】

Two examinations (50% + 50%): both will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

【Changes following student comments】

The slideshows (which were new last year) will be revised for clarity.

【Equipment student needs to prepare】

Students aren’t obliged to bring a computer, tablet, or smartphone. But their use in class is welcome at particular times and for particular class purposes (which of course don’t include websurfing, emailing, tweeting, etc).

【Others】

Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

【Prerequisite】

An interest in language, of course; also, a basic knowledge of linguistics (word categories, etc).

LIN300ZA

English Dialects around the World

Yutai Watanabe

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 2/Tue.2

【Outline and objectives】

No language has ever been so extensively used on Earth as English is today. However, the language, spoken by well over 400 million people as a mother tongue, has developed a wide range of variations due to regional and social factors. This course aims to survey the phonetic, lexical and syntactic features of some varieties of standard English in the UK, North America and Australasia, with frequent reference to their historical and cultural backgrounds. Special attention is paid to Australian and NZ English, considering the increased significance of the southern hemisphere countries in business and education. It is often predicted that L2 speakers of English in Asia alone will likely outnumber monolingual English speakers of the Inner Circle within this century. Mention is made of Singapore English as an example of New Englishes.

【Goal】

By the end of the course, students will:

- (1) better understand the richness and diversity of the English language,
- (2) get familiar with the IPA vowel and consonant charts,
- (3) be able to identify major English accents in the world, and
- (4) become more familiar with the lexical/syntactic features of Canadian, Australian and NZ English in particular.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview English Speakers in the World	(1) Outlining the course content and instructional methodologies (2) L1 and L2 English speakers (3) Pidgin and creole English
2	Review of Phonetic and Phonemic Transcriptions	(1) IPA (2) Vowels (3) Consonants (4) Diacritics (5) Phoneme and allophones
3	British English I	(1) British English (2) Dialect, accent and variation (3) RP (Received Pronunciation) (4) Modified RP
4	British English II	(1) Cockney English (2) Estuary English
5	US English I	(1) History (2) Regional varieties (3) Eastern New England type (4) New York City type (5) Southern type
6	US English II	(1) GA (General American) (2) Midland type
7	US English III Mid-semester Examination	(1) Northern type (2) US English and British English (3) Mid-semester exam
8	Canadian English	(1) History (2) Pronunciation (3) Grammar and vocabulary (4) Spelling
9	Australian English I	(1) History (2) Pronunciation
10	Australian English II	Vocabulary
11	New Zealand English I	(1) History (2) Major linguistic features and attitudes (3) Pronunciation

12	New Zealand English II	Vocabulary
13	Singapore English	(1) Language policy (2) Standard Singapore English and Singlish (3) Pronunciation (4) Grammar and vocabulary
14	Review and Final Examination	(1) Review (2) Final exam

【Work to be done outside of class (preparation, etc.)】

Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.

Melchers, G., & Shaw, P. (2011). *World Englishes* (2nd ed.). London: Hodder Education.

Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the world* (6th ed.). Abingdon: Routledge.

【Grading criteria】

Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

This course was not offered in 2018.

【Equipment student needs to prepare】

The handouts are downloadable in PDF format.

【Others】

It is recommended that students have completed 100/200-level linguistics courses with good grades. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】

No prerequisite is required.

EDU300ZA

TESOL IV: Testing and Evaluation

Machiko Kobori

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 5/Thu.5

[Outline and objectives]

This course is for student teachers of English. It explains how to evaluate learners and teachers in L2 education. It encourages students to examine, discuss and assess practices in L2 education. This course focuses on issues in assessing EFL/ESL learners and teachers: it encourages student teachers to reflect on EFL/ESL learning. The course provides opportunities to explore a wide range of ideas with a consideration to make consistency in language education from the primary to secondary levels.

[Goal]

Upon completion of this course, students should be able to demonstrate the following:

1. Explain the core issues in L2 education testing.
2. Identify testing components.
3. Design testing materials that match educational objectives.
4. Employ a principled approach to the design, creation and implementation of materials testing and evaluation.
5. Understand what is required to qualify as an English teacher.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2" and "DP 4".

[Method(s)]

Student teachers will learn how to create English tests, and then make presentations. They must create their own English tests. The course finishes with a writing assignment and final examination.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Course guidance
2	Issues in Assessing Language Learning (1)	Aims and methods
3	Issues in Assessing Language Learning (2)	Issues in action research
4	Issues in Assessing Language Learning (3)	1. Teaching and testing 2. Kinds of tests and testing 3. Common test techniques
5	Issues in Assessing Language Learning (4)	1. Validity 2. Reliability 3. Achieving beneficial backwash
6	Issues in Assessing Language Learning (5)	1. Stages of test development 2. Test administration
7	Issues in Assessing Language Learning (6)	1. Scoring procedures 2. Criterial level of performance
8	Issues in Assessing Language Learning (7)	1. Testing writing 2. Testing oral ability 3. Testing reading
9	Issues in Assessing Language Learning (8)	1. Testing listening 2. Testing grammar and vocabulary 3. Testing overall ability
10	Planning Tests (1)	Introduction to testing for the lower secondary level: checking contents, materials, procedure and performance
11	Planning Tests (2)	Introduction to testing for the upper secondary level: checking contents, materials, procedure and performance
12	Demonstration of Testing (1)	Testing for the lower secondary level: test administration, scoring, evaluation and review
13	Demonstration of Testing (2)	Testing for the upper secondary level: test administration, scoring, evaluation and review
14	Final Exam & Wrap-up	Consolidation and review

[Work to be done outside of class (preparation, etc.)]

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to create an original test plan before their testing demonstration.
3. Preparing testing materials is also mandatory.

[Textbooks]

Hughes, A. (2002). *Testing for language teachers*. (2nd ed.). Cambridge University Press.

Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students*. (6th ed.). Pearson.

[References]

1. Burns, A. (2009). *Doing action research in English language teaching: a guide for practitioners*. Routledge.

2. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.

3. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.

4. Nitko, A. and Brookhart, S. (2013). *Educational assessment of students*. Pearson.

5. 白畑智彦・富田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』(改訂版)大修館書店.

6. 神保 尚武 (監修). JACET 教育問題研究会 (編集). 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.

7. 望月昭彦・磐崎 弘貞・卯城 祐司・久保田 章 (著). 2010.『新学習指導要領にもとづく英語科教育法』大修館.

8. 文部科学省. 2017.『小学校学習指導要領 (外国語)』東洋館出版社.

9. 文部科学省. 2017.『中学校学習指導要領 (外国語)』開隆堂出版.

10. 文部科学省. 2018.『高等学校学習指導要領 (外国語・英語)』開隆堂出版.

[Grading criteria]

Evaluation will be based on:

1. Class participation (10%)
2. Testing & Testing materials (40%)
3. Writing assignment (20%)
4. Examination (30%)

More than 2 unexcused absences will result in failure of this course.

[Changes following student comments]

1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More detailed information about the testing demonstration and writing assignment will be provided in advance.
3. More intensive instruction on how to reflect the testing demonstration will be provided in advance.
4. More discussion time will be provided.

[Equipment student needs to prepare]

PC

[Prerequisite]

ESL Education I, II, III or TESOL I, II, III

EDU300ZA

L2 Education for Children III

Tomoko Shigyo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 金 1/Fri.1

【Outline and objectives】

This course is for students who want to know modern approaches based on second language learning theories regarding children: project-based and CLIL (Content and Language Integrated Learning). It will also encourage students to develop a one-year curriculum for an English class at primary school with a consideration to make a consistency in language education from the primary to secondary levels.

【Goal】

Upon completion of this course, students should be able to do the following:

1. Understand approaches of foreign language learning for children.
2. Develop curriculum throughout a year.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

This course looks at the relation between language learning theories and teaching approaches (project-based and CLIL) and investigates what activity is appropriate, how each activity constitutes a project to attain a goal, and how children's learning should be assessed in primary school. Each student is to create and submit lesson plans and demonstrate it in class. Their effectiveness will be reflected on by all students in class. The final assignment for the completion of this course is revising these lesson plans.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on L2 Education for Children III
2	Issues in Children Learning L2 (1)	Project-based learning
3	Issues in Children Learning L2 (2)	Project-based learning and assessment
4	Issues in Children Learning L2 (3)	Development of Children's literacy-noticing
5	Issues in Children learning L2 (4)	Development of Children's literacy-picture books
6	Issues in Children Learning L2 (5)	CLIL at elementary school
7	Issues in Children Learning L2 (6)	CLIL and assessment
8	Lesson Planning (1)	Curriculum development (1)
9	Lesson Planning (2)	Curriculum development (2)
10	Lesson Planning (3)	Curriculum development (3)
11	Micro-teaching (1)	Demonstration/Observation, review and discussion(1)
12	Micro-teaching (2)	Demonstration/Observation, review and discussion(2)
13	Micro-teaching (3)	Demonstration/Observation, review and discussion(3)
14	Consolidation of L2 Education for Children III	Reflection & Summary

【Work to be done outside of class (preparation, etc.)】

Every week before attending class, students are expected to have completed the assigned readings. Students must choose a topic, prepare a presentation, and write a reflective paper.

【Textbooks】

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

Curtain, Helen & Dahlberg, Ann Carol. (2005) *Languages and children: Making the match*. Pearson.

【References】

1. Dale, L. and Tanner, R. (2012). *CLIL Activities: A resource for subject and language teachers*. Cambridge University Press.
2. Mehisto, P. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. MacMillan Education, Limited
3. Helm, J., H. and Kats, L., G. (2011). *Young investigators: The project approach in the early years*. Teachers College Press.

4. Beckett, G., H. and Inida-Miller, P., C. (2006). *Project-based second and foreign language education: Past, present, and future*. Information Age Publishing.

5. MacDonell, C. (2007). *Project-based inquiry units for young children*. Linworth Publishing, Inc.

6. 『生きる力を育む初等英語教育—津田塾大学からの提言』(2015) 吉田真理子・田近裕子(編著) 朝日出版社

7. 文部科学省 (2018) 『小学校学習指導要領 (平成 29 年告示) 解説外国語活動・外国語編』 開隆堂.

【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Lesson demonstration (30%)
3. Final assignment (40%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

PC

【Prerequisite】

Either L2 Education for Children or

L2 Education for Children I and L2 Education for Children II

LIN300ZA

Language Policy

Geraldo Faria

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 火 1/Tue.1

【Outline and objectives】

In this course, you will learn how Language Policy is defined as an academic subject. This course will cover major concepts behind language policies. By drawing on various topics related to language variation (e.g. social class and gender), this course will provide an accessible and engaging overview of Language Policy.

【Goal】

The understanding of language policies that cause and result in linguistic mechanisms utilized by particular members of a given society so as to distinguish themselves from societal members. The broad goal of this course is to promote social understanding and justice in schools, communities, and corporations.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

After an introduction to the topics in the form of mini-lectures, examples of policies or general concepts will be presented for discussion, activity, and analysis. This course will contain assignments and writings outside of class, which may be presented in class. The suggested topics may vary slightly depending on the number of students and their interests.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Overview of the course and requirements
2	Concepts	Language overview and policies that affect its use by members of a given society
3	Language Planning	Language policies prescribed by governments to standardize language use
4	Language and Social Class	Social stratification and linguistic differentiation within a society
5	Language and Geography	National languages (standard registers) versus dialects
6	Designing a Project Related to Language Policy	Preparation for a study (requirements, data, analysis, text production, and presentation)
7	Language and Gender	Constraints (types, consequences, and formation of gender-neutral language) imposed by the gender of speakers. Mid-term review quiz
8	National Policies on Foreign Language Studies	Implications of governmental regulations on the choice of foreign language studies
9	Multilingualism	The language of minority groups within a larger society
10	Endangered Languages and Fieldwork Studies	Assimilation, language death, linguistic and societal implications / Language policy research models
11	Migrations and Pidginization of Languages	Human migration and its effects on language (second language, linguistic transition, and the language of the next generation)
12	Profession-specific Registers	Specialized language as a means to distance groups from non-specialists
13	Presentations of group projects	Students will give short academic presentations, followed by feedback
14	Consolidation	End-of-course assessment and wrap-up

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete weekly reading assignments before class and review previous handouts before the following class. They should also organize their notes in the form of a notebook or a computer file. Students must choose a topic, and prepare a presentation with a handout, which will be delivered in class.

【Textbooks】

No textbook will be used. The teacher will provide handouts, reading material, and links to online data.

【References】

Crystal, David. *The Cambridge Encyclopedia of Language*. Third Edition. Cambridge University Press, 2010 ISBN 9780521516983
 Finegan, Edward. *Language: Its Structure and Use*. Harcourt Brace Jovanovich, 1992 ISBN 0729512681
 Johnson, David. *Language Policy*. Palgrave MacMillan, 2013 ISBN 9781403911858
 Pereltsvaig, Asya. *Languages of the World*. Cambridge University Press, 2014 ISBN 9780521175777
 Yule, George. *The Study of Language*. Fifth Edition. Cambridge University Press, 2014 ISBN 9781107044197
 The teacher will suggest material appropriate to the students' projects and interests through either the Internet or reference books available at the library.

【Grading criteria】

Grades will be based on exams (mid-term 30% and final 30%), tasks 10%, presentation 10%, participation 10%, and notetaking 10%.

【Changes following student comments】

No feedback yet received.

【Prerequisite】

None

An enthusiasm to investigate (in)formal language policies that affect social justice globally.

CUA300ZA

Ethnographic Methods

Kyung Hee Ha

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 火 6/Tue.6

[Outline and objectives]

This course will introduce you to a variety of theories and practices of ethnographic research. Part I will survey recent history of ethnographic methods and explore primary research methods involved in ethnographic fieldwork, such as participant observation, structured and semi-structured interviews and data analysis, paying particular attention to questions of knowledge, location, evidence, ethics, power, translation, and representation. In Part II, students will work on a fieldwork project of their own choice. Students will decide a research site by Week 4 and present their research proposals on Week 6. Final paper is due on Week 14 in class.

[Goal]

Each student will be able to create her/his own research questions, decide a research site/community, and conduct original research. Students are encouraged to continue the work they have done before, or start a new project.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering your critical ideas and interpretation about student projects, practical fieldwork issues, and lectures on other fieldwork techniques.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Course description
2	What is Ethnography?	Methods, techniques, ethics
3	Designing Ethnographic Research	Beginning of individual project
4	Library Practicum	Learning how to conduct research
5	Literature Review	Reviewing existing scholarly work
6	Writing Research Proposal	Research questions, site, methods, contribution
7	Presentation	Research proposal presentation (summary of existing literature & introduction of research question)
8	Fieldwork I	Work on individual project
9	Fieldwork II	Discuss fieldwork, share challenges
10	Semi-structured interview/Survey	Create and discuss interview/survey questions
11	Fieldwork III	Continue working on individual project
12	Student Presentation I	Student presentations on final research project
13	Student Presentation II	Student presentations on final research project
14	Writing Workshop	Submit final paper

[Work to be done outside of class (preparation, etc.)]

Students should come to class having read and prepared to discuss assigned readings. The course will also require students to conduct participant-observational fieldwork outside of class.

[Textbooks]

No official textbook will be used for the course. Readings will be provided through the online course management system.

[References]

References will be shared in class.

[Grading criteria]

Participation 20%
Small Assignments 30%
Research Proposal/Presentation 15%
Semi-Final Presentation 15%
Final Paper 20%

3 or more unexcused absences will result in an incomplete grade (marked “E” on grading sheet). Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence. 5 absences will result in “not passing.”

[Changes following student comments]

Weekly assignments have been updated.

[Equipment student needs to prepare]

None. You may use laptop or tablet to take notes.

[Others]

Slight modifications may be expected. Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.

[Prerequisite]

None.

CUA300ZA

Media Research

Shunsuke Nozawa

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 金 2/Fri.2

【Grading criteria】

Participation (40%); reaction statements (10%); in-class presentations (10%); independent research project (40%)

【Changes following student comments】

Grading criteria have been revised to place more emphasis on student participation.

【Prerequisite】

Media Studies or Media Studies I/II

【Outline and objectives】

As our contemporary social and political life is increasingly mediated through a diversity of communication technologies - television, print, social media, cloud computing, etc. - it is all the more imperative that we be able to critically analyze diverse roles and effects of our engagement with media practice. Do we have an understanding of "media"/ "mediation" adequate for such critical analysis? How should we go about analyzing it? What kind of evidence should we rely on? This course introduces you to a range of methods and theories in the study of media, and invites you to conduct focused independent research on a topic of significance to media studies. Drawing on communication studies, history, cultural studies, anthropology and related fields, the course considers how to study media content, media practice and media technology in relation to the mediation of power, desire, and social relations in contemporary society.

【Goal】

1. Introduce research methods and theories in the study of media.
2. Offer learning environment for developing independent research projects.
3. Familiarize students with the field of scholarship to contextualize the value of their research and their acquired knowledge.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

Classes consist mainly of lectures, discussion, and presentations. One layer of our activity involves the review of theories and methods, as well as case studies. On another layer, this review of the literature is combined with the preparation for student research projects, which will culminate as a research paper and a conference-style in-class presentation.

Throughout the semester, the course is highly dependent on discussion in class, which means each student must prepare the assigned readings ahead of class, formulate individual opinions on readings and topics, and respond to others' ideas in a productive manner. The course is designed to facilitate such sharing of ideas and collaborative learning environment through breakout sessions and group presentations.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Scope of the course
2	Media's Many Meanings	Media representation
3	Media and Truth	News media, propaganda
4	Media Ideology	"New" media
5	Media Effects and "Reality"	Case study: Slender Man
6	Research Workshop	Research questions and methods
7	Content and Contact	"Phatic culture"
8	Celebrity and Capitalism I	Fandom
9	Celebrity and Capitalism II	Institutions
10	Media and Aesthetics I	Instagram
11	Media and Aesthetics II	Online video culture
12	Materiality I	Infrastructure
13	Materiality II	Media as things
14	Final Presentations	Conference-style student presentations

【Work to be done outside of class (preparation, etc.)】

Students should complete assigned readings before each class. They should organize their semester schedule so as to secure sufficient amount of time for preparing and conducting their independent project.

【Textbooks】

There will be no specific textbook. Readings will be distributed electronically through H'etudes or via email.

【References】

Campbell, Richard, Christopher R. Martin, and Bettina Fabos. *Media and Culture: An Introduction to Mass Communication*. Tenth edition. Bedford/St. Martin's, 2016.

SOC300ZA

Race, Class and Gender II: Global Inequalities

Kyung Hee Ha

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 6/Thu.6

【Outline and objectives】

This class builds on what students have learned in Race, Class and Gender I to look at how various inequalities are connected to one another through examining global issues. Students will learn to analyze how race, class, gender, and sexuality are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】

A major goal is to develop students' sensitivity towards issues of inequality and skills in social analysis and critical thinking. By exploring issues related to family, employment, violence, prostitution, and human and sex trafficking, in an international and global context, students will learn to see how any global issue is multidimensional, and specifically, how inequalities are complex and constituted by the interconnection of race, class, gender, sexuality, and other bases of inequality.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course is taught through a combination of lectures, video-viewings, small-group and class discussions based on readings and videos.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Overview: The Significance of Race, Class, Gender, and Sexuality (RSGS)	Requirements and topics for RCGII Discussion of news items and students' experiences with respect to RCGS
2	Intersections	“Angela Davis: Reflections on Race, Class and Gender in the USA,” interview with Lisa Lowe
3	Black Feminist Thought	Kimberle Crenshaw, “Intersectionality, Identity Politics, and Violence Against Women”
4	Interventions	Rhonda M. Williams, “Living at the Crossroads: Explorations in Race, Nationality, Sexuality and Gender”
5	Racialized, Feminized Labor	Rhacel Salazar. “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor”
6	Reproductive Labor	Angela Davis, “Racism, Birth Control, and Reproductive Rights”
7	War and Violence	Parrenas, The “comfort women” issue: Discussion on the Japan-Korea agreement on the comfort women issue
8	“War Brides”	Deconstructing the romance in marriage & marriage system
9	Sexual Violence - past and present	Discussion on #metoo movement
10	Transnational Feminism	Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses” and “Under Western Eyes Revisited”
11	Imagining Alliance	Lila Abu-Lughod, “Do Muslim Women Really Need Saving?”
12	Intersectionality Revisited	Revisit readings and discussions
13	Student Presentation I	Group Presentation
14	Student Presentation II	Group Presentation

【Work to be done outside of class (preparation, etc.)】

Students are expected to review class materials after each class, write down reflections on the videos shown in class, do the prescribed readings, and prepare for discussions.

【Textbooks】

No textbook will be used. Handouts, readings and other materials will be distributed in class and uploaded on H'Etudes.

【References】

Alcoff, Linda Martin and Eduardo Mendieta. Eds. 2003. *Identities: Race, Class, Gender, and Nationality*. Oxford: Blackwell Publishing.
Weber, Lynn. 2010. *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*. 2/e. Oxford: Oxford University Press.

【Grading criteria】

Participation: 20%

Small Assignments: 30%

Presentation on Weekly Reading: 20%

Group Project/Presentation: 30%

【Changes following student comments】

Students have found the class useful and thought-provoking, but some have found the workload too heavy. The instructor has reduced and revised the assignments so as to allow students to delve more deeply into the topics in each.

【Prerequisite】

To take this class, students are expected to have passed Race, Class and Gender I. This prerequisite may be waived if a student has the equivalent academic background. In any event, all students who intend to take this course must attend the first class session. A screening test based on the lecture will be conducted.

SOC300ZA

Migration and Diaspora

Kyung Hee Ha

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 水 2/Wed.2

[Outline and objectives]

Scholarship on diaspora has drastically increased in the last three decades, and the issues pertaining to immigration and exile, as well as nation-state, nationalism, citizenship, identity and belonging have been explored and examined through a lens of diaspora in various academic disciplines. The course will address various issues that constitute diaspora such as the process of transmigration, settlement, and creation of diasporic communities, as well as identity formation, cultural hybridization, and cultural/knowledge productions – all of which are informed by race, gender, sexuality, class, religion, language and others.

In so doing, the seminar will first locate the roots of diasporas. As early historical references of the Jewish diaspora and the Black diaspora suggest, the displacement of people and communities from the original homeland often involved both internal and external forces that rendered them “exiles” or “slaves” against their will. Similarly, more recent diasporas emerge as a result of conflicts, wars, colonization, decolonization and globalization that result dispersion of people as “immigrants,” “refugees” and “adoptees.” Situating diaspora in broader projects of nation-building and empire-building, the course will ask and complicate the questions not simply about who, but also when, how, and under what circumstances people become diaspora, as well as how they (re)construct diasporic subjectivity and identity. Finally, the course will have a special focus on women’s experiences and voices.

[Goal]

At the end of this course, you should be able to:

- Explain such concepts as nationalism, citizenship, identity and belonging
- Explain historical and contemporary issues faced by various displaced people categorized as “immigrants,” “refugees,” and “adoptees” in their process of transmigration, settlement, and creation of diasporic communities
- Analyze various data sources including policies, legislations, historical facts, popular cultural production and personal narratives
- Use intersectionality as a lens of analysis to discuss issues pertaining to identity formation

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

This course is taught through a combination of lectures, guest presenters, video, small-group discussions and student presentations.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Course Overview & Self-introduction	Introduction and course expectations. Four migration themes. Global stocks and flows
2	Definitional Questions: Diaspora	Migrant categories, return migration, migrants to citizens, diasporas and transnational communities.
3	Identity/ies for Diasporic Subjects	Why the poorest don't migrate: examining systems, links, chains, routes, networks and diverse migrant motivations.
4	International Adoption and Diaspora	What is international adoption? How do they constitute diaspora?
5	“Military Wives”: Japanese Women in Pluralist America	Japanese women who married American GIs and immigrated to the United States.
6	Remembrance and Resistance	How do diasporic subjects construct and maintain memories of the homeland and build strong community in a host country?
7	“Yanggongju” -Forgotten Diaspora	Diasporic population hidden and erased from immigration history. Trauma and memory.

8	“Refugees” and Performance of Rescue	How were “Vietnamese refugees” born? What purpose do they serve for a host society, the United States?
9	Homemaking and Changing Gender Roles	What impacts does migration have on gender relations?
10	Roots and Routes	What does it mean for “naturalized” Zainichi Koreans to embrace their ethnic roots and integration routes?
11	Caught in Between: Homeland v. Home	How do Zainichi Korean young students find balance between their ancestral homeland and the country they were born and raised?
12	Group Presentation I	Student presentation
13	Group Presentation II	Student presentation
14	Diasporic Homecoming	How do Nikkei Americans and Nikkei Brazilians experience their homecoming to Japan differently?

[Work to be done outside of class (preparation, etc.)]

In addition to preparing for discussions, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings.

[Textbooks]

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on H'Etudes.

[References]

Espiritu, Y. *Home bound Filipino American lives across cultures, communities, and countries*. UC Press, 2003.

[Grading criteria]

Participation: 30%

Reading and Writing Assignments: 20%

Presentation on Weekly Reading: 20%

Group Project: 30%

Students are allowed 2 unexcused absences. 3 or more absences will result in an incomplete grade. Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence. 5 absences will result in “failure.”

[Changes following student comments]

NA

[Equipment student needs to prepare]

NA

[Others]

Changes to the above class schedule may take place.

[Prerequisite]

Students who intend to enrol in this class are expected to have passed or taken Understanding Society or Introduction to Sociology. This prerequisite may be waived through consultation with the instructor.

SOC300ZA

Law in a Globalizing World

Maia Roots

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 金 5/Fri.5

【Outline and objectives】

From the collapse of a garment factory producing clothes for Western corporations in Bangladesh, to working conditions of migrant workers and international marriage and divorce, in today's rapidly globalizing society, legal issues faced by individuals have become increasingly complex. We will discuss specific issues and topics relating to the role and challenges of law in today's highly globalized world, from a broad spectrum of areas including, but not limited to, international human rights and conflict of laws.

【Goal】

Upon completion of this course, students should be able to discuss and analyze the legal aspect of specific problems in a globalizing world. Through individual presentations, students will develop their ability to collect, analyze and logically present information. Through the writing of a final report, students will enhance their ability to develop and logically present their ideas in writing, while reflecting on peer feedback and diverse opinions. Through discussion and debate, students will develop their ability to grasp and analyze different opinions, as well as predict counter-arguments.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

This course will be taught through a combination of lecture- and seminar-style classes. Students are required to come to class prepared and participate in class activities. Students are also required to make one main and one or more smaller presentations and submit a final report on the topic of their main presentation, which should reflect class discussion and peer feedback.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation and Introduction	Course guidance and general introduction to the role of law in a globalizing world.
2	The Globalization of Business and the Law 1	Human rights violations by transnational corporations.
3	The Globalization of Business and the Law 2	Watching a topical movie.
4	The Globalization of Business and the Law 3	Student presentation(s).
5	The Rights of Migrant Workers 1	Learning about the situation and legal challenges faced by migrant workers from South and South-East Asia.
6	The Rights of Migrant Workers 2	Student presentation(s).
7	Law and the Family in a Globalizing World	International marriage and divorce and migrating families (with a short introduction to conflict of laws aka private international law).
8	Multi-Cultural Families and the Law 1	Japanese Filipino children and the law.
9	Multi-Cultural Families and the Law 2	Student presentation(s).
10	How Supranational Human Rights Courts Deal with National Diversity	The European Court of Human Rights, the right to marry, and the diverse regulation of same-sex unions.
11	Cross-Border Surrogacy and the Law	The diversity of regulations concerning surrogacy arrangements. The legal (and other) issues with cross-border surrogacy.
12	Mock Legislative Debate (Surrogacy)	Debate-discussion on the legal regulation of cross-border surrogacy.
13	Movie Viewing	Watching a topical movie.

14

Wrap-Up and
Discussing Final
Reports

Group discussion and peer
feedback on final reports.

【Work to be done outside of class (preparation, etc.)】

Students are required to complete the reading assignments and preparation sheets before class. Students are also required to do independent work for their presentations and the final report.

【Textbooks】

No textbook will be used. The readings will be distributed in class.

【References】

J. Eekelaar and R. George (eds.) (2014). *Routledge Handbook of Family Law and Policy*. Abington (UK) and New York (USA): Routledge.
B. Rainey, E. Wicks, C. Ovey (2017). *Jacobs, White, and Ovey - The European Convention on Human Rights* (7th ed.). Oxford: Oxford Univ. Press.
A. Brysk, M. Stohl (eds.) (2018). *Expanding Human Rights. 21st Century Norms and Governance*. Cheltenham (UK) and Massachusetts (USA): Edward Elgar Publishing.

【Grading criteria】

Detailed requirements concerning assignments, participation, presentations and report will be given in class. The final grade is calculated on the basis of assignments (including preparation sheets) (20 %), participation (including mock legislative debate) (20 %), individual presentation (30 %), final report (30 %).

【Changes following student comments】

N/A.

【Equipment student needs to prepare】

None.

【Others】

Slight alterations might be made to this syllabus, taking into account the number and specific interests of students who decide to take this course.

【Prerequisite】

None.

SOC300ZA

Special Topics I: Sociology of Disaster

Heide Imai

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 木 2/Thu.2

【Outline and objectives】

The objective of this course is to introduce students to the sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies, especially in the age of urbanization. Furthermore, we will learn about different disaster types, the varying vulnerabilities to disasters experienced by people in different social categories, key policy considerations in preparing for disasters including the development of formal organizations, the role of media in shaping disaster responses (e.g. Social Media), how people behave both individually and collectively as disasters occur, and social processes associated with human relocation, recovery and reoccurrence prevention (e.g. resilience, sustainability and self-reliance).

【Goal】

- 1) to understand the main theoretical shifts in the field of sociology of disaster, discussing topics as the history of disaster, theories of risk and modernity and terms as risk society, disaster response and resilience.
- 2) to assess and understand some places of risk and disaster focusing on different nations, cities and case studies asking what are different responses and approaches to develop resilience.
- 3) to attempts to describe broader trends in contemporary societies' strategies for managing, calculating, and, when possible, forestalling risk and disaster.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course combines lectures, films, field work, in-class discussion and projects. To ensure that the classes are successful and interesting, make sure that you complete the readings before each day's class. Students should be prepared to contribute to the analysis of the readings with specific and thoughtful reflection. Please bring the week's readings and course material with you to class. We often refer to specific passages, and you will get more out of the discussion if you can follow along.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	History of Disaster Research	Introduction to the course
2	Sociology and the Study of Disasters	This class will cover different ways to study disasters.
3	Myths, Realities, and Cultural Representations of Disasters	During this week we focus on the cultural representation of disasters.
4	Community Impacts of Disasters and Collective Trauma	We will discuss the impact of disasters on the community.
5	Writing Seminar 1	Theoretical Paper
6	Theories of Social Vulnerability	What are different theories and concepts of vulnerabilities?
7	Social Inequality and Disaster	We will discuss the connection between social inequality and disaster.
8	Disasters, Race, Gender and Social Class	How are disasters, race, gender and social class related?
9	Media and Disasters	This class will cover how media represents and shapes disasters.
10	Writing Seminar 2	Paper: Case Study
11	Disaster Policy and Politics/ Children, Elderly and Disasters	How are disasters affecting vulnerable groups?
12	Consequences of Post-Disaster Relocation and Prospects for Recovery	During this week we discuss how we can recover from disasters.
13	Post-disaster Solidarity	The term solidarity will be discussed.
14	Final Presentation and Submission	Final Presentation and Submission of Papers

【Work to be done outside of class (preparation, etc.)】

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 1-2 questions to produce a short essay of 500 words (max).

【Textbooks】

Kiefer, Susan W. (2013) *The dynamics of disaster*, Norton.

【References】

McEntire, David A. *Disaster response and recovery: strategies and tactics for resilience*. Wiley, c2015.

Gill, Tom, Brigitte Steger, David H. Slater. *Japan copes with calamity*. Peter Lang, c2015.

Button, Gregory. *Disaster culture: knowledge and uncertainty in the wake of human and environmental catastrophe*. Left Coast Press, 2010.

Solnit, Rebecca. *A paradise built in hell: the extraordinary communities that arise in disaster*. Penguin, 2010.

Fischer, Henry W III. *Response to disaster: fact versus fiction and its perpetuation: the sociology of disaster*. University Press of America, c2008.

【Grading criteria】

Students are expected to participate in class discussions.

Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. The course runs for 14 weeks. Students have to deliver 1 presentation and 2 papers (1 theoretical, 1 case study report)

1) theoretical paper: specific theoretical topic related to the course, writing seminar week 5 and submission week 7

2) case study paper: this is designed to be thoughtful, intellectual reflections on the discussed case studies, writing seminar week 10 and submission week 14. The presentation and papers count for 60% of the final course grade. The final grade is based on: Class Participation 10%, Discussion

10%, Regular Presentation and Assignments 20% and the Final Presentation and Submission 60%

【Changes following student comments】

Schedule and case studies updated.

【Prerequisite】

None.

SOC300ZA

Special Topics I: Cultural Geography

Heide Imai

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 2/Thu.2

[Outline and objectives]

Cultural geography is the study of human cultures found throughout the world, how they relate to the spaces and places where they originate and how they evolve as people continually move across various areas. Some of the main social phenomena studied in cultural geography include religion, power, globalization, different economic and governmental structures, identity, minority communities and diaspora, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

[Goal]

The course introduces culture from a geographical perspective, focusing on how cultures work in place and how they are embedded in everyday life. The course gives students an appreciation for not only how cultures are geographically expressed, but also how geography is a basic element in the constitution of culture.

The goals for the course are threefold:

- 1) to understand the main theoretical shifts in the field of cultural geography and how they evolved throughout the 20th century;
- 2) to assess case studies of some sample cultural landscapes, places, and regions
- 3) to interpret cultural geography as a "power politics" of place.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course combines lectures, films, field work, and in-class discussion and projects. To ensure that the classes are successful and interesting, make sure that you complete the readings before each day's class. Students should be prepared to contribute to the analysis of the readings with specific and thoughtful reflection. Endeavour to read critically, seeking not only to understand the content of the readings but also to evaluate the significance and validity of an author's argument and evidence.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Course Introduction and Foundations	We will talk about basic concepts of cultural geography.
2	Geography of Language and Culture	This class will cover topics of language and culture.
3	Geographies of Race and Ethnicity: Melting Pot or Mosaic	We will discuss topics of race and ethnicity in relationship to geography.
4	Geography of Religion: Spaces and Places of Sacredness	The topic of this week is religion to understand how spaces and places of sacredness are created
5	Monumental Landscapes	This class will focus on topics of representation, imagination, memory and gendered spaces.
6	Nature, Society and Culture: A Sense of Place	During this week we will discuss terms as behaviour, perception, personal space and sense of place.
7	Fieldwork Week	This week we will conduct fieldwork in groups, topics discussed in class.
8	Political Geography	This class will focus on concepts of globalization, politic, place making and territory.
9	Culture Landscapes of Consumption: Food, Fashion and Fusion	During this week will discuss processes and results of consumption focusing especially on food and fashion.
10	Writing Seminar and Results of Fieldwork	This week we conduct a writing seminar to analyse/ compare fieldwork results and prepare final papers.
11	Geography of Economies: Industries, Services, and Development	We will discuss the broad concept of economy in relation to industry and worldwide production.

12	Urbanization, City Spaces and Urban Structures	This class will focus on processes of urbanization and the formation of different spaces and places.
13	The Cultural Mosaic inside the City: Geographies of Exclusion	During this class we will combine different concepts to understand processes of urban inclusion and exclusion.
14	Final Presentations and Submission	Students deliver a final presentation and submit their papers.

[Work to be done outside of class (preparation, etc.)]

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

[Textbooks]

Cragg, Mike. (2013) *Cultural Geography* (Routledge Contemporary Human Geography), London: Routledge

[References]

Anderson, Kay and Fay Gale. (1999) *Cultural Geographies*, Longman.
 Smith, Neil. *There's No Such Thing as a Natural Disaster*, 2006.
 Davis, Mike. *Planet of Slums*, New Left Review 26, March-April 2004.
 Friedman, Thomas. *It's A Flat World, After All*, New York Times April 3, 2005.
 Florida, Richard. *The World Is Spiky*, Atlantic Monthly October 2005.
 Kaplan, Robert D. *The Revenge of Geography*, Foreign Policy May/June 2009.
 Huntington, Samuel P. *The Clash of Civilizations?* Foreign Affairs Summer 1993.

[Grading criteria]

Students are expected to participate in class discussions.

Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. The course runs for 14 weeks. Students have to deliver 1 presentation and 2 papers (1 theoretical, 1 fieldwork report)

1) theoretical paper: specific theoretical topic related to the course, submission week 7

2) fieldwork paper: this is designed to be thoughtful, intellectual reflections on the class fieldwork, integrating your own observations, reading assignment(s), and lectures. Fieldwork week 7, writing seminar week 10, submission week 14. The presentation and papers count for 60% of the final course grade. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentation and Assignments 20% and the Final Presentation and Paper 60%.

[Changes following student comments]

Schedule and case studies updated.

[Prerequisite]

None

PSY300ZA

Cultural Psychology

Yu Niiya

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 金 1/Fri.1

【Outline and objectives】

This course introduces the perspectives and major research findings of cultural psychology. The course will introduce general theories and perspectives underlying cultural psychology, explore cultural influences on a wide range of psychological processes, including socialization, self-concept, motivation, emotion, and cognition. The course will also explain the mechanisms underlying cultural differences and examine the process of acculturation and biculturalism in an increasingly diverse world. Throughout the course, students will learn how culture (i.e., institutions, social interactions, and cultural ideas) shapes the way we think and behave and how we, at the same time, shape these cultures.

【Goal】

One of the aims of this course is to introduce students to the perspectives, research methods, and findings of cultural psychology. Another equally important aim of this course is cultivating students' abilities to understand and deal with variations in psychological processes across cultural and ethnic groups, as well as to gain an understanding of the cultural groundings of their own experiences and actions. By the end of the course, students will be able to demonstrate understanding of how cultural systems influence individuals' psychological processing, including development, self-concepts, motivation, emotion, and cognition. They will also critically engage and analyze cultural products, such as books, films, and advertisements.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Instructional methods include lectures, films, discussion over assigned readings, and small group activities.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is culture? Why is cultural psychology important?
2	Models of Person, Self, and Agency I	How are different “selves” constructed?
3	Models of Person, Self, and Agency II	What are the independent models and their consequences?
4	Models of Person, Self, and Agency III	What are the interdependent models and their consequences?
5	Culture and Cognition I	How does culture shape what we perceive in the world?
6	Culture and Cognition II	How does culture shape how we make sense of others' behaviors?
7	Culture and Cognition III	Where do these cultural differences come from?
8	Review and Midterm Exam	What have we learned so far? Multiple choice and short-essays
9	Socialization I	How do cultural practices shape us?
10	Socialization II	How does education shape us?
11	Culture and Emotion I	How does culture shape our emotions?
12	Culture and Emotion II	How does culture shape how we should feel?
13	Acculturation and Biculturalism	How do we navigate the multicultural world?
14	Review and Final Exam	What have we learned so far? Multiple choice and short-essays

【Work to be done outside of class (preparation, etc.)】

Students should review their notes before each class and be prepared to explain the major concepts and theories they have learned. Students must download and print out the handouts before each class and bring them to class to take notes. Students are required to do the assigned readings and submit reaction papers during the term. Each student will be asked to find and share an example of a cultural product or practice and connect it to the course material.

【Textbooks】

Markus, H. R., & Conner, A. (2013). *Clash! 8 cultural conflicts that make us who we are*. New York: Hudson Street Press.

【References】

Heine, S. J. (2015). *Cultural Psychology*. New York: Norton.

Cohen, D. & Kitayama, S. (2019). *Handbook of cultural psychology*. Second edition. New York: Guilford Press.

Both reference books will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】

Final grades are based on two exams (25% each), reaction papers for assigned readings (30%), presentation over a cultural product (10%), and class participation (10%).

【Changes following student comments】

Students found this class difficult but appreciated the challenge. A lot of the class materials have been updated to address the dynamics of culture and individuals, going beyond the comparisons between cultures.

【Prerequisites】

Students must have taken and received credits in at least one (preferably both) of the following courses: Social Psychology I, Social Psychology II. Exception applies to those who have gone study abroad the previous year(s). Please ask the instructor for permission on the first day of class.

PSY300ZA

Clinical Psychology

Keiko Ito

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 6/Thu.6

[Outline and objectives]

Through a series of lectures, readings, exercises, films, and group projects, this course introduces and provides a broad overview of the field of clinical psychology. Major topics include definition, psychological assessment methods, psychotherapy approaches, along with the history of treatment and the role of science in clinical psychology. The course also explores some of the most common mental illnesses.

[Goal]

Major Course Objectives.

By the end of the course, you should be able to:

- Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
- Explain the importance of the scientist-practitioner model of clinical psychology.
- Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
- Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
- Engage with the ethical framework for the practice of psychology.
- Identify diversity issues as they relate to clinical psychology.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

1. Group Project -presentation

The project is to be completed in small groups of students (if you want to do it individually, you must clear it with myself). The goal of the final project is for students to research and present information about the topic of clinical psychology in class by using power-point slides. Projects will focus on and cover the specific topic of clinical intervention. Possible examples of the projects include: Person-centered therapy, Psychodynamics therapy, Humanistic & Existential Psychotherapies, Behavior therapy, Cognitive-Behavioral therapy, Child & Family therapy, Couple therapy, Psychopharmacology, etc.

The topic could be a specific issues in clinical psychology other than intervention, but those who wants to do so must consult myself in advance.

2. Movie Report: A list of movies will be provided in class.

3. Exams: There will be no exam, but a brief final paper will be assigned.

4. Research Article Summary: In order to help you develop your understanding of psychological findings and methodology, you will be required to complete a brief (2 to 5 pages) summary of a research article. Articles appropriate for this paper can be found on the website or in library. Use an article of interest to you as long as it is appropriate to the course content and relevant to the field of clinical psychology.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & Guidance.	What do clinical psychologists think and what models do we use?
2	History	The history of psychiatry and clinical psychology.
3	Group project discussion / Library research	Assessment of psychopathology and personality
	Overview of Assessment (1)	Projective tests personality test
4	Overview of Assessment (2)	Intelligence testing
		Neuropsychological assessment, behavioral assessment
		DSM & ICD 10
5	Major Psychiatric Disorder (1)	Anxiety disorder(includes panic/OCD / PTSD)
6	Major Psychiatric Disorder (2)	Mood disorder (depression / bipolar)
7	Major Psychiatric Disorder (3)	Schizophrenia

8	Developmental Disorders	ADHD Learning disorder Autistic syndrome
9	Culture Issues in Clinical Psychology	Multicultural counseling Therapists' culture identity development
10	Stress management	Stress and its coping methods
11	Group Project Presentation (1)	Topics in clinical psychology and its intervention (1)
12	Group Project Presentation (2)	Topics in clinical psychology and its intervention (2)
13	Group Project Presentation (3)	Topics in clinical psychology and its intervention (3)
14	The Road to Becoming a Clinical Psychologist	Wrap up

[Work to be done outside of class (preparation, etc.)]

· Class Preparation: An active learning approach requires students to prepare the readings and assignments BEFOFE class.

· Group Project: Students should expect to allocate time outside of class to meet with their group members to discuss/ prepare project assignment.

· Movie assignments: Write reflection essays on the movie.

[Textbooks]

None.

[References]

· Class handouts will be provided in class.

· Supplemental readings will be provided in class.

· There will be an instructions session for how to find the research article assignment and articles to use in class.

· The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: <http://www.apa.org/ethics/code/index.aspx>.

[Grading criteria]

Participation: 15%

Reaction Papers: 10%

Movie Report (2): 10%

Group (or individual) Project: 35%

Research Article Summary: 20%

Final Report: 10%

Total: 100%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

Not in particular (there will be a power point presentation in class).

[Others]

Dates and contents of a class may change somewhat depending on our progress in covering the material.

Office hours (contact by email).

[Prerequisite]

None.

PSY300ZA

Psychology of Morality

Gen Ito

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 5/Fri.5

[Outline and objectives]

Thinking about good and evil seems to be the essential characteristic of human beings. We often discuss the rights and wrongs of another person and their acts in everyday life. Novels, comics, TV shows and movies are nearly always about 'good guys' and 'bad guys.' Why are we so moral all the time? What are the psychological properties of our moral sense? Is moral sense a genetically determined innate instinct, independent of culture? Alternatively, does it depend on socialization? Why are there disagreements about what is right and wrong?

Recently there has been a renaissance of scientific research about human morality. This course will provide an introductory overview of the major theoretical debates and empirical findings in the area of moral psychology. They will be from a variety of disciplines including philosophy, neuroscience, economics, animal behavior, and almost every field of psychology (cognitive psychology, social psychology, developmental psychology, and evolutionary psychology).

The aim of this course is to offer an introduction to the psychology of morality. At the same time, we want to discuss with you: "What can scientific facts about human morality tell us about how we should live."

[Goal]

By the end of the course, students should be able to do the following:

- Recognize and recall major terms and concepts in psychology of morality,
- Describe and explain major methods and theories,
- Compare and contrast alternative theories or approaches,
- Apply theories or findings to everyday life and personal situations.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course is mainly lecture-style. However, students are expected to participate, to comment, and to discuss with classmates.

Reaction paper: Students are expected to submit reaction papers in response to contents and questions posed in each lecture (i.e., You are required to submit reaction papers after each lecture).

Essay Assignment: Each student will be required to choose one topic from the lecture topic, or formulate your own topic. Papers should present a thesis and support for that thesis rather than review/summarize the literature. At least one academic journal paper (which is on the lecture homepage) should be carefully read and cited in your essay.

Final exam: The final exam will consist of questions that will evaluate what you have learnt from this course. You are obliged to be available throughout the final exam period. Do not make any vacation, travel, or other commitments during this time.

[Active learning in class (Group discussion, Debate.etc.)]

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to Psychology of Morality and Course Overview	Introduction to backgrounds and overview of this course and review of syllabus.
2	Moral Rationalism and Intuitionism	Is morality rational or intuitive?
3	Dual Process Theory of Moral Judgement	How rationality and intuition co-work in moral judgment?
4	Emotion (especially disgust) and its Influence on Moral Judgement	What is the emotional basis of moral judgment?
5	Moralization	When does something become moral?
6	Evolutional and Developmental Origins of Morality	Where does morality come from?
7	Morality and Punishment	Do we act moral if afraid of punishment?
8	Morality, Sacredness, and Religion	Is morality a foundation of religion?
9	Mind Perception and Moral Judgment	Is mind perception essential to morality?

10	Morality and Politics (1)	Do we politically diverge because of morality?
11	Morality and Politics (2)	Can politically different people discuss and get along?
12	Acts vs. Person, Intention vs. Consequences of Morality	Do we judge morality by others' action or by their personality? Do we judge by actors' intention or by consequences of their acts?
13	Moral Neuroscience and Everyday Morality	From brain to everyday life about morality.
14	Final Examination & Wrap-up	You are obliged to be available throughout the final exam period.

[Work to be done outside of class (preparation, etc.)]

At the end of each lecture, students will receive 10 questions regarding the content of that class. For the final exam, 20 of these questions will be randomly selected. Also, students are required to prepare for a presentation in the class (once per person).

[Textbooks]

None.

[References]

Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.

[Grading criteria]

• **Participation (10%):** Participation is worth 10% of your grade. Your participation grade will depend on quality as well as a quantity of your involvement in class sessions (including punctuality, eagerness to participate and comment, showing respect to others' presentations and discussions, paying careful attention to classmates' presentations).

• **Reaction Papers (10%):** Your reaction paper grade will depend on quality as well as a quantity in your reaction papers.

• **Essay Assignment (40%):** Your essay grade will depend on the quality of your essay.

• **Final Exam (40%)**

• **Social Media Bonus (up to 5%):** This is your opportunity to bolster your grade. You should email a link or a copy of your bonus assignments by the due date to ensure you receive credit.

Twitter (1%): Compose and post one tweet about a published article related to the content we have treated in class (which is presented in the course calendar). Your tweet must include the core point of the paper, provide a link to the paper, and include the hashtag

#HoseiMoralPsych

Blog (1 to 2%): Compose and email me a blog post about a published article related to the content we have treated in class (which is presented in the course calendar). Your blog posts must include the core point of the paper, provide a link to the paper. You get one point for doing a decent job, two points for doing a great job.

[Changes following student comments]

None.

[Prerequisite]

None.

PSY300ZA

Community Psychology

Toshiaki Sasao

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 水 3/Wed.3

【Outline and objectives】

This course has been designed to provide a rigorous undergraduate-level introduction to the theories and methods of community psychology. Community psychology is concerned with person-environment interactions and the ways society impacts individual and community functioning. The field focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology aims to optimize the well-being of individuals and communities with innovative alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Students are expected to gain a comprehensive understanding of working knowledge and skills in community psychology, as practiced around the world.

【Goal】

Upon completion of the course, students are expected to achieve the following goals:

- (a) to develop an understanding of the role of social-historical factors in the development of community psychological perspectives while dispelling the popular myth about the field;
- (b) to gain a working knowledge of different theoretical approaches for prevention of social and psychological problems in the community and begin to think about how these can be practically implemented and evaluated;
- (c) to critically analyze the community psychological literature; and
- (d) to appreciate professional careers and practices in community psychology.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course combines several different kinds of pedagogical strategies including lectures, class discussion, film discussion, and small group work. The requirements of the course include: (a) active participation, preparation, and engagement in class, (b) “Experiencing a Different Cultural Ecology (a field exercise)”, (c) a Biography Paper, (d) occasional in-class reflection papers, (e) a take-home final.

Required Readings

Students are expected to come to class fully prepared to participate in class discussion and other activities. In order to do so, students are required to have read the readings for each module prior to coming to class sessions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction & Overview	Provides a course overview, expectations, & requirements
2	Community Psychology (CP): History, Values, & Assumptions	Introduces and discusses key historical events, values and assumptions in CP practice and research
3	Embracing Social Change	Discusses the nature of social change and theories
4	Empowerment	Introduces several empowerment models and theories of empowerment
5	Community and Citizen Participation	Discusses theoretical frameworks for community and citizen participation
6	Ecological and Environmental Approaches (1)	Introduces ecological models for understanding life space
7	Ecological and Environmental Approaches (2)	Discusses ecological interventions and a video presentation
8	Midterm Review	In-Class Review and/or Film Review
9	Appreciating and Affirming Human and Cultural Diversity	Discusses models of human diversity and interventions around the world
10	Prevention, Strengths & Promotion Approaches (1)	Discusses key concepts in prevention science

11	Prevention, Strengths & Promotion Approaches (2)	Introduces “best practices” in prevention interventions
12	Stress & Coping Approaches	Compare and contrast several clinical approaches to stress and coping with CP approaches
13	Social Justice Approaches	Introduces the idea of social justice for community psychology
14	Emerging Trends in Community Psychology	Ends the course with discussion on several recent trends and future directions in CP research and practice

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete all the reading assignments (if any), and are prepared to engage in class activities and discussion. The course requirements and assignments are explained above in the Method(s) section, but depending on the level of students’ preparation and interest, chances are that some of the requirements may be subject to change slightly, if not entirely.

【Textbooks】

Class readings will be available online. Some of the chapters will be drawn from the following textbooks, and from American Journal of Community Psychology, American Psychologist, Journal of Community Psychology, etc.

Kelly, J.G. et al. (2004). *Six community psychologists tell their stories: History, contexts, and narratives*. Binghamton, NY: Haworth Press.

Kloos, B. et al.(2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont, CA: Wadsworth.

【References】

Additional references will be introduced in class.

【Grading criteria】

The following show approximate activity-by-activity percentage points toward your final course grade: (a) Active Participation, Preparation, and Engagement (10%); (b) “Experiencing A Different Ecology” (30%); (c) Biography Paper (20%); and (d) In-class Reflection Papers (10%), and (e) Take-Home Final (30%).

【Changes following student comments】

N/A

【Equipment student needs to prepare】

None.

【Others】

Please note that successful completion of general psychology, social psychology, clinical psychology, and/or a few psychology-related courses may be desirable, but not required.

【Prerequisite】

None.

ARS300ZA

Contemporary British Culture

Mitsutoshi Somura

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 2/Tue.2

[Outline and objectives]

This course will provide a perspective on contemporary British culture. With Britain as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

[Goal]

(1) Students will study the latest developments of, and arguments on, culture in Britain after WWII, particularly after the 1980s. During this period, British society and culture changed rapidly and were fragmented and reshaped. (2) Students will think of them in social, political, economic and historical contexts, and also study factors such as nation, ethnicity, gender, youth culture, commercialism, entertainments, and the internet. (3) Accumulating knowledge and having a map concerning contemporary British culture will contribute to students' understanding of interdisciplinary discourses in media and academia. (4) This course will help build skills of acquiring information, analyzing materials, and writing reports.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Students will learn the words, concepts, and proper nouns of every week's theme. While giving consideration to the tradition, the conventions, and Britishness in culture, these themes will be analysed in the context of 21st-century Britain. The recent studies of culture will make debate issues more understandable to foreign students. Pictures, films, and music will be used in the class. For students' further study, materials will be distributed, as well as related books and websites introduced.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Outlining the course
2	A Survey of Post-war Britain 1950-79	Timeline and the economic, political and social context
3	A Survey of Post-war Britain 1980-present	Timeline and the economic, political and social context
4	English Language	English and the society, RP, PC, the Celtic languages
5	Journalism and the Media	Newspaper, magazine, alternative publications The class compares Britain and Japan with regard to the conservation of culture
6	Literature (Poetry and Novel)	Experiments, women, ethnic minority, children, publication
7	Theatre	Realism, absurdity, musical, new dramas, comedy, theatre after Thatcher
8	Cinema	Social realism, pop style, Heritage films, Ken Loach, Independent films
9	Internet and Cyberculture	Trends in social media, video games, the web and the law The class is expected to compare Britain and Japan in these aspects, discussing with international students
10	TV and Radio	BBC, commercial TV, political satire, soap opera, reality TV
11	Art, Architecture and Design	Francis Bacon, Damien Hirst, Tracey Emin, Modernist and post-modernist architects
12	Popular Music and Fashion	Rock'n'roll, Mods, Beatles, Punk, post-Punk, club, Britpop, the business of music

13	Sport and Cultural Heritage	Gentlemen, the home nations, leisure, gender, disability, government, commerce The country house, the National Trust, festivals, sectarianism The class is expected to compare Britain and Japan in these aspects, discussing with international students
14	Review End-term Examination	Students' inquiries and discussion, written examination

[Work to be done outside of class (preparation, etc.)]

Students are required to read the assigned materials and prepare for class.

[Textbooks]

Textbooks will not be used. Handouts and reading materials will be provided by the lecturer.

[References]

David Christopher (2015). *British Culture: An Introduction* (3rd edn). London: Routledge.

Michael Higgins, Clarissa Smith and John Storey (eds.)(2010). *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge University Press.

Peter Childs and Michael Storry (1999). *Encyclopedia of Contemporary British Culture*. London: Routledge.

The BBC History website (The Making of Modern Britain): http://bbc.co.uk/british/modern/overview_1945_present_01.shtml

[Grading criteria]

Evaluation will be based on class participation (30%), a writing assignment (20%), and exam (50%). More than two unexcused absences will result in failure of the course.

[Changes following student comments]

Nothing in particular.

[Prerequisite]

Students should have completed *UK: Society and People* or have some basic knowledge about British society and culture.

ARS300ZA

New Zealand Culture and History

Yutai Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 火 2/Tue.2

【Outline and objectives】

New Zealand (NZ) is one of the most popular destinations for nature-lovers and fans of world-acclaimed movies such as *The Lord of the Rings* and *The Hobbit*. At the same time, its flourishing economy and relaxing lifestyle has attracted immigrants and long-term stayers from all over the world. It is little known, however, that this small country with a population of fewer than five million has been leading the world on social issues, particularly with regard to women's suffrage, the anti-nuclear movement and caring for the underprivileged. This course is concerned with the significant historical figures and events of NZ from the early contact between the Maori and Europeans to some great backyard inventors. With NZ as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】

By the end of the course, students will:

- (1) acquire substantial understanding of the major facts and issues of NZ,
- (2) develop the skills needed to collect and analyse data for research purposes, and
- (3) learn to make an effective presentation about selected topics.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Each student does research on an assigned topic independently and gives a 20-minute talk on it, while the other students are expected to contribute to the discussion with questions and comments. The instructor is more of a facilitator to assist students by providing a framework for study and inviting lively discussion and response. By the last class, students will complete an essay on one of their chosen subjects, addressing the suggestions they receive at the time of their presentation. **Attendance at the first class is mandatory.**

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Overview	(1) Outlining the course content and instructional methodologies (2) APA style guide
2	Introduction	A quick look at NZ geography
3	European Explorers	For each topic, key words in parentheses should be referred to in a student's presentation. (1) Abel Tasman (Batavia, Terra Australis) (2) James Cook (HMS <i>Endeavour</i> , Jean-Francois-Marie de Surville)
4	Indigenous People	(1) Maori (Kupe, Hawaiki, Aotearoa, iwi) (2) Moriori (Tommy Solomon)
5	Maori Culture	(1) Buildings (marae, pa) (2) Moko [The class compares NZ and Japan with regard to the conservation of indigenous culture.]
6	Early Visitors	(1) Seal hunters (NZ seals, Dusky Sound) (2) Whalers (NZ whales, Kaikoura)
7	Racial Relations	(1) Treaty of Waitangi (Bay of Islands, lieutenant-governor) (2) Waitangi Tribunal (Maori as an official language)
8	Movie Time	NZ culture and history through a film [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
9	Settlement	(1) Gold rush (Otago, West Coast) (2) Sheep farming past and present

10	World War I	(1) ANZAC (Gallipoli) (2) Relation with Japan (HJMS <i>Ibuki</i>)
11	World War II and After	(1) Featherston Incident (2) Anti-nuclear policy (<i>Rainbow Warrior</i> , USS <i>Buchanan</i>)
12	Policies	(1) Women's suffrage (Kate Sheppard) (2) Endangered birds (yellow-eyed penguin, black robin) [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
13	Pioneers I	(1) Richard Pearse (Wright brothers) (2) Burt Munro (<i>The World's Fastest Indian</i>)
14	Pioneers II	(3) Bungy jumping (AJ Hackett, Henry van Asch) (4) Peter Jackson (<i>The Lord of the Rings</i>)

【Work to be done outside of class (preparation, etc.)】

Students are required to download the references and presenters' handouts from the course website, and to read them carefully in advance so that they can actively participate in discussions.

【Textbooks】

No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】

The following websites will be useful as comprehensive introductions.
Ministry for Culture and Heritage. (2019). *New Zealand history*. Retrieved from <http://www.nzhistory.net.nz/>
Ministry for Culture and Heritage. (2019). *Te Ara: The encyclopedia of New Zealand*. Retrieved from <http://www.teara.govt.nz/en>

【Grading criteria】

Evaluation will be based on class discussion (20%), presentation (40%) and a submitted essay (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】

This course was not offered in 2018.

【Equipment student needs to prepare】

The reference materials are downloadable in PDF format.

【Others】

It is recommended that students have completed *Australia: Society and People* and/or *UK: Society and People* with good grades.

【Prerequisite】

No prerequisite is required.

CUA300ZA

Comparative Media

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 2/Fri.2

【Prerequisite】

None.

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【Outline and objectives】

In this class we will explore how different media operate, exploring how various mediums — such as animation, cinema, visual art, theater, comics, and literature — allow us to see and understand the world in different ways. By using theories and methods developed for each media, we will gain a better understanding of how each media operates, and what it allows us to see or hides from our view. In order to keep some common ground, we will compare each of these media to a particular type of animation: anime. While comparing and contrasting these media, we will be analyzing specific anime works, detailing how they touch on topics such as societal critique, politics, gender, technology, spectatorship, geopolitics, and consumerism. Throughout the class we will be using Christopher Bolton's book, which compares anime to different media, to guide the course.

【Goal】

In addition to teaching the students about contemporary media and society, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to analyze various media; 2) examine the specific operations of each media; 3) learn how to analyze the media's relationship to society; 4) explore how to conduct in-depth analyses of specific media works.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be assigned a section from Bolton's book. This reading will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Comparing media
2	Reading Anime	Methods for interpretation
3	Visual Art	Post-modernity
4	Comics	Manga vs. anime versions
5	Cinema I	Realism and cinema
6	Cinema II	Media and warfare
7	Review & Mid-term Exam	Overview of first section
8	Seriality	Episodic narratives
9	Theater I	Noh theater
10	Theater II	Bunraku
11	Theater III	Puppets and cyborgs
12	Spectatorship	Gender and viewership
13	Literature	Fantasy and self-hood
14	Wrap-up & Final Exam	Overview of comparing media

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

Bolton, Christopher. *Interpreting Anime*. University of Minnesota Press, 2018.

【References】

References to different online articles and other media will be provided in class.

【Grading criteria】

Participation 20%

Mid-term exam 40%

Final exam 40%

【Changes following student comments】

Not applicable.

CUA300ZA

Media and the Nation

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 1/Thu.1

[Outline and objectives]

In this class, we will explore how various media intersect with the idea of the nation in Japan. This will include engaging with the intersection of different media during the formation of the modern Japanese nation-state in the late 1800s. From this point of departure, we will move forward through Japanese history, exploring different media and how they operated in Japanese society at different times. We will examine print culture, from newspapers and wood-block prints, to comics and magazines, as well as moving-image media such as animation and live-action TV and film. Exploring their history, we will analyze some of their shifts over time, and how they reflect changes in their relationship to images of the nation in Japan. This includes how subcultural “otaku” media became official symbols of Japanese national culture, both locally and globally. After addressing this topic in detail, we will then return to more mainstream media, such as films and TV dramas and their relationship to shifts in Japanese society.

[Goal]

In addition to teaching the students about modern Japanese history, society, and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine various media and their connection to Japanese society; 2) examine the specific dynamics of each media and their connection with the nation of Japan on a local and global scale; 3) develop how to analytically engage with the history of Japan and these media through the methodologies learned in class.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

[Method(s)]

Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Nations and media
2	Imagined Communities	Newspapers and the nation-state
3	Making National Arts	Theater and hanga in Meiji Japan
4	Taisho and Showa Media	Beginnings of characters in popular media
5	Post-war Shifts	Identity changes in popular genres
6	From Niche to Mass	Anime and manga rise to national fame
7	Review & Mid-term Exam	Overview of first section of class
8	Otaku and Media Frenzy	Creating an image of otaku
9	Otaku in Transition I	Friendly otaku in film
10	Otaku in Transition II	Different types of consumption
11	National Visibility of Fujoshi	Rise of female otaku consumers
12	Post-Bubble TV	Celebrity and lifestyle in TV dramas
13	Making Japan's Food	Food, culture, and nation
14	Wrap-up & Final Exam	Concluding remarks on nations and media

[Work to be done outside of class (preparation, etc.)]

Students should complete the assigned readings before each class and study the notes they take in class.

[Textbooks]

No textbook will be required as readings will be provided by the instructor.

[References]

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Ed., 1985.

[Grading criteria]

Participation 20%
Mid-term exam 40%
Final exam 40%

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

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CUA300ZA

Media and Globalization

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 3/Thu.3

【Outline and objectives】

With Disney films and anime becoming popular all over the world, it is hard not to see animation as a dominant form of global media. But how can we explore animation in its global position? Focusing on animation from the U.S., Japan, as well as Europe and parts of Asia, in this class we will closely examine the particularities of animation, exploring different thematic topics that intersect with globalization. Throughout the semester we will be engaging with the aesthetics of animation, analyzing its history, production processes, and global presence. In the first section of the class, we will learn how animation functions as a certain type of technology, how it operates transnationally, and how this is representative of contemporary globalization. In the second section of the class, we will examine specific topics that are relevant to globalization, including the spread of culture, the ethics of globalization, and global environmental destruction. Utilizing the methods learned in the first section of the class, we will analyze how specific animations and genres grapple with these topics.

【Goal】

In addition to teaching students information about animation and globalization, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine animation as a particular type of media; 2) explore many of the problems of globalization through the example of animation; 3) learn how to apply those methodologies to analyze how certain animations engage with the problems of globalization.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based off of the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their exams.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Media's part in globalization
2	Media Flows	Different ways of thinking about globalization
3	Transnational Production	Animation production across national borders
4	Global History	Transnational influences
5	Global Expansion	Differences in consuming media globally
6	Animation as Global Technology	Effects of technology
7	Review and Mid-term Exam	Overview of first section
8	Globalized Aesthetics	Anime's globally recognizable stylistics
9	Animating Actions	Disney's techniques vs. anime's techniques
10	Local-Global Conflicts I	Ethics of global actions
11	Local-Global Conflicts II	Local folklore gone global
12	Local-Global Conflicts III	Environmentalism as global problem in animation
13	Local-Global Conflicts IV	Imagining a global world in cyberpunk animation
14	Wrap-up & Final Exam	Overview of animation and global media

【Work to be done outside of class (preparation, etc.)】

Students should complete the assigned readings before each class and study the notes they take in class.

【Textbooks】

No textbook will be required as readings will be provided by the instructor.

【References】

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, 1996.

【Grading criteria】

Participation 20%
Mid-term exam 40%
Final exam 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

【】

POL300ZA

International Relations of the Asia-Pacific

Takeshi Yuzawa

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 2/Thu.2

[Outline and objectives]

This course will explore the nature of international relations in the Asia-Pacific. It will mainly examine and discuss the following: (1) factors for stability and peace in the Asia-Pacific region after the end of the Cold War; (2) roles for the great powers in the region: the United States, China, and Japan; (3) problems and prospects for regional security and economic cooperation; (4) the evolution of regional institutions; (5) the prospects for regional order.

[Goal]

The course objectives are: (1) to develop students' ability to effectively use IR theories to analyze and explain developments in regional affairs; (2) to enable students to analyze the foreign policies of the major powers and selected regional countries; (3) to enable students to assess the developments of regional institutions; (4) to enable students to examine and assess the status and prospects for regional order.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This course is composed of twelve lectures. In each class, a background lecture on a pre-selected topic will be provided to students. After a lecture, there will be a discussion. While the lectures will provide an overview of the topics in question, the discussions will give students an opportunity to examine policies in more depth.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Course outline
2	The Significance of the United States	Examining the role of the United States in maintaining regional order in the Asia-Pacific region
3	The Rise of China I	Examining the rise of China and its implications for regional order
4	The Rise of China II	Examining the rise of China and its implications for regional order
5	Japan and the Asia-Pacific I	Investigating Japan's foreign and security policies in the post-Cold War era with special reference to the Asia-Pacific region
6	Japan and the Asia-Pacific II	Investigating Japan's foreign and security policies in the post-Cold War era with special reference to the Asia-Pacific region
7	Mid-term Exam and Review	Written test and review of major topics covered by week 2 to 6
8	The Development of ASEAN	Investigating the processes behind the development of ASEAN
9	Korea and Australia	Discussing issues relating to the Korean Peninsula and to Australian foreign policy
10	Economic Cooperation and Integration in the Asia-Pacific	Investigating the problems and prospects for regional economic cooperation
11	Security Cooperation and Multilateralism in the Asia-Pacific	Investigating the problems and prospects for regional security cooperation
12	Prospects for Regional Order in the Asia-Pacific I	Examining prospects for regional order
13	Prospects for Regional Order in the Asia-Pacific II	Examining prospects for regional order
14	Final Exam and Wrap-up	Written test and wrap-up

[Work to be done outside of class (preparation, etc.)]

Students are required to have pored over assigned readings before attending the lectures.

[Textbooks]

There is no assigned textbook for this course. Students are required to read the journal articles and the book chapters specified in the reading list.

[References]

Shambaugh, David and Yahuda, Michael (eds), *International Relations of Asia*. Second edition. Rowman & Littlefield Publishers, 2014.
 Connors, Michael K., Davison Rémy and Dosch, Jorn (eds), *The New Global Politics of the Asia-Pacific*. Third edition. Routledge, 2017.
 Pekkanen, Saadia, Ravenhill, John and Foot, Rosemary (eds), *The Oxford Handbook of the International Relations of Asia*. Oxford University Press, 2014.
 Wallis, Joanne and Carr, Andrew (eds), *Asia-Pacific Security: An Introduction*. Georgetown University Press, 2016.
 Yahuda, Michael. *The International Politics of the Asia Pacific*. Fourth and revised edition. Routledge, 2018.
 Beeson, Mark and Richard Stubbs (eds), *Routledge Handbook of Asian Regionalism*. Routledge, 2012.
 Dent, Christopher M. *East Asian Regionalism*. Second edition. Routledge, 2014.

[Grading criteria]

Contribution to discussion (20%), Examinations (80%)

[Changes following student comments]

Handouts to be provided in a timely manner.

[Prerequisite]

GIS students wishing to take part in this course are required to have completed "Introduction to International Relations or World Politics".

Non-GIS students wishing to take part in this course should have a basic knowledge of International Relations theories and adequate English skills to complete the course work and assignments.

POL300ZA

Peace & Conflict Studies I

Hiromi Fujishige

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 5/Fri.5

【Outline and objectives】

Despite widespread euphoria following the end of the U.S.-Soviet rivalry, the post-Cold War era has since witnessed an eruption of civil wars, from the Balkans to the Middle East and Africa. These phenomena are dangerous, not only because they bring increased bloodshed, but they lead to the collapse of the nation-state. Given the disorder that follows in the wake of a state's failure, today's conflict resolution entails significant difficulties for the international community. Why has there been an increase in civil conflicts since the end of the Cold War? How can we prevent civil wars? To answer these questions, we will examine contemporary conflict resolution, with particular attention paid to peacekeeping operations. This is the first half of a year-long exploration in Peace and Conflict Studies. Students who want to develop a deeper understanding of the field should also enroll in Peace and Conflict Studies II.

【Goal】

Upon completion of Peace and Conflict Studies I, students should have a better developed understanding of conflict resolution analysis.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) During weeks 2-5, there will be lectures on the fundamentals of peacekeeping. (Students are expected to submit reaction papers following each lecture.)

(2) During week 6, we will review theories.

(3) During weeks 7-13, students will make half-hour presentations on designated UN peace-building operations.

(4) At the end of the course, students will submit the term paper.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Guidance	How will the course be taught?
2	Introduction to Peace & Conflict Studies	What will we study in the course?
3	Lecture (1) Peace Operations in History	Focusing on peace operations during the Cold War?
4	Lecture (2): Peace Operations during the 1990s	How did peace operations evolve after the Cold War?
5	Lecture (3): Peace Operations in the 21st Century	How have peace operations developed since the Cold War?
6	Review & Discussion: Lecture Review	Reviewing the lecture contents and discussing the presentation questions
7	Presentation (1): Cyprus (traditional peacekeeping)	What are the major features and problems of traditional peacekeeping in Cyprus?
8	Presentation (2): Somalia (peace enforcement)	What are the major features and problems of peacekeeping in Somalia?
9	Presentation (3): Cambodia (assisting transitions)	What are the major features and problems of multi-dimensional peacekeeping in Cambodia?
10	Presentation (4): Rwanda (wider peacekeeping)	What are the major features and problems of wider peacekeeping in Rwanda?
11	Presentation (5): Bosnia (wider peacekeeping)	What are the major features and problems of wider peacekeeping in Bosnia?
12	Presentation (6): East Timor (transitional administrations)	What are the major features and problems of transitional peacekeeping in East Timor?
13	Presentation (7): Afghanistan (peace support operations)	What are the major features and problems of peace support operations in Afghanistan?

14 Examination & Wrap-up Term paper

【Work to be done outside of class (preparation, etc.)】

Students need to do assigned readings, reaction papers, and presentation preparation.

【Textbooks】

A. J. Bellamy and P. D. Williams *Understanding Peacekeeping*, 2nd ed., (Cambridge: Polity, 2010).

【References】

None

【Grading criteria】

Class participation (14%)

Reaction papers (3x12=36%)

Presentation (20%)

Term paper (30%)

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Equipment student needs to prepare】

Internet.

【Others】

Week 1 attendance is mandatory to register for this class.

【Prerequisite】

None.

POL300ZA

Peace & Conflict Studies II

Hiromi Fujishige

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 金 5/Fri.5

【Outline and objectives】

This course explores peace-building operations that follow after civil wars. Building lasting peace following internal conflicts is, in effect, meant to rebuild states that have fallen into disrepair. Peace-building operations are typically conducted under the auspices of the international community, which is eager to import liberal values (e.g. democracy, human rights, a market economy) as the basis for reconstruction in post-conflict states. In reality, the international emphasis on liberal ideologies often meets resistance in war-torn nations, which tend to have conservative cultures and traditional values. This raises a crucial question, whether it is appropriate and effective to apply liberal ideas to a conflicted nation. In this class, we will consider the ramifications of this question, applying theoretical means and case studies.

This course is the second half of a year-long exploration in Peace and Conflict Studies.

【Goal】

Upon completion of this fall semester course, students should have a better understanding of what is involved in peace-building, especially in terms of theoretical analysis.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) During weeks 2-4, students will participate in theoretical discussions. (Doing the assigned readings and preparations papers is compulsory for participation in group discussions.)

(2) During week 5, we will review theories.

(3) During weeks 6 and 12, students will be engaged in reading and discussing case studies. (Same as (1) above.)

(4) During weeks 7-11, students will make half-hour presentations on designated UN peace-building operations. (When students are not presenting, they will be expected to read the given materials and submit preparation papers.)

(5) At the end of the course, students will submit a take-home examination.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Guidance	How will the course be taught?
2	Reading and Discussion (1): The Basics of Peace Operations	What are peace operations? Why are they important?
3	Reading and Discussion (2): The Origins of Peacebuilding	How has peacebuilding evolved in history?
4	Reading and Discussion (3): The Liberal Peace Thesis	Criticizing liberal peace thesis
5	Review & Discussion: Reviewing the Lectures during Week 2-4	Reviewing the theoretical part
6	Reading & Discussion (4): Introduction to Cases	Examining the presentation questions
7	Presentation (1): Angola and Rwanda	Employing the comparative analysis of Angola and Rwanda
8	Presentation (2): Cambodia and Liberia	Employing the comparative analysis of Cambodia and Liberia
9	Presentation (3): Bosnia and Croatia	Employing the comparative analysis of Bosnia and Croatia
10	Presentation (4): Nicaragua, El Salvador and Guatemala	Employing the comparative analysis of Nicaragua, El Salvador and Guatemala

11	Presentation (5): Namibia and Mozambique	Employing the comparative analysis of Namibia and Mozambique
12	Reading and Discussion (5): The Limits of Wilsonianism	How should we evaluate the validity of Wilsonianism?
13	Reviewing the Course	What have we studied in the course?
14	Term Exam & Wrap-up	Take-home exam

【Work to be done outside of class (preparation, etc.)】

Students need to do assigned readings, reaction papers, and presentation preparation.

【Textbooks】

Roland Paris, *At War's End: Building Peace after Civil Conflict*, (Cambridge: Cambridge UP, 2004).

【References】

Relevant materials will be distributed or designated in class.

【Grading criteria】

Class participation (20%)

Preparation papers (10x3=30%)

Paper for the Guest Speaker Lecture (5%)

Presentation (20%)

Term exam (25%).

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Others】

Week 1 attendance is mandatory to register for this class. Completion of Peace and Conflict Studies I is highly recommended. For those who have not taken it, instructor permission is required.

【Prerequisite】

None.

POL300ZA

Global Political Economy

Nathalie Cavasin

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 1/Wed.1

【Outline and objectives】

We will examine the structure of the contemporary global political economy. Students will be introduced to the theories, debates and paradigms using case studies to develop an understanding of the global political economy. Specific attention will be put on the role of China and its increased participation in the global political economies and also on the recent trends regarding India's political economy.

【Goal】

Students, through the discussions and debates in class, with back up from recent news will be able to learn to express their opinions and develop their critical thinking skills. Groups discussions will be organized as well, so students can improve their speaking skills through teamwork.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Each class includes lectures and discussions related to the class contents. Students are expected to participate in the class discussion. Each student will also do one or two mini presentations on a topic from the news in relation with the course contents topics. In addition, at the end of the semester, there will be an individual essay project presentation (topic to be decided later with the supervision of the professor). Students will provide oral and/or written feedback to each student regarding their presentation and written assignments. The professor will provide oral and written feedback to each student.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview of the Course	Theories of global political economy (Chap. 1&2 of the Textbook)
2	Understanding the evolution of the world economy	Evolution of the world economy from the industrial revolution (Chap.3&4)
3	Post-war global economy	The global economy: from 1945 to today (Chap.5)
4	International trade patterns	International trade (Chap.6)
5	Group Discussion on the impact of transnational corporations	Transnational production (Chap.7)
6	How the global financial system operates Decision on the topics for the essay-presentation project	The global financial system (Chap. 8)
7	Discussion with cases studies on China and India Labor in the global economy	The international division of labor (Chap.9)
8	Women in the world economy	Gender (Chap. 10)
9	Understanding the notion of development	Economic development (Chap. 11)
10	Environmental issues today in the world Discussion and debate Submission of the Essay (for the groups that will present in class 11)	Global environmental changes (Chap. 12)
11	Presentation (group) Global political economy Submission of the Essay (for the groups that will present in class 12)	Theoretical perspectives on global political economy (Chap. 13)

12	Security Presentation (group) Submission of the Essay (for the groups that will present in class 13)	Security (Chap. 14)
13	Presentation (group) Discussion	Governing the global political economy (Chap. 15)
14	Review and Final Exam Submission of the Book Review	Review and Final exam in class

【Work to be done outside of class (preparation, etc.)】

Be always ready by preparing the pages of the readings given in advance before coming to the next class. Additional homework will be assigned such as preparing an update with a current affair in the world related to the discussion/class contents. It is expected to read newspapers and news magazines several times a week. Students will need to update themselves with current news to stay informed about key issues and debate both within Japan and in the world. Students should prepare the work for the essay and presentation (group presentation) and book review at the date defined in the course agenda table.

【Textbooks】

O'Brien R., and Williams M., *Global political economy: evolution and dynamics*, London, Red Globe Press, 2016.

Additional materials will be distributed in class by the professor.

【References】

Examples of on-line websites to access the news:

- The New York Times
- The Guardian
- The Economist
- Foreign Affairs
- The Wall Street Journal
- Time
- Foreign Policy

【Grading criteria】

Participation and attitude(20%)
Discussion participation in group (10%)
Essay (20%) and Presentation Project (10%)
Book Review (10%)
Final Exam (30%)

【Changes following student comments】

N/A

【Equipment student needs to prepare】

The professor may request that you use a computer, tablet or smartphone in order to access the Internet to prepare for the discussion or fact-check during the class. Otherwise such devices cannot be used.

【Others】

Taking photos in class (the slides or notes on the board or in the class) is not allowed unless requested by Hosei University. Recording in class is not allowed.

【Prerequisite】

N/A

POL300ZA

International Development Policy

Ippeita Nishida

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 2/Tue.2

【Outline and objectives】

International development policies have been formulated along two domains, one by the donor coordination group (i.e. providers of Official Development Aid), traditionally represented by the OECD-DAC and another at the multilateral agenda setting forum such as the United Nations. While both serve the purpose of advancing the lives of people and discussions are mutually-related, each has distinct interests and constraints. In this course, we aim to understand how international development policy/agenda is being formulated and what the current (and future) issues are. Specifically, students will explore (1) the rationale and evolution of development policies by the donor community, (2) the more holistic and people-centered agenda setting at the United Nations and (3) current policy debates on Sustainable Development Goals (SDGs) that will govern development agenda till 2030.

【Goal】

The course objectives are:

- 1) To enable students to assess the development policy debates from multiple aspects.
- 2) To make students able to differentiate development agenda formulation process at different stakeholder groups.
- 3) To equip students with the holistic understanding of the SDGs and their implications through groupwork.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This class will have lectures and interactive discussions, as well as group presentations. Active participation is expected. Students will undertake a final exam and have occasional short papers to write. The course is composed of two parts. The first part (weeks 3-6) will have lectures on debates among traditional donors. In the second part (weeks 7-13), lectures will cover key discourses of the United Nations' adaptation of the Sustainable Development Goals, and students will make group presentations on selected topics from the SDG 17 goals.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course outline, facts and trends
2	Overview of Discourse	History and institutions
3	Foreign Aid	Use of “aid” in foreign policy / tasking group presentation
4	ODA	Concept of “Official Development Assistance (ODA)”
5	Donor's Debate	OECD-DAC, aid financing, Shaping development debate
6	New Issues	Rise of new donors, state fragility and “securitization”, etc.
7	United Nations	UN for development, People-centric approach
8	SDGs	Formulating the “Sustainable Development Goals (SDGs)”
9	Synthesis Discussion	Reconciling states' interests and global agenda
10	Group Presentation 1	SDGs / selected topics
11	Group Presentation 2	SDGs / selected topics
12	Group Presentation 3	SDGs / Selected topics
13	Group Presentation 4	SDGs / selected topics
14	Final Exam & Wrap-up	In-class or take home

【Work to be done outside of class (preparation, etc.)】

Reading and writing assignments. Groupwork for presentation.

【Textbooks】

There is no assigned textbook for this course. Students are required to read handouts and suggested articles/chapters from the references.

【References】

Students are encouraged to read following references to further their understandings.

OECD (2006), *DAC in Dates: The History of OECD's Development Assistance Committee* (available online at www.oecd.org/dac/1896808.pdf)

Lancaster, Carol (2007), *Foreign Aid: Diplomacy, Development, Domestic Politics*, University of Chicago Press

UN Document, A/RES/70/1, 21 October 2015 *Transforming our world: the 2030 Agenda for Sustainable Development* (available online at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

Sachs, Jeffrey D (2015), *The Age of Sustainable Development*, Columbia University Press

Wickstead, Myles A. (2015) *Aid and Development: A Brief Introduction*, Oxford University Press

Hynes, W. and S. Scott (2013), *The Evolution of Official Development Assistance: Achievements, Criticisms and a Way Forward*, OECD Development Co-operation Working Papers, No. 12, OECD Publishing (available at <http://dx.doi.org/10.1787/5k3v1dv3f024-en>)

【Grading criteria】

Class Participation: 20%

Occasional Assignment Papers: 25%

Group Presentation: 20%

Final Exam: 35%

【Changes following student comments】

Constructive comments and feedback from students are always welcomed and will be taken into consideration.

【Equipment student needs to prepare】

None in the class.

【Others】

Week 1 attendance is mandatory to register for this class.

【Prerequisite】

In order for students to successfully complete the class, basic understandings of the development thoughts as well as international relations are needed. Thus, GIS students wishing to register for this class are recommended to have taken “Introduction to Development Studies” and/or “Development Studies”. Also, knowledge of international relations, international organizations and foreign policy will be of benefit.

POL300ZA

International Law

Naoko Obi

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 1/Fri.1

【Outline and objectives】

This course aims to explain the basic principles of law, and the various roles and practices and limitations of international law in modern international society. Students will acquire multifaceted knowledge of international law and international society through readings, discussions and group work.

【Goal】

Upon completion of this course, students should have a better understanding of the practices, theories and limitations of international law.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) The first phase of this course will be lectures on the basic principles and theories related to (national) law in general and international law. Students are asked to read the provided readings before the lecture. Every class there will be quizzes and/or short essays to check whether the students have understood the topic. Also, short presentations will be asked of the students regarding certain topics. At the end of the first phrase, a mid term exam will be given. Students are required to actively participate in the discussions during class.

(2) In the second phase of this course, particular topics in international law will be chosen, such as international human rights law, international refugee law, international environmental law, international law of the sea or others which may be of interest to the students. Each topic will be assigned to individual student and/or group of students (depending on the size of the class), and student(s) is (are) asked to make presentations. The details will be provided in class.

(3) In the final week, students will be asked to hand in reports. The topic will be notified during class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance and introduction
2	Basic Principles of Law	What are the basic principles of law in general?
3	What is International Law? (1)	The nature of international law and the international society
4	What is International Law? (2)	The sources of international law
5	What is International Law? (3)	The law of treaties
6	Law Related to States	Personality, statehood, recognition, immunities
7	Jurisdiction under International Law	Jurisdiction of States
8	Review & Mid-term Exam	In class midterm exam
9	International Human Rights Law	Presentation by students
10	International Refugee Law	Presentation by students
11	International Environmental Law	Presentation by students
12	International Law of the Sea	Presentation by students
13	International Law and Peace and Security	Presentation by students
14	Wrap up	International law in the modern international society

【Work to be done outside of class (preparation, etc.)】

Students will be required to read the assigned readings and prepare for the presentation.

【Textbooks】

Relevant materials will be distributed in class.

【References】

Martin Dixon. (2013). *Textbook on International Law*. Seventh edition. Oxford: OUP.

Malcolm Evans.(2018). *International Law*. Fifth edition. Oxford: OUP.

Vaughan Lowe. (2008). *Interntional Law*, Oxford: OUP.

Ian Brownlie. (2012). *Principles of International Law*. Eighth edition. Oxford: OUP.

Malcolm D. Evans.(2017). *Blackstone's Interantional Law Documents*. 13th edition. Oxford: OUP .

【Grading criteria】

Class participation, quizzes and other small assignments including reaction papers (20%)

Individual and/or group presentation (25%)

End term paper (25%)

Mid term exam (30%)

【Changes following student comments】

Students' requests and comments will be taken into consideration.

【Equipment student needs to prepare】

Internet access.

【Others】

The course will be offered by a teacher who has 30 years of experience in the work of the United Nations. The course therefore will therefore provide an opportunity for the students to learn how international law is applied in reality.

Week 1 attendance is mandatory to register for this class. If the number of students wishing to take this course exceeds the limit, the lecturer will make a selection based on the questionnaire in the first class.

【Prerequisite】

Students are asked to have taken courses related to international relations, international organizations etc.

POL300ZA

Advanced Comparative Politics

Nathan Gilbert Quimpo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 水 5/Wed.5

【Outline and objectives】

This course seeks to broaden and deepen the students' knowledge of comparative politics. Integrating theories, concepts and approaches in comparative politics and case studies, the course blends country-to-country and thematic approaches. Comprehensive country studies help students in seeing similarities and differences among states and regimes around the world and in grasping and applying key theories and concepts. The course also provides students with a more thorough understanding of the contemporary discourses and debates on key topics studied in "Introduction to Comparative Politics," such as states, democratic and authoritarian regimes; political economy and development; nationalism and ethnicity; political violence; and the impact of globalization. The course also offers deeper discussions on some important issues or themes that may have been only cursorily covered in introductory politics or comparative politics courses, such as theories and approaches in comparative politics; public policy and policymaking; political culture; political parties and electoral systems; and civil society and social movements.

【Goal】

The course aims to raise the students' knowledge and understanding of comparative politics to a more advanced level; to help them gain a stronger and more thorough grasp of the theories, concepts and approaches in comparative politics; and to help them develop their skills in examining real-world problems and issues more incisively and in presenting their positions more cogently, using theories and methods in comparative politics.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

The course will consist mainly of lectures and open discussion. Students will be asked as well as encouraged to express their views on the topic being discussed. Audio-visual aids such as short video clips, photos, maps and illustrations will be used to help make issues and events much more concrete and vivid to students, and to help stimulate or enliven discussion and debate.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Comparative political systems; political culture and political socialization (Powell et al., ch. 2-3)
2	System and Process	Interest representation; interest aggregation; political party systems; the art of governance (Powell et al., ch. 4-6)
3	Public Policy; Politics in Japan	Public policy; politics in Japan (Powell et al., ch. 7, 11)
4	Politics in Britain	Politics in Britain (Powell et al., ch. 7)
5	Politics in Germany	Politics in Germany (Powell et al., ch. 9)
6	Politics in the United States	Politics in the United States (Powell et al., ch. 18)
7	Review & Midterm Exam	Midterm Exam
8	Politics in Russia	Politics in Russia (Powell et al., ch. 11)
9	Politics in China	Politics in China (Powell et al., ch. 12)
10	Politics in Brazil	Politics in Brazil (Powell et al., ch. 14)
11	Politics in India	Politics in India (Powell et al., ch. 16)
12	Politics in Iran	Politics in Iran (Powell et al., ch. 15)
13	Politics in Nigeria	Politics in Nigeria (Powell et al., ch. 17)
14	Final Exam & Wrap-Up	Final exam

【Work to be done outside of class (preparation, etc.)】

Before class, students should study the required readings and work on any written assignments that may have to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor.

【Textbooks】

G. Bingham Powell, Jr., Russell J. Dalton and Kaare Strom, 2015. *Comparative Politics Today: A World View*, 11th Edition, Global Edition, London: Pearson.

【References】

- Andrew Heywood, 2019, *Politics*, 5th edition, Houndmills, UK: Red Globe Press.
- John T. Ishiyama & Marijke Breuning (eds.), 2011. *21st Century Political Science: A Reference Handbook*, Thousand Oaks: Sage Publications.
- J. Tyler Dickovick & Jonathan Eastwood, 2016, *Comparative Politics: Integrating Theories, Methods, and Cases*, 2nd edition, Oxford: Oxford University Press.
- Articles from journals, newspapers or magazines and chapters from other books.

【Grading criteria】

Participation in discussions: 40% of overall course mark.

Midterm exam: 30%

Final exam: 30%.

【Changes following student comments】

Not applicable.

【Prerequisite】

No prerequisites. It is recommended, however, that participants have taken at least a basic course in politics or an introductory course in comparative politics in previous semesters.

ECN300ZA

Investment

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 火 2/Tue.2

【Prerequisite】
 Foundations of Finance

【Outline and objectives】

Stock investing. This is an intermediate level finance course that focuses on the concepts of stock investing: characteristics of stocks, stock valuation and dividend policy. Students will also apply investment theories into practice based on a virtual stock market simulation.

【Goal】

The end goal of the class is to apply the strategies of stock investing into an actual stock portfolio based on a virtual stock market simulation.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is taught primarily through lectures and discussions. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	The Language of Stock Setting up your virtual account	Why stocks are good investment and how to invest in stocks
3	Investment Strategies (1)	Fundamental and technical analysis
4	Market Analysis (1)	Discuss virtual portfolio trading strategies
5	Investment Strategies (2)	Learn from the masters
6	Market Analysis (2)	Discuss virtual portfolio trading strategies
7	Financial Markets and Institutions	Understand different financial markets and products
8	Market Analysis (3)	Discuss virtual portfolio trading strategies
9	Stocks and their Valuations (1)	Constant growth model
10	Stocks and their Valuations (2)	Non-constant growth model
11	Market Analysis (4)	Discuss virtual portfolio trading strategies
12	Distribution to Shareholders (1)	Dividends versus capital gains
13	Distribution to Shareholders (2)	Dividend policy
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】

Read the chapters in the assigned reference book as well as textbook. Update and monitor your stock portfolio constantly.

【Textbooks】

No particular textbook.

【References】

Kelly, Jason. *The Neatest Little Guide to Stock Market Investing*, Penguin Group, 2012.

Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management*, 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.

Keown, Arthur J, Martin, John D and Petty, William J. *Foundations of Finance: The Logic and Practice of Financial Management*, 7th Edition, Prentice Hall, 2011.

【Grading criteria】

Students will be evaluated based on class participation (20%), quizzes (15%), portfolio simulation (30%), and final exam (35%).

【Changes following student comments】

Not applicable.

【Others】

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

MAN300ZA

International Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 2/Fri.2

【Outline and objectives】

Learning and applying principles of international business. Globalization will continue to impact international activities and influence local outcomes. A major driver of globalization is the continuous growth of international business. In this course, students will learn concepts, processes and strategies of international business management. Emphasis will be on issues impacting international business and how companies conduct business to compete successfully in the global market.

【Goal】

The goal of this course is to understand the environment of international business, and its advantages and disadvantages, while developing critical thinking skills by analyzing the practicality of issues relating to international business.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is taught primarily through lecture and discussions. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Key Concepts of International Business	What is international business?
3	Globalization of Markets and Internationalization of the Firm	Dimensions and drivers of market globalization
4	The Environment of International Business	Ethics and cultural environment of international business
5	Case Studies: Harley Davidson and Siemens	Discussion of case studies
6	Government Intervention	Rationale and instruments of government intervention
7	Case Studies: Airbus, Boeing and Russell Corporation	Discussion of case studies
8	Emerging Markets, Developing Economies and Advanced Economies (1)	Understanding emerging markets
9	Emerging Markets, Developing Economies and Advanced Economies (2)	Potential, risks and challenges of emerging markets
10	International Monetary and Financial Environment	Exchange rates, currencies, monetary and financial system.
11	Strategy and Organization in the International Firm	Integration-responsiveness framework.
12	Case Studies: Lenovo and Nissan	Discussion of case studies
13	International Business Issues	Debates of current issues in international business
14	Final Exam & Wrap-up	Assessing the understanding of the subject

【Work to be done outside of class (preparation, etc.)】

Download and print out the handouts before each class. Read the assigned chapters in the textbook and complete any assignments given.

【Textbooks】

Cavusgil, Tamer S., Knight, Gary and Riesenberger, John. *International Business: The new Realities*, 4th Edition, Prentice Hall, 2016.

【References】

Further materials will be provided by the instructor.

【Grading criteria】

Students will be evaluated based on class participation (20%), assignments (25%), case presentation (10%) and final exam (45%).

【Changes following student comments】

Not applicable.

【Others】

Students who are interested to take this course, must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】

Knowledge of business or economics

MAN300ZA

Services Marketing

John Melvin

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 1/Thu.1

【Outline and objectives】

The purpose of this course is to provide students with an in-depth understanding of the theoretical and practical processes of marketing services, with a particular focus on tourism. Organisations' marketing and relationships with customers have been evolving rapidly, driven particularly by globalisation and advances in technology. It is increasingly important to understand the impact of these changes in order to gain competitive advantage.

This course will consider strategic issues in services marketing; we will also consider micro-marketing issues relating to service design, tourist behavior and the challenges and opportunities for managers presented by technological developments.

Students will engage in additional learning opportunities such as group discussions and presentations. We will analyse a number of tourism-related case studies in addition to other service sectors.

【Goal】

This course aims to give students insights into the particular characteristics of marketing services such as tourism. After exploring current marketing theory on consumer value creation and the consumer experience, the course will apply these to the management and marketing of services. From the consumer perspective, students will learn about consumer behaviour, the impact of the service environment and forming relationships with service providers. From an organisational perspective, we will consider managing the service environment, innovation and developing service brands in order to facilitate consumer value creation.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. In group projects, students will gain an in-depth understanding of a particular organization/destination and must then present the results of their analysis.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: introducing the characteristics of services and the challenges of service marketing
2	Consumer Value Creation	Considering theories relating to the new marketing paradigm of value co-creation
3	The Experience Economy	Analysing the seminal text by Pine and Gilmore and the implications for service providers
4	Managing the Consumer Experience	Exploring different influences on the service experience, and the various stages of service delivery
5	Service Systems and the Servicescape	Exploring the design of the service environment and the impact on service consumption
6	Buyer Decision Making	Examining the influences on decision-making and how organizations can manage these
7	Innovation and New Service Development	Considering the challenges and opportunities that new service developments offer organizations
8	Developing Service Brands	Investigating branding and differentiation
9	Service Quality	Examining consumer perceptions of quality and organizational strategy
10	Service Delivery	Examining the role of employees and self-serving technology in facilitating consumer value creation
11	Relationships and Networks	Exploring the importance of organizational and customer networks and how they can facilitate service consumption
12	Group Presentations	Student group presentations

13	Marketing, Sustainability & Corporate Social Responsibility (CSR)	Analyze organizational approaches towards sustainability and more responsible business approaches
14	Examination & Wrap-up	End of semester examination

【Work to be done outside of class (preparation, etc.)】

Students will be assigned reading as preparation for classes. Students are expected to download and preview the lecture slides before each class.

【Textbooks】

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on H'etudes.

【References】

McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge

Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill

Pine, J. and Gilmore, J. (2011) (Updated Edition). *The Experience Economy*. Harvard: Harvard University Press

【Grading criteria】

Evaluation will be based on

1. Class and online participation (30%)
2. Group presentation and report (30%)
3. Exam (40%)

The group work is assessed on an individual basis.

Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.

【Changes following student comments】

N/A

【Others】

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】

None.

MAN300ZA

Corporate Social Responsibility

Sairan Hayama

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 2/Mon.2

【Outline and objectives】

This course is designed to introduce and explore the diversified perspectives and understandings on Corporate Social Responsibility (CSR). We are going to develop an understanding of CSR in the global context and learn why and how modern corporations are managing CSR in their business activities. The major topics dealt with in this course will be Defining CSR, CSR Concepts and Theories, Cases For and Against CSR, Responsibilities to Stakeholders, CSR in the Marketplace, CSR in the Workplace, and etc.

【Goal】

The goal of this course is to help students build the basic understanding of CSR, know how CSR is applied in different arenas of business and explore CSR management in companies. Students will be able to define CSR and explain the meanings of CSR strategic practices in modern corporations after taking this course.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The class format consists of lecture and discussion, group work, class presentation, assignments, quizzes, and exams. In order to develop a global vision and analytical thinking, students will be encouraged to discuss their findings from the course materials and compare their own personal cultural views with those of their peers. Therefore, regular attendance is required for this course.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & Introduction	Confirm the course syllabus and give instructions regarding readings and preparation for class meetings.
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses. Textbook: pp.3-25 (lecture & discussion)
3	The Cases for and against CSR -1	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
5	CSR Concepts and Theories -1	Explore the concepts and theories of CSR. Textbook: pp.66-96 (lecture & discussion)
6	CSR Concepts and Theories -2	Explore the concepts and theories of CSR. Textbook: pp.104-127 (lecture & discussion)
7	Responsibilities to Stakeholders -1	Who are the stakeholders? How should companies respond to these stakeholders? Textbook: pp.133-164 (lecture & discussion)
8	Responsibilities to Stakeholders -2	What are the responsibilities of companies for stakeholders? Textbook: pp.168-198 (lecture & discussion)
9	Case Study -1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.
10	CSR in the Marketplace	How to improve the bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive. Textbook: pp.213-250 (lecture & discussion)

11	Case Study -2	Company B- BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR in the Workplace	Discuss human rights and work-life balance issues in the workplace. Textbook: pp.253-289 (lecture & discussion)
13	Case Study -3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study -4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

【Work to be done outside of class (preparation, etc.)】

Students are required to have their own text material copies and prepare for each class by reading through the materials to be covered before coming to class. The textbook is available in the library but you are recommended to have your own textbook.

【Textbooks】

Andrew Crane, Dirk Matten and Laura J. Spence (2014), *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge.

【References】

1. Andrew Crane & Dirk Matten (2016), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford Univ. Printing.
2. Charlotte Walker & John D. Kelly edited (2015), *Corporate Social Responsibility? : Human Rights in the New Global Economy*, University of Chicago Press.
3. Jeremy Moon (2015), *Corporate Social Responsibility: A Very Short Introduction*, Oxford Univ. Printing.
4. J.Okpara & S.O. Idowu edited (2016), *Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders* (CSR, Sustainability, Ethics & Governance), Springer.
5. Peter Baines (2015), *Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation*, Wrightbooks.

【Grading criteria】

Participation and attitude 30%, presentation and report / homework 30%, mid-term exam 20%, final exam 20%

【Changes following student comments】

Students taking this course are required to have basic business management knowledge.

【Others】

A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the class has priority.

【Prerequisite】

None.

ECN300ZA

International Economics

George Y Wang

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 1/Mon.1

【Outline and objectives】

In this course, we will discuss fundamental concepts and principles in international trade and open macroeconomics. The first half of the course will focus on international trade, particularly trade models and trade policies. The second half of the course will examine foreign exchange markets and balance of payments. Economic vulnerabilities leading to financial crises as well as monetary policy choices will also be examined.

【Goal】

The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in international trade and finance i.e. what drives countries to trade and how economies are linked through prices and macroeconomic quantities. Students should be able to discuss pertinent issues related to international macroeconomics, including trade policy, financial crises and policy responses.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course is comprised mainly of lectures, in-class activities, and discussions. In-class activities, such as discussions or answering problem sets may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups to make a presentation at the end of the semester about financial crises and policy responses. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course (Chapter 1)
2	International Trade Theory (1)	The Ricardian model Labor productivity and comparative advantage (Chapter 3)
3	International Trade Theory (2)	The specific factors model Income distribution, labor mobility (Chapter 4)
4	International Trade Theory (3)	The Heckscher-Ohlin model Relative prices and the pattern of trade (Chapter 5)
5	International Trade Theory (4)	The standard trade model (Chapter 6)
6	Mid-term Exam	In class written exam
7	Financial Crises	A history of financial crisis and policy responses
8	Exchange Rates (1)	Exchange rates and the foreign exchange market (Chapters 14, 15)
9	Exchange Rates (2)	Monetary approach in the long run (Chapter 16)
10	Exchange Rates (3)	Asset approach in the short run (Chapter 17)
11	Balance of Payments (1)	National income accounting and the balance of payments (Chapter 13)
12	Balance of Payments (2)	The open economy trilemma Exchange rate regimes (Chapters 18, 19)
13	Course Consolidation and Final Exam	In-class written exam
14	Student Group Presentations	Financial crises, recessions, and policy responses

【Work to be done outside of class (preparation, etc.)】

1. Readings: Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.

2. Short assignments: Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.

3. Familiarization with current issues: Students are encouraged to read newspaper articles related to course contents, such as international trade and international finance.

4. Student Group Presentation: Students may be asked to form into small groups to discuss with group members and to make a case presentation on assigned topics.

【Textbooks】

Krugman, Paul, Maurice Obstfeld and Marc Melitz, *International Economics: Theory & Policy*, 10th ed. (Essex: Pearson Education Limited, 2015)

【References】

For additional reading, the student may refer to the following materials: Reinhart, Carmen and Kenneth S. Rogoff, *This Time is Different: Eight Centuries of Financial Folly*. (Princeton: Princeton University Press, 2009)

International Monetary Fund. 2009. World Economic Outlook: Crisis and Recovery. Washington, April.

International Monetary Fund. 2011. World Economic Outlook: Slow Growth, Rising Risks. Washington, September.

Other materials, if any, will be given by the instructor or shall be announced in class.

【Grading criteria】

Class Participation (attitude, assignments, and recitation): 30%

Quizzes: 20%

Midterm Exam: 25%

Final Exam: 25%

【Changes following student comments】

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Others】

This course requires students to have a good understanding of mathematics and graphic analysis.

【Prerequisite】

Macroeconomics I.

Students who have taken other economics course need to discuss with the instructor for permission.

MAN300ZA

Advanced Accounting

Noriaki Okamoto

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 4/Fri.4

[Outline and objectives]

The aim of "Accounting (A6282)" is to understand what corporate financial statements are and how to prepare them. In this "Advanced Accounting" course, the main objective is to learn how to read and analyze corporate financial statements. As all corporations are supposed to follow the same set of accounting standards (GAAP), the resultant outcome (accounting information) is objectively compared. The technique of financial statement analysis is useful not only to investors but also accountants, financial analysts and business consultants. In addition to how to read basic corporate financial statements (balance sheet, income statement, and cash flow statement), this course briefly covers some advanced accounting topics such as auditing and financial valuation.

[Goal]

Students will be able to become familiar with reading and analyzing corporate financial statements. Real corporate financial statements are often used for the case studies in this course. Therefore, students can gain experiences of practically using ratios to analyze corporate financial numbers. Also, students can gain knowledge of related fields such as auditing.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2" and "DP 4".

[Method(s)]

This course is taught through lectures, discussions and exercises. At my discretion, I may assign one or more mini-projects to be completed during, or outside of, the class. In the final presentation, students are required to choose one listed company, analyze its financial statements, and recommend its stock. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Learn and discuss how financial statement analysis is conducted (handouts and slides)
2	Three Basic Financial Statements	Review and discuss the basic financial statements (Ch. 3-5, handouts and slides)
3	Using Financial Statements for Short-Term Analysis ①	Learning some ratios for a short-term financial analysis (Ch. 8, handouts and slides)
4	Using Financial Statements for Short-Term Analysis ②	Apply the technique of short-term financial analysis to the real corporate financial numbers (Ch. 8, handouts and slides)
5	Using Financial Statements for Long-Term Analysis ①	Learning some ratios for a long-term financial analysis (Ch. 9, handouts and slides)
6	Using Financial Statements for Long-Term Analysis ②	Apply the technique of long-term financial analysis to the real corporate financial numbers (Ch. 9, handouts and slides)
7	Review of Short and Long-Term Analysis	Comprehensive review of short and long-term financial ratio analysis (Ch.8 and 9, handouts and slides)
8	Review & Mid-Term Exam	Mid-term exam (Ratios)
9	Analysis of Cash Flows ①	Learn how to analyze the numbers on the cash flow statement (Ch. 5, handouts and slides)
10	Analysis of Cash Flows ②	Learn how to analyze the numbers on the cash flow statement (Ch. 5, handouts and slides)
11	Auditing	Understand the significance and the overview of auditing (Ch. 10)
12	Corporate Valuation	Learn more practical corporate valuation techniques (e.g., Du Pont analysis)

- 13 Final Presentation ① Individual presentations about each corporate financial statement analysis
- 14 Final Presentation ② Individual presentations about each corporate financial statement analysis

[Work to be done outside of class (preparation, etc.)]

Students are expected to read the assigned textbook chapters before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course.

[Textbooks]

Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

[References]

Wayne A. Label, Cheryl Kennedy Henderson (2015), *Study Guide and Workbook for Accounting for Non-Accountants* 3rd edition, Solana Dreams Publishing Company.

Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.

Thomas R. Robinson, Elaine Henry, Wendy L. Pirie, and Michael A. Broihahn (2015), *International Financial Statement Analysis* 3rd edition, CFA Institute, Wiley.

[Grading criteria]

Projects / homework 20%,

Class participation / discussion 20%, Mid-term exam 30%, and final presentation 30%

[Changes following student comments]

None

[Equipment student needs to prepare]

A calculator

[Prerequisite]

Students are expected to have basic knowledge of accounting (e.g. Accounting: A6282).

MAN300ZA

International Finance

Manish Sharma

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 水 4/Wed.4

【Outline and objectives】

Increasingly, the global financial system plays a pivotal role in the economic world order. This course covers the movements and the trends of the global financial markets and the working of the multinational firms. Furthermore, it explains the necessary conceptual apparatus in a way that is both challenging and interesting. For this purpose, the concepts and the cases are presented in a lively, and relevant fashion by focusing on topical financial issues.

【Goal】

The course intends to explain:

1. Theory and application of techniques of finance, in the international setting.
2. The big picture of international finance and thereby explaining how various pieces fit together.
3. That finance is fun.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The class is designed to be:

1. Interactive: With a strong emphasis on student participation.
2. Up-to-date: With the real-time explanation of unfolding events.
3. Critical and Analytical: Understanding the whys and hows of the global financial system.
4. Accessible: Breaking down the complex jargon in simple terms.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	International Finance: Let the Fun Begin	- Overview of the course - Overview of the international financial markets
2	International Trade Flows	- National income accounting - Gross domestic product - The balance of payments
3	Exchange Rates	- Foreign exchange markets - An asset approach to the FOREX market - Currency wars - Relevant cases
4	Money, Inflation and Interest Rates	- Basics of monetary policy - Determinants of interest rates - Philips curve - Relevant cases
5	World Economy	- Classification - Understanding the developed world - Developing world - Relevant cases
6	Global Corporation	- Understanding the multinational Corporations (MNC) - Global sourcing - Born Global firms - Relevant cases
7	Fixed Exchange Rates and FOREX Interventions	- Central Bank interventions - Stabilization policy - Capital flight - Relevant cases
8	International Monetary System: A Historical Perspective	- Gold standard - Bretton woods system and the IMF - Relevant cases
9	Financial Globalization	- International capital market and gains from trade - Challenges of regulating international banking - Relevant cases
10	Growth of the Derivative Markets	- Overview of the futures/forward and options market - Rise of commodities trade - The price of hedging - Relevant cases

11	Global Financial Crises	- Banking fragility - Rise of contagion - Algebra of moral hazard - The idea of decoupling - Relevant cases
12	Optimum Currency Areas	- The case of the Euro - The theory of optimum currency areas - Euro crisis
13	Emerging Market	- The growth trends - Income inequality - Structural reforms - Relevant cases
14	The Digital Disruption (Future of Finance)	- Cryptocurrencies - AI and automation - Universal Income - Brexit

【Work to be done outside of class (preparation, etc.)】

Students are expected to review class material, complete assignments, and find relevant material.

【Textbooks】

Krugman P. R., Obstfeld M. and Melitz M. (2018). *International Finance: Theory and Policy* (11th Edition). Pearson Education.

【References】

Pilbeam K. (2013). *International Finance* (4th Edition). Palgrave Macmillan.

【Grading criteria】

Contribution to the class discussion 30% (An indicator of class participation)

Class Presentations 20% (Includes the short presentation)

Short Tests 30% (There will be two short tests given during the class)

Short Report 20% (Each student is required to submit a short report)

【Changes following student comments】

Not applicable.

【Prerequisite】

Basic understanding of economics.

MAN300ZA

Financial Statement Analysis

May May Ho

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 2/Wed.2

【Outline and objectives】

The aim of the Financial Statement Analysis course is to understand what corporate financial statements are, analyze them through to how to prepare Financial Statements. As all corporations are supposed to follow the same set of accounting standards (Generally Accepted Accounting Principles or GAAP), the resultant outcome (accounting information) can be objectively compared. The technique of financial statement analysis is useful not only to investors but also accountants, financial analysts and business consultants. In addition to learn how to read basic corporate financial statements such as the Statement of Financial Position, Statement of Financial Income and Statement of Cashflow, this course covers some advanced accounting topics such as auditing as well as contemporary issues such as corporate fraud, impact on financial statements when there is a change in accounting standards and Sustainability Reporting.

【Goal】

Students will be able to become familiar with reading and analyzing corporate financial statements. Real-world corporate financial statements are used for case studies in this course allowing students to see practical uses of ratios to analyze corporate financial numbers. Furthermore, students will gain knowledge of related fields such as fraud, internal controls and sustainability reporting.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

This course is taught through lectures, discussions and exercises. Students may be assigned one or more mini-projects to be completed during, or outside of, the class. In the final presentation, students are required to choose one listed company, analyze its financial statements, and give their recommendations. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class. The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Discuss how financial statement analysis is performed.
2	Three Basic Financial Statements	Review and discuss the basic financial statements - Statement of Financial Position, Statement of Financial Income and Statement of Cashflows.
3	Using Financial Statements for Short-Term Analysis (1)	Apply ratios for a short-term financial analysis. Apply the technique of short-term financial analysis to the real corporate financial numbers.
4	Using Financial Statement for Short-Term Analysis (2)	Question practice.
5	Using Financial Statements for Long-Term Analysis (1)	Apply ratios for a long-term financial analysis. Apply the technique of long-term financial analysis to the real corporate financial numbers.
6	Using Financial Statements for Long-Term Analysis (2)	Question practice.
7	Revisit Financial Statement for Both Short and Long Term Analysis	Question practice.
8	Review & Mid-Term Exam	Mid-term examination.

9	Analysis of Cash Flows	Prepare the cash flow statement and discuss importance of cash flow statement and working capital.
10	Further Analysis of Cash Flows (1)	Analyse the numbers on the Statement of Cashflows.
11	Further Analysis of Cash Flows (2)	Question Practice.
12	Corporate Fraud, Internal Controls and Sustainability Reporting	Corporate Fraud, Internal Controls and Sustainability Reporting.
13	Final Presentation (1)	Group presentations about each corporate financial statement.
14	Final Presentation (2)	Final course examination.

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the assigned readings and slides of the next class before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course.

【Textbooks】

None. Electronic handouts will be provided.

【References】

None

【Grading criteria】

Projects / homework 20%,
Class participation / discussion 15%, Mid-term exam 35%, and final presentation 30%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

None.

【Others】

None.

【Prerequisite】

Students are expected to have basic knowledge of accounting (e.g. Accounting: A6282).

LIT400ZA

Seminar: British Culture and Literature I

Mitsutoshi Somura

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 3/Fri.3, 金 4/Fri.4

[Outline and objectives]

Study in this seminar is interdisciplinary. Literature, society, and culture are directly or indirectly associated with each other. Culture is about the way of living for a particular group of people or society, including their ideas, customs and social behavior. Politics and economy in society affect culture very much, and vice versa. Britain is 'a foreign country - they do things differently,' so comparison will be made between two cultures, British and Japanese. Cultural issues in Britain concerning nation, migration, globalisation, family, religion, gender, ethnicity, class, and so on always become more political and controversial because of the plurality of their identities. Bearing these in mind, students will understand Britain in human terms, read modern literary works closely by referring to critical terms and theories, and cultivate an appreciation for literature. Students will read literary works, study modern British culture, conduct research, and write an essay.

[Goal]

Students will (1) further knowledge of the developments of society and culture in Britain after the 1980s, (2) learn how to read and appreciate literature in English, and (3) improve research and writing skills.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The seminar consists of lectures, students' presentations and discussion. Students are required to read the materials, make preparations for class, and deliver PowerPoint presentations both on the assignments and his/her essays in progress. Students will continue to research into a topic he/she chooses and complete an essay at the end of the academic year.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Course overview
2	Britain after the 1980s	Students' presentations, inquiries and discussion
3	Country and People 1	Students' presentations, inquiries and discussion
4	Country and People 2	Students' presentations, inquiries and discussion
5	Religion	Students' presentations, inquiries and discussion
6	Politics	Students' presentations, inquiries and discussion
7	Government and Regions	Students' Presentations, inquiries and discussion
8	Economy	Students' presentations, inquiries and discussion
9	Class	Students' presentations, inquiries and discussion
10	Welfare	Students' presentations, inquiries and discussion
11	Education	Students' presentations, inquiries and discussion
12	Family	Students' presentations, inquiries and discussion
13	Media	Students' presentations, inquiries and discussion
14	Course Review	Course review, students' inquiries, and discussion

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete assignments as instructed and prepare for class. Continue to research into his/her topic and write an essay.

[Textbooks]

Christopher, David. (2015). *British Culture: An Introduction* (3rd. edn.). London: Routledge.

Another textbook and reading materials will be specified at the beginning of the seminar.

[References]

Higgins, Michael, Clarissa Smith and John Storey. (eds.) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.
 Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn.). Cambridge: Polity Press.
 Oakland, John. (2016). *British Civilization: An Introduction* (8th edn.). London: Routledge.
 Stevenson, R. (2004). *The Oxford English Literary History Series*, v.12. *1960-2000: The Last of England?*. Oxford: OUP.
 Davies, Alistair and Alan Sinfield. (eds.) (2000). *British Culture of the Postwar: An Introduction to Literature and Society 1945-1999*. London: Routledge.
 Childs, Peter and Mike Storey. (eds.) (1999). *Encyclopedia of Contemporary British Culture*. Abingdon: Routledge.
 For detailed timeline in Britain 1947-2005 : http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml

[Grading criteria]

Grades are based on class participation (50%), and a writing assignment (50%). More than two unexcused absences can result in failure of the course.

[Changes following student comments]

More time will be given for class discussion.

[Prerequisite]

Students should have completed *Introduction to English Literature*, *UK: Society and People* and *Contemporary British Culture*. If you haven't, contact the instructor.

LIT400ZA

Seminar: British Culture and Literature II

Mitsutoshi Somura

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 火 3/Tue.3, 火 4/Tue.4

【Outline and objectives】

Study in this seminar is interdisciplinary. Literature, society, and culture are directly or indirectly associated with each other. Culture is about the way of living for a particular group of people or society, including their ideas, customs and social behavior. Politics and economy in society affect culture very much, and vice versa. Britain is 'a foreign country - they do things differently,' so comparison will be made between two cultures, British and Japanese. Cultural issues in Britain concerning nation, migration, globalisation, family, religion, gender, ethnicity, class, and so on always become more political and controversial because of the plurality of their identities. Bearing these in mind, students will understand Britain in human terms, read modern literary works closely by referring to critical terms and theories, and cultivate an appreciation for literature. Students will read literary works, study modern British culture, conduct research, and write an essay.

【Goal】

Students will (1) acquire knowledge of the developments of society and culture in Britain after the 1980s, (2) learn how to read and appreciate literary works in English, and (3) improve research and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

The seminar consists of lectures, students' presentations and discussion. Students are required to read the materials, make preparations for class, and deliver PowerPoint presentations both on the assignments and his/her essays in progress. Students will continue to research into a topic he/she chooses and complete an essay at the end of the academic year.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction Reading Literature	Course overview
2	Cultural Timeline after the 1980s 1 Reading Literature	Students' presentations, inquiries and discussion
3	Cultural Timeline after the 1980s 2 Reading Literature	Students' presentations, inquiries and discussion
4	Heritage and Britishness Reading Literature	Students' presentations, inquiries and discussion
5	Literature 1 Reading Literature	Students' presentations, inquiries and discussion
6	Literature 2 Reading Literature	Students' presentations, inquiries and discussion
7	Literature 3 Reading Literature	Students' presentations, inquiries and discussion
8	Literature 4 Reading Literature	Students' presentations, inquiries and discussion
9	Cinema Reading Literature	Students' presentations, inquiries and discussion
10	Television and Radio Reading Literature	Students' presentations, inquiries and discussion
11	Popular Music Reading Literature	Students' presentations, inquiries and discussion
12	Art, Fashion and Architecture Reading Literature	Students' presentations, inquiries and discussion
13	Sports Reading Literature	Students' presentations, inquiries and discussion
14	Course Review	Course review, students' inquiries, and discussions

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete assignments as instructed and make preparations for class. Continue to research into his/her topic and write an essay.

【Textbooks】

Christopher, David. (2015). *British Culture: An Introduction* (3rd. edn.). London: Routledge.

Other textbooks and reading materials will be specified at the beginning of the seminar.

【References】

Higgins Michael, Clarissa Smith and John Storey. (eds.) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn.). Cambridge: Polity Press.

Oakland, John. (2016). *British Civilization: An Introduction* (8th edn.). London: Routledge.

Stevenson, R. (2004). *The Oxford English Literary History Series*, v.12. 1960-2000: *The Last of England?* Oxford: OUP.

Davies Alistair and Alan Sinfield. (eds.) (2000). *British Culture of the Postwar: An Introduction to Literature and Society 1945-1999*. London: Routledge.

Childs Peter and Mike Storry. (eds.) (1999). *Encyclopedia of Contemporary British Culture*. Abingdon: Routledge.

For detailed timeline in Britain 1947-2005: http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml

【Grading criteria】

Grades are based on class participation (50%), and the academic essay (50%). More than two unexcused absences can result in failure of the course.

【Changes following student comments】

More time will be given for class discussion.

【Prerequisite】

Students should have completed *Introduction to English Literature*, *UK: Society and People* and *Contemporary British Culture*. If you haven't, contact the instructor.

EDU400ZA

Seminar: Language Teaching and Learning I

Machiko Kobori

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 4/Tue.4, 火 5/Tue.5

【Outline and objectives】

The course is for students wanting to explore effective teaching and learning methods in L2 education. It explains how to elicit and maintain learners' motivation. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning. This course focuses on issues affecting learner motivation in the language classroom. It provides different approaches for understanding L2 motivation. It encourages students to consider how they can contribute to learner achievement. It provides opportunities for developing practical techniques that motivate language learners.

【Goal】

The course provides opportunities to:

1. Explore challenging issues in language teaching and learning.
2. Acquire knowledge and methods for teaching languages.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2” and “DP 4”.

【Method(s)】

1. Students learn basic ideas for effective teaching.
2. Students are required to make topic presentations and complete a reflective essay.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on seminar I
2	What is Motivation? (1)	Exploring motivation (1)
3	What is Motivation? (2)	Theories of motivation in psychology (1)
4	What is Motivation? (3)	Theories of motivation in psychology (2)
5	What is Motivation? (4)	Motivation to learn a foreign/second language (1)
6	What is Motivation? (5)	Motivation to learn a foreign/second language (2)
7	Motivation and Language Teaching (1)	Motivation in practice (1)
8	Motivation and Language Teaching (2)	Motivation in practice (2)
9	Motivation and Language Teaching (3)	Motivation in context(1)
10	Motivation and Language Teaching (4)	Motivation in context(2)
11	Presentation (1)	Focuses on L2 motivational theories and research studies: Demonstration/Observation, review and discussion (1)
12	Presentation (2)	Focuses on L2 motivational theories and research studies: Demonstration/Observation, review and discussion (2)
13	Presentation (3)	Focuses on L2 motivational theories and research studies: Demonstration/Observation, review and discussion (3)
14	Consolidation	Review and discussion

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to choose a topic, prepare a presentation, and write a reflective paper.

【Textbooks】

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Pearson Education.

【References】

1. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
2. Dörnyei, Z. (2005). *The psychology of the language learner*. Lawrence Erlbaum.

2. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance*. (2nd ed.). Routledge.

【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Presentation (40%)
3. Writing assignment (30%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.

【Equipment student needs to prepare】

PC

【Prerequisite】

ESL Education I, II, III or TESOL I, II, III

EDU400ZA

Seminar: Language Teaching and Learning II

Machiko Kobori

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 木 3/Thu.3, 木 4/Thu.4

【Outline and objectives】

The course is for students wanting to explore effective teaching and learning methods in L2 education. It explains how to elicit and maintain learners' motivation. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning. This course focuses on issues affecting learner motivation in the language classroom. It provides different approaches for understanding L2 motivation. It encourages students to consider how they can contribute to learner achievement. It provides opportunities for developing practical techniques.

【Goal】

The course provides opportunities to:

1. Explore challenging issues in language teaching and learning.
2. Acquire knowledge and methods for teaching languages.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2" and "DP 4".

【Method(s)】

1. Students learn basic ideas for effective teaching.
2. Students are required to make topic presentations and complete a reflective essay.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance
2	Exploring L2 Motivation Research Studies (1)	Original text reading (1): Review of the historical overview of L2 motivation
3	Exploring L2 Motivation Research Studies (2)	Original text reading (2): Review of the theories of L2 Motivation
4	Exploring L2 Motivation Research Studies (3)	Original text reading (3): L2 motivation and language teaching
5	Exploring L2 Motivation Research Studies (4)	Researching L2 motivation (1)
6	Exploring L2 Motivation Research Studies (5)	Researching L2 motivation (2)
7	Exploring L2 Motivation Research Studies (6)	Essay writing: topics and methods (1)
8	Exploring L2 Motivation Research studies (7)	Essay writing: topics and methods (2)
9	Exploring L2 Motivation Research Studies (8)	Essay writing: topics and methods (3)
10	Exploring L2 Motivation Research Studies (9)	Essay writing: presentation and discussion (1)
11	Exploring L2 Motivation Research Studies (10)	Essay writing: presentation and discussion (2)
12	Exploring L2 Motivation Research Studies (11)	Essay writing: presentation and discussion (3)
13	Consolidation (1)	L2 motivational theories and research studies: review and discussion
14	Consolidation (2)	L2 motivation and language teaching: review and discussion

【Work to be done outside of class (preparation, etc.)】

1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to choose a topic, prepare a presentation, and write a reflective paper.

【Textbooks】

1. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Pearson Education.

2. Creswell, W. J. & Creswell, J. D. (2018). *Research Design*. (5th ed). SAGE.

【References】

1. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing*. Routledge.
2. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
3. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance*. (2nd ed.). Routledge.

【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Presentation (40%)
3. Writing assignment (30%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.

【Equipment student needs to prepare】

PC

【Others】

1. Students are required to conduct their own research investigation to complete their seminar paper.
2. Students are required to practice L2 teaching targeting L2 learners at different ages and levels for assuring L2 motivational theories and strategies.

【Prerequisite】

Seminar: Language Teaching and Learning I
 ESL Education I, II, III or TESOL I, II, III

LIT400ZA

Seminar: Writing and Magazine Production I

Michael Bettridge

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 4/Thu.4, 木 5/Thu.5

【Outline and objectives】

Journal/article writing, magazine design and production.

【Goal】

The course goal is twofold: (1) to produce well-written pieces of nonfiction and creative writing; (2) to design and produce a magazine-journal of the students' course work.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course guides students through specific model examples and exercises for writing and magazine production. The students will produce original works and edit said works for inclusion in the seminar magazine-journal. Reading, writing, rewriting and creativity are the tools of success in the class. As such, this course will improve the students' employability skills of critical and creative thinking, written and oral communication, self-innovation and motivation, as well as those of collecting, analyzing, and producing information.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Course Requirements	Overview of this term's writing projects, goals and responsibilities
2	The Magazine Concept	An examination of a range of magazines and journals for style and design Identifying the demographic or target market
3	1) The Mini-Profile 2) Magazine Concept: Writing Topics	1) Biographical writing: getting to know your subject 2) Theme and writing assignments
4	The Personal Essay (1)	The non-fiction story: writing about a personal event
5	The Personal Essay (2)	The non-fiction story: writing about a personal event
6	Course work review and correction	Editing and rewriting
7	The Issue Essay (1)	Commentary: writing opinion pieces
8	The Issue Essay (2)	Commentary: writing opinion pieces
9	The Scene Story (1)	Exercises in observation: writing about time and place
10	The Scene Story (2)	Exercises in observation: writing about time and place
11	Course work review and correction	Editing, rewriting and designing
12	Writing for the Trades (1)	The feature article: writing about what you know best
13	Writing for the Trades (2)	The feature article: writing about what you know best
14	Course work review and correction	Reviewing, editing and rewriting

【Work to be done outside of class (preparation, etc.)】

Students must do required writing, research and reading for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

Stilman, Anne. *Grammatically Correct: The Essential Guide to Spelling, Style, Usage, Grammar, and Punctuation*. Writers Digest Books, 2010.

【Grading criteria】

Evaluation will be based on class participation (50%) and written and group work (50%).

【Changes following student comments】

Students requested more in-class time to work on individual writing and design projects.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is limited to 3rd and 4th year students.

【Prerequisite】

Permission from the instructor to enroll in the course.

LIT400ZA

Seminar: Writing and Magazine Production II

Michael Bettridge

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 金 3/Fri.3, 金 4/Fri.4

【Outline and objectives】

Writing, magazine design and production.

【Goal】

The course goal is twofold: (1) to produce well-written pieces of nonfiction and creative writing; (2) to design and produce a magazine-journal of the students' course work.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

The course guides students through specific model examples and exercises for writing and magazine production. The students will produce original works and edit said works for inclusion in the seminar magazine-journal. Reading, writing, rewriting and creativity are the tools of success in the class. As such, this course will improve the students' employability skills of critical and creative thinking, written and oral communication, self-innovation and motivation, as well as those of collecting, analyzing, and producing information.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Course Requirements	Review of work done in the first term Overview of this term's writing projects, goals and responsibilities
2	The Magazine Design	Group work on design of the magazine for the target readership
3	The Interview (1)	Discovering and describing character, personality and motivation through the interview
4	The Interview (2)	Discovering and describing character, personality and motivation through the interview
5	Writing About Culture	Reading and writing about the media and popular culture
6	Flash Fiction and Poetry (1)	Creative writing in brief: narrative and verse
7	Flash Fiction and Poetry (2)	Creative writing in brief: narrative and verse
8	Ads and Advertising (1)	Print advertisement analysis exercises and worksheet: visuals, captions, headlines, target audience
9	Ads and Advertising (2)	Design and presentation of an original ad with catch phrase
10	The Review Essay (1)	Writing non-fiction: the restaurant and movie review
11	The Review Essay (2)	Writing non-fiction: the restaurant and movie review
12	Course work review	Editing and rewriting
13	Finishing touches	First draft of the magazine Corrections and revisions
14	Finished magazine	Final corrections and revisions

【Work to be done outside of class (preparation, etc.)】

Students must do required writing, research and reading for each class.

【Textbooks】

No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】

Stilman, Anne. *Grammatically Correct: The Essential Guide to Spelling, Style, Usage, Grammar, and Punctuation*. Writers Digest Books, 2010.

【Grading criteria】

Evaluation will be based on class participation (50%) and written and group work (50%).

【Changes following student comments】

Students requested more in-class time to work on individual writing and design projects.

【Equipment student needs to prepare】

Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】

Enrollment is limited to 3rd and 4th year students.

【Prerequisite】

Writing and Magazine Production I

SOC400ZA

Seminar: Intersectionality: Multiple Inequalities I

Diana Khor

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 4/Mon.4, 月 5/Mon.5

[Outline and objectives]

Race, class, gender and sexuality, nation and so on constitute our identities, shape our experiences, and constrain as well as enrich our lives. Importantly, they constitute interconnecting sources of inequality in society and in the world today. In this seminar, students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

[Goal]

The main goal of this seminar is to develop students' sensitivity towards issues of inequality, including, but not limited to, race, class, gender, sexuality, and nationality, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Since this course is a seminar, it is taught primarily through presentations and discussions. Students give presentations on selected readings as well as on their own research. Further, they also engage in discussions based on critical reading of extant research and theories, as well as on current relevant social issues.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Overview	Getting acquainted Discussion of the goals of this seminar and the responsibility of each seminar member Explanation of seminar research, decision on topic, and individual research
2	Doing Social Research	Overview of social research
	Critiquing Academic Works	Learning to critique a journal article
3	Reading on Intersectionality (1)	Student presentation and discussion of a reading relevant to intersectionality
4	Reading on Intersectionality (2)	Student presentation and discussion of a reading relevant to intersectionality
5	Research Proposal	Student presentation of research interests and topics Learning to use library resources in research
6	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
7	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
8	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
9	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (6)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultations on research project

13	Research Paper Presentations (1)	Student presentations and discussion of research
14	Research Paper Presentations (2)	Student presentations and discussion of research

[Work to be done outside of class (preparation, etc.)]

Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them and one another.

[Textbooks]

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on H'etudes.

[References]

- Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
 Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
 Berger, M. T., & Guidroz, K. (eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender*. Chapel Hill, NC: University of North Carolina Press.
 Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice*. New Brunswick, NJ: Rutgers University Press.
 Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
 Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and power: Intersectional and Transnational Perspectives*. London: Routledge.

[Grading criteria]

Clear instructions and goals are set for every assignment. The grade will be calculated as follows: participation in class discussion (10%), reading presentations and critique (20%), research topic presentation and research paper presentation (20%), and a research paper (50%).

[Changes following student comments]

Students have been fully satisfied with the course, saying that it was intense but worthwhile. However, the instructor will check constantly with students to keep the workload reasonable.

[Prerequisite]

Students are expected to have passed Race, Class and Gender I. However, this prerequisite may be waived if a student has the equivalent academic background.

Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who study abroad for one or two semesters.

SOC400ZA

Seminar: Intersectionality: Multiple Inequalities II

Diana Khor

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 4/Mon.4, 月 5/Mon.5

【Outline and objectives】

Continuing with what they have learned in the spring semester in "Seminar: Intersectionality I", students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】

The main goal of this seminar is to develop students' sensitivity towards issues of inequality, including, but not limited to, race, class, gender, sexuality, and nationality, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality".

Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】

This is a continuation of the seminar in the Spring semester, with the same emphasis but more time devoted to student research. The seminar research and readings, as much as possible, will be based on students' individual research interests.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Overview	Getting re-acquainted Reflection on what students have learned in the Spring semester
2	Research Workshop (1)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
3	Research Workshop (2)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
4	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
5	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
6	Research in Progress	Research paper progress report and help session Decision on individual research readings in the second half of the seminar
7	Seminar Reading (1)	Student presentation and discussion on a reading relevant to intersectionality
8	Seminar Reading (2)	Student presentation and discussion on a reading relevant to intersectionality
9	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultation and peer critique on research project
13	Research Paper Presentations (1)	Research paper presentations and discussions
14	Research Paper Presentations (2)	Research paper presentations and discussions

【Work to be done outside of class (preparation, etc.)】

Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them.

【Textbooks】

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on H'etudes.

【References】

Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
 Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
 Berger, M. T., & Guidroz, K.(eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender*. Chapel Hill, NC: University of North Carolina Press.
 Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice*. New Brunswick, NJ: Rutgers University Press.
 Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
 Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】

Clear instructions and goals are set for every. The grade will be calculated as follows: participation in class discussion (10%), reading presentations and critique (20%), research topic presentation and research paper presentation (20%), a research paper (50%).

【Changes following student comments】

Students have been fully satisfied with the course, saying that it is intense but worthwhile. However, the instructor will check constantly with students to keep the workload reasonable.

【Prerequisite】

Students are expected to have passed Seminar: Intersectionality I. Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who study abroad for one or two semesters.

LIN400ZA

Seminar: The Diversity of English I

Yutai Watanabe

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 4/Tue.4, 火 5/Tue.5

[Outline and objectives]

The English language, once only spoken in the British Isles, has spread around the world with an estimated 1.5 billion people as native or non-native speakers. At the same time, the language has been developing a wide range of variations, depending on the social and cultural contexts in which it has been transplanted and used. This seminar is mainly concerned with the phonetic and lexical features of English(es) both in the Inner and Expanding Circles. We start out the spring semester by confirming our conceptual framework based on Kachru's (1985) three-circle model and Schneider's (2007) dynamic model of postcolonial Englishes. Then we focus on the "lesser-known" varieties of the Inner Circle English, including New Zealand English (NZE) and Canadian English; how they are similar to and distinguishable from Australian and US English, respectively.

[Goal]

By the end of the course, students will:

- (1) understand the evolution and diversity of the English language,
- (2) recognise the phonetic and lexical features of NZE and Canadian English, and
- (3) get used to analysing sound recordings for research purposes.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference books. The other students in the class contribute to the discussion with their questions and observations. We also identify distinctive phonetic features in the films produced for local viewers. In the seminar, the instructor is more of a facilitator, available to assist and advise students when necessary.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Course Overview	(1) Outlining the course content and instructional methodologies (2) APA style: In-text and reference citations (3) Hosei and GIS libraries, and online databases
2	Introduction	(1) Phonemes and allophones (2) Kachru's three-circle model of English
3	Formation of NZE and Schneider's Dynamic Model (Part 1)	(1) Outline of the model (2) Phase I (1790s-1840) (3) Phase II (1840-1907)
4	Formation of NZE and Schneider's Dynamic Model (Part 2)	Phase III (1907-1973)
5	Formation of NZE and Schneider's Dynamic Model (Part 3)	(1) Phase IV (1973-1990s) (2) Phase V (1990s-)
6	Sound Change of NZE in Progress (Part 1)	(1) Rhoticity (2) /l/ vocalisation (3) TR-affrication (4) Flapping /t/
7	Sound Change of NZE in Progress (Part 2)	(1) TH-fronting (2) Short front vowels (3) The NEAR/SQUARE merger
8	Sound Change of NZE in Progress (Part 3)	(1) Closing diphthongs (2) Grown or 'growen' (3) Less stress-timed English
9	NZ Accents in Films	Phonetic features observed in NZ films
10	NZE Vocabulary	(1) Maori loan words (2) Australian and American influence
11	Canadian English (Part 1)	(1) History (2) Multilingualism

12	Canadian English (Part 2)	(1) Phonology (2) Lexicon
13	Other Varieties of English	Other lesser-known varieties of the Inner Circle English
14	Conclusion	(1) Review and final discussion (2) Preparation for projects

[Work to be done outside of class (preparation, etc.)]

Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. They may also need to spend considerable time listening to and analysing sound recordings.

[Textbooks]

Hay, J., MacLagan, M., & Gordon, E. (2008). *New Zealand English*. Edinburgh: Edinburgh University Press.

The accompanying audio files are available at the following URL. <http://www.lel.ed.ac.uk/dialects/nz.html>

[References]

Detailed references are listed on the website, while the following books will be helpful as a general introduction.

Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge: Cambridge University Press.

Melchers, G., & Shaw, P. (2011). *World Englishes* (2nd ed.). London: Hodder Education.

Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Abingdon: Routledge.

[Grading criteria]

Evaluation will be based on class discussion (30%) and presentation (70%). More than two unexcused absences per semester will result in failure of the course.

[Changes following student comments]

The schedule and contents may be modified based on students' interests and needs.

[Equipment student needs to prepare]

The reference materials are downloadable in PDF format.

[Others]

Successful applicants must be knowledgeable and enthusiastic about the seminar themes. It is essential that they have completed 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca*, with good grades.

[Prerequisite]

No strict prerequisite is required.

LIN400ZA

Seminar: The Diversity of English II

Yutai Watanabe

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 火 4/Tue.4, 火 5/Tue.5

[Outline and objectives]

English is the language most commonly used in international business, education and mass media, and is spoken by more than one billion people in the world as non-native users alone. The fall semester is dedicated to examining English in the Expanding Circle, particularly in the mainland Europe and Japan. While analysing the features of L2-accented English, we compare the two regions in the users' ideologies and attitudes towards English as a lingua franca (ELF). In the process of individual and/or collaborative research, we also discuss a number of sociolinguistic issues: the dichotomy between L1 and L2 speakers, the native-speakerism, plurilingual individuals in multilingual societies, etc.

[Goal]

By the end of the course, students will:

- (1) learn the diversity of English in the Expanding Circle,
- (2) recognise the features of L2-accented English,
- (3) understand the use and status of ELF around the world, and
- (4) get used to analysing sound recordings for research purposes.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference books. The other students in the class contribute to the discussion with their questions and observations. Each student is expected to write a short and extended essay on their chosen topic towards the end of the 3rd and 4th year, respectively.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	(1) The world's major languages (2) Indo-European language family (3) Ideas about research projects
2	English in the Expanding Circle	(1) Limitations of Kachru's (1985) model (2) English proficiency
3	Other Models of World English(es)	(1) McArthur (1987) (2) Modiano (1999) (3) Svartvik & Leech (2006)
4	English in Mainland Europe	(1) Dutch-accented English and English in the Netherlands (2) Swedish-accented English and English in Sweden (3) European attitudes towards English
5	English in Japan	(1) Japanese-accented English (2) Japanese attitudes towards English
6	English as a Lingua Franca	(1) ELF and reconceptualisation of English (Seidlhofer, 2011) (2) EFL vs. ELF (Seidlhofer, 2011)
7	Native-speakerism and Native-speakerism	(1) Characteristics of the native speaker (Davies, 2003) (2) Pedagogical issues
8	International English	(1) English and EU (2) English and ASEAN nations (3) English as a medium of instruction (EMI) in Europe
9	Current Use of English in Japan	(1) Education (2) Business and employment (3) Media and show business (4) Linguistic landscape
10	Preparation for Projects (Part 1)	For 3rd-year students
11	Preparation for Projects (Part 2)	For 4th-year students
12	Students' Presentation (Part 1)	Review and questions
13	Students' Presentation (Part 2)	Review and questions

14 Conclusion

- (1) Final discussion and future perspectives
- (2) Submission of the essays

[Work to be done outside of class (preparation, etc.)]

Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. They may also need to spend considerable time listening to and analysing sound recordings.

[Textbooks]

Swan, M., & Smith, B. (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). Cambridge: Cambridge University Press.

[References]

Detailed references are listed on the website, while the following books will be helpful as a general introduction.

Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Abingdon: Routledge.

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.

[Grading criteria]

Evaluation will be based on class discussion (10%), presentation (30%) and a submitted essay (60%). More than two unexcused absences per semester will result in failure of the course.

[Changes following student comments]

The schedule and contents may be modified based on students' interests and needs.

[Equipment student needs to prepare]

The reference materials are downloadable in PDF format.

[Others]

Successful applicants must be knowledgeable and enthusiastic about the seminar themes. It is essential that they have completed 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca*, with good grades.

[Prerequisite]

No strict prerequisite is required.

PSY400ZA

Seminar: Self and Culture I

Yu Niiya

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 4/Mon.4, 木 3/Thu.3

【Outline and objectives】

The focus of this year's Seminar I (spring) and II (fall) is on a deeper understanding and analysis of how the self and culture relate to happiness, drawing on the empirical literature in social and cultural psychology. Throughout the year, the seminar will meet twice a week. In the spring, one class will be devoted to group discussions on assigned readings and the other to designing and implementing an evidence based, empirical research that examines happiness as an outcome variable. Students will gain a comprehensive knowledge on the multiple meanings of happiness, their antecedents and consequences, and their sociocultural underpinning.

【Goal】

Upon completion of the course, students are expected to achieve the following goals:

- (a) to learn how the self and culture determine the meanings and forms of happiness via literature review and in-depth discussion;
- (b) to develop a working knowledge of different approaches and methods of social and cultural psychology;
- (c) to develop a deeper understanding of our own lives, using knowledge and wisdom gained through the Seminar; and
- (d) to develop research skills and knowledge to apply selected social psychological theories to a real-life context.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course combines several different kinds of pedagogical strategies including student-led weekly class discussion, presentations, and small group projects.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Shares a course overview, expectations, & requirements
2	Defining Happiness	What is happiness?
3	Cultural Variations in Happiness	How do sociocultural contexts determine our happiness?
4	Money	Can money buy happiness?
5	Time	How does time influence happiness?
6	Self-Esteem	Are people with higher self-esteem happier?
7	Self-Compassion	Being kind to oneself in the face of adversities
8	Amae	Showing weaknesses and relying on others
9	Midterm Synthesis	Taking stock of what we have learned so far
10	Relationships I	Social support, relatedness, and happiness
11	Relationships II	Compassionate goals and self-image goals
12	Happiness Experiment	Reporting the results
13	Happiness Revisited	Is happier better?
14	Final Synthesis	What have we learned and what are the next steps?

【Work to be done outside of class (preparation, etc.)】

Students are expected to complete all the reading assignments, write weekly reaction papers, and post them on the course website by the designated date. Those assigned to lead the discussion will further prepare discussion questions. Students will also formulate a research question and a hypothesis, review relevant literature on the topic, design an experimental study, collect and analyze data, and write up a final report.

【Textbooks】

Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: Sage.

【References】

The weekly readings and other resources will be posted on the course website.

【Grading criteria】

Students are evaluated based on weekly reaction papers (20%), active participation in class discussion (15%), leading the discussion (15%), quality of research project (30%), and a final research paper (20%).

【Changes following student comments】

The seminar used to meet two periods in a row, but research suggests that human concentration cannot last for 200 minutes even with a break in between. The seminar now meets twice a week, alternating between discussions and hands-on preparation of empirical research. I expect students to keep their full concentration and to show their peak performance throughout the 100 minutes.

【Equipment student needs to prepare】

Students must get the login information for PsycINFO database from the library.

【Others】

Students must take a statistics course prior to, or in conjunction with, this seminar.

【Prerequisites】

Students must have successfully completed Social Psychology I or II (preferably both) and Social Research Methods. Instructor permission is required.

PSY400ZA

Seminar: Self and Culture II

Yu Niiya

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 4/Mon.4, 金 3/Fri.3

【Outline and objectives】

The focus of this year's Seminar I (spring) and II (fall) is on a deeper understanding and analysis of how the self and culture relate to happiness, drawing on the empirical literature in social and cultural psychology. Throughout the year, the seminar will meet twice a week. In the fall, both days will be devoted to group discussions on student led research. Third year students will design and prepare an experiment to be conducted the following year; fourth year students will analyze their data and write a research paper in APA-style. Students will receive guidance on each step of research, from identifying and refining a research question, conducting a literature review, to creating a questionnaire, analyzing data, and reporting the results.

【Goal】

Upon completion of the course, students are expected to achieve the following goals:

- (a) to design and implement a small-scale empirical study on the basis of previous research and skills learned during the Spring Term;
- (b) to analyze and interpret collected data using statistical software (e.g., SPSS, R); and
- (c) to write up a research proposal or a research paper formatted in APA style.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

This course combines several different kinds of pedagogical strategies including student-led weekly class discussion, presentations, and small group projects.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and Overview	Shares course expectations and goals
2	Developing a Research Proposal: A Review	Reviews the process of developing a research proposal
3	Refining Your Research Proposal (1)	Reviews and shares student research proposals
4	Refining Your Research Proposal (2)	Reviews and shares student research proposals
5	Preparing for Research Implementation	Discusses the procedural matters for implementing research
6	Research Debriefing & Feedback (1)	Shares and gets feedback on the progress of student research
7	Research Debriefing & Feedback (2)	Shares and gets feedback on the progress of student research
8	Analyzing and Interpreting Data (1)	Shares and gets feedback on data analyses
9	Analyzing and Interpreting Data (2)	Shares and gets feedback on data analyses
10	Analyzing and Interpreting Data (3)	Shares and gets feedback on data analyses
11	Writing and Presenting an APA Research Paper (1)	Reviews APA writing and engages in peer review
12	Writing and Presenting an APA Research paper (2)	Reviews APA writing and engages in peer review
13	Writing and Presenting an APA Research paper (3)	Reviews APA writing and engages in peer review
14	Research Fair on “Self and Culture”	Reviews the entire semester, and shares research findings

【Work to be done outside of class (preparation, etc.)】

Students are expected to prepare their research outside class and bring materials to discuss in class. Third students will formulate research questions and hypotheses, review relevant literature on the topic, design an experimental study, prepare research materials, and write up a research proposal; fourth year students will collect and analyze data, and write up a research paper.

【Textbooks】

None.

【References】

Readings and other resources will be provided on the course website. Additional references will be introduced in class.

【Grading criteria】

Students are evaluated based on active participation in class discussion (30%), progress on their research project (30%), and a research proposal for third year students or a final research paper for fourth year students. For the latter, students are required to go through at least three rounds of revisions, graded as follows: 5% for the first draft, 10% for the second draft, 25% for the final draft.

【Changes following student comments】

The seminar used to meet two periods in a row, but research suggests that human concentration cannot last for 200 minutes even with a break in between. The seminar now meets twice a week. I expect students to keep their full concentration and to show their peak performance throughout the 100 minutes.

【Equipment student needs to prepare】

Students must get the login information for PyscINFO database from the library.

【Others】

Students must take a statistics course prior to, or in conjunction with, this seminar.

【Prerequisites】

Students must have successfully completed Social Psychology I or II (preferably both) and Social Research Methods. Instructor permission is required.

POL400ZA

Seminar: International Relations A I

Hiromi Fujishige

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 3/Fri.3, 金 4/Fri.4

【Outline and objectives】

This is the first-quarter of the two-year seminar for graduation theses writing. After registering for this seminar, students will be expected to write up a thesis during their fourth semester (this usually coincides with the fourth-year fall semester). When students can only register for three semesters or less and they have a valid reason for doing so (e.g., studying abroad), they may complete an alternative extended essay; that is, the shorter version of a thesis.

This seminar is designed especially for students who are interested in international security-related issues. The instructor will apply a comprehensive definition to security. In doing so, the scope of this seminar will cover a wide variety of issues, ranging from traditional military/defense-related problems to unconventional security agendas (e.g., human security, environmental security, development issues.)

More broadly, other topics may also be pursued, provided they relate to the discipline of International Relations.

These possibilities include, for example, diplomatic issues (e.g., US-Japan relations), institutional problems (e.g., UN Reform), historical topics (e.g., US-Soviet relations during World War II), ethical issues (e.g., moral justification of nuclear bombing) and theoretical questions (e.g., human rights as the international norm).

【Goal】

Upon the completion of this course, students are expected to have acquired the basic knowledge and planning skills required to write a thesis.

The class will enhance student employability skills in several ways: First, collecting materials will improve information gathering skills. Second, reviewing materials will promote critical thinking skills. Third, writing a research proposal will develop the ability to analyze materials and time management skills. Finally, making a class presentation will sharpen oral skills so that students may properly deliver their ideas and persuade an audience.

During the first semester, students will be expected to complete their research proposals.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) In week 2-12, the instructor will provide the fundamental knowledge/skills required for thesis writing. Accordingly, students are expected to complete their research proposal step by step. Each two-period class will be composed of the following elements: lectures, individual works (e.g., finding topics), group discussions and brief individual tutorings. The instructor will put the most emphasis on student progress. Student work will be checked every week and comments and advice will be given to help to improve his/her preparation.

(2) In week 13-14, students will be expected to make an individual presentation based on their research proposal. This will reflect feedback from the instructor and their classmates.

(3) At the end of the semester, the students will be requested to submit their written research proposal.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance / screening
2	Essentials for Thesis Writing	Purpose / procedure / coherence / originality / research proposal
3	Finding your Topic	What are you interested in? Is it worthwhile doing research?
4	Exploring the Existing Materials	Library tour: mastering the use of library resources
5	Collecting the Existing Materials	Listing the materials relevant to your topic
6	Information Gathering	Information gathering / Ordering
7	Reviewing / Criticizing the Existing Materials	What are the existing arguments? How do you criticize them?
8	Finding your Question	What questions should be asked?
9	Finding your Hypothesis	How can you attest to your hypothesis?

10	Organizing the Structure	Organizing the flow of your argument
11	Finding the Way of Analysis / Methodology	How can you attest to your hypothesis?
12	Writing your Research Proposal	Topic / literature review / question / hypothesis / importance / methodology / limits
13	Presentation	Making a presentation on your research proposal
14	Review	Reviewing your progress during the spring semester / Setting your agenda for the autumn semester

【Work to be done outside of class (preparation, etc.)】

Completing the research proposal.

【Textbooks】

Relevant materials will be distributed in class

【References】

Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors* [new ed.], Routledge, 2007.

【Grading criteria】

Class participation (15%)

Weekly assignments [week 3-10] (40%)

Presentation (15%)

Research proposal (30%).

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Others】

Week 1 attendance is mandatory to register for this class.

【Prerequisite】

None.

POL400ZA

Seminar: International Relations A II

Hiromi Fujishige

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 金 3/Fri.3, 金 4/Fri.4

【Outline and objectives】

This is the first-quarter of the two-year seminar for graduation theses writing. After registering for this seminar, students will be expected to write up a thesis during their fourth semester (this usually coincides with the fourth-year fall semester).

When students can only register for three semesters or less and they have a valid reason for doing so (e.g., studying aboard), they may complete an alternative extended essay; that is, the shorter version of a thesis.

This seminar is designed especially for students who are interested in international security-related issues. The instructor will apply a comprehensive definition to security. In doing so, the scope of this seminar will cover a wide variety of issues, ranging from traditional military/defense-related problems to unconventional security agendas (e.g., human security, environmental security, development issues.)

More broadly, other topics may also be pursued, provided they relate to the discipline of International Relations. These possibilities include, for example, diplomatic issues (e.g., US-Japan relations), institutional problems (e.g., UN Reform), historical topics (e.g., US-Soviet relations during World War II), ethical issues (e.g., moral justification of nuclear bombing) and theoretical questions (e.g., human rights as the international norm).

【Goal】

Upon completion of the course, students are expected to have the basic knowledge and skills required for thesis writing. They are also supposed to have acquired solid preparation and planning skills for their thesis writing.

The class will enhance student employability skills in several ways: First, collecting materials will improve information gathering skills. Second, reviewing materials will promote critical thinking skills. Third, writing a research proposal will develop the ability to analyze materials and time management skills. Finally, making a class presentation will sharpen oral skills so that students may properly deliver their ideas and persuade audiences.

In the second semester, students are expected to complete their introduction and one of cases.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

(1) In week 2-12, the instructor will provide the necessary knowledge/skills required for thesis writing.

(2) Students are expected to complete and submit their introduction by week 6.

(3) In week 13-14, students will be expected to make an individual presentation on their case chapter.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance
2	Examining your Hypothesis Again	Is your hypothesis sustainable?
3	Titling your Thesis	What is an “attractive” title?
4	Writing an Introduction (1)	Topic / literature review / question / hypothesis / importance / methodology / limits
5	Writing an Introduction (2)	Completing your introduction
6	Analyzing Materials	How can you analyze your materials?
7	Persuasive Argument	How can you persuade your readers?
8	Reaching a Tentative Conclusion	What is your tentative conclusion?
9	Writing a Case (1)	Collecting relevant materials / note-taking
10	Writing a Case (2)	Analyzing the case
11	Charts and Diagram	Effectively using charts and diagrams
12	Citation	Citation method / avoiding plagiarism
13	Presentation	Presenting your case

14 Review

Reviewing your progress in the fall semester / setting your agenda for the next year

【Work to be done outside of class (preparation, etc.)】
 Completing an introduction and a case for the thesis,

【Textbooks】

Relevant materials will be distributed in class.

【References】

Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors* [new ed.], Routledge, 2007.

【Grading criteria】

Class participation (10%)
 Writing an introduction (40%)
 Writing a case (40%)
 Presentation (10%)

【Changes following student comments】

Student requests and comments will be taken into consideration.

【Prerequisite】

Successful completion of Seminar I (International Relations A) is a PREREQUISITE to take this seminar. Also, Week 1 attendance is mandatory to register for this class.

POL400ZA

Seminar: International Relations B I

Takeshi Yuzawa

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 4/Thu.4, 木 5/Thu.5

[Outline and objectives]

This is an annual seminar course, examining major questions in international relations (IR). The theme of the 2019 seminar is **"Prospects for a World Order in the 21st Century"**.

The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that "wealth and power are moving from the North and the West to the East and the South, and the old order dominated by the United States and Europe is giving way to one increasingly shared with non-Western rising states"(Ikenberry 2010). At the same time, the legitimacy of Western liberal norms and values (such as democracy, the rule of law, and human rights) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by those rising states, most notably China. Moreover, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, transnational corporations, and terrorist groups. These drastic changes pose the question: **What will be the shape of the world order in the 21st century?**

In order to address this question, this seminar will examine the following:

- 1) Shifts in power distribution among major states, including the United States, China, Japan, India, and the major European countries.
- 2) Prospects for international institutions and global governance.
- 3) The rise of non-state actors: the role of NGOs and multinational corporations in world politics.
- 4) Competition among differing norms and values: disputes over democracy, capitalism, human rights, and self-determination in the Middle East, Africa, and East Asia.

Seminar participants will examine these critical issues by **utilizing major theories of IR**.

[Goal]

The course objectives are:

- 1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
- 2) To enable students to establish a firm foundation for studying IR at graduate level;
- 3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The first semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.

During the second semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics, role-play, and simulation studies).

Students will be required to write several short essays and one research paper during the course. Students can choose any topics within the discipline of IR. Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Dissertation subjects can be on anything within the IR discipline. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Course outline
2	Review of IR Theories	Reviewing IR theories
3	Review of IR Theories/ Research Methods I	Reviewing IR theories/ Research methods
4	Seminar Topic 1/ Research Methods II	Discussion on the assigned topic/Research methods

5	Seminar Topic 2/Debate	Discussion and debate
6	Seminar Topic 3/ Research Methods III	Discussion on the assigned topic/Research methods
7	Seminar Topic 4/ Debate	Discussion and debate
8	The Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 5	Discussion on the assigned topic
10	Seminar Topic 6/Debate	Discussion and debate
11	Seminar Topic 7	Discussion on the assigned topic
12	Seminar Topic 8/Debate	Discussion and debate
13	Seminar Topic 9	Discussion on the assigned topic
14	Research Topic Presentation	Presenting a research topic (and a research proposal)

[Work to be done outside of class (preparation, etc.)]

Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks.

[Textbooks]

Students are required to pore over assigned readings specified by the lecturer.

[References]

Information relating to references will be provided during the course.

[Grading criteria]

Third year students: Essays (40%), Presentations and Discussions (35%), Debate (25%). Fourth year students: Mid-Term and Final Presentations (50%), Research Proposals (50%).

[Changes following student comments]

None

[Prerequisite]

Students wishing to take this seminar are required to have completed "Introduction to International Relations" or "World Politics" .

POL400ZA

Seminar: International Relations B II

Takeshi Yuzawa

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 木 4/Thu.4, 木 5/Thu.5

[Outline and objectives]

This is an annual seminar course, examining major questions in international relations (IR). The theme of the 2019 seminar is **"Prospects for a World Order in the 21st Century"**.

The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that "wealth and power are moving from the North and the West to the East and the South, and the old order dominated by the United States and Europe is giving way to one increasingly shared with non-Western rising states"(Ikenberry 2010). At the same time, the legitimacy of Western liberal norms and values (such as democracy, the rule of law, and human rights) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by those rising states, most notably China. Moreover, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, transnational corporations, and terrorist groups. These drastic changes pose the question: **What will be the shape of the world order in the 21st century?**

In order to address this question, this seminar will examine the following:

- 1) Shifts in power distribution among major states, including the United States, China, Japan, India, and the major European countries.
- 2) Prospects for international institutions and global governance.
- 3) The rise of non-state actors: the role of NGOs and multinational corporations in world politics.
- 4) Competition among differing norms and values: disputes over democracy, capitalism, human rights, and self-determination in the Middle East, Africa, and East Asia.

Seminar participants will examine these critical issues by **utilizing major theories of IR**.

[Goal]

The course objectives are:

- 1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
- 2) To enable students to establish a firm foundation for studying IR at graduate level;
- 3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The first semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.

During the second semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics and class simulation studies (role play game).

Students will be required to write several short essays and one research paper during the course. Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Revised Research Proposal I	Presenting revised research proposals
2	Revised Research Proposal II	Presenting revised research proposals
3	Mid-term Presentation (4th year students)	Reporting progress on research papers
4	Debate I	Debate on the assigned topics
5	Role play I	A simulation and role play exercise

6	Mid-term Presentation I	Reporting progress on research papers
7	Mid-term Presentation II	Reporting progress on research papers
8	Research Project Workshop	Individual consultation on research project
9	Debate II	Debate on the assigned topic
10	Role play II	Role play
11	Semi-final Presentation (4th year students)	Reporting progress on research papers
12	Debate III	Debate on the assigned topic
13	Role Play III	Simulation and role play exercise
14	Final Presentation on Research Papers	Presenting research papers

[Work to be done outside of class (preparation, etc.)]

Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. For this reason, students are expected to organize study groups (sub-seminars) outside of class. This seminar will host a summer camp.

[Textbooks]

Students are required to pore over assigned readings specified by the lecturer.

[References]

Information relating to references will be provided during the course.

[Grading criteria]

Third year students: Research Papers (50%), Presentations and Discussions (25%), Role Play (25%).

Fourth year students: Dissertations (including Mid-Term and Final Presentations (100%).

[Changes following student comments]

None

[Prerequisite]

Students wishing to take this seminar are required to have completed either "Introduction to International Relations " or "World Politics."

MAN400ZA

Seminar: Entrepreneurship & Innovation I

Shiaw Jia Eyo

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 3/Fri.3, 金 4/Fri.4

[Outline and objectives]

In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

[Goal]

The goal of this seminar is to provide students with fundamental theories, and contemporary practices of entrepreneurship and innovation. Students will learn the importance of entrepreneurship and innovation to a country's economic growth. In addition, through case studies, students will learn how firms use innovation to create new products, new markets, new organizations, new business model and new industries.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2" and "DP 4".

[Method(s)]

This seminar introduces students to the concept of entrepreneurship and innovation. This is a growing economic doctrine that positions knowledge, technology, entrepreneurship, and innovation at the center of the economic model. Through readings of academic journals and textbooks, students will learn the concepts, theories and research being done in this field. Key concepts related to this seminar include dimensions of innovation (product, process, radical, incremental, disruptive, open innovation); invention and commercialization of innovation; entrepreneurship; start-ups and venture capital; diffusion of innovation; and policy towards innovation. This course is taught primarily through presentations and discussions. Students give presentations on selected readings as well as on their own research. In addition, students will develop a research topic of their interest to pursue in the following semester.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the seminar
2	Innovation	Theories of innovation
3	Management (1) Innovation	Dimensions of innovation Case study and presentations
4	Management (2) National Systems of Innovation and Entrepreneurship (1)	How the system can influence innovation The role of entrepreneurs
5	National Systems of Innovation and Entrepreneurship (2)	Case study and presentations
6	Technology Diffusion and Markets (1)	Diffusion of technology and market adoption
7	Technology Diffusion and Markets (2)	Case study and presentations
8	Managing Innovation Within Firms (1)	How firms manage to achieve success in innovation
9	Managing Innovation Within Firms (2)	Case study and presentations
10	Operations and Process Innovation	Innovations in operation management and product design
11	Managing Intellectual Property	Intellectual properties and limitations
12	Managing Organizational Knowledge (1)	Technology life cycles and concept of learning organizations
13	Managing Organizational Knowledge (2)	Case study and presentations
14	Wrap-up	Reflection on what we have learnt

[Work to be done outside of class (preparation, etc.)]

Every week, there is work to do: reading and preparation for discussion/presentation. Students are required to read the assigned readings adequately to be able to engage in active discussion in class.

[Textbooks]

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017

[References]

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015
 Kuratko, Donald F. *Entrepreneurship: Theory, Process, and Practice*, 10th edition. Cengage, 2016
 Drucker, Peter. *Innovation and Entrepreneurship*, Harper Business, 2006
 Christensen, Clayton. *The Innovation Dilemma*, Harvard Business Review, 2013
 Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley. 2016
 and other case studies and reading materials.

[Grading criteria]

Students will be evaluated based on class participation (20%), case study presentations and discussions (60%) and a term paper (20%).

[Changes following student comments]

Not applicable

[Prerequisite]

Students who passed the interview process for the seminar.

MAN400ZA

Seminar: Entrepreneurship & Innovation II

Shiaw Jia Eyo

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 火 3/Tue.3, 火 4/Tue.4

[Outline and objectives]

In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

[Goal]

This is a continuation of the seminar from the Spring semester. We will continue to learn concepts and theories related to entrepreneurship and innovation but more emphasis will be placed on case studies. Students will refine their skills in discussion and presentation. Students will also conduct their own research related to a theme in this seminar.

[Which item of the diploma policy will be obtained by taking this class?]
Will be able to gain "DP 1", "DP 2" and "DP 4".

[Method(s)]

Students will further examine the theories, concepts and issues related to entrepreneurship and innovation through case studies. Students will read and discuss papers and research conducted in this area. In the process, they will acquire tools and perspectives to formulate a research question and to apply what they have learnt to their own research.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Review of theories we have learnt
2	Strategic Alliances and Networks (1)	Use of strategic alliances, risks and limitations
3	Strategic Alliances and Networks (2)	Case study and presentation
4	Business Models (1)	How firms create value by applying business model thinking
5	Business Models (2)	Case study and presentation
6	Product and Brand Strategy (1)	Concept of platforms and brand strategy in new product development
7	Product and Brand Strategy (2)	Case study and presentation
8	New Product Development (1)	Different models of new product development
9	New Product Development (2)	Case study and presentation
10	New Service Innovation (1)	The role of technology in new service innovation
11	New Service Innovation (2)	Case study and presentation
12	Market Research and its Influence on New Product Development	Contributions of market research
13	Managing the New Product Development Process	Issues of product failures
14	Wrap-up	Reflection on what we have learnt

[Work to be done outside of class (preparation, etc.)]

Every week, there is work to do: reading and preparation for discussion/presentation. Students are required to read the assigned readings adequately to be able to engage in active discussion in class.

[Textbooks]

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017

[References]

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015

Kuratko, Donald F. *Entrepreneurship: Theory, Process, and Practice*, 10th edition. Cengage, 2016

Drucker, Peter. *Innovation and Entrepreneurship*, Harper Business, 2006

Christensen, Clayton. *The Innovation Dilemma*, Harvard Business Review, 2013

Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley. 2016

and other case studies and reading materials.

[Grading criteria]

Students will be evaluated based on class participation (20%), case study presentations and discussions (60%) and a term paper (20%).

[Changes following student comments]

Not applicable.

[Prerequisite]

Passed Seminar: Entrepreneurship and Innovation I

MAN400ZA

Seminar: Global Strategic Management I

Takamasa Fukuoka

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 3/Fri.3, 金 4/Fri.4

【Outline and objectives】

This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

【Goal】

By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn “practical wisdom” by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

To achieve the goal, this seminar is mainly conducted through: (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager's perspective, (f) making presentations and discussion based on “facts and data” and “experience”, (g) participating in business contests.

In addition, we sometimes use case methods being currently used by the MBA program in western countries.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Overview	Confirmation of the goals of this seminar and the responsibility of each seminar member
2	Research Method	Understanding of the Qualitative and Quantitative approach with various samples
3	Analysis of Management Strategy (1)	Understanding of the analysis methods for management strategy
4	Analysis of Management Strategy (2)	Understanding of the analysis methods for management strategy
5	Case Study (1)	Discussion on the case study from the strategic view point
6	Case Study (2)	Discussion on the case study from the strategic view point
7	Case Study (3)	Discussion on the case study from the strategic view point
8	Library Tour	Learning of how to use the library database
9	Prior Research (1)	Presentation and discussion on the prior research
10	Prior Research (2)	Presentation and discussion on the prior research
11	Prior Research (3)	Presentation and discussion on the prior research
12	Presentation for Research Proposal (1)	Presentations and discussion on the individual research proposal
13	Presentation for Research Proposal (2)	Presentations and discussion on the individual research proposal
14	Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】

- ・ Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
- ・ Students need to make good preparations for individual / group study
- ・ Students are encouraged to join the summer training camp

【Textbooks】

No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

【References】

Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】

Participation (presentation / discussion etc.) — 40%

Assignment — 20%

Interim Report (3rd year students) — 40%

Final Report (4th year student) — 40%

【Changes following student comments】

N/A

【Prerequisite】

None.

MAN400ZA

Seminar: Global Strategic Management II

Takamasa Fukuoka

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 金 3/Fri.3, 金 4/Fri.4

【Outline and objectives】

This is a continuation of the seminar from the Global Strategic Management I, but putting more emphasis on planning and conducting independent research based on what students learn in the Spring semester. Furthermore, students are expected to participate in a business contest in the course, work with companies / local governments, and conduct a field study.

This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

【Goal】

By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn “practical wisdom” by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】

To achieve the goal, this seminar is mainly conducted through : (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager’s perspective, (f) making presentation and discussion based on “facts and data” and “experience”, (g) participating in business contests.

In addition, we sometimes use case methods being currently used by the MBA program in western countries.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Overview and Review	Overview of the course guidelines for the fall semester and review of work done in the Spring semester
2	Preparation of the Field Study	Preparation of field study based on students’ interest
3	Field Study (Outside the Campus)	Conduct of field study based on students’ interest
4	Presentation and Discussion	Presentation and Discussion based on the findings in the field study
5	Guest Lecture and Work Shop	Guest lecture and workshop are conducted by business persons or the persons concerned
6	Preparation of Business Plan Competition (1) — Marketing Analysis	Marketing analysis (analysis of the status quo)
7	Preparation of Business Plan Competition (2) — Planning	Planning from a strategic view point
8	Preparation of Business Plan Competition (3) — Presentation and Discussion	Presentation and discussion
9	Preparation of Business Plan Competition (4) — Final Presentation and Discussion	Revised presentation and discussion
10	Case Study (1)	Discussion on the case study from the strategic view point
11	Case Study (2)	Discussion on the case study from the strategic view point

12	Oral Presentation for Individual Research (1)	Presentation and discussion on the research conducted by each member of the seminar
13	Oral Presentation for Individual Research (2)	Presentation and discussion on the research conducted by each member of the seminar
14	Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】

- Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
- Students need to make good preparations for individual / group study
- Students are encouraged to join the summer training camp

【Textbooks】

No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

【References】

Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】

Participation (presentation / discussion etc.) — 40%

Assignment — 20%

Interim Report (3rd year students) — 40%

Final Report (4th year student) — 40%

【Changes following student comments】

N/A

【Prerequisite】

Global Strategic Management I

TRS400ZA

Seminar: Tourism Management I

John Melvin

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 4/Mon.4, 月 5/Mon.5

[Outline and objectives]

While governments are quick to laud the economic benefits that tourists can bring, there are growing concerns about the impact of relentless growth of global tourism on the environment as well as the socio-cultural wellbeing of host communities. Driven largely by deregulation, globalisation and technological developments, the overarching focus on growth that has driven post-WW2 development is being increasingly challenged and questioned.

Adopting a lens of sustainability, this semester considers the management and marketing of tourism. Combining analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations, students will gain insights into the factors driving tourism development. Students will be introduced to different research methods, and will acquire the tools to critically investigate tourism in a context of their choice. This will form the basis of an extended research paper that will be completed during the second year of the semester.

[Goal]

The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.

Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

The seminar consists of in-depth analysis of various issues related to sustainable tourism management. In the spring semester, students are introduced to some core texts and research and are encouraged to start to consider which areas they intend to focus on. In the fall semester, students will begin to refine their topic and develop a firm research proposal.

In the second year of the seminar, students will research and write their extended research paper.

While some seminars will be instructor-led, students will play an increasing role in leading discussions on the Core Readings. As students' own research develops, they will give presentations on their research, and share their growing expertise with others.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the seminar; The importance of adopting sustainable approaches.
2	Seminar Reading 1	Considering first case study on tourism management
3	Seminar Reading 2	Considering second case study on destination management and marketing
4	Seminar Reading 3	Considering third case study on tourism marketing
5	Research Methods	Introduction to research methods in business
6	Seminar Reading 4	Considering fourth case study on the tourist experience
7	Seminar Reading 5	Considering fifth case study on destination management
8	Research Project	Discussion on students' topics and research questions
9	Seminar Reading 6	Considering sixth case study on service quality
10	Seminar Reading 7	Considering seventh case study on differentiation
11	Research Workshop and Consultation	Individual consultations on students' research projects

12	Presentations on Student Research Proposal 1	Presentations and discussions on students' own research
13	Presentations on Student Research Proposal 2	Presentations and discussions on students' own research
14	Final Discussion	Roundtable discussion on first-semester progress and expectations for the second semester

[Work to be done outside of class (preparation, etc.)]

Students must complete the assigned reading as preparation for classes.

[Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

[References]

Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism*. London: SAGE

McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge

Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill

[Grading criteria]

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Final Paper (40%).

Fourth year students: Class Participation (40%) and Final Paper (60%).

[Changes following student comments]

Case studies will vary year to year depending on students' interests.

[Equipment student needs to prepare]

Students should bring a laptop or tablet PC to class.

[Others]

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

[Prerequisite]

Seminar students should have taken some of the following Business & Economy courses: Introduction to Tourism Studies; Introduction to Business; Principles of Marketing; Marketing in Japan; Tourism Development in Japan; Event Management; Sustainable Tourism Management; Marketing Management.

Seminar students are strongly encouraged to concurrently enrol in Services Marketing (300-level course).

TRS400ZA

Seminar: Tourism Management II

John Melvin

Credit(s) : 4 | Semester : 秋学期授業/Fall | Year : 3~4
 Day/Period : 月 4/Mon.4, 月 5/Mon.5

[Outline and objectives]

This seminar continues from the Tourism Management I seminar, though with a greater focus on students' independent research projects. In addition to a field trip, students are expected to conduct investigative research that will form the basis of an extended research paper to be completed during the second year of the semester.

Building on knowledge acquired in the Spring seminar on the management and marketing of tourism, the class content will continue to blend analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations on tourism management.

[Goal]

The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.

Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

[Which item of the diploma policy will be obtained by taking this class?]

Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

[Method(s)]

Following on from the Spring semester, the seminar will continue to feature in-depth analysis of various issues related to sustainable tourism management in the form of discussion, presentation and writing. In the Fall semester, students will begin to refine their topic and develop a firm research proposal.

In the second year of the seminar, students will research and write their extended research paper.

In order to get the most from each seminar, students must commit to undertake the reading assignments. Students will play an increasing role in leading discussions.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the Fall seminar; reflection on what students have learned in the Spring semester
2	Research Topic Presentation	Based on the research conducted in the Spring semester and over the summer break, students will present their research proposals (3rd year students) or research plans (4th year students) for this semester
3	Seminar Reading and Research Themes	Discussion on the focus of this semester's reading
4	Seminar Reading 1	Considering first case study on tourism management
5	Field Study Preparation	Preparation for the field study based on students' interests
6	Field Study (off-campus)	Conducting the field study at a tourism-related site
7	Field Study Feedback	Considering the field study findings
8	Research Project Progress Update	Research project progress report; discussion of readings
9	Seminar Reading 2	Considering second case study on tourism management
10	Seminar Reading 3	Considering third case study on tourism management
11	Research Workshop and Consultation	Individual consultations on students' research projects
12	Presentations on Student Research Projects 1	Presentations and discussions on students' individual research projects
13	Presentations on Student Research Projects 2	Presentations and discussions on students' individual research projects

14

Final Discussion

Roundtable discussion on second-semester progress and expectations for the second year

[Work to be done outside of class (preparation, etc.)]

Students must complete the assigned reading as preparation for classes.

[Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

[References]

Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism*. London: SAGE

McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge

Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill

[Grading criteria]

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Final Paper (40%).

Fourth year students: Class Participation (40%) and Final Paper (60%). Students are expected to complete all the assigned reading and homework to get the most benefit from the seminar.

[Changes following student comments]

Case studies will vary year to year depending on students' interests.

[Equipment student needs to prepare]

Students should bring a laptop or tablet PC to class.

[Others]

I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

[Prerequisite]

Seminar students should have passed Seminar: Tourism Management I and take the new Services Marketing course in the Fall semester.

