

# 2020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

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BSP100ZA

## Academic Writing Skills I

### Multiple Instructors

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

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. Preparatory study and review time for this class are 2 hours each.

#### [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.



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## Academic Writing Skills II

## Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |  
 Year : 1~4  
 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)
6	Essay Structure I	Review and discussion
7	Essay Structure II	Writing a review of your sources
8	Essay Structure III	Research questions and narrowing your focus
9	Essay Structure IV	Introductions and thesis statements
10	Special Working Session	Review and discussion
11	Essay Structure V	Report on progress
12	Essay Structure IV	Working with data (how to match data with thesis; "they say/I say" paradigm)
13	Essay Structure V	Conclusions and situating future research
14	Editing I	Review and discussion
15	Editing II	Organization
16	Final presentations	Peer editing
17		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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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## Reading Skills I

## Multiple Instructors

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

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>The Alhambra Palace and Himeji Castle</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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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## Reading Skills II

## Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |  
 Year : 1~4  
 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 the 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>Contraception 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. Preparatory study and review time for this class are 2 hours each.

## 【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.

LANe100ZA

## Freshman English I

Kazuki Hata

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

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.

※ 2020 年度（春学期）の初回授業は 4 月 27 日（月）です。

[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 Critical Reading (1)	Thinking about reading 'critically'; Skimming for the main idea; Note-taking for organising information; Reading to understand the main idea
3	Preparation for Critical Reading (2)	Basics for critical reading strategies; Predicting the content; Scanning for specific information; Evaluating (and generating) definitions
4	Supporting Ideas and Author's Stance	Inferring the meaning of an 'unknown' word; Reading for evidence; From the main idea to supporting evidence; Identifying the author's stance
5	Classification for Organisation	Analysing organised information within a text; Evaluating the content of a text
6	Connecting Ideas	Understanding a logical order for information; Identifying the arguments and structure of a text; Understanding cohesive language in a text; Identifying hedging language
7	Describing Processes	Understanding the stages of a process in a text; Identifying signposts for sequencing

8	Comparison and Contrast	Recognising similarities and differences; Categorising (and note-taking) similarities and differences; Linking references (supports) with main ideas
9	Fact and Opinion	Differentiating facts from opinions; Identifying the purpose, stance, and perspective of a text; Basics of in-text references (citation)
10	Developing an Argument	Recognising the main argument; Identifying evidence in supportive arguments; Recognising persuasive language
11	Cause and Effect	Understanding the cause-and-effect language; Identifying reasons in a text; Expressing cause-and-effect relationships from reading a text
12	Evaluation	Identifying positive, negative, and natural material; Interpreting the author's stance
13	Independent Learning	Analysing organised information within a text; Evaluating the content of a text
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. Preparatory study and review time for this class are 1 hour.

## [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.

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## Freshman English II

Kazuki Hata

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

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.

※ 2020 年度（春学期）の初回授業は 4 月 27 日（月）です。

【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	Thinking about your writing; Understanding essay titles and questions; Organising your ideas for writing
3	Descriptions (1)	Paraphrasing; Identifying types of diagram; Describing trends; Grammar: using relative clauses to add information
4	Topic Sentences	Analysing paragraph structure; Analysing topic sentence; Writing: a topic sentence
5	Essay Introduction	Identifying features of an introduction: thesis statement; Evaluating thesis statements; Writing thesis statements
6	Essay Conclusion	Understanding conclusion; Identifying features of a conclusion; Evaluating a conclusion; Ensuring coherence between the parts of an essay
7	Descriptions (2)	Analysing written descriptions of processes ; Writing about a process and trend
8	Comparison Essays	Generating ideas for writing an outline ; Identifying ways of organising a comparison essay; Identifying the structure of a comparison paragraph
9	Citation and References	Identifying citations in a text; Using reporting verbs; When referring to somebody's work
10	Argument Essays	Quotation and paraphrasing; Selecting a body paragraph structure; Synthesising citations (with an introduction to APA style)

11	Cause and Effect Essays	Ordering cause-and-effect phenomena; Using cause-and-effect language
12	Problem-solution Essays	Recognising problems and solutions for evaluation; Using hedging language as controls for your stance
13	Examination Essays	Ensuring clarity throughout the essay; Maximising coherence in an essay; Dealing with timed writing
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. Preparatory study and review time for this class are 1 hour.

## 【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.

LAN100ZA

## English Test Preparation for TOEFL

Marcus Lovitt

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

Day/Period : 月 1/Mon.1

## 【Outline and objectives】

ETP is designed to teach language skills, effective test-taking techniques, and strategies for the TOEFL iBT (computer-based test). The course will take into account test changes which came into effect August 1st 2019.

## 【Goal】

This course is designed for students who are interested in improving their English test scores or who want to study abroad in the future. Its purpose is to help you attain advanced command of English, which shall be reflected in your scores on the TOEFL iBT. The course is designed to help you express your own ideas in English on practical/academic topics.

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

Will be able to gain “DP 4”.

## 【Method(s)】

Students will learn effective strategies for increasing scores in each section of the TOEFL iBT by lecture and exercises throughout the course. These include becoming familiar with the test format, understanding question types, and learning how to expand speaking and writing responses. Personal advice on methods of individual study (which is strongly recommended) will be given as required.

As this is a skills-based course, emphasis will be placed on practical skills rather than class lectures. To this end, students will also participate in regular vocabulary and idiom quizzes, as peer review activities.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	<ul style="list-style-type: none"> <li>Learn the characteristics of the TOEFL iBT and how it differs from other standardized tests.</li> </ul>
2	Diagnostic test	<ul style="list-style-type: none"> <li>Abridged test in class for diagnostic purposes</li> </ul>
3	Speaking (I)	<ul style="list-style-type: none"> <li>Vocabulary and idiomatic expression quiz (V&amp;I quiz)</li> <li>Review diagnostic test</li> <li>Strategy for the Speaking section; question types</li> <li>Speaking exercises: Independent tasks</li> <li>Typical speaking topics: urban life, university life</li> </ul>
4	Listening (I)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Speaking (I)</li> <li>Strategy for the Listening section; question types</li> <li>Listening exercises: academic lectures</li> <li>Typical lecture topics: arts, life science, physical science, social science</li> </ul>
5	Writing (I)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Listening (I)</li> <li>Strategy for the Writing section</li> <li>Writing exercises: integrated tasks</li> <li>Typical writing topics: school life, university life,</li> </ul>
6	Reading (I)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Writing (I)</li> <li>Strategy for the Reading section; question types</li> <li>Reading exercises</li> <li>Typical reading topics: arts, life science, physical science, social science</li> </ul>

7	Speaking (II)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Reading (I)</li> <li>Speaking exercises: Integrated tasks</li> <li>Typical speaking topics: school life, civic responsibilities, university life</li> </ul>
8	Listening (II)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Speaking (II)</li> <li>Listening exercises: conversations</li> <li>Typical conversation topics: office hours, service encounters</li> </ul>
9	Writing (II)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Listening (II)</li> <li>Writing exercises: independent tasks</li> <li>Writing based on knowledge and experience, giving opinions</li> <li>Typical writing topics: school life, university life</li> </ul>
10	Reading (II)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Writing (II)</li> <li>Reading exercises</li> <li>Typical reading topics: arts, life science, physical science, social science</li> </ul>
11	Speaking (III)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Reading (II)</li> <li>Speaking exercises: both question types</li> </ul>
12	Writing (III)	<ul style="list-style-type: none"> <li>V&amp;I quiz</li> <li>Review Speaking (III)</li> <li>Writing exercises: both questions types</li> </ul>
13	Final practice test	<ul style="list-style-type: none"> <li>Abridged version of the test</li> </ul>
14	Wrap-up and Review the Course	<ul style="list-style-type: none"> <li>Wrap-up and review the course</li> </ul>

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

1) Vocabulary and idiomatic expressions

Barron's Essential Words for the TOEFL ® by Steven J. Matthiesen, 7th Edition (2017)

2) Exercises

The Official Guide to the TOEFL Test with DVD-ROM, 5th Edition, (Official Guide to the Toefl iBT), Educational Testing Service (2017)

## 【References】

1) Barron's TOEFL ® iBT with CD ROM by Pamela J. Sharpe, 15th Edition (2016)

## 【Grading criteria】

Assessment will be based on the following:

1. Class participation (30%)
2. Final practice test (40%)
3. Homework assignments (30%)

【Changes following student comments】

Not applicable

## 【Prerequisite】

None.

LAN100ZA

## English Test Preparation for IELTS

Marcus Lovitt

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

Day/Period : 月 4/Mon.4

## 【Outline and objectives】

English Test Preparation for IELTS is designed to teach language skills, effective test-taking techniques, and strategies for the IELTS examination.

## 【Goal】

This course is designed for students who are interested in improving their English test scores or who want to study in the United Kingdom, Australia or New Zealand in the future. Its purpose is to help you attain advanced command of English, which shall be reflected in your IELTS test scores.

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

## 【Method(s)】

Students will learn effective strategies for increasing scores in each section of the IELTS through class discussion and exercises throughout the course. These include becoming familiar with the test format, understanding question types, and learning how to expand speaking and writing responses. Personal advice on methods of individual study (which is strongly recommended) will be given as required. As this is a skills-based course, emphasis will be placed on practical skills rather than class lectures. To this end, students will also participate in regular vocabulary and idiom quizzes, as peer review activities.

【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 IELTS exam and how it differs from other standardized tests
2	Writing I	・ Introduction to the writing section. The class will look at question types, scoring and test strategies ・ Vocabulary and idiomatic expression quiz
3	Speaking I	・ Introduction to the speaking section. The class will study question types, scoring and test strategies ・ Practice for Speaking Part 1 ・ Vocabulary and idiomatic expression quiz
4	Listening I	・ Introduction to the listening section. We will cover questions types, scoring and test strategies ・ Vocabulary and idiomatic expression quiz
5	Reading I	・ Introduction to the reading section. The class will cover question types, scoring and strategies ・ Vocabulary and idiomatic expression quiz
6	Writing II	・ Practice for writing task 1. The class will study language for summarizing data. ・ Vocabulary and idiomatic expression quiz
7	Mid-term examination; Speaking II	・ This class will consist of a short exam to test student progress ・ Practice for speaking part 2
8	Listening II	・ The class will undertake listening and summarizing exercises ・ Vocabulary and idiomatic expression quiz
9	Reading II	・ The class will do exercises for the reading section and practice techniques such as skimming and scanning ・ Vocabulary and idiomatic expression quiz

10	Writing III; Speaking III	・ Practice for writing task 2. The class will study opinion techniques, paraphrasing etc. ・ Practice for speaking parts 2 & 3 ・ Vocabulary and idiomatic expression quiz
11	Listening III; Reading III	・ Practice for listening tasks 3 & 4 ・ Practice for reading section (timed exercises, etc.) ・ Vocabulary and idiomatic expression quiz
12	Writing IV; Speaking IV	・ Review of the writing and speaking sections
13	Listening IV; Reading IV	・ Review of the listening and reading sections
14	Final Examination and Wrap-Up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】  
Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

1. Pauline Cullen, Amanda French, et al. The Official Cambridge Guide to IELTS Student's Book with Answers with DVD-ROM. Cambridge English (Feb 27, 2014)
2. Cambridge Univ Press. IELTS 14 Academic Student's Book with Answers with Audio: Authentic Practice Tests (Jun 20, 2019)

## 【References】

1. Essential Words for the IELTS: With Downloadable Audio by Lin Lougheed Ph.D. Barrons Educational Series. Third edition (December 1, 2016)

## 【Grading criteria】

Assessment will be based on the following:

1. Class participation and homework (30%)
2. Mid-term exam / practice test (30%)
4. Final exam (40%)

## 【Changes following student comments】

Not applicable

## 【Equipment student needs to prepare】

Not applicable

## 【Prerequisite】

None.

BSP100ZA

## Debate and Discussion

Delgrego Nicholas

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

Day/Period : 木 5/Thu.5

## 【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	Team debate on a topic previously agreed upon
	Moving Towards Group Discussion	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

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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.)

## 【Others】

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

## 【Prerequisite】

None.



BSP100ZA

## Debate and Discussion

Delgrego Nicholas

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

## 【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	Team debate on a topic previously agreed upon
12	Moving Towards Group Discussion	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

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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.)

## 【Others】

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

## 【Prerequisite】

None.

BSP100ZA

## Debate and Discussion

Kazuki Hata

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

Day/Period : 月 3/Mon.3

## 【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
3	Use of Evidence	Propositions and argument 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	Team debate on a topic previously agreed upon
	Moving Towards Group Discussion	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

【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. Preparatory study and review time for this class are 2 hours each.

## 【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.)

## 【Others】

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

## 【Prerequisite】

None.

BSP100ZA

## Debate and Discussion

Kazuki Hata

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

## 【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	Team debate on a topic previously agreed upon
12	Moving Towards Group Discussion	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. Preparatory study and review time for this class are 2 hours each.

## 【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.)

## 【Others】

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

## 【Prerequisite】

None.

BSP100ZA

## Presentation and Public Speaking

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

Day/Period : 木 3/Thu.3

### [Outline and objectives]

Being able to take command of a room and speak confidently in front of other people is a vital skill, but one many people have difficulty with. The primary aim of this course is to build confidence and competence in public speaking, with the main focus on the preparation and delivery of two kinds of speech: informative and persuasive. This course will not only have relevance in an academic sense, but the skills learned can also be applied in both business and social settings.

### [Goal]

Upon completing this course, students will have gained:

- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

[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)]

Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

[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 objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Talk	Identifying key concepts and models of communication
4	Exploiting Visuals I	Making engaging presentation slides in Powerpoint
5	Exploiting Visuals II	Infographics and visual representations
6	Informative Talk Preparation	In-class workshop on improving a prepared speech
7	Informative Talk Performances and Feedback I	Student presentations, grading and feedback
8	Informative Talk Performances and Feedback II	Student presentations, grading and feedback
9	Delivery Strategies	Using verbal and non-verbal cues
10	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
11	Persuasive Talk Preparation	In-class workshop on improving a prepared speech
12	Persuasive Talk Performances and Feedback I	Student presentations, grading and feedback
13	Persuasive Talk Performances and Feedback II	Student presentations, grading and feedback
14	Reflection and Wrap Up	Review and final thoughts

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

Preparatory study and review time for this class are 2 hours each.

### [Textbooks]

No single textbook will be used; the instructor will provide materials.

### [References]

Anderson, C. (2018). *Ted talks: the official TED guide to public speaking*. London, UK: Nicholas.  
Stafford, M. (2012). *Successful presentations: an interactive guide*. Tokyo, Japan: Cengage Learning.

### [Grading criteria]

Class participation (20 %), assignments (10%), self introduction speech (10%), analysis paper (10%), informative speech (25%), persuasive speech (25%). The grading of speeches will take into account preparation, visuals, delivery and performance.

### [Changes following student comments]

This is the first year the course has run, feedback from students is welcomed.

### [Equipment student needs to prepare]

A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

### [Others]

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

### [Prerequisite]

None.

BSP100ZA

## Presentation and Public Speaking

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

### [Outline and objectives]

Being able to take command of a room and speak confidently in front of other people is a vital skill, but one many people have difficulty with. The primary aim of this course is to build confidence and competence in public speaking, with the main focus on the preparation and delivery of two kinds of speech: informative and persuasive. This course will not only have relevance in an academic sense, but the skills learned can also be applied in both business and social settings.

### [Goal]

Upon completing this course, students will have gained:

- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

[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)]

Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

[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 objectives
2	Personal Introduction Speech	The basics of public speaking
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9	Delivery Strategies	Using verbal and non-verbal cues
10	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
11	Persuasive Talk Preparation	In-class workshop on improving a prepared speech
12	Persuasive Talk Performances and Feedback I	Student presentations, grading and feedback
13	Persuasive Talk Performances and Feedback II	Student presentations, grading and feedback
14	Reflection and Wrap Up	Review and final thoughts

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

Preparatory study and review time for this class are 2 hours each.

[Textbooks]

No single textbook will be used; the instructor will provide materials.

[References]

Anderson, C. (2018). *Ted talks: the official TED guide to public speaking*. London, UK: Nicholas.  
Stafford, M. (2012). *Successful presentations: an interactive guide*. Tokyo, Japan: Cengage Learning.

### [Grading criteria]

Class participation (20 %), assignments (10%), self introduction speech (10%), analysis paper (10%), informative speech (25%), persuasive speech (25%). The grading of speeches will take into account preparation, visuals, delivery and performance.

### [Changes following student comments]

This is the first year the course has run, feedback from students is welcomed.

### [Equipment student needs to prepare]

A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

### [Others]

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

### [Prerequisite]

None.

BSP100ZA

## Presentation and Public Speaking

Alan MEADOWS

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

Day/Period : 水 3/Wed.3

### [Outline and objectives]

Being able to take command of a room and speak confidently in front of other people is a vital skill, but one many people have difficulty with. The primary aim of this course is to build confidence and competence in public speaking, with the main focus on the preparation and delivery of two kinds of speech: informative and persuasive. This course will not only have relevance in an academic sense, but the skills learned can also be applied in both business and social settings.

### [Goal]

Upon completing this course, students will have gained:

- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

[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)]

Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

[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 objectives
2	Personal Introduction Speech	The basics of public speaking
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8	Informative Talk Performances and Feedback II	Student presentations, grading and feedback
9	Delivery Strategies	Using verbal and non-verbal cues
10	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
11	Persuasive Talk Preparation	In-class workshop on improving a prepared speech
12	Persuasive Talk Performances and Feedback I	Student presentations, grading and feedback
13	Persuasive Talk Performances and Feedback II	Student presentations, grading and feedback
14	Reflection and Wrap Up	Review and final thoughts

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

Preparatory study and review time for this class are 2 hours each.

### [Textbooks]

No single textbook will be used; the instructor will provide materials.

### [References]

Anderson, C. (2018). *Ted talks: the official TED guide to public speaking*. London, UK: Nicholas.  
 Stafford, M. (2012). *Successful presentations: an interactive guide*. Tokyo, Japan: Cengage Learning.

### [Grading criteria]

Class participation (20 %), assignments (10%), self introduction speech (10%), analysis paper (10%), informative speech (25%), persuasive speech (25%). The grading of speeches will take into account preparation, visuals, delivery and performance.

### [Changes following student comments]

This is the first year the course has run, feedback from students is welcomed.

### [Equipment student needs to prepare]

A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

### [Others]

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

### [Prerequisite]

None.

BSP100ZA

## Presentation and Public Speaking

Alan MEADOWS

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

## 【Outline and objectives】

Being able to take command of a room and speak confidently in front of other people is a vital skill, but one many people have difficulty with. The primary aim of this course is to build confidence and competence in public speaking, with the main focus on the preparation and delivery of two kinds of speech: informative and persuasive. This course will not only have relevance in an academic sense, but the skills learned can also be applied in both business and social settings.

## 【Goal】

Upon completing this course, students will have gained:

- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

【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)】

Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

【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 objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Talk	Identifying key concepts and models of communication
4	Exploiting Visuals I	Making engaging presentation slides in Powerpoint
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13	Persuasive Talk Performances and Feedback II	Student presentations, grading and feedback
14	Reflection and Wrap Up	Review and final thoughts

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

Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No single textbook will be used; the instructor will provide materials.

【References】

Anderson, C. (2018). *Ted talks: the official TED guide to public speaking*. London, UK: Nicholas.  
Stafford, M. (2012). *Successful presentations: an interactive guide*. Tokyo, Japan: Cengage Learning.

## 【Grading criteria】

Class participation (20 %), assignments (10%), self introduction speech (10%), analysis paper (10%), informative speech (25%), persuasive speech (25%). The grading of speeches will take into account preparation, visuals, delivery and performance.

【Changes following student comments】

This is the first year the course has run, feedback from students is welcomed.

【Equipment student needs to prepare】

A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Others】

This course has two levels, Standard and Advanced, and in principle, the level will be decided by English proficiency. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

【Prerequisite】

None.

BSP100ZA

## Basic Writing Skills

Olesya Shatunova

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

Day/Period : 水 3/Wed.3

Final essay: 40%

Final presentation: 10%

【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. Preparatory study and review time for this class are 2 hours each.

### 【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%



CAR100ZA

## Professional Communication

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

## 【Outline and objectives】

Communication is one of the key skills employers look for in potential employees. The rapid diversification of global communications and the collapse of traditional professional working practices in the first two decades of the 21st century have made these skills even more salient; modern employers increasingly demand transferrable skills, interdisciplinary knowledge and an ability to address a diverse audience. At their very heart, these competencies are enhanced by an ability to understand, construct and manipulate written information in order to use them in a variety of situations.

## 【Goal】

Graduates with a good command of English are likely to end up in the global job market, so this course aims at giving students a competitive edge in their chosen career path. This course aims to help students prepare for the English-language job hunting process and provides an overview of the key professional communication styles, as well as a chance to see how these have a real application in the professional world.

【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 first half of the course will look at the English-language job hunting process, from the identification of a suitable job advertisement to the creation of a cover letter and curriculum vitae (CV) to help an application stand out from the crowd. Students will then prepare for, and take part in, a mock interview for the job. These documents and skills can then be used in real-life job or internship applications. The second half of the course then aims to build familiarity in some of the key forms of professional communication, such as press releases, emails and business documents.

【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	Job Hunting: Writing a CV I	Explanation of the features of a good CV
3	Job Hunting: Writing a CV II	Producing an English language CV
4	Job Hunting: The Cover Letter I	Explanation of the features of a good cover letter
5	Job Hunting: The Cover Letter II	Writing an original cover letter
6	Job Hunting: Preparing for an Interview	What will they ask?
7	Mock Job Interviews	Students will participate in a mock job interview with the instructor
8	Professional Writing: Style and Tone	Putting ideas into words quickly and concisely
9	Editing	Common errors and ways to improve written English
10	Journalism: Articles and Press Releases	The basics of how to write for publication
11	Reports and Proposals	Communicating business information
12	Formal Emails	Striking the right tone in communication
13	Business Documents	Outlining standard layouts of everyday documents
14	Final Exam and Wrap Up	Written examination and summary

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

Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No single textbook will be used; the instructor will provide materials.

## 【References】

Anderson, J. & Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.  
Garner, B. (2012). *Harvard Business Review guide to better business writing*. Boston, US: Harvard Business Review Press.

Marsen, S. (2020). *Professional writing (fourth edition)*. London, UK: Palgrave Macmillan.

Strunk, W & White, E. (1999). *The elements of style (fourth edition)*. Boston, US: Allyn & Bacon.

## 【Grading criteria】

Class participation (10%), assignments (25%), CV and cover letter (20%), mock interview (20%), final exam (25%).

## 【Changes following student comments】

This is the first year the course has been run, feedback from students is welcomed.

## 【Equipment student needs to prepare】

A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

## 【Others】

As the course content is aimed at those who will be entering the job market, priority will be given to 3rd and 4th-year students.

## 【Prerequisite】

None.

PRI100ZA

**Statistics**

Yuji Ogihara

【Prerequisite】  
None.Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4  
Day/Period : 水 3/Wed.3

## 【Outline and objectives】

In this course, students learn basic concepts and skills of statistical methods and data analysis.

## 【Goal】

The objective of this course is twofold. First, students learn basic concepts in statistics (e.g., mean, standard deviation, standard error, normal distribution, t-test and regression analysis). Second, practical skills for visualizing data and conducting appropriate statistical tests are introduced and students practice them using statistical software.

【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 is an introductory course on statistical methods and data analysis. It explains the basic ideas behind statistical testing and covers various statistical methods for survey and experimental data. Each class combines a lecture with hands-on exercises (free statistical software are used). In addition, an assignment is given after every class. Students are encouraged to ask questions and to be actively involved in 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	Overview of course and requirements
2	Descriptive Statistics (1)	Introducing basic descriptive statistics (e.g., mean, median, mode)
3	Descriptive Statistics (2)	Introducing basic descriptive statistics (e.g., standard deviation, variance, standard error)
4	Correlation	The relationship between two variables
5	Population and Sample	Random sampling and distribution of population
6	Probability Distribution	Probability distribution and Z-score
7	Hypothesis Testing and Statistical Tests	Testing your hypothesis using statistical tests and sampling distribution
8	Regression Analysis (1)	Single regression analysis
9	Regression Analysis (2)	Multiple regression analysis
10	T-test (1)	Testing if the difference is significant
11	T-test (2)	Related and unrelated t-tests
12	Analysis of Variance	Introducing ANOVA
13	Categorical Data Analysis	Introducing categorical data analysis
14	Summary & In-class Exam	Overall summary and in-class exam

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

Students are encouraged to review their lecture notes and handouts after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No textbook.

【References】

References will be introduced in class.

【Grading criteria】

Students will be evaluated on the basis of participation and exercises (50%) and in-class exam (50%). No credit will be given to students with more than two unexcused absences.

【Changes following student comments】

None.

【Others】

This course is strongly recommended for students interested in various disciplines in social sciences.

Those who take and pass this course may be given priority in the enrollment of some of the psychology courses.

LANe100ZA

## Translation

Sarah Allen

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

【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) choose the appropriate English when translating from Japanese to English (2) use natural, idiomatic English (3) convey information and meaning accurately, logically, and in the proper 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 and wrap-up

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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.

## 【Equipment student needs to prepare】

Dictionary

FRI100ZA

## Information Technology I

Niall Murtagh

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

Day/Period : 火 2/Tue.2

## 【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)】

Classes begin on April 21. 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.)】

あり / Yes

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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 : 火 2/Tue.2

## 【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)】

Classes begin on April 21. 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.)】

あり / Yes

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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 : 火 4/Tue.4

## 【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)】

Classes begin on April 21. 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

Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Internet resources will be used instead of textbooks.

Notes will be provided in class.

Tutorials: <https://www.gcflearnfree.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

Shigeharu AKIMOTO

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

## 【Outline and objectives】

Understanding the various physical activities and their effect on self-control and physical, mental and social health for life. Students will learn through lectures and practical lessons.

## 【Goal】

1. Learning about various ways of exercising and their importance.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

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

Will be able to gain “DP 1”.

## 【Method(s)】

Each class will be comprised of either a lecture, film screening, group discussion, practical activities or a combination of these. Also, students will submit the reaction paper as it's necessary.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Futsal (Lecture & Practical Lesson)	Learning the outline of Futsal, its basic rules and skills.
3	Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball, its basic rules and skills.
4	Sitting-Volleyball (Lecture & Practical Lesson)	Learning the outline of Sitting-Volleyball, its basic rules and skills.
5	Badminton (Lecture & Practical Lesson)	Learning the outline of Badminton, its basic rules and skills.
6	Fitness 1 (Lecture & Practical Lesson)	Learning about warm up, static/dynamic stretches, body weight exercises and resistance training (upper body).
7	Fitness 2 (Lecture & Practical Lesson)	Learning about warm up, static/dynamic stretches, body weight exercises and resistance training (lower body).
8	Table-Tennis (Lecture & Practical Lesson)	Learning the outline of Table-tennis, its basic rules and skills.
9	New-Sports (Lecture & Practical Lesson)	Learning the outline of Boccia and Dodgebee.
10	Basketball (Lecture & Practical Lesson)	Learning the outline of Basketball, its basic rules and skills.
11	Blind-Football (Lecture & Practical Lesson)	Learning the outline of Blind-Football, its basic rules and skills.
12	Sport and Nutrition (Lecture & Discussion)	Learning about basic principle of sport nutrition.
13	Sport and Society (Lecture & Discussion)	Learning about the importance of sports in society.
14	Sport for Life-long Participation (Lecture & Discussion)	Overview of the course and summarizing what students have learned with discussions about sport for life-long participation and enjoyment.

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

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

No textbook will be used.

## 【References】

Reference books may be introduced as and if necessary.

## 【Grading criteria】

Attitude and Active Participation: 60%

Reports & Reaction Paper: 40%

## 【Changes following student comments】

Not applicable

## 【Others】

- Each student is required to bring their own proper sportswear and indoor shoes.
- The order and content of each class can be changed/modified due to the number of participants and available facilities.
- If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

LIT100ZA

## Introduction to Literary Theory

Gregory Khehrnejat

【Prerequisite】  
None.

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

Day/Period : 月 3/Mon.3

## 【Outline and objectives】

What is literature? What are our goals when reading a novel, or studying a text? At its base, literary study and research is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary studies. Students will broadly explore the 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	Reading for Authorial Intent	Approaching literature as a message from the author
4	Reading for Historical Context	Literature as an artifact of a historical moment
5	Reading for Cultural Context	Literature as the representation of a specific culture
6	Reading for Comparison	Comparative studies of literature
7	Review & Midterm Examination	No reading
8	Structuralism	Structural approaches to literary interpretation
9	Poststructuralism	Deconstructing the elements of a text
10	Cultural Studies	Reading a text within social and political discourses
11	Writing About Literature (1)	The fundamentals of academic writing about literature
12	Writing About Literature (2)	Tools and techniques for writing
13	Writing Workshop	Students edit, revise, and workshop final papers
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. Preparatory study and review time for this class are 2 hours each.

【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】

None.



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. Preparatory study and review time for this class are 2 hours each.

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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](http://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 &amp; 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. Preparatory study and review time for this class are 2 hours each.

## 【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/](http://owl.english.purdue.edu/owl/resource/747/01/)

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

[www.feedbooks.com/publicdomain](http://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.

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. Preparatory study and review time for this class are 2 hours each.

## 【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.

ART100ZA

## Drama Survey

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 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 scene or 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 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, Overview and Homework Task	Selection procedure. Please note that students taking this course will also be required to prepare an introductory task for the following week. Full details will be given
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 Activities	Students will be taught a series of theatre activities aimed at exploring how an actor can create a character through observation & other techniques
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 present their character observations in action at the start of class. Students will then be taught how to transform their observations into the creation of an original character
10	Character Development Towards Performance	Students will be given a partner with whom they will devise an original scene or scenes which explore the relationship between their 'characters'
11	Character Development Rehearsals	Students will be taught a series of rehearsal techniques which help explore and analyse their characters and their evolving scripts

12	Character Performances Rehearsals	Students will rehearse their evolving scripts
13	Character Performances	Performances will be given to the class
14	Final Performance Feedback	Wrap-up & Review. 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. Preparatory study and review time for this class are 2 hours each.

## [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 and my own course reflections from the previous term, more time will continue to be given over to teacher and peer group feedback and artistic direction during the rehearsal and post-performance phases. Further, time will be given over to assisting the student in the preparation - mentally and physically - for their final performances. Finally, I will continue to actively encourage student suggestions regarding class activities.

## [Others]

My Drama Workshop and Drama Survey courses can be taken as independent courses or as ones which compliment, and feed into, each other. Also, please note that, with prior arrangement and availability, students can consult with their course instructor directly after class.

## [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 tackle 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 work on 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. Two weeks will be allocated for Tutorial for the final paper. The first class is on April 24th.

## 【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	Tutorial	Tutorial and peer review of a draft of final paper
12	Tutorial	Tutorial and peer review of a draft of 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. Preparatory study and review time for this class are 2 hours each.

## 【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】

Stich, S., and Donaldson, T. (2019). *Philosophy: Asking Questions - Seeking Answers*. New York, NY: Oxford University Press. A full bibliography will be given to students at the beginning of the course.

## 【Grading criteria】

Participation in discussions (5%×9=45%), Short essay (10%), Final essay draft and Peer review (15%), and Final paper (30%)

## 【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. More effective measures are to be implemented to facilitate classroom discussions.

## 【Equipment student needs to prepare】

Students should register their email address on H'etudes immediately after they decide to take this course, or before the second class of the semester at the latest. 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.

PHL100ZA

## Religious Studies

Daniel Friedrich

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

### [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. Preparatory study and review time for this class are 2 hours each.

### [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 25%

4 Quizzes 15%

Primary Text Presentations 25%

Final Exam 15%

Participation 15%

Introductory assignment 5%

### [Changes following student comments]

Reduced number and value of quizzes. Increased the number of points available for participation and weekly responses.

### [Equipment student needs to prepare]

Students are expected to bring readings to class in either paper or electronic formats.

### [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 critically challenge this view and look at the major developments in Western history from the 18th to the 20th century that shaped our modern world.

The emergence of modern states, 1789, the idea of the nation and nationality; 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 origin 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]

【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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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 Shōwa Periods	Mingei movement, moga/mobo, 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. Preparatory study and review time for this class are 2 hours each.

## 【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.

ART100ZA

## Music Appreciation

Cathy Cox

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

Day/Period : 水 4/Wed.4

## 【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: Personal vs. Social Experience	What does music mean to us as a personal experience? What does music mean to us as a social experience? What do our musical preferences say about us as individuals and members of a group?
3	Listening to Music	How do we listen to music? How can we describe our listening experience? What technical terminology can we use for describing elements of music in English?
4	Analyzing Music	How can we apply various listening strategies and technical terminology to analyze music?
5	Musical Styles, Genres, and Geography	How do we differentiate different music by style or genre? What countries or ethnicities do we associate with specific styles or genres?

6	Music and Poetry	What is the relationship between music and poetry? How does music relate to language and words?
7	Music and Movement	What is the relationship between music and movement? How does music relate to dance and other types of movement?
8	Music and Narrative	How has music been used to tell a story? How does music express actions and feelings?
9	Music and Technology	What is the relationship between music and technology? How has music inspired technological advancement? How has technology affected music?
10	Music and Acoustics	How does the phenomena of sound in space affect our experience of music? What are the physical properties of sound? How do we understand the physiology of human hearing?
11	Music and the Mind	What do neuroscientists say about how our brains process music? What are the neurological effects of listening to music or performing music?
12	Group A Presentations	Final presentations by students in Group A with follow-up discussions
13	Group B Presentations	Final presentations by students in Group B with follow-up discussions
14	Review and 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. Preparatory study and review time for this class are 2 hours each.

## 【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】

Following student feedback, added more time for learning and review of technical terminology as well as more time for presentations and discussion.

## 【Prerequisite】

None

ART100ZA

## Drama Workshop

Tony Dani

Credit(s) : 2 | Semester : 秋学期授業/Fall | 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. Please note that students taking this course will also be required to prepare an introductory task for the following week. Full details will be given
2	Student Introductions and First Task	Introductory task presentations.
3	Theatre Activities	Students will be taught a series of theatre activities aimed at building trust, focus and a group dynamic
4	Research Assignment, Casting & Partner Announcement	For the research assignment, students will research into, prepare, and write an assignment on an actor, play, movie or musical of their choice. It is also planned that students will be given their script and be told their acting partner for their final performance.
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	Rehearsals	Students will have the opportunity to rehearse their scripts. Guidance will be given on rehearsal and text analysis techniques
10	Rehearsals (Continued)	Students will have the opportunity to continue to rehearse their scripts
11	Technical Run-Through	Students will have the opportunity to practice their scripts with set, costume, makeup, 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

Wrap-up & review. Students will have the opportunity to share their self and peer group evaluations with their fellow students and teacher in class. The 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. Preparatory study and review time for this class are 2 hours each.

## 【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 student feedback and my own course reflections from the previous term, more time will continue to be given over to teacher and peer group feedback and artistic direction during the rehearsal and post performance phases. Further, time will be given over to assisting the student in the preparation - mentally and physically - for their final performances. Finally, I will continue to actively encourage student suggestions regarding class activities.

## 【Others】

My Drama Workshop and Drama Survey courses can be taken as independent courses or as ones which compliment, and feed into, each other. Also, please note that, with prior arrangement and availability, students can consult with their course instructor directly after class.

## 【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. With Australia as a case study, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

## 【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? [The class is expected to compare Australia and Japan in the contents of Weeks 1 to 4, discussing with international students.]
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 [The class is expected to compare Australia and Japan in the contents of Weeks 5 to 9, discussing with international students.]
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 Class presentations (I)
12	Popular Music and Australia's International Profile	How has popular music contributed to Australia's international profile?
13	Culture Wars	An examination of the cultural debates of the 2000s (republicanism, reconciliation immigration, etc.) Class presentations (II) [The class is expected to compare Australia and Japan in the contents of Weeks 10 to 13, discussing with international students.]

14	Australia and Asia	Australia's relationships with Japan and China Class presentations (III) Essays due
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## 【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
- Preparatory study and review time for this class are 2 hours each.

## 【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

## UK: Society and People

Mitsutoshi Somura

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

Day/Period : 金 3/Fri.3

## [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. Preparatory study and review time for this class are 2 hours each.

## [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
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7	Course Review and Mid-term Examination	Course review, students' inquiries and discussions Written examination
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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. Preparatory study and review time for this class are 2 hours each.

## [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

**USA: Society and People**

Gregory Khehrnejat

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

Day/Period : 木 3/Thu.3

【Prerequisite】  
None.

## 【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. Students will be required to research and give a short presentation on a selected 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	Westward Expansion and Civil War	Manifest Destiny, slavery, and north/south divisions
4	The Melting Pot	American immigration at the turn of the century
5	The City Upon a Hill	Tracing the development of a utopian vision of American power
6	The End (and Return) of History	The US from the end of the Cold War to the 21st century
7	US Politics and Culture in the 21st Century (1)	Understanding US government, elections, and political systems
8	US Politics and Culture in the 21st Century (2)	War, economic upheaval, and the popularization of political discourse
9	"Hope and Change"	Social divisions and shifting foreign policy in the Obama administration
10	"Make America Great Again"	Polarization, nationalism, and current state of American politics
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Readings will be distributed in class as handouts.

## 【References】

References will be announced in class.

## 【Grading criteria】

Class contribution (30%), midterm essay (20%), research presentation (30%), final research report (20%)

【Changes following student comments】

None.



ARS100ZA

## USA: Society and People

Gregory Kheznnejat

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

### 【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. Students will be required to research and give a short presentation on a selected 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	Westward Expansion and Civil War	Manifest Destiny, slavery, and north/south divisions
4	The Melting Pot	American immigration at the turn of the century
5	The City Upon a Hill	Tracing the development of a utopian vision of American power
6	The End (and Return) of History	The US from the end of the Cold War to the 21st century
7	US Politics and Culture in the 21st Century (1)	Understanding US government, elections, and political systems
8	US Politics and Culture in the 21st Century (2)	War, economic upheaval, and the popularization of political discourse
9	"Hope and Change"	Social divisions and shifting foreign policy in the Obama administration
10	"Make America Great Again"	Polarization, nationalism, and current state of American politics
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. Preparatory study and review time for this class are 2 hours each.

### 【Textbooks】

Readings will be distributed in class as handouts.

### 【References】

References will be announced in class.

### 【Grading criteria】

Class contribution (30%), midterm essay (20%), research presentation (30%), final research report (20%)

【Changes following student comments】

None.

【Prerequisite】

None.

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

## 【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	Modernity and Media	How media are part of historical shifts
3	Semiotics	Examining signs and signification
4	Ideology	Interrogating the systems of worldview in media
5	Post-modernity	Analyzing the beginnings of the contemporary era and changes in media
6	Review & Mid-term Exam	Overview of first section's topics
7	Material Components	What media is made out of and its effects
8	Media Ecology	Interactions between media and society
9	Networked Media	Structures and practices of interlinking media
10	Media Platforms	New media production and consumption dynamics
11	Media Reproductions	Mechanical vs. digital reproduction and their differing implications
12	Simulation and Simulacra	Between the virtual and the real in everyday life
13	Convergence of Media	Intersections across media and their interactions
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. Preparatory study and review time for this class are 2 hours each.

## 【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%  
 Final exam 40%

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

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. Preparatory study and review time for this class are 2 hours each.

## 【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 3/Fri.3

## 【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. Preparatory study and review time for this class are 2 hours each.

【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/>.

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 project portfolio, a written project statement, and evidence of participation (i.e., weekly assignments). 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	Document the Artists	Discussing the relationships between documentary and art in photography
6	Time, Clocks and Depth of Field	Exploring photography's relationship with time and creating / reducing depth in an image.

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	Project Proposals	Discussing and preparing project proposals.
10	Documentary Strategies	Exploring and developing strategies for documenting subjects.
11	Editing Selections	Exploring possibilities through pattern, sequence and narrative.
12	Peer Review	Assembling and reviewing draft portfolios with peer groups.
13	Final Portfolio Review and Submission	Reviewing final portfolios prior to submission.
14	Final Presentation and Wrap-up	Final students' presentation on their projects and feedback session.

## 【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). Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Handouts and reading materials will be distributed in class.

## 【References】

Barthes, Roland (1993) *Camera Lucida: Reflections on Photography*, Vintage Classics.  
 Batchen, Geoffrey (2011) *Photography Degree Zero: Reflections on Roland Barthes's Camera Lucida*, MIT Press.  
 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.

Portfolio: each student must produce a portfolio (booklet) 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.

Presentation: each student must make a short presentation (3 minutes) about their final projects.

The final grade is based on: Participation 30%, Presentation 20%, Portfolio 50%.

**【Changes following student comments】**

Changes have been made to help students to produce photographs of a higher conceptual and practical skill as well as design and present their projects.

**【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

## Topics in Arts: Visual Communication Design

Gary McLeod

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

## 【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 final project (poster) and evidence of participation (Instagram posts). 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	Visual Literacy	Discussion of advertisements in Tokyo.
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	Discussing the future of advertisements.

【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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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 40% and Final Project 60%.

## 【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, and 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. Preparatory study and review time for this class are 2 hours each.

## 【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. (2020). *The study of language* (7th 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 : 火 5/Tue.5

## 【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, and 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. Preparatory study and review time for this class are 2 hours each.

## 【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. (2020). *The study of language* (7th 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

## Contrastive Linguistics

Geraldo Faria

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

Day/Period : 水 2/Wed.2

### 【Outline and objectives】

In this course, you will learn how Contrastive Linguistics is defined as an academic subject. By drawing on 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 registered 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, feedback, 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.

Preparatory study and review time for this class are 2 hours each.

### 【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.

### 【Equipment student needs to prepare】

Quick researches online are at times required; therefore, a laptop or smartphone may be used for such searches.

### 【Prerequisite】

None.

A willingness to tackle language-related puzzles.

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. Preparatory study and review time for this class are 2 hours each.

## 【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.

Preparatory study and review time for this class are 2 hours each.

## 【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

## 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. Preparatory study and review time for this class are 2 hours each.

## [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.

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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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## Comparative Education

Machiko Kobori

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

## 【Outline and objectives】

This course provides a range of global perspectives of motivational issues as core elements in second language education within the context of comparative education. Focusing on social, cognitive and educational aspects of motivational psychology, it explains the development of the motivational studies to learn second languages (L2s) and significant variables of L2 motivation within the global context. It also explains how they are affected by globalisation and local settings related to L2 learners such as their ethnic backgrounds, age, L2 learning conditions, etc., especially in the teaching of English (foreign languages). This course also studies how to put the related knowledge into practice: it gives an insight into collections of the related research studies raging worldwide and is expected to stimulate debate on how to deal with motivational aspects effectively in L2 education.

## 【Goal】

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

1. Understand theories of motivation and motivation to learn second languages.
2. Explain the core issues of different perspectives of motivation to learn second languages.
3. Examine the connection between L2 motivational theories, and global and local issues of L2 education.
4. Examine how the expertise of L2 motivation is effectively introduced to L2 education

【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 presentation, 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 make a presentation and 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 Comparative education
2	Global perspectives of motivation (1)	Exploring global perspectives of motivation and motivational studies
3	Global perspectives of motivation (2)	The development of the L2 motivational studies: theories of motivation in psychology (1)
4	Global perspectives of motivation (3)	The development of the L2 motivational studies: theories of motivation in psychology (2)
5	Global perspectives of motivation (4)	The development of the L2 motivational studies: theories of motivation in psychology (3)
6	Global perspectives of motivation (5)	Motivation in context(1): geographical variation in language attitudes and language preferences
7	Global perspectives of motivation (6)	Motivation in context(2): language attitudes and age matters
8	Global perspectives of motivation (7)	Motivation in context(3): language attitudes and learning conditions
9	Global perspectives of motivation (8)	Motivation in context(4): language attitudes and professions
10	Global perspectives of motivation (9)	Motivation in practice
11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (3)	Discuss and review (2)
14	Consolidation of Comparative education	Final exam 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.

3. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Ushioda, E. (2013). *International perspectives on motivation: Language learning and professional challenges*. Palgrave Macmillan.

## 【References】

1. Apple, T. M., Silva, Da D., & Fellner, T. (eds.). (2013). *Language learning motivation in Japan*. Multilingual Matters.
2. Apple, T. M., Silva, Da D., & Fellner, T. (eds.). (2017). *L2 selves and motivations in Asian contexts*. Multilingual Matters.
3. Dörnyei, Z. (2005). *The psychology of the language learner*. LEA.
4. Dörnyei, Z., & Ushioda, E. (eds.). (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
5. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Cambridge UP.
6. Dörnyei, Z. et al. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Multilingual Matters.

## 【Grading criteria】

Evaluation will be based on:

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

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

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

PC

【Others】

None.

【Prerequisite】

None.

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## 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.Okamura (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 learning of practical skills takes precedence in this course. (Mr. Okamura will rather focus on learning the grammar. It is therefore required that students attend both of the courses). Active participation is necessary 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.

At least the first half of the semester will be held on line. Each change of the course schedule will be announced on Hoppii Support System. This course French AI will begin on 27 April. By this day how to organize the course will be announced on Hoppii.

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

【Fieldwork in class】  
なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation - Initiation 1 Bonjour.	Greeting
2	Initiation 2 Je suis français.	Greeting
3	Lesson 1 Il s'appelle comment?	Introduction;
4	Lesson 2 Qu'est-ce qu'elle fait dans la vie?	Asking questions about people Asking about jobs
5	Lesson 2 Vous parlez anglais?	Expressions about jobs
6	Lesson 3 Vous connaissez Omar Sy?	Do you know...? 1
7	Lesson 3 Quelle langue est-ce qu'on parle au Canada?	Do you know ...? 2
8	Lesson 4 Qu'est-ce que vous aimez?	Expressing likes and dislikes
9	Lesson 4 Qu'est-ce que vous préférez, la mer ou la montagne?	Sunday
10	Lesson 5 Qu'est-ce que vous aimez faire le week-end?	Expressing what one wants to do
11	Lesson 5 Tu voudrais faire quoi ce week-end?	Telephone
12	Lesson 6 Vous aimez le golf?	Explaining preferences
13	Examination Lesson 6 Comment est-ce qu'elle est?	Examination Explaining preferences

14	Review of examination Lesson 6 Elle n'est pas sérieuse.	Review of examination Explaining preferences
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【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

Preparatory study and review time for this class are 1 hour.

## 【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 or writing class activities. Active participation in role-playing is important.

The impossibility of the usage of classrooms forces us to change the grading criteria. The new criteria will be shown on Hoppii.

## 【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.



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## 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)】

As in the spring semester, Mr. Okamura (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 learning of practical skills takes precedence in this course. (Mr. Okamura will rather focus on learning of the grammar. It is therefore required that students attend both of the courses). Active participation is necessary 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.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation, Lesson 7 Quel âge avez-vous?	Speaking about oneself
2	Lesson 7 Vous avez quels cours le mardi matin?	University life
3	Lesson 8 Est-ce que vous avez une voiture?	Describing objects
4	Lesson 8 Excusez-moi, vous avez un stylo, s'il vous plaît?	In the class
5	Lesson 9 Le Louvre, qu'est-ce que c'est?	Describing sights
6	Lesson 9 Est-ce qu'il y a un restaurant italien dans le quartier?	Asking for directions
7	Lesson 10 Madame, qu'est-ce que vous faites demain?	Asking about activities
8	Lesson 10 Qu'est-ce que vous lisez en ce moment?	Asking for more details
9	Lesson 11 Est-ce que vous faites du sport?	Speaking about one's activities
10	Lesson 11 Quels sports est-ce que les hommes font en général en France?	Interview
11	Lesson 12 Tu habites avec ta famille?	Speaking about one's family
12	Lesson 12 Qu'est-ce que vous avez fait?	Past tense 1
13	Examination Lesson 13 Où allez-vous ce week-end?	Examination Asking about destination

14	Review of examination Lesson 13 Est-ce que vous êtes sorti ce week-end?	Review of examination Past tense 2
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【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 Preparatory study and review time for this class are 1 hour.

## 【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. Active participation in role-playing is important.

## 【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

Tamio Okamura

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

Day/Period : 水 2/Wed.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)】

授業開始日：4月22日。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 préférer
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をすること。Preparatory study and review time for this class are 1 hour.

## 【Textbooks】

『Spirale スピラール日本人初学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】

春学期の少なくとも前半がオンライン開講になったことに伴い、成績評価の方法と基準も変更する。具体的な方法と基準は、French AI と擦り合わせ、学習支援システムで提示する。

## 【Changes following student comments】

本年度授業担当者変更によりフィードバックできません。

## 【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。なお BI では『フランス語トレーニング・コース』も使用する。初回から2冊の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単位となる。

## 【Prerequisite】

None.

LANf100ZA

## French B II

Tamio Okamura

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

### 【Outline and objectives】

「話す」練習をしながら「文法」を身につける。

### 【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、フランス語の会話力を向上させる。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
3	Leçon 7	時間の使い方 時間割について話す
4	Leçon 8	持っているもの 所有を表す
5	Leçon 8	物を借りる
6	Leçon 9	ある場所について説明し、 情報を求める
7	Leçon 9	名所について情報を求める 位置づける
8	Review & Test	中間テスト
9	Leçon 10	何をするか尋ねる、答える
10	Leçon 10	詳しくきく
11	Leçon 11	趣味・余暇について話す 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） Preparatory study and review time for this class are 1 hour.

### 【Textbooks】

『Spirale スピラルー日本人初学者のためのフランス語教材  
Nouvelle édition』（アシェット・ジャポン）  
『新版 3段階式フランス語トレーニング・コース』（白水社）

### 【References】

授業内で適宜指示する。

### 【Grading criteria】

授業内評価 40 % + 期末試験 60 %

### 【Changes following student comments】

本年度授業担当者変更によりフィードバックできません。

### 【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ので、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 単位となる。

### 【Prerequisite】

None.

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)】

春学期の少なくとも前半は、オンラインでの開講となります。これにともなう各回の授業計画の変更については、学習支援システムでその都度提示します。本授業の開始日は4月24日（金）とし、この日までに具体的なオンライン授業の方法などを学習支援システムで提示しますので、履修予定の人は必ず学習支援システムの「お知らせ」を見てください。

## 【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	Practice of self-introduction in Spanish
	Self-introduction	Asking and telling the place of origin
9	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 ...”
10	Existence, Quality and State	How to differentiate among “ser”, “estar” and “hay”
11	Regular Indicative	Prepositions and pronouns
	Conjugation of Verbs (present tense)	Rule of regular indicative conjugation of verbs with “-ar”, “-er” and “-ir” terminations
12	Expression of Time I	Expression of time to say “at ... o'clock”
	Numbers I	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) Review

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

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

Preparatory study and review time for this class are 1 hour.

## 【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】

春学期の少なくとも前半がオンラインでの開講となったことにともない、成績評価の方法と基準も変更します。具体的な方法と基準は、授業開始日に学習支援システムで提示します。

## 【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) Review

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

Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Preparatory study and review time for this class are 1 hour.

## 【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.

Due to the effects of the new Coronavirus, at least the first half of the spring semester will be offered online. Any changes to the lesson plans that accompany it will be presented to the learning support system (Hoppii) each time. The start date of this class will be April 21st. By this day, at the Hoppii it will be announced specific methods of online lessons.

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

あり / Yes

【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” Expression of Existence	Conjugation of the verb “estar” which expresses state and condition 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 Numbers I	Expression of time: “at … o’clock” 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 Review and Final Exam

Review and 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. Preparatory study and review time for this class are 1 hour.

## 【Textbooks】

『スペイン語キックオフ』 泉水浩隆 (白水社)

## 【References】

『西和中辞典』 (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したのオンライン辞書の使用は認められない

## 【Grading criteria】

With the opening of online courses in at least the first half of the spring semester, the method and criteria for grade evaluation will change. Specific methods and standards will be announced in the Hoppii on the day the class starts.

## 【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。

オンライン授業でも授業開始時刻は同じである。必ず各授業の開始時刻に Hoppii の「お知らせ」を確認すること。授業時間を過ぎると情報は参照できなくなるので注意すること。

## 【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.)】

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
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	Review and Final Exam	Review and 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. Work to be done outside of class":  
"Preparatory study and review time for this class are 1 hour.

## 【Textbooks】

『スペイン語キックオフ』 泉水浩隆 (白水社)

## 【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ている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

【Prerequisite】  
None.

## 【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	Generalization Examination

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

Listening to the textbook CD, and doing preparation and review work. Preparatory study and review time for this class are 1 hour.

## 【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	Generalization Examination

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

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

Preparatory study and review time for this class are 1 hour.

### 【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 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】

2020.04.18 追記

※オンライン授業開始に伴い、授業計画や成績評価が一部変更になる可能性があります。詳しくは、学習支援システムを確認してください。  
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持ち、積極的に異文化を理解することができる。

## 【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) [这儿有邮筒吗? ]
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	復習	Spring 学期の学習項目の総復習
13	HSK1 級問題	HSK1 級問題の紹介・解説
14	総括	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と行うこと。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。

・Preparatory study and review time for this class are 1 hour.

## 【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】

有用な文法書として以下のものをあげておく。

- ・劉月華 (他) 2019『實用現代漢語語法 (第三版)』北京：商務印書館
- ・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

・守屋宏則 (他) 2019『やさしく くわしい 中国語文法の基礎 [改訂新版]』東京：東方書店

## 【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.

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持ち、積極的に異文化を理解することができる。

【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	既習項目の復習・確認	既習項目（第一課～第二十課）の復習と確認
2	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? ]
3	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]
4	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? ]
5	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? ]
6	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]
7	第三十一課あるいは第三十二課	程度補語 [谁打得真好? ]、数量補語 [你打了几年网球? ]
8	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]
9	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]
10	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]
11	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]
12	復習	Fall 学期の学習項目の総復習
13	HSK2 級問題	HSK2 級問題の紹介・解説
14	総括	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と行うこと。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。

・Preparatory study and review time for this class are 1 hour.

## 【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】

有用な文法書として以下のものをあげておく。

- ・劉月華（他）2019『實用現代漢語語法（第三版）』北京：商務印書館
- ・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
- ・守屋宏則（他）2019『やさしくくわしい中国語文法の基礎〔改訂新版〕』東京：東方書店

## 【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.

ART100ZA

## Topics in Arts: Fine Arts

Suzanne Mooney

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

## [Outline and objectives]

Drawing is at the root of expression and communication in fine art. Through this course, students gain a fundamental understanding of art, while also pushing the boundaries of drawing beyond a traditional understanding of the medium. The skills being taught start with traditional drawing methods, and throughout the course, the definition of drawing is expanded to include elements of photography, digital imaging, and computer code.

Fine art is often dismissed as purely subjective and beyond comprehension or academic interrogation. Through a structured, methodical approach to image-making, supported by a comprehensive introduction to basic theory, and examples of these methods in practice, students will gain the ability to hone in on an area of interest and apply drawing and image-making as a means of research or expression.

## [Goal]

Learning how to 'look' is the biggest obstacle to successful drawing. Before even considering how to reproduce the appearance of an object or form, one must see beyond the obvious and the expected. Through active engagement in guided practical class activities and the production of an individual portfolio, students will gain an understanding of the potential of fine arts as a communicative tool, in addition to aesthetic experience and self-expression.

[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 engage in weekly practical exercises supported by lectures introducing relevant artists and their works. Exercises take the form of drawing activities that ask students to visually explore an object/subject.

Working towards an individual approach, students produce a portfolio of drawings. In addition to a final portfolio of drawings, students are required to keep a weekly sketchbook and take part in presentations and discussions 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 & doodling	Introduction to course content. Explanation of requirements and expectations. Short lecture on the history of drawing. Practical: first drawings.
2	Gesture	Observing and rendering a subject in terms of line and feeling. Learn how to use quick sketching techniques. Ignore details to make drawings that capture the weight and pose of an object or person.
3	Mark-making & tactility	Observing and rendering a subject in terms of controlled marks. Instruction on getting the full range of marks from your tools.
4	Light & dark	Observing and rendering a subject in terms of light, shade and erasure. Positive and negative space Understanding light and form. Instruction on how to use dark and light shading to render form.
5	Drawing in 3D	Exploring three-dimensional space with line: Wireframe drawing; Isometric drawing and linear perspective. Beginning a drawing without a drawing surface.
6	Lines, angles, mathematics and logic	Study of The Golden Section, Islamic art, and Geometry in Aboriginal art. More on isometric drawing and linear perspective.

7	Light-painting	Exploring the camera as a drawing instrument. Making drawings using time and light. Instructional lesson on the camera and understanding the relation between time and light in rendering a photographic image.
8	Pixel painting	Understand pixels and digital image data. Learn about correct scaling for screen and for print. Use layers to build complex digital images.
9	Vectors	Using computer software/apps for making scalable drawings in a digital environment. Understand the difference between vector graphics and pixels, and the application of vector graphics in drawing, illustration and design.
10	Visual coding	Code and creative programming as a means of drawing. Instructional lesson in basic computer coding for generative drawing and motion graphics.
11	Portfolio preparation	Table discussions reviewing drawings produced so far.
12	Presentation preparation	Preparation for making video presentations about one artist and the role of drawing within their practice.
13	Portfolio review	In class portfolio presentation and critique for all students.
14	The bigger picture	Looking at the application of drawing beyond this course.

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

Preparatory study and review time for this class are 2 hours each. Students will be required to complete practical activities outside of class time. Research on a theme selected by the student will also be expected. In addition to class activities and regular notebook work, students will be required to spend time every week working towards their portfolio before the final review.

## [Textbooks]

No textbook will be used

## [References]

Winter, Roger (2008) On Drawing Rowman & Littlefield Publishers  
Berger, John (1977) Ways of Seeing, Penguin Books. • Dexter, Emma (2005) Vitamin D: New Perspectives in Drawing. Phaidon Press.  
The Drawing Projects: An Exploration of the Language of Drawing. Black Dog Publishing.  
On Drawing, Roger Winter. Rowman & Littlefield Publishers, 2008

## [Grading criteria]

Participation and attitude - 25%  
Tasks - 30%  
Completed portfolio - 30%  
Presentation - 15%

## [Changes following student comments]

Not applicable

## [Equipment student needs to prepare]

A sketchbook (A3) and notebook (A5-A4) with plain white paper.  
Basic drawing materials:  
Pencils (ex. 2B, 4B, 6B)  
Black ball-point pen  
30cm ruler  
Soft eraser  
Charcoal or chalk pastels  
A computer will be required for some classes.  
Additional materials will be specified throughout the course as required,

## [Prerequisite]

None.

SOC100ZA

## Introduction to Sociology

Diana Khor

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

Day/Period : 木 4/Thu.4

## 【Outline and objectives】

This course gives an overview of the discipline of Sociology, and in particular, the distinctiveness of a sociological perspective. Sociology is a SCIENCE that requires one to use IMAGINATION. Not any imagination, but a "sociological imagination," which 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. Students should expect to be surprised, or even disturbed at times, because in the process of developing a sociological imagination their "common sense" will be shaken and they will realize that "things are not necessarily what they seem" (Peter Berger, 1963, *Invitation to Sociology*).

## 【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 almost weekly to introduce students to key concepts, theories, and research related to each topic. Short discussions and exercises are also integrated into each class to help students learn and apply the concepts and theories introduced. 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】

なし / No

## 【Schedule】

No.	Theme	Contents
1	The "Sociological Imagination"	Introduction to the discipline of Sociology Overview of course and course requirements
2	Basic Concepts & Theories (1)	Major sociological perspectives
3	Basic Concepts & Theories (2)	Culture and society: basic concepts
4	Discussion: Concepts and Theories The Individual and Society (1)	Review of concepts and theories through discussion of news items Socialization Interaction, social networks and groups
5	The Individual and Society (2)	Deviance and conformity
6	Discussion: The Individual and Society	Exercise and discussion to review "the individual and society" Exchange of ideas on "social differentiation and inequality"
7	Social Differentiation and Inequality (1)	Socio-economic inequality
8	Social Differentiation and Inequality (2)	Race and ethnicity
9	Social Differentiation and Inequality (3)	Gender
10	Discussion on Social Differentiation and Inequality	Exercise and discussion to review "social differentiation and inequality"
11	Social Institutions (1)	The Mass Media
12	Social Institutions (2)	Education
13	Social Institutions (3)	Family
13	Discussion: Social institutions	Exercise and discussion to review "social institutions"
	Q & A on exam	
14	Introduction to Sociology: Revisited	What have we understood about society or the sociological perspective? Review of take-home examination

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Class materials, including a textbook, weekly handouts and other reading materials, will be uploaded on the Hosei Learning Management System or distributed in class.

## 【References】

Berger, Peter L. 1963. *Invitation to Sociology*. New York: Anchor Press.  
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: one essay assignment (15%), three discussion exercises (15%), one review test (25%), one take-home examination (40%), and participation (5%)

## 【Changes following student comments】

Students have generally evaluated the class positively, despite the rather heavy workload. Indeed, some have noted that the course should stay the same. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

## 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]

At the end of this course, you should be able to:

- Explain such concepts as race/ethnicity, nationalism, minority and diversity
- Explain historical and contemporary issues faced by the indigenous Ainu and Ryukyuan people, former colonial subjects and their descendants, as well as recent immigrants, refugees and asylum seekers
- Analyze various data sources including policies, legislations, historical facts, popular cultural production and personal narratives
- Understand and analyze a complex set of privileges we live with and how differently we are situated in the society accordingly
- Envision different ways to realize equality and equity

[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. In addition, a small group of 3-5 individuals will work on 1 presentation on weekly readings. 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	Understanding Identity, positionality, privilege	“White Privilege: Unpacking the Invisible Knapsack”
3	Defining Japaneseness	Hafu: The Mixed-Race Experience in Japan (2013)
4	Japan's Outcast Group: Buraku	Ian J. Neary, “Chapter 4: Burakumin in contemporary Japan” (pp. 59-83)
5	Japan's Indigenous Peoples	Richard M. Siddle, “Chapter 2: The Ainu Indigenous people of Japan” (pp. 21-39)
6	Japan's Imperial Legacies: Former Colonial Subjects and Their Descendants	Eika Tai, “Between Assimilation and Transnationalism: the debate on nationality acquisition among Koreans in Japan”
7	Post-1990s: Dawn of “multicultural coexistence” (tabunka kyosei) policy	Chikako Kashiawzaki, “Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyo-sei,” The Gakushuin Journal of International Studies (2016), 3: 1-15.
8	Discussion: “multicultural coexistence” today	Assess your municipal government's “tabunka kyosei” program
9	“Bubble Economy” and New Japanese: Nikkei Brazilians and others from Latin America	Keiko Yamanaka, “Labor migration and circular diaspora formation by Japanese Brazilians in Japan” from Japan and Global Migration, 2003.
10	Gender and Migration	Naomi Chi, “Where Migration Meets Gender in Northeast Asia: Marriage Migrants and Domestic and Care Workers in Japan and South Korea” Public Policy Studies (2018), 12: 23-38.

11	Hate Speech and Hate Crime	Wooki Park-Kim, “Ethnic ‘Korean schools’ confront discrimination, hate speech and hate crime” in Cultural and Social Division in Contemporary Japan, 2019.
12	Review	Prepare for Final Exam
13	Guest Lecture	TBD
14	Final Exam and Wrap-Up	Assessing the degree to which students understand the subject

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

Weekly reading and group project. Preparatory study and review time for this class are 2 hours each. Complete all readings prior to attending class in order to make meaningful contribution to discussion.

## [Textbooks]

Unless otherwise indicated, reading materials will be available online.

## [References]

Further reference may be provided based on students' areas of interest.

## [Grading criteria]

Active Participation: 20%

Current Issue Presentation: 10%

Small Assignments: 20%

Presentation on Readings: 20%

Final Exam: 30%

## [Changes following student comments]

The instructor will distribute assessment sheets to incorporate students' feedback.

[Equipment student needs to prepare]  
None.

## [Others]

Students are allowed 2 absences. These include medical reasons, job interviews, family emergency and train delays. If you arrive late or leave early, each will be counted as one ½ absence. If you miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. You must complete all the assignments to pass the course. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester. 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.

[Prerequisite]  
None.

CUA100ZA

## Introduction to Cultural Anthropology

Kyung Hee Ha

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

## 【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】

This course discusses and examines various issues in cultural anthropology as a discipline. At the end of this course, you will gain an understanding of:

- Historical origin and current issues in cultural anthropology
- The concept of culture and human diversity
- Participant observation and other methods of anthropological fieldwork
- Ethics of research in cultural anthropology

## 【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, we will explore a variety of concepts and theories that help us understand the similarities, differences, connections and disconnections experienced by world communities. In particular, this course will focus on Japanese society as a "field" to better understand how our culture is constructed, (mis)understood, maintained and challenged. In doing so, we will collectively deepen our understanding of Japanese society -hopefully in a different way than we are used to - and recognize and appreciate its diversity.

## 【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, in-class exercise
2	Introduction: What is anthropology?	John Monaghan and Peter Just. 2000. <i>Social and Cultural Anthropology: A Very Short Introduction</i> . Oxford, UK: Oxford University Press. Pp. 13-33.
3	What is culture?	John Monaghan and Peter Just. 2000. <i>Social and Cultural Anthropology: A Very Short Introduction</i> . Oxford, UK: Oxford University Press. Pp. 34-52.
4	Encounter with the Other	Japan's Indigenous Ainu
5	Representing the Other	Ethnographic Fieldwork
6	Midterm Exam and Wrap-Up	Reviewing fundamental concepts and issues in Cultural Anthropology
7	Social Movement and Community	GJapan's Indigenous Ryukyans
8	Gender and Work in Japan	What does it mean to be a woman manager?
9	Gender and Religion in Japan	Negotiating gender, religion and "foreignness"
10	Sexuality, Love and Desire in Japan	Popular representation
11	Critique on "fieldwork" and representation	What is "rigorous" work?
12	Immigrants and Food	Vietnamese families in Japan
13	Perpetual Outsiders	Identity among Zainichi Koreans
14	Wrap-up	Review

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

## 【Grading criteria】

Participation (15%); small assignment (30%); group presentation (15%), midterm exam (20%) 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.

## 【Equipment student needs to prepare】

None.

## 【Others】

Students are allowed 2 unexcused absences. These include medical reasons, job interviews, family emergency and train delays. If you arrive late or leave early, each will be counted as one ½ absence. If you miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. You must complete all the assignments to pass the course. If you have special need, exceptions may be made. Contact the instructor no later than Week 3.

## 【Prerequisite】

None.



PSY100ZA

## Introduction to Psychology I

Takafumi Sawaumi

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

Day/Period : 金 2/Fri.2

## [Outline and objectives]

This is an introductory course in psychology. Students will learn the basic theories, research methods, and important findings from various sub-fields 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, state of consciousness, 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 this 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	State of Consciousness I	How does sleep affect our mind?
7	State of 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). Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

Handouts and reading materials will be provided by lecturer.

## [References]

Myers, D. G., & DeWall, C. N. (2018). *Psychology* (12th ed.). New York: Worth Publishers.Myers, D. G. (2015). *Study Guide for Psychology* (11th ed.). New York: Worth Publishers.

The first reference book is available in the library and both are available in the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials will be 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), simultaneously, or independently (just I or just II). 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 : 秋学期授業/Fall | Year : 1~4  
 Day/Period : 水 3/Wed.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	Assessing the degree to which students understand the subject
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	Assessing the degree to which students understand the subject

【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. Preparatory study and review time for this class are 2 hours each.

## 【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 can be taken in reverse order (II and then I), simultaneously, or independently (just I or just II).

PSY100ZA

## Developmental Psychology

Sayaka Aoki

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

## 【Outline and objectives】

This course introduces basic topics/theories of developmental psychology, specifically focusing on how “typical” individuals develop from infancy to adolescence as well as sharing characteristics of individuals following “atypical” development. 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 (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), Down's syndrome, etc.
- 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	Assessing the degree to which students understand the subject
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	Assessing the degree to which students understand the subject

【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. Preparatory study and review time for this class are 2 hours each.

## 【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】

For some students, it seems difficult to learn a lot of new concepts. Therefore, to understand the contents fully, students are encouraged to ask questions when they are unsure about what they listened to/read.

## 【Prerequisite】

None.

CUA100ZA

## Media Studies

Zeliha Muge Igarashi

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

## 【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; audio books.
5	News and Journalism	Early history of news journalism and transformations; the importance of journalism for democracy.
6	Sound and Recording	Early history of sound recording, the music industry, from walkmans and iPods to online streaming.
7	Intellectual Property and Piracy	Piracy and the music industry. Copyright and fair use.
8	Early Film	The history of early film. From photography to motion pictures.
9	Television and Contemporary Film	Genre theory; product standardization; culture industries.
10	The Internet	The information revolution and online cultures.
11	Video Games	Gaming cultures and virtual worlds.
12	Discussion Session	1. Internet addiction 2. Relation between democracy and the internet.
13	Advertising	Brand logic and persuasive strategies.
14	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). Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Readings will be uploaded onto Hosei Learning Management System.

## 【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%  
 Reports 20%  
 Take-home midterm 25%  
 Final exam 40%

## 【Changes following student comments】

A discussion session on internet addiction has been added. There will be more elaboration on the relationship between democracy, journalism and the internet.

## 【Prerequisite】

None.

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	Constructivism	Providing an overview of constructivist approaches to IR
9	Case Studies	Analyzing specific cases through the lens of IR theories
10	International Political Economy I	Examining classical theories in the study of international political economy
11	International Political Economy II	Examining contemporary theories in the study of international political economy
12	International Political Economy III	Examining contemporary theories in the study of international political economy
13	Discussion	Discussion on major topics covered by week 10-12
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Seventh edition. Oxford University Press, 2019.

## 【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*, Eighth edition. Oxford University Press, 2020.

Martin, Griffiths, Callaghan, Terry O'and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

## 【Grading criteria】

Contribution to class discussion, (15%), Mid-term essay (40%), Final examination (45%)

【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	Constructivism	Providing an overview of constructivist approaches to IR
9	Case Studies	Analyzing specific cases through the lens of IR theories
10	International Political Economy I	Examining classical theories in the study of international political economy
11	International Political Economy II	Examining contemporary theories in the study of international political economy
12	International Political Economy III	Examining contemporary theories in the study of international political economy
13	Discussion	Discussion on major topics covered by week 10-12
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Seventh edition. Oxford University Press, 2019.

## 【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*, Eighth edition. Oxford University Press, 2020.

Martin, Griffiths, Callaghan, Terry O'and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

## 【Grading criteria】

Contribution to class discussion, (15%), Mid-term essay (40%), Final examination (45%)

【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 : 木 6/Thu.6

## 【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	What Political Systems Do?	Sovereignty, political economy, system breakdown
14	Political Systems in the 21st century	The contemporary 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. Preparatory study and review time for this class are 2 hours each.

## 【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 : 火 5/Tue.5

## 【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	What Political Systems Do?	Sovereignty, political economy, system breakdown
14	Political Systems in the 21st century	The contemporary 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. Preparatory study and review time for this class are 2 hours each.

## 【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 6)	Defining nondemocratic rule, totalitarianism, origins, sources of nondemocratic rule, political control, models of nondemocratic rule
7	Review & Exam	Assess to what degree students understand topics discussed; 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, identity politics, 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	Assess to what degree students understand topics discussed; 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Patrick H. O'Neil (2018), *Essentials of Comparative Politics*, 6th edition, New York: W. W. Norton & Company, Inc.

## 【References】

Freedom House, Freedom in the World 2020.

Francis Fukuyama, 2020. "30 Years of World Politics: What Has Changed?" *Journal of Democracy*, vol. 31, no. 1, pp. 11-21.

## 【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

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 specially designed for students to gain both theoretical and practical understanding of international development. First, the course will explore the basic concepts and theories 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, concepts, 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 the student to a range of ideas and issues in international development policy and concept through an interactive learning process. Students will be provided an opportunity to learn, think and discuss broadly and deeply about international development issues through lectures, discussions, group work, presentations and homework.

【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	What is international development? As foreign policy
3	Co-operation 1 Introduction to International Development 2	The purpose and motivation of International Development
4	Introduction to International Development 3	How to measure the effectiveness of international development?
5	Actors and Mechanism of International Development 1	Overviews of actors and the mechanism of international development
6	Actors and Mechanism of International Development 2	National Development Agencies and Bilateral Aid (USAID, EU_DG-DEVCO, JICA, Emerging donors)
7	Actors and Mechanism of International Development 3	Multilateral Donors (World Bank, IMF, United Nations agencies, etc.)
8	Actors and Mechanism of International Development 4	International NGOs and Local NGOs
9	Recent Trend of Development Assistance 1	Emerging/Non-traditional Donors
10	Recent Trend of Development Assistance 2	Sustainable Development Goals (SDGs)
11	Recent Trend of Development Assistance 3	Development assistance for refugee crisis
12	Recent Trend of Development Assistance 4	Development assistance for fragile state
13	Case Study Exercise	Group work and presentation on a specific case
14	Review and Exam	Review and Final examination

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

Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be required, but students are highly recommended to review readings from the reference listed below. Necessary reading material will be provided during or before the class.

## 【References】

Sumner, A., & Mallett, R. 2012. The future of foreign aid: development cooperation and the new geography of global poverty. Springer. ISBN-10: 1137298871, ISBN-13: 978-1137298874

Paul A. Haslam, Jessica Schafer, Pierre Beaudet. 2017. Introduction to international development: approaches, actors, issues, and practice. pbk; ISBN:9780199018901

Andy Sumner and Michael Tribe. 2008. International development studies: theories and methods in research and practice. London: SAGE. hbk; ISBN:9781412929448

## 【Grading criteria】

The following criteria will be used to evaluate students:

- Class contribution (ex. Questions, Presentations, Discussions) 30%
- Reaction papers and homework 20%
- Final Exam 50%

## 【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. An overall score of 60% or more is needed to pass 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.

MAN100ZA

## Introduction to Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 春学期授業/Spring | 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 students with other fields of study.

### 【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 lectures. 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. Preparatory study and review time for this class are 2 hours each.

### 【Textbooks】

Pride, Hughes and Kapoor, *Foundations of Business*, 6th edition, South-Western College Pub., 2018.

### 【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

【Prerequisite】  
 Not needed.

## 【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 students with other fields of study.

## 【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 lectures. 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Pride, Hughes and Kapoor, *Foundations of Business*, 6th edition, South-Western College Pub., 2018.

## 【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.

MAN100ZA

## International Business and Employability

Takamasa Fukuoka

Credit(s) : 2 | Semester : 春学期授業/Spring | 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. Preparatory study and review time for this class are 2 hours each.

## 【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 a 100-level General Study Course. If you have obtained credits for both International Business and Employability I and II, you can't register this course. If you have only obtained credits for either International Business and Employability I or II, or have not taken either one or both of these courses, you can register this course.

This course is conducted based on academic knowledge and the lecturer's global business experience.

## 【Prerequisite】

None.

ECN100ZA

## Macroeconomics I

George Y Wang

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

## 【Outline and objectives】

Macroeconomics has been making news headlines in recent years, with lively debates 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)	Introduction to the course
	Ten Principles of Economics (Ch1)	The economy and people
2	Thinking Like an Economist (Ch2)	Economics as science
3	Independence and the Gains from Trade -1 (Ch3)	Economists as policy advisors
4	Independence and the Gains from Trade -2 (Ch3)	International trade
5	The Market Forces of Supply and Demand -1 (Ch4)	Absolute and comparative advantages
6	The Market Forces of Supply and Demand -2 (Ch4)	International trade theory
7	Review & Midterm Exam	Case study
8	Measuring a Nation's Income (Ch10)	Markets and competition demand
9	Measuring the Cost of Living (Ch11)	Supply
10	Production and Growth (Ch12)	Supply and demand together
11	Saving, Investment, and the Financial System -1 (CH13)	Assess students' performance for the 1st half of course materials (Week 1-6).
12	Saving, Investment, and the Financial System -2 (CH13)	The economy's income and expenditure
13	The Monetary System (Ch16)	The components of GDP
		Inflation, consumer price index, GDP deflator
		Economic growth
		productivity
		Financial institutions in the economy
		Savings and investment
		Financial institutions in the economy
		Savings and investment
		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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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 of Class and In-class Written Exam	Review of class and 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	Discussion and Review	Discussion and review.
14	Wrap-up & Final Exam	Review of class and 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. 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.

Preparatory study and review time for this class are 2 hours each.

## 【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】

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.

## 【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

## Microeconomics I

May May Ho

Credit(s) : 2 | Semester : 秋学期授業/Fall | 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 of Class and In-class Written Exam	Review of class and 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	Discussion and Review	Discussion and review.
14	Wrap-up & Final Exam	Review of class and 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. 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.

Preparatory study and review time for this class are 2 hours each.

## 【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】

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.

## 【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



MAN100ZA

## Principles of Business Management

May May Ho

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

## 【Outline and objectives】

Principles of Business Management is an introductory course that brings students up to date on how business models are structured through the development of management science in the 21st Century. In this course we will also look at how companies develop and manage their strategic goals to meet long-term goals.

## 【Goal】

Using the critical thinking exercises and class discussions, students will be able to apply their knowledge to case-studies and group work. The skills they acquire through this course should prepare them to understand key technical terms and give them a better understanding of the 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 consists of a partial lecture on key concepts and in-class exercises including small group discussions and class presentations to help students learn and apply the concepts.

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 Principles of Management and Globalization	Introduction to the principles of management and globalization.
2	Mission, Strategy, Objectives and Organizational Structure	Discuss the mission, strategy, objective and organizational structure of a company.
3	Organisational Culture	Discuss the different types of organisation cultures.
4	Leadership	Discuss the different types of leadership styles.
5	Business Models I	What is disruptive Technology? Discuss about different business models using case studies of companies.
6	Business Models II	Analyse more examples of how Design Thinking was applied.
7	Decision Making and Control	Discuss how decisions are made and internal controls are in place to have a favourable outcome.
8	Review of Class Materials	Review of class materials.
9	Cashflow Management	Discuss the importance of cashflow and analyse a company's cashflow statement.
10	Organisational Behaviour	Discuss the types of organisational behaviour in a company.
11	Motivation	How do companies motivate employees? Discuss the different theories on how to motivate employees.

12	Human Resource Management	Discuss the role of human resource and discuss the strategies used by human resource to manage employees to meet long-term strategy.
13	Discussion and Review	Review of class materials
14	Wrap-up & Review of Class Materials	Review of class materials.

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

Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles are highly recommended. Homework will be given. Slides and related articles should be read before class.

## 【Textbooks】

Reference on reading materials will be provided in class. Electronic slides will be provided.

## 【References】

Reference on reading materials will be provided in class.

## 【Grading criteria】

15%Quizzes

15%Projects / homework

35%Midterm exam

35%Final examination

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

None.

## 【Others】

None.

## 【Prerequisite】

None.

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 organization of the tourism sector and consider the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of 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 various stakeholders (governments, local communities, companies, NGOs, etc.)
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 discussions and a group 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 at the local, national & international level
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	Issues in Destination Management	Analyzing destination management from an international case study
9	Event Tourism	Analyzing the role of events as a destination resource
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 & course review

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

## 【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 participation & homework assignments (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.

To encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

## 【Changes following student comments】

To encourage and reward cooperation and hard work, the group project is 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 organization of the tourism sector and consider the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of 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 various stakeholders (governments, local communities, companies, NGOs, etc.)
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 discussions and a group 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 at the local, national & international level
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	Issues in Destination Management	Analyzing destination management from an international case study
9	Event Tourism	Analyzing the role of events as a destination resource
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 & course review

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

## 【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 participation & homework assignments (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.

To encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

## 【Changes following student comments】

To encourage and reward cooperation and hard work, the group project is 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.

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.

Preparatory study and review time for this class are 2 hours each.

## [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.

FRI100ZA

## IT in Modern Society

Niall Murtagh

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

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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 (30%) and project work (70%).

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.

BSP200ZA

## English Test Preparation Advanced

Takamasa Fukuoka, Naomi Hirota

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

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"> <li>Learn the importance of the effective test-taking techniques and strategy of TOEFL ITP and TOEFL iBT</li> </ul>
2	Listening Section (I)	<ul style="list-style-type: none"> <li>Vocabulary and idiomatic expression (V and IE) quiz</li> <li>Learn the effective strategy for “conversations”</li> <li>Textbook exercises (TE) for the listening section.</li> </ul>
3	Listening Section (II)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the effective strategy for “lectures”</li> <li>TE for the listening section</li> </ul>
4	Structure	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn grammatical and lexical structures</li> <li>Learn the effective strategy for structure</li> <li>TE for the structure and written expression section.</li> </ul>
5	Written Expression	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn grammatical and lexical structures</li> <li>Learn the effective strategy for written expression</li> <li>TE for the structure and written expression section.</li> </ul>
6	Reading Comprehension (I)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the effective strategy for reading passages (I)</li> <li>TE for the reading comprehension section.</li> </ul>
7	Reading Comprehension (II)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the effective strategy for reading passages (II)</li> <li>TE for the reading comprehension section.</li> </ul>
8	Mid-term Exam and Writing	<ul style="list-style-type: none"> <li>Short exam to test knowledge from weeks 1 - 7 and an overview of the writing section</li> </ul>
9	Writing Section (Independent Task)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the basic format for the independent task (30 minute essay)</li> <li>Learn the effective strategy for the independent task</li> <li>TE for the independent task</li> </ul>

10	Writing Section (Integrated Task)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the basic format for the integrated task (read / listen / write)</li> <li>Learn the effective strategy for the integrated task.</li> <li>TE for the integrated task,</li> </ul>
11	Speaking Section (Independent Task)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the basic format for the independent task</li> <li>Learn the effective strategy for the independent task</li> <li>TE for the independent task</li> </ul>
12	Speaking Section (Integrated Task)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Learn the basic format for the integrated task (read/listen/speak)</li> <li>Learn the effective strategy for the integrated task</li> <li>TE for the integrated task</li> </ul>
13	Practice Test (iBT)	<ul style="list-style-type: none"> <li>V and IE quiz</li> <li>Practice test of TOEFL iBT is conducted in the class</li> </ul>
14	Wrap-up and Review the Course	<ul style="list-style-type: none"> <li>Wrap-up and review the course</li> </ul>

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

1) Vocabulary and idiomatic expressions

Barron's Essential Words for the TOEFL ® by Steven J. Matthiesen, 7th Edition (2017) (even unit numbers)

2) 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:

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】

The lecturer will provide more TOEFL iBT tips.

## 【Others】

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

## 【Prerequisite】

None.

LIT200ZA

## American Literature

Gregory Khejrnejat

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

【Changes following student comments】

None.

【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 (1)	Zangwill, <i>The Melting Pot</i>
6	Immigration and the Pre-War Melting Pot (2)	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	Immigration and Modern Day Empire	Hamid, <i>The Reluctant Fundamentalist</i>
10	Crises of Cultural Identity	Hamid, <i>The Reluctant Fundamentalist</i>
11	Clashing Fundamentalisms	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. Preparatory study and review time for this class are 2 hours each.

## 【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%)

LIT200ZA

## Comparative Literature

Gregory Khezhnejat

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

Day/Period : 木 5/Thu.5

【Changes following student comments】

None.

【Prerequisite】

None.

## 【Outline and objectives】

What is world literature? Why do some books become global bestsellers while others are deemed untranslatable? How does literature relate to other forms of art such as movies or music? This course will introduce the fundamental issues of modern comparative literary studies, including national canons, world literature, translation, and adaptation. We will discuss how comparing works with other texts across genres, languages, time periods, or forms of media can give us a fuller understanding of not only the text itself, but also how systems of literature combine to influence our impression of the 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?	Basic definitions of the field
3	Interliterary Theory	Relationships between national and world literature canons
4	Literature and Colonialism (1)	Colonialism and the world literature system
5	Literature and Colonialism (2)	Postcolonial voices in 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 (1)	Relationships between language and interpretation
10	Themes and Images (2)	Specific examples of themes and images used in literature
11	Literature and Translation (1)	The invisibility of translation
12	Literature and Translation (2)	"Untranslatable" literature
13	Interartistic Comparison	Modernity, hypertextuality, and the relationship between literature and other forms of media
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Readings will be provided as handouts in class.

## 【References】

Domínguez, 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%)



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. Preparatory study and review time for this class are 2 hours each.

## 【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

## Topics in Japanese Literature: History of Japanese Literature in Translation

Gregory Khehrnejat

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

### 【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 Chrysanthemum</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. Preparatory study and review time for this class are 2 hours each.

### 【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】

None.

### 【Prerequisite】

None.

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	Assessing the degree to which students understand the subject
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	Assessing the degree to which students understand the subject

【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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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 3/Tue.3

## 【Outline and objectives】

The objective of this course is an introduction of the history of English Studies in Japan in relation to culture, politics and society.

## 【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. Students' presentation
13	Globalisation and English as a lingua franca	The age of English and linguistic imperialism. Student's presentation
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 or review the materials as instructed. Preparatory study and review time for this class are 2 hours each.

## 【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). *Shiryo 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). *Shiryo 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). *Shiryo Eigaku-shi*, v.2. *Eigo-kyoiku 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.

CUA200ZA

## Cultural Studies

Zeliha Muge Igarashi

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

Writing Assignments 45%

Quizzes 40%

[Changes following student comments]

There will be more discussion on social constructions of gender.

[Prerequisite]

None.

## [Outline and objectives]

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 formulate our identities. In this class we will analyze things such as how music becomes a communication tool; how the clothes you wear communicate your social status to others; and how discourse and ideologies formulate your ideas of race, gender, and beauty.

## [Goal]

Equip students with a variety of theories through which to interpret and critique the language, symbols, and visual images that we encounter and unconsciously internalize in our everyday lives.

To examine how economics, politics, and culture exert power over what and how we think.

[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 and the language of signs(the signifier and the signified).
4	Theory III: Semiotics	Roland Barthes and 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 #1
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 Quiz #2.

[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. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Readings will be uploaded to Hosei Learning Management System.

[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

[Grading criteria]

Participation 15%

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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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. Preparatory study and review time for this class are 2 hours each.

## 【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

## Sociology of Law

Kelesha Nevers

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

Day/Period : 土 2/Sat.2

## 【Outline and objectives】

Every aspect of our lives is directly or indirectly regulated by various laws. In this course, students are introduced to the study of law and society from a multidisciplinary and comparative perspective. 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 study in-depth the ways in which law shapes society, how society influences law, and effectively bringing about social changes.

## 【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. 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)】

Throughout the semester, we will discuss specific topics related to law and social change, and the impact of law on society. Students will be expected to read materials concerning the basic concepts and ideas in sociology of law, participate in classroom discussions, and complete assignments based on the readings. Students will also be required to make presentations, and engage actively in class discussion. At the end of the semester, there will be 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	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?	Incentive, Punishments and their effects; Evolution of Law
4	Theoretical Perspectives	Functionalism; Marxist/Conflict; Critical Legal Studies
5	Theoretical perspectives	Functionalism; Marxist/Conflict; Critical Legal Studies
6	Lawmaking	What is the relationship between law and society? What is the relationship between social structure, culture, and law?
7	Sanctions and Social Control	Is law a tool for domination? How and why the law is mobilized
8	Conflict Resolution and Litigation	The process through which legal disputes emerge? Court and Social Change
9	Law and Social Change	How does law impact society? Should social change precede law reform?
10	Topics on Law and Social Change	Law as the cause of social change. Can we solve social ills by changing the law?
11	Topics on Law and Social Change	Can legal change effectively bring about social change?
12	Presentations	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.
13	Presentations	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, fill-in the blank, and short essay type questions.

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

Students are required to do the reading assignments before coming to class. In addition, reviewing class materials after every class will be a great benefit to your learning. Students should also allocate sufficient time to preparing for their presentations. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Class materials will be provided by the instructor and distributed in class.

Readings will be taken from the following book(which you are not required to purchase):

Vago, Steven and Barkan, Steven E. (2018). Law and Society (11th edition). New York, NY: Routledge.

## 【References】

None.

## 【Grading criteria】

Preparation for class: 30 %

Participation: 25 % (reflection sheets, feedback on the presentations of others, participation in class and group discussion)

Presentation: 20 %

Final exam: 25 %

## 【Changes following student comments】

In order to diversify opportunities for learning, a variety of approaches for the different learning styles are integrated throughout the semester.

## 【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 students' interests.

## 【Prerequisite】

None.



SOC200ZA

## Sociology of Violence

Yuki Nakamura

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

## 【Outline and objectives】

In theory and in practice, it is necessary to understand violence to grasp the essential aspects of how individuals and societies work. Violence will be presented as social phenomena to explain the structural and individual aspects of it. The course will examine the different levels of violence through the theories of Zygmunt Bauman, Norbert Elias, Michel Foucault and Johan Galtung among others. It will focus on classical and contemporary sociological theories to familiarize students with traditional topics of concern as well as contemporary key issues.

## 【Goal】

As members of society, it is indispensable for students to understand themselves and their surroundings. Therefore, the main aim of the course will be to develop in students what C. Wright Mills called the “sociological imagination.”

## 【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 how to connect the methodologies and theories introduced in class by connecting them to current political issues and topics. Each class will be divided into two parts: the introduction of the topic and the active learning section. By the end of the course, students will have developed the ability to connect social theories with real world problems.

## 【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 Violence?
2	Sociological Theory of Violence: Functionalist Theory	Violence will be analyzed from the functionalist perspective
3	Sociological Theory of Violence: Interactionist Theory	Violence will be analyzed from the interactionist perspective
4	Sociological Theory of Violence: Control Theory	Violence will be analyzed from the perspective of Control Theory in Sociology
5	Modernity, State Monopoly and the Civilizing Process	Norbert Elias' and Max Weber's work will be briefly discussed to show how processes of modernization enable the state to systematically control violence
6	Structural Violence and Perpetrator-less Crimes	Social injustice and perpetrator-less crimes will be presented as a form of structural violence throughout the theories developed by Johan Galtung
7	Bureaucracy and Violence	Bureaucracy and the Milgram experiment will be discussed to show how certain social mechanisms enable large-scale atrocities
8	The Problem of Agency	Reinterpretations of the Milgram experiment that emphasize individual action and its unintended consequences will be reviewed
9	Review and Mid-term Examination	Review and Mid-term Examination
10	Case Study: Homicide in Honduras	Recent developments and consequences of the high murder rate in Honduras will be analyzed with the theories and ideas that were presented during the first half of the course
11	The Lesser Evil	Depending on the method and circumstance, counter-measures for crime, terrorism, war and inequality may also be considered as violence. Academic arguments supporting the “lesser evil” view will be addressed

12	Perpetrators, Victims and Bystanders	The relationship between perpetrators, victims and bystanders will be explored by analyzing how social interactions change depending on the situation
13	The Problem of Accountability	The concept of “structure of unaccountability” developed by Masao Maruyama will be presented in relation to the way violence is done in large-scale organizations
14	Final Exam and Conclusion	Final Exam and Conclusion

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

Preparatory study and review time for this class are 2 hours each.  
Read the materials explained during class.

## 【Textbooks】

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin, 2006.  
Baert, Patrick. *Social Theory in the Twentieth Century*. Polity Press, 2004.  
Bauman, Zygmunt. *Liquid Evil*. Malden, MA: Polity, 2016.  
———. *Modernity and the Holocaust*. Cambridge: Polity, 1989.  
Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage, 2009.  
Galtung, Johan. “Violence, Peace, and Peace Research” *Journal of Peace Research*. Vol. 6, No. 3: pp. 167-191. Sage Publications, 1969.  
Vetlesen, Arne Johan. *Evil and Human Agency: Understanding Collective Evildoing*. Cambridge, UK: Cambridge UP, 2005.

## 【References】

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin, 2006.  
Baert, Patrick. *Social Theory in the Twentieth Century*. Polity Press, 2004.  
Bauman, Zygmunt. *Liquid Evil*. Malden, MA: Polity, 2016.  
———. *Modernity and the Holocaust*. Cambridge: Polity, 1989.  
Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage, 2009.  
Galtung, Johan. “Violence, Peace, and Peace Research” *Journal of Peace Research*. Vol. 6, No. 3: pp. 167-191. Sage Publications, 1969.  
Goldhagen, Daniel Jonah. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Vintage, 1997.  
Kekes, John. *Against Liberalism*. Ithaca: Cornell UP, 1997.  
Vetlesen, Arne Johan. *Evil and Human Agency: Understanding Collective Evildoing*. Cambridge, UK: Cambridge UP, 2005.  
Zimbardo, Philip. *The Lucifer Effect: How Good People Turn Evil*. Rider, 2009.  
Zizek, Slavoj. *Violence: Six Sideways Reflections*. New York: Picador, 2008.

## 【Grading criteria】

40% mid-term exam, 40% final exam, 20% participation and course work

## 【Changes following student comments】

None

## 【Prerequisite】

Basic knowledge on Sociology will be assumed.

SOC200ZA

## Crime and Society

Kelesha Nevers

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

Day/Period : 土 1/Sat.1

### [Outline and objectives]

The course will help students develop an understanding of the relationship between crime and society. The course explores how crimes are defined, explained, and controlled in society. An overview of the components of justice systems, their development, and processes are explored to offer a comparative approach. The topics in this course include crime trends, theories of crime and behavior, law enforcement, courts, corrections, and crime policy and prevention.

### [Goal]

After completing this course students will be able to:

- Understand the relationships between crime and society
- Identify significant crime and victimization patterns; demonstrate the role of theory in understanding crime; explore theoretical hypotheses and research support
- Identify and define the roles and functions of law enforcement, the effectiveness of law enforcement strategies and challenges
- Demonstrate an understanding of the importance of court systems, including the organization and processes of courts, and the participants in courtroom matters
- Describe methods of sentencing and the goals of punishment and rehabilitation; describe the nature of incarceration and community corrections
- Discuss the extent of juvenile crimes; describe the treatment of juveniles in the justice system
- Comprehend crime policies and prevention initiatives and challenges

[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 lecture-based course that integrates activities to elicit student interaction. Throughout the semester, participation and discussion activities are also used to actively engage students.

[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	Introduction and Overview of the course
2	Fundamentals and processes	What is a Crime? Criminal Law and the Nature and Elements of Crime
3	Trends and Rates	What do we know about patterns of violent and property crimes and victimization?
4	Trends and Rates	What is organized and corporate crimes and how accurate is the data?
5	Theoretical Explanations	How do we attempt to explain crime - Classical, Neoclassical, and Biological Perspectives
6	Theoretical Explanations	How do we attempted to explain crime -Structural and Social Process Theories
7	Law Enforcement	Crime and Law Enforcement role in discovery and control
8	Law Enforcement	Law of Arrest, Search, and Seizure
9	Court Systems and Processes	Pretrial and Trial Activities
10	Court Systems and Process	Court Methods and Challenges
11	Corrections	Goals of Punishment and Rehabilitation
12	Corrections	Community corrections and Reintegration
13	Presentations	Presentations
14	Presentations and Review	Presentations and Review

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

Preparatory study and review time for this class are 2 hours each.

### [Textbooks]

No textbook is required.

Reading materials will be provided by the instructor from books excerpts, journal articles, newspapers, and video footage.

### [References]

There is no required textbook. The instructor used these books and other materials to develop the course content.

Bui, L. and Farrington, D.(2019). Crime in Japan: A Psychological Perspective. Palgrave Macmillan.

Liu, J. and Miyazawa, S.(Eds.). Crime and Justice in Contemporary Japan. Springer International Publishing, 2018.

Schmaelger, F. (2017). Criminal Justice Today: An Introductory Text for the

21st Century (14th Edition). Pearson Publishing.

### [Grading criteria]

Participation: These are informal talks that take place throughout the semester. Students will tell the class about an interesting (novel, strange) fact that you learned and how the topic relates to a class topic, current or historical events (12.5%).

Discussions: These short-written responses cover weekly topics (e.g. commentary on videos and/or article excerpts) and involve individual and/or group work (25%).

Quizzes: The assignments will be multiple-choice, open-ended, and/or fill in the blank questions that cover the lectures and readings (25%).

Final Exam: This is a take-home exam that covers all the materials discussed throughout the semester. A review of critical materials for the final will be discussed prior to the exam (25%).

Presentation: This is a real-world current event analysis presentation. Students will select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to address current events (12.5%).

### [Changes following student comments]

Each semester feedback from students is taken into account to develop and change the content and method of instruction given the students' interests and an assessment of students' knowledge and skill levels.

### [Prerequisite]

Understanding Society or Introduction to Sociology

SOC200ZA

## Race, Class and Gender I: Concepts &amp; Issues

Diana Khor

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

## 【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 from research conducted in the United States. At the same time, as much as possible, 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 presentations.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【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
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	White Studies Race and sport “Race” in Japan
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on the Hosei Learning Management System.

## 【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】

Clear instructions and goals are set for each assignment, test or examination to be completed. The grade will be calculated as follows: take-home review tests (45%), presentations (15%), take-home examination (35%), and class participation (5%).

## 【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 *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*.

ART200ZA

## Art History

Sarah Allen

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

Day/Period : 火 5/Tue.5

### 【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. Preparatory study and review time for this class are 2 hours each.

### 【Textbooks】

Berger, John. *Ways of Seeing*. London: Penguin, 2008. ISBN: 978-0141035796

Additional reading material will be provided by the instructor.

### 【References】

Material will be provided by the instructor.

### 【Grading criteria】

Class participation: 20%

Homework assignments: 30%

Presentation: 30%

Essay: 20%

### 【Changes following student comments】

Not applicable.

### 【Equipment student needs to prepare】

USB for presentation

### 【Prerequisite】

None.

ART200ZA

## Asian Popular Culture

Stevie Suan

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

Day/Period : 金 3/Fri.3

## 【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	Transnational Flows of Music	Influences and interactions of American pop music in Japan
3	Transnational Production of Music	Transnational K-pop production
4	Commonality of Film Practices	Images of urban Asia in 1990s film
5	Film Adaptation Across Borders	Korean film adaptations in dialogue with global media
6	Sharing an Imaginary Beyond Nations	Contemporary animation in China
7	Fan Practices in Asia	Cosplay practices across China
8	Online Fan Cultures Across Asia	Online fandom and media in China and Japan
9	Dynamic Influences on TV Programs	Transnational components of puppet drama on Taiwanese TV
10	Communities of Craft Across Borders	Illustrators producing transnational imagery in South Korea
11	Regional Relations through Media	Adapting TV dramas across Asia
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【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. Preparatory study and review time for this class are 2 hours each.

## 【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.

## 【Grading criteria】

Participation 20%

Presentation 40%

Final paper 40%

## 【Changes following student comments】

Not applicable.

## 【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: Images, Power, and Politics	Image and ideology, how we negotiate the meaning of images
3	Theories 2: Viewers Make Meaning	Reception and the audience
4	Theories 3: Spectatorship, Power and Knowledge	Appropriation and cultural production, gender and the gaze
5	Theories 4: Postmodernism, Globalization and Popular Culture	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	“Shôjo” 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Sturken, Marita and Lisa Cartwright. *Practices of looking: an introduction to visual culture*, 2nd ed. NY: Oxford University Press, 2009. (The assigned sections will be made available on Hetudes.)

## 【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.

Yano, Christine R. *Pink Globalization: Hello Kitty's Trek across the Pacific*. Durham and London: Duke University Press, 2013.

## 【Grading criteria】

The final grade will be determined by evaluation in the following areas: (1) Contribution to class discussion and comment cards (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

## Music and Culture

Cathy Cox

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

## 【Outline and objectives】

What is the relationship between music and culture? How does culture shape music? How does music express culture? In this course we will investigate these and other questions surrounding music as a culturally defined phenomenon. Each week students will participate in directed listening related to a specific topic, drawing on examples from various musical traditions and practices from around the world.

## 【Goal】

Students will be able to:

- (1) develop vocabulary to talk about music;
- (2) develop an awareness and appreciation of various musics of the world;
- (3) develop an ability to recognize the role of music in their own cultural identity;
- (4) think critically about the complex cultural workings within a piece of music or musical practice.

【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, 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.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	What will we do in this class? What is required of students to participate?
2	Music and Language	What does the etymology of the word for 'music' in a given language tell us about how people of that linguistic community understand the concept of 'music'? How are the words we use to describe music shaped by our culture?
3	Basic Concepts of Music	What are the basic concepts and technical terms that are used to describe various aspects musical sound, musical instruments, and music making in English?
4	Music and Ethnicity	How does music support and reflect ethnic identity and values? What types of music and musical instruments do we identify with Japan? What roles has music played in Japanese society?

5	Music and Mythology	How are the origin myths for music similar or different among various ancient cultures? What do these origin myths tell us about cultural expectations of music's role in society?
6	Music and War	What is the relationship between music and war? How is music used to glorify warfare or depict historic battles within different cultures?
7	Music and Spirituality	What links exist between music and various religious traditions? How is music used to express spirituality?
8	Music and Gender	How does music reflect and shape cultural understandings about gender? What musical traditions are specifically linked to gender identity?
9	Music and Community	How does music create a sense of community? How might music provide models for social interaction?
10	Music in Marginalized Cultures	What role does music play in the cultural revival of a suppressed people? How does music survive in a diaspora?
11	Music and Modern World Problems	What new music traditions have evolved due to global trade and movements of people? In what ways are some music traditions under threat in the modern world?
12	Group A Presentations	Final presentations by students in Group A with follow-up discussions
13	Group B Presentations	Final presentations by students in Group B with follow-up discussions
14	Final Review and 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

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

## 【References】

Bakan, M. (2007). *World Music: Traditions and Transformations*, Second Edition. New York: McGraw-Hill.  
Cornelius, S. and M. Natvig. (2018). *Music: A Social Experience*, Second Edition. New York: Routledge.  
Milioto Matsue, J. (2016). *Music in Contemporary Japan*. New York: Routledge.

## 【Grading criteria】

Class Participation: 25%, Short Writing Assignments: 50%, Group Presentation: 25%

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

LIT200ZA

## Performance Studies

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | 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?	Performance beyond the theatrical stage
3	Conceptualizing Performance	Ways of examining performances around us
4	Ritual Practices	Types of rituals across cultures
5	Modern Rituals	Regular practices in modern society
6	Playing and Performance	Thinking about "playing" beyond games
7	Philosophies of Play	Gradients of playfulness in various contexts
8	Performativity of Language	How are words active on us
9	Performativity of Gender	How gender is constituted as practice
10	Ways of Performing	Types of acting and their implications on us
11	Shifting Frames of Reference	Stages in everyday life and how they effect us
12	Intercultural Performances	Performance on the global stage
13	Student Presentations	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. Preparatory study and review time for this class are 2 hours each.

## 【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.



ART200ZA

## History of Photography

Shiho Kito

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

## 【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 and self-directed research works using a workbook, as well as create a photo essay that uses one method taught in class to explore one of three core themes: time, space, memory. 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	Tracing Shadows	Introducing the course and expectations. Recording memories visually without a camera.
2	DIY Cameras	Making pinhole cameras / camera obscura.
3	Fixing the Shadows	Discussing the history of photography from a technology perspective.
4	Photograms	Making photograms using sunprint paper.
5	Negative / Positive	Printing positive images from negatives.
6	Burning for Desire	Discussing the history of photography from an art perspective.
7	Consumer Cameras	Working with 35mm film processes.
8	Unique Images	Working with Polaroid / Instax film processes.

9	Objects of Memory	Discussing the cultural history of photography.
10	Analogue or Digital	Exploring similarities and differences between analogue and digital photography.
11	Photo Essay: Proposal	Reviewing proposals for photo essays.
12	Photo Essay: Peer Review	Peer review of photo essays prior to submission.
13	Photo Essay: Final Submission	Review and submission of photo essays.
14	Photo Essay: Final Review	Presentation of photo essays and wrap-ups.

【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. The final project (photo essay) will require students to make photographs outside of class hours. In addition, students must maintain a workbook that records questions for self-directed research assignments and describes/reflects upon their creative activities at class (Examples will be shared in the first class). Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Handouts and reading materials will be 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.  
Blight, Daniel C. (2019) *The Image of Whiteness: Contemporary Photography and Racialization*, Spbh Editions.  
Hockney, David (2006) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Thames & Hudson.  
Pinney, Christopher (2003) *Photography's Other Histories (Objects / Histories)*, Duke University Press.  
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 taking part in the weekly activities, as well as weekly assignments at class. More than 2 unexcused absences will result in failure of this course.  
Workbook: Weekly contribution to their workbooks will be minimum of 2 pages per week including documentation of class activities and self-directed research works.  
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 20%, Workbook 30%, and Final xPhoto Essay Project 50%.

## 【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

## 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.

Preparatory study and review time for this class are 2 hours each.

## 【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.

LAN200ZA

## Digital Writing and Publication

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

Day/Period : 金 3/Fri.3

## [Outline and objectives]

Technological advances have pushed society toward an ever-more participatory global culture; we both consume and create vast quantities of the written word on our phones, laptops and tablets. These digital texts have expanded the definition of what we call writing and what we can do with it. This course will look more closely at how this kind of digital copy is produced and the way it impacts our daily life. Together, we will examine the planning, writing and publication stages of digital content creation, as well as the practical and ethical issues that are involved.

## [Goal]

Frederich Nietzsche once said, "it is my ambition to say in 10 sentences what others say in a whole book," and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:

- Examine how technology has profoundly altered traditional writing practices
- Learn how to deliver content to a brief, within set style guidelines
- Be engaged in the analysis and production of digital writing, both individually and as part of a team
- Consider the fundamentally new set of ethical issues the online world has created.

[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)]

Digital Writing and Publication has a focus on quality rather than quantity; in today's digital world, information must be conveyed quickly and attractively. An assignment may be as short as 50 words, but students will learn how to make those 50 words count. We will look at practices that promote a collaborative approach toward a common goal via technology. Students will also learn industry-standard practices, such as writing to a specific style guide and for a specific audience.

[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	Principles of Good Writing	This session will focus on the foundation of good copywriting practices
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Choosing a Voice and Writing to a Brief	This session will look at the importance of tone and examples of the kind of brief a writer may be given
5	AP Style	A close look at the importance of writing to a specific style, using the standard AP stylebook
6	Editing	A dive into the world of content editing
7	Review and Midterm Exam	Review and written examination of content thus far
8	Visual Style and Publication	An examination of the interplay between text, images, video and colour
9	Collaborative Working Practices I	Over the two sessions, students will work as a team to create original digital content
10	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
11	Ethics of Digital Writing I	Current debates regarding ownership, copyright and fair use
12	Ethics of Digital Writing II	Current debates regarding standards and ethical codes
13	AI and the Future of Writing	Will the machines take over?

14 Final Exam and Wrap Up Written examination and summary

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

Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

No textbook will be required in class, materials will be supplied by the instructor.

## [References]

Anderson, J. & Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.  
 Beach, R. (2014). *Understanding and creating digital texts: an activity-based approach*. Lanham, US: Rowman & Littlefield.  
 Carroll, B. (2017). *Writing and editing for digital media (third edition)*. New York: Routledge.  
 DeVoss, D., Eidman-Aadahl, E. and Hicks, T. (2010). *Because digital writing matters*. San Francisco, US: Jossey-Bass.  
 Strunk, W & White, E. (1999). *The elements of style (fourth edition)*. Boston, US: Allyn & Bacon.

## [Grading criteria]

Class participation 15%, assignments 15%, midterm exam 20%, collaborative project 25%, final exam 25%.

## [Changes following student comments]

This is the first year the course has been run, feedback from students is welcomed.

## [Equipment student needs to prepare]

Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

## [Prerequisite]

None.

LAN200ZA

## Digital Writing and Publication

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

## [Outline and objectives]

Technological advances have pushed society toward an ever-more participatory global culture; we both consume and create vast quantities of the written word on our phones, laptops and tablets. These digital texts have expanded the definition of what we call writing and what we can do with it. This course will look more closely at how this kind of digital copy is produced and the way it impacts our daily life. Together, we will examine the planning, writing and publication stages of digital content creation, as well as the practical and ethical issues that are involved.

## [Goal]

Frederich Nietzsche once said, “it is my ambition to say in 10 sentences what others say in a whole book,” and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:

- Examine how technology has profoundly altered traditional writing practices
- Learn how to deliver content to a brief, within set style guidelines
- Be engaged in the analysis and production of digital writing, both individually and as part of a team
- Consider the fundamentally new set of ethical issues the online world has created.

[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)]

Digital Writing and Publication has a focus on quality rather than quantity; in today's digital world, information must be conveyed quickly and attractively. An assignment may be as short as 50 words, but students will learn how to make those 50 words count. We will look at practices that promote a collaborative approach toward a common goal via technology. Students will also learn industry-standard practices, such as writing to a specific style guide and for a specific audience.

[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	Principles of Good Writing	This session will focus on the foundation of good copywriting practices
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Choosing a Voice and Writing to a Brief	This session will look at the importance of tone and examples of the kind of brief a writer may be given
5	AP Style	A close look at the importance of writing to a specific style, using the standard AP stylebook
6	Editing	A dive into the world of content editing
7	Review and Midterm Exam	Review and written examination of content thus far
8	Visual Style and Publication	An examination of the interplay between text, images, video and colour
9	Collaborative Working Practices I	Over the two sessions, students will work as a team to create original digital content
10	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
11	Ethics of Digital Writing I	Current debates regarding ownership, copyright and fair use
12	Ethics of Digital Writing II	Current debates regarding standards and ethical codes
13	AI and the Future of Writing	Will the machines take over?
14	Final Exam and Wrap Up	Written examination and summary

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

Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

No textbook will be required in class, materials will be supplied by the instructor.

## [References]

Anderson, J. & Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.  
Beach, R. (2014). *Understanding and creating digital texts: an activity-based approach*. Lanham, US: Rowman & Littlefield.  
Carroll, B. (2017). *Writing and editing for digital media (third edition)*. New York: Routledge.  
DeVoss, D., Eidman-Aadahl, E. and Hicks, T. (2010). *Because digital writing matters*. San Francisco, US: Jossey-Bass.  
Strunk, W & White, E. (1999). *The elements of style (fourth edition)*. Boston, US: Allyn & Bacon.

## [Grading criteria]

Class participation 15%, assignments 15%, midterm exam 20%, collaborative project 25%, final exam 25%.

## [Changes following student comments]

This is the first year the course has been run, feedback from students is welcomed.

## [Equipment student needs to prepare]

Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

## [Prerequisite]

None.

PSY200ZA

## Social Psychology I

Yu Niiya

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

Day/Period : 月 3/Mon.3

## 【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 helping and aggression, group influence, self, emotion, 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). Preparatory study and review time for this class are 2 hours each.

【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

Takaaki Hashimoto

Credit(s) : 2 | Semester : 秋学期授業/Fall | 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 II will cover topics including when and why people help and hurt each other, how emotions influence our behavior, how being in a group influences our performance and decisions, and the causes and possible cures for prejudice and intergroup conflicts. 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: Why are people sometimes helpful, but at other times aggressive or even cruel? How do cognition and emotion interplay and determine judgments and behavior? 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	Overview of course and requirements; what themes are covered throughout the course
2	Prosocial Behavior	When and why we help (or don't help)
3	Aggression	What are the determinants of aggression
4	Emotion I	What is emotion; emotion's roles in communication
5	Emotion II	How emotion influences judgments and actions
6	Self	Self-concept; social comparison; self-control
7	Review and Midterm Exam	Review of weeks 1-6, midterm exam
8	Group Influence I	Task performance in groups
9	Group Influence II	Decision-making in groups
10	Group Influence III	Leadership; when is hierarchy effective (and when not)
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	Review of weeks 8-13, final exam

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

Students should review their notes before each class and be able to explain the major concepts and theories they have learned. If there are any parts they do not fully understand, students are encouraged to consult the lecturer during class or go through related references. 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). Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

No textbook will be used.

## [References]

Myers, D. G. &amp; 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 by means of two exams (30% each), in-class activities (30%), and class participation (10%).

## [Changes following student comments]

Not applicable, due to change in lecturer.

## [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

## 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. Preparatory study and review time for this class are 2 hours each.

## 【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.



PSY200ZA

## Applied Psychology

Sayaka Aoki

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

## 【Outline and objectives】

This course focuses on how psychological knowledge 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. Quizzes are also held occasionally. 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/ Quiz(1)
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/ Quiz(2)
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/ Quiz(3)
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 Preparatory study and review time for this class are 2 hours each.

## 【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) Quizzes (10%) (c) Reflection papers (30%); (d) 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 advance.

## 【Equipment student needs to prepare】

Class materials are uploaded on the class websites

## 【Others】

None

## 【Prerequisite】

None

PSY200ZA

## Quantitative Research Methods

Yu Niiya

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

## 【Outline and objectives】

The goal of this course is to introduce the students to various quantitative research methods used in the social sciences. When making important decisions, be it choosing a strategy to increase the sales of a product, implementing an intervention program to boost people's well-being, or selecting a school program to increase students' learning, people can rely on their intuition and experience, or they can base their decisions on facts: data. In this course, students will develop skills to obtain valid and reliable data through experimental and survey methods. The course will also cover topics related to research ethics, some basic statistics, and APA-style writing.

## 【Goal】

This course provides an overview of the 'how's and 'why's of quantitative research in social sciences, and it covers such topics as design, ethics, and APA-style writing and such strategies as field experiments and surveys. Students will develop the ability to design, conduct, evaluate, and report empirical studies. By developing hypotheses and critically assessing information, students will improve on 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】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	The Fundamentals of Research: 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
5	Correlational Research I	How are two variables related? Evaluating association claims with surveys
6	Correlational Research II	Writing clear questions: closed vs. open ended questions
7	Correlational Research III	How generalizable are my findings? Sampling issues and validities
8	Correlational Research IV	Creating a questionnaire
9	Data analyses I	Comparing means and computing correlations
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	Various threats to internal validity
13	Data Analyses 2	Comparing percentages
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbooks required.

## 【References】

Morling, B. (2017). *Research methods in psychology: Evaluating a world of information* (3rd ed.). New York, NY: W.W. Norton & Company.  
 Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: Sage.

The 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 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

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 under-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. Preparatory study and review time for this class are 2 hours each.

## 【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

## Microeconomics II

May May Ho

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4  
 Day/Period : 木 3/Thu.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	Review & 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); Determinants of wages Economics of discrimination (Chapters 19, 20)
12	Labor Economics (2)	Problem sets and practical applications (Chapters 18, 19, and 20)
13	Discussion and Review	Discussion and review.

## 14 Final Exam &amp; Wrap-up Review &amp; 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.

Preparatory study and review time for this class are 2 hours each.

## 【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】

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.

## 【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

## 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 lectures. 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 ratios
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management*, 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.

## 【References】

Further materials will be provided by the instructor.

## 【Grading criteria】

Students will be evaluated based on class participation (20%), quizzes (10%) and two exams (70%).

## 【Changes following student comments】

Not applicable.

## 【Others】

This course requires students to have some basic 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)	Review of previous course materials and 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 Wrap-up Discussion	Understand the important steps in the process of double-entry bookkeeping (Ch. 7, handouts and slides)
14	Review & Final Exam	Comprehensive review and 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. Preparatory study and review time for this class are 2 hours each.

## 【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.

LIN200ZA

## Phonetics and Phonology

Yuriko Yokoe

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

Day/Period : 火 3/Tue.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. Preparatory study and review time for this class are 2 hours each.

## 【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

## Teaching Pronunciation

Miki Schrosbree

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

Day/Period : 木 5/Thu.5

## 【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	Phonetic symbols: Consonants 1	Learning the human vocal tract
3	Phonetic symbols: Consonants 2	Transcription of English consonants
4	Phonetic symbols: Vowels 1	Vowel chart
5	Phonetic symbols: Vowels 2	Transcription of English vowels
6	Phonological difference between English and Japanese	Segmental and suprasegmental features
7	Checkpoint	Review and midterm exam
8	Connected Speech	Massive reduction in English
9	Difficulties Faced by Students in Learning English 1	Possible obstacles in speech perception
10	Difficulties Faced by Students in Learning English 2	Possible obstacles in speech production
11	Pronunciation in the classroom	Educational scaffolding for speech perception and production
12	Educational Approach 1	Activities for teaching consonants and vowels
13	Educational Approach 2	Activities for teaching intonation
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used.

## 【References】

Kelly, G. (2000). How to teach pronunciation. Essex, U.K., Pearson.  
Jones, T. (2016). Pronunciation in the Classroom: The Overlooked Essential. Virginia, USA. TESOL Press.

## 【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

## 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. Preparatory study and review time for this class are 2 hours each.

## 【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

## 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 relevant pages of the textbook, doing its various exercises, coming up with examples. Preparatory study and review time for this class are 2 hours each

## 【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】

Reducing the percentage of class time taken up by the teacher talking.

## 【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 most university courses. "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, reread and think about the class slideshow. Also, reading and carefully digesting the relevant pages of Heidi Harley's book *English Words* (see below) is strongly recommended. Preparatory study and review time for this class are 2 hours each.

## 【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* <https://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 : 火 4/Tue.4

## 【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 classic research 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)	Centralised diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (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 as a multilingual country (4) Code-switching and code-mixing
11	Diglossia	(1) H and L varieties
12	Minority Languages Standard and Non-standard English Elaborated and Restricted codes	(2) Minority languages in Japan (1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes
13	Pidgin and Creole	(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. Preparatory study and review time for this course are two hours each.

## 【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 (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.

発行日：2020/5/1

**【Prerequisite】**

No prerequisite is required.

LIN200ZA

## Sociolinguistics

Yutai Watanabe

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

## 【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 classic research 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)	Centralised diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (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 as a multilingual country (4) Code-switching and code-mixing
11	Diglossia	(1) H and L varieties
12	Minority Languages Standard and Non-standard English Elaborated and Restricted codes	(2) Minority languages in Japan (1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes
13	Pidgin and Creole	(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. Preparatory study and review time for this course are two hours each.

## 【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 (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.

発行日：2020/5/1

**【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 : 火 2/Tue.2

## 【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 media for non-L1 English speaking viewers
5	English in International Contexts (Part 2)	(1) English in aviation (2) 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. Preparatory study and review time for this course are two hours each.

## 【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.



LIN200ZA

## English as a Lingua Franca

Yutai Watanabe

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4  
Day/Period : 火 4/Tue.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-speakerhood, 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 media for non-L1 English speaking viewers
5	English in International Contexts (Part 2)	(1) English in aviation (2) 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-speakerhood 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-speakerhood 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. Preparatory study and review time for this course are two hours each.

## 【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.

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. Preparatory study and review time for this class are 2 hours each.

### [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-景色のなかのこゝろ』. 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.

MAN200ZA

## General Topics II: Business Ethics

May May Ho

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

## 【Outline and objectives】

Business Ethics covers a variety of contemporary case studies which demonstrates the dynamics between what could be called opportunity and misconduct. Over the years this has led to conflicts of interest, even more regulation to try and separate rule-makers from the rule-enforcers and the players and, where that fails, often catastrophic results.

This course aims to provide students to understand and deal with the fundamentals of ethics. We will look at various case studies to observe how companies operated within the grey area and/or have not acted responsibly in a highly competitive environment. This course will then delve into how companies have internal control processes in place to ensure that such fraud does not occur. Students are encouraged to gain awareness of the interconnectedness of organizations and nations in a globalized world and how their actions as managers will affect different stakeholders, nations and the world as a whole.

## 【Goal】

Using the critical thinking exercises and class discussions, students will be able to apply their knowledge to case-studies and group work. Skills they acquire through this course should prepare them to understand key technical terms and give a better understanding of the 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)】

During the course, each class is composed of a partial lecture on key concepts and in-class exercises including small group discussions and class presentations to help students learn and apply the concepts.

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 Business Ethics.
2	Types of Fraud	Discuss types of corporate fraud.
3	Continuing Monitoring and Investigation	Discuss methods of continuing monitoring and investigation.
4	Risk Management - Sarbanes Oxley (SOX)	Discuss risk management and the key principles of SOX.
5	Enterprise Risk Management	Discuss the principles of enterprise risk management.
6	Review of Materials	Review of materials.
7	Regulatory Failure	Discuss regulatory failure using case study.
8	Auditors: Guardians or Helpers of Fraud	Discuss the role of auditors and their impact on fraud.
9	Companies which have Gone Under Due to Fraud	Analyse case studies on companies have unethical behaviour employees.
10	Bedazzled	Discuss how companies are setup to defraud the tax man.
11	Pharmaceutical Fraud	Discuss ethical behaviour in the pharmaceutical industry.

12	Cryptocurrency and CDO	Discuss the impact of cryptocurrency on ethics.
13	Discussion and Review	Discussion and Review.
14	Wrap-up, Review of Class & In-class Written Exam	Wrap-up, review of class & in-class written exam.

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

Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles are highly recommended. Homework will be provided. Slides and related readings are recommended before class.

## 【Textbooks】

Electronic slides will be provided.

## 【References】

Reading references will be provided in class.

## 【Grading criteria】

15%Quizzes  
15%Projects / homework  
35%Midterm exam  
35%Final examination

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

None.

## 【Others】

None.

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

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. Preparatory study and review time for this class are 2 hours each.

## 【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.

## 【Others】

This course is conducted based on academic knowledge and the lecturer's global business experience.

## 【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 consider strategies to achieve a positive event impact and 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 cover
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 design and management process
4	Designing the Event Experience	Developing the attendee experience (theme, program, venue, etc.) to best achieve an event's particular objectives
5	Event Funding & Support	Analyzing how events can utilize various forms of support (e.g. grants and sponsorship) to more effectively realize aims and objectives
6	Event Marketing and Promotion	Analyzing approaches to marketing and the challenges of event marketing: selling an intangible experience
7	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
8	Guest Speaker	An experienced guest speaker will discuss aspects of event management

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, managing cashflow and evaluation
11	Event Case Study	Analysing aspects of event management from an international case study
12	Group Presentations	Groups will give a presentation on their original event
13	Group Presentations	Groups will give a presentation on their original event
14	Post Event Evaluation and the Event Legacy & Wrap-up	Considering strategies of the importance of planning for an event's legacy

[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. Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

There is no set text for this course. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

## [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  
 Brittain, I., Bocarro, J., Byers, T. and Swart, K. (eds) (2017) *Legacies and Mega Events: Fact or Fairy Tales?* London: Routledge

## [Grading criteria]

Evaluation will be based on:

1. Class participation & homework assignments (30%)
2. Group presentation and report (30%)
3. Term paper (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 and reward cooperation and hard work, the group project is 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.

MAN200ZA

## Principles of Marketing

Shiaw Jia Eyo

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

Day/Period : 金 3/Fri.3

## 【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 studies and presentations
5	Designing a Customer-Driven Strategy (1)	Creating value for target customer
6	Designing a Customer-Driven Strategy (2)	Case studies and presentations
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 studies and presentations
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. Preparatory study and review time for this class are 2 hours each.

## 【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 (15%), group presentations (20%), and one 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.

MAN200ZA

## Marketing Research

Kayhan Tajeddini

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4  
 Day/Period : 木 6/Thu.6

## 【Outline and objectives】

This course will provide an introduction to market research as a business decision-making tool. The primary goal of this course is to equip students with an understanding of how market research can help them make business decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers. During the course, we will discuss a wide range of research methods, including in-depth interviews, focus groups, surveys and modeling, and their application to the services and non-profit sectors. We will also discuss data sources and data collection methods. Students will have the opportunity to define a business problem, develop a research plan, collect and analyze data and present findings and their implications as a class project.

This course aims to help students:

- (1) Discuss what market research is and how, why, and when it's useful.
- (2) Identify a range of market research tools (e.g., focus groups, interviews, surveys), consider their strengths and weaknesses, and discuss when it would (and wouldn't) make sense to use each.
- (3) Use these tools to solve business problems and craft business strategies.

## 【Goal】

At the completion of this course, students are expected to be able to:

- (1) Understand the importance of marketing research
- (2) Formulate a research problem
- (3) Design a questionnaire
- (4) Collect respondent data
- (5) Enter respondent data into a computerized spreadsheet
- (6) Analyze respondent data with statistical software
- (7) Write a research report
- (8) Make a in-class presentation about the findings

【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 lecture, case, and discussion based. Effort will be made to make the class both challenging and exciting. We will use a combination of text and cases to explore and apply the topics. It is vitally important that you come to class prepared and ready to discuss the topics. If you read and prepare the material you will learn more during the discussions and will be successful at the assignments.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	This session introduces the role of marketing research and the outline of this course.
2	Overview of Marketing Research Process	This session gives an overview of the process of marketing research and an introduction on research design.
3	Secondary Data and Research Question	This session explains the role of secondary data and how to clarify research question from secondary data.
4	Measurement	This session discusses measurement and measurement scales.
5	Data Gathering Instrument	This session introduces two important groups of data gathering instrument: (1) Survey and interview (2) Questionnaire.
6	Sample	This session discusses sample method and sample size.
7	Midterm Exam Basic Statistics	Midterm exam This session offers a crash course in basic statistics useful in marketing research.
8	Statistical Software	This session offers a crash course in how to use SPSS effectively.

9	Analyzing and Interpreting Data	This session introduces methods in analyzing and interpreting data: (1) Preparation and description (2) Exploring and displaying.
10	Analyzing and Interpreting Data	This is a follow up session of week 9 and introduces methods in analyzing and interpreting data: (1) Hypothesis testing (2) Measures of association.
11	Presenting Findings	This session discusses how to present findings by oral presentation and written report.
12	Review and Case Study	This session reviews the course contents by studying a complete case.
13	Student Presentation	Reserved for students to present their work.
14	Course Review Final Written Exam & Wrap-up	Course Review Final written exam

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

Attendance is required at all scheduled class sessions, presentation and examinations. Students are expected to conduct their own project, write a report, and make a presentation. The project should begin after lecture 3. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Naresh K. Malhotra (2015) *Essentials of Marketing Research: A Hands-On Orientation*, Prentice Hall, ISBN-10: 0137066732 • ISBN-13: 9780137066735

- Alvin C. Burns, Ann Veeck, Ronald F. Bush (2016) *Marketing Research* (8th Edition)

## 【References】

Burns A. C. & Bush, R. F. (2014): *Marketing Research* 7/E, Prentice Hall, New Jersey.

## 【Grading criteria】

Quiz: 20%

Presentation: 20%

Midterm Exam: 20%

Final Exam: 40%

## 【Changes following student comments】

Not applicable

## 【Prerequisite】

This course is self-contained. Basic knowledge in statistics is desirable but not necessary.



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. Preparatory study and review time for this class are 2 hours each.

## 【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 : 木 5/Thu.5

## 【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	Media-mix and Marketing III	Anime tourism
6	(Re)Conceptualizing Creativity I	Creativity and branding
7	(Re)Conceptualizing Creativity II	Robots and creativity
8	Smartphone Games	Production and problematics
9	Kawaii Culture	Local and global branding successes
10	Fashion I	Fashion and lifestyle branding
11	Fashion II	Branding Japanese Americana
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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%

Presentation 40%

Final paper 40%

## 【Changes following student comments】

Not applicable.

## 【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 management and marketing of tourism in different prefectures 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 organizations 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 tourism management and 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)]

The course is primarily lecture-based, though students will have a number of opportunities to discuss issues in small groups. A range of case studies can help students consolidate their learning by illustrating the lecture content with real examples.

In groups, students will conduct an in-depth analysis of tourism in a particular prefecture, which will provide an opportunity to apply the theories and concepts from the lectures and enhance 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	Destination Management	Analysis of destination management approaches, and an introduction to 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 'off the beaten track'
5	Tourism Marketing	Analyzing approaches to tourism marketing planning at national and prefectural level
6	Japan and Asia	Examining the current & historical connections with some of Japan's close neighbors, with a particular focus on South Korea. We will also consider how Japan is differentiating itself amid growing international competition for inbound tourists.
7	Tourism Resources: Events	Analyzing how Japan's rich event calendar provides competitive advantage at local and international levels
8	Tourism Resources: Natural, Built and Cultural	Analyzing the tangible and intangible resources in Japan, with a particular focus on World Heritage Sites and how they are utilized for tourism purposes

9	Inbound Tourism	Historical and current trends in inbound tourism. Also a consideration of the management challenges of varying motivations and behaviors 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, gastronomic tourism and contents tourism related to anime, movies and TV shows
14	Examination & Wrap-up	End of semester examination & course review

[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. Preparatory study and review time for this class are 2 hours each.

### [Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

### [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 & homework assignments (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]

To encourage and reward cooperation and hard work, the group project is 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]

Although not essential, students are encouraged to have taken (or concurrently take) the 100-level 'Introduction to Tourism Studies' course.

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. Preparatory study and review time for this class are 2 hours each.

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

EDU200ZA

## English Teaching in Primary School

Machiko Kobori

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

## 【Outline and objectives】

This course provides a range of perspectives, focusing on linguistic, psychological, and educational theories for the teaching of English (foreign languages) to primary pupils as young learners. Its purpose is to give an insight into the theoretical issues of primary modern foreign languages (PMFL), in particular, English as a foreign language (EFL). It also looks at practical issues in language teaching and learning: the global movement towards second language education in primary school. It is for students who want to learn about modern approaches based on second language learning (SLL) to primary pupils; it will encourage the students to develop their own perspectives on primary pupils' SLL with 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 primary pupils to learn second languages.
2. Explain the core issues in teaching second languages in the primary sector.

【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 presentation, 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 make a presentation and 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 English teaching in primary school
2	Theoretical perspectives of Primary EFL(1)	Why teach a foreign language in the primary school?: Sociological perspectives (1)
3	Theoretical perspectives of Primary EFL(2)	Why teach a foreign language in the primary school?: Sociological perspectives (2)
4	Theoretical perspectives of Primary EFL(3)	Why teach a foreign language in the primary school?: Educational perspectives (1)
5	Theoretical perspectives of Primary EFL(4)	Why teach a foreign language in the primary school?: Educational perspectives (2)
6	Theoretical perspectives of Primary EFL(5)	Why teach a foreign language in the primary school?: Linguistic perspectives (1)
7	Theoretical perspectives of Primary EFL(6)	Why teach a foreign language in the primary school?: Linguistic perspectives (2)
8	Theoretical perspectives of Primary EFL(7)	Why teach a foreign language in the primary school?: Linguistic perspectives (3)
9	Theoretical perspectives of modern approaches(1)	Differences in teaching primary pupils: Learning to learn
10	Theoretical perspectives of modern approaches(2)	Differences in teaching primary pupils: Learner training by language teacher
11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (3)	Discuss and review (2)
14	Consolidation of English teaching in primary school	Final exam 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.

3. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
2. Curtain, Helen & Dahlberg, Ann Carol. (2005) *Languages and children: Making the match*. Pearson.

## 【References】

1. Rich, S. (2014). *International Perspectives on Teaching English to Young Learners*. Palgrave Macmillan.
2. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning* (1st ed.). Cambridge University Press.
3. Dale, L., & Tanner, R. (2012). *CLIL activities: A resource for subject and language teachers*. Cambridge University Press.
4. Ellis, G., Brewster, J., & Girard, D. (2002). *The primary English teacher's guide*. (New). Penguin English Guides.
5. Nikolov, M. (2009). *Early learning of modern foreign languages: Process and outcomes*. Oxford University Press.
6. S. Garton, S., & Graves K. (2014). *International perspectives on materials in ELT*. Palgrave Macmillan.
7. 文部科学省. 2001. 『小学校英語活動実践の手引き』開隆堂.
8. 文部科学省. 2008. 『小学校学習指導要領解説 外国語活動編』東洋館出版社.
9. 文部科学省. 2017. 『小学校学習指導要領解説 (外国語)』東洋館出版社.

## 【Grading criteria】

Evaluation will be based on:

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

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

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

PC

【Others】

None

【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 4/Thu.4

## 【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"> <li>• The debate about knowledge vs. skills</li> <li>• International standardized tests and global competition</li> <li>• Case study: PISA</li> <li>• Homework: using data to build better schools</li> </ul>
3	Education Theory	Theories of education and society: <ul style="list-style-type: none"> <li>• Modernist theories of education: human capital formation, dependency, and liberation theories</li> </ul>
4	The Politics of Education	Issues in education and society: the challenge of relevance <ul style="list-style-type: none"> <li>• Education as a political tool: history, moral and citizenship education</li> <li>• Schooling for national identity formation in East Asian societies</li> </ul>
5	Gender, Race and Social Class	Issues in education and society: the challenge of participation <ul style="list-style-type: none"> <li>• Equality of access and opportunity in education: gender, race and social class</li> </ul>

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"> <li>• Education, state formation, and economic development: the role of education in the development of the UK, the US, and East Asian economies</li> </ul>
8	Education in the 21st Century	Issues in education and society: the challenge of flexibility <ul style="list-style-type: none"> <li>• Education in the 21st Century: the challenges and opportunities of rapid technological change and innovation</li> </ul>
9	Comparing Education Systems	Issues in education and society: <ul style="list-style-type: none"> <li>• Education in a globalizing world: international rankings and global competition – comparing education systems in Finland and Singapore</li> </ul>
10	Student Presentations on Education Topics 1	Student-led presentations and discussions (active learning)
11	Student Presentations on Education Topics 2	Student-led presentations and discussions (active learning)
12	Student Presentations on Education Topics 3	Student-led presentations and discussions (active learning)
13	Student Presentations on Education Topics 4	Student-led presentations and discussions (active learning)
14	Student Presentations on Education Topics 5	<ul style="list-style-type: none"> <li>• Student reflective assessment</li> </ul>

【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. Preparatory study and review time for this class are 2 hours each.

## 【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

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	Assessing the degree to which students understand the subject

【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. Preparatory study and review time for this class are 2 hours each.

## 【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 essay (15%), In-class project (15%), 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. Also, more effective measures are to be implemented to facilitate classroom discussions.

## 【Equipment student needs to prepare】

Students should register their email address with H'etudes immediately after they decide to take this course, or before the second class of the semester at the latest. 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

## Japanese Politics

Jeffrey Hall

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

Day/Period : 火 2/Tue.2

## 【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. At the end of every lecture, the professor will collect question/comment sheets from every student. There will also be short reaction sheets for documentaries we watch in class. Together with normal questions, these sheets will account for 15% of the course grade. 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.)】

あり / Yes

【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	The Pacific War and Japanese politics 1
5	Historical Overview of Japanese Politics IV	The Pacific War and Japanese politics 2
6	Historical Overview of Japanese Politics V	The American occupation
7	The politics of postwar Japan	Postwar politics in Japan 1 - discussing the rise of the LDP
8	Review & Midterm Exam	Assessing the degree to which students understand the subject and Midterm exam
9	The politics of postwar Japan 2	Discussing the power of the LDP and how it held power for so many years
10	The politics of postwar Japan 3 / Documentary	Discussing the changes in Japanese domestic politics since the 1990s. We will also watch a documentary about election campaigns in Japan.
11	Foreign Policy Issues (1)	A discussion of recent issues in Japanese foreign policy
12	Foreign Policy Issues (2)	A discussion of the U.S.-Japan alliance and Japan's foreign policy
13	Foreign Policy Issues (3) - Documentary	We will watch a documentary about Japanese political activism (and the Okinawa base issue)
14	Foreign Policy Issues (3)	Most current foreign policy issues in 2018

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

Before each week's class, students are expected to read an assigned article (10 to 20 pages in length) and for some of the weeks.

Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Readings will be uploaded to Hosei's Online Management System.

## 【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】

Question Sheets, Documentary Reactions, and Participation: 15%

Midterm exam: 40%

Final Report: 45%

## 【Changes following student comments】

Students were concerned that reading responses were too much and many of them could not complete the assignment by the required time. Instead of required reading responses, there will be a grade for opinion and question sheets.

## 【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 : 金 5/Fri.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.)】

あり / Yes

【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	Review & Midterm Exam	Assessing the degree to which students understand the subject and Exam: short-answer questions and a short-essay
6	The 2020 Election - Major Issues- Can Trump win?	This class will be held on the week before the 2020 Presidential election. We will discuss key issues that will influence the election result.
7	The 2020 Election -Analysis / American as an Empire	A short discussion of the 2020 election results, followed by a discussion of U.S. foreign policy in the early 20th century.
8	America as a Super Power - The Cold War	A discussion of America's domestic and foreign policy in the Cold War period
9	Civil Rights and Racial Discrimination	A discussion of the civil rights movement in the United States and continuing issues
10	America's Role in Asia	Focus on relations with Japan and the Cold War in Asia
11	The end of the Cold War - a Unipolar world?	A discussion of America's politics after the Cold War.
12	Politics in America today / Documentary 1	A short discussion of political campaigning in America today. We will view a documentary about presidential campaigns.

- |    |                                           |                                                                                                             |
|----|-------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 13 | Politics in America today / Documentary 2 | A focus on present day politics in America, with the viewing of a documentary about smaller scale politics. |
| 14 | Trump and America after 2020              | Discussion of America under President Trump and issues to be faced in the next presidential term.           |

【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. Preparatory study and review time for this class are 2 hours each.

## 【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: 10%

Reaction Sheets to Documentaries shown in class: 10%

Midterm exam: 40%

Final exam(report to be submitted on the course website): 40%

## 【Changes following student comments】

More emphasis will be placed on current issues, rather than history.

Reading responses have been replaced with reaction sheets to documentaries.

## 【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

## China's Domestic Politics and Foreign Policy

Zhihai Xie

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

Day/Period : 金 3/Fri.3

## [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	Wrap-up&Final Exam	Assessing the degree to which students understand the subject

[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. Preparatory study and review time for this class are 2 hours each.

## [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](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 : 土 2/Sat.2

【Equipment student needs to prepare】

None

【Others】

None

【Prerequisite】

None

## 【Outline and objectives】

This course explores current political issues in Southeast Asia with 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.

【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)】

Online lecture

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

なし / No

## 【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): Democracy	Indonesia and the Philippines
4	Comparative Politics (2): "Limited" Democracy	Malaysia and Singapore
5	Comparative Politics (3): Authoritarianism	Cambodia, Myanmar, and Thailand
6	Comparative Politics (4): Socialist Authoritarianism	Laos and Vietnam
7	ASEAN (1)	Foundation and institutional development
8	ASEAN (2)	Community building and further challenges
9	External Relations (1)	Introduction and relations with great powers
10	External Relations (2)	"Second-tier" Powers: Japan, India, Russia, and Australia
11	Security Challenges (1)	Introduction and non-traditional security
12	Security Challenges (2)	South China Sea
13	No class	No class
14	No class	No class

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

Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

None. Necessary materials will be given at each class.

## 【References】

- 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)  
 - 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】

Mid-term paper (50%)

Term paper(50%)

## 【Changes following student comments】

Student comments will be considered for course management.

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	Wrap-up	Wrap-up

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

Students are required to have pored over assigned readings before attending class lectures. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. However, students are required to read some chapters of the books listed in the reference section.

## 【References】

Nye, Joseph S, Jr and Welch, David A. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. Tenth edition. Pearson Education, 2016.

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*. Eighth edition. Oxford University Press, 2020.

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%), Final Essay (60%)

## 【Changes following student comments】

Handouts to be provided in a timely manner.

## 【Prerequisite】

Students need to have a basic knowledge of International Relations theories in order to successfully complete major course assignments. It is hence recommended that students wishing to enroll in this course first pass "Introduction to International Relations".

POL200ZA

## Religion and Politics

Daniel Friedrich

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

## 【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 on teachings regarding war and peace in the Hebrew Bible.
4	Primary Texts: New Testament	This lecture focuses on teachings regarding war and peace in the New Testament.
5	Primary Texts: Qur'an I	This lecture focuses on 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	Review and Midterm Exam
8	Primary Texts: Hinduism and War	This lecture focuses on teachings regarding war and peace in Hindu texts.
9	War and Peace in the Buddhist Canon	This lecture focus on 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	Course wrap up and 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. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

All readings will be distributed by the instructor.

【References】

Not Applicable

【Grading criteria】

Presentations 20%

Mid-term exam 20%

Final exam 20%

Weekly in-class responses 15%

Active participation 20%

Introductory assignment 5%

【Changes following student comments】

The selection of primary texts for reading and discussion has been revised.

【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.

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 enduring 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. Preparatory study and review time for this class are 2 hours each.

## 【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 (15%), mid-term examination (40%), final examination (45%)

## 【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

## Development Studies

Chigumi Kawaguchi

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

## 【Outline and objectives】

This course focuses on and introduces the central theories and approaches of development studies. It provides an overview of different development theories and critiques against them. In the latter half of the course, two perspectives, state and people will be introduced to deepen student's understanding of development studies. Additionally, this course has a special focus on democracy, fragile state, conflict and development policies.

## 【Goal】

Students should gain from this course:

- (1) A better understanding of theoretical and political issues in international development
- (2) A better understanding of the major policy approaches and stakeholders in international development
- (3) Knowledge of the challenges and issues in recent international development problems
- (4) Ability to put own ideas into words (through group work, presentation and writing assignments)

【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 students to a range of ideas and issues in international development. Students will be provided an opportunity to learn, think and discuss broadly and deeply about international development issues across various development systems through lectures, discussions, group work, presentations and homework.

【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 Introduction to International Development	What and how will the course be taught?
2	Theories and Approaches of International Development 1	What is development? How to measure development?
3	Theories and Approaches of International Development 2	Origin of development: Imperialism and Colonialism
4	Theories and Approaches of International Development 3	Theories of development and international development policy
5	Theories and Approaches of International Development 4	Post-development and alternatives
6	Exercise 1	Group work on the assigned readings
7	Development and State	Developmental State
8	Development and State	Democratization
9	Development and State	Fragile State
10	Exercise 2	Group work on the assigned readings
11	Development and People 1	Poverty, Human Rights, Human Development
12	Development and People 2	Nexus beyond Humanitarian and Development
13	Exercise 3	Group work on the assigned readings
14	Review and Exam	Review and Final Exam

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

Assigned readings and preparation of group work, exercises and presentations and homework. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be required. Necessary materials will be provided before or during the class. Students are highly recommended to review readings from the reference listed below.

## 【References】

Haslam, Paul A.; Schafer, Jessica; Beaudet, Pierre. Introduction to international development: approaches, actors, issues, and practice. Third edition: Ontario: Oxford University Press, 2017. pbk; ISBN:9780199018901  
 Burnell, Peter J.; Rakner, Lise; Randall, Vicky. Politics in the developing world 5. ed.: Oxford: Oxford University Press, 2017. ISBN-10: 0198737432, ISBN-13: 978-0198737438  
 Easterly, William Russell. The white man's burden: why the west's efforts to aid the rest have done so much ill and so little good. Oxford: Oxford University Press, 2006. pbk; ISBN:9780143038825  
 Yashar, Deborah J. Parties, Movements, and democracy in the developing world. Cambridge University Press, 2018. ISBN-10: 1107156793, ISBN-13: 978-1107156791  
 Hanatani, Atsushi, Oscar A. Gómez, and Chigumi Kawaguchi. Crisis Management Beyond the Humanitarian-Development Nexus. New York: Routledge, 2018. ISBN-10: 1138543438, ISBN-13: 978-1138543430

## 【Grading criteria】

The following criteria will be used to evaluate students:

- (1) Class contribution (ex. questions, discussion, group work and presentation) 30%
- (2) Reaction Papers and homework 20%
- (3) Final exam 50% (Writing Assignment)

## 【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.**

Including attendance of week 1, those students who are absent from more than 1/5 of classes will fail to pass the course.

## 【Prerequisite】

None.



POL200ZA

## Public Policy

Rui Saraiva

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4  
Day/Period : 火 6/Tue.6

## 【Outline and objectives】

This course is designed to introduce the students to policy analysis and how the policy process affects policy making on a wide range of critical issues. We will study the formulation, implementation, and evaluation of national and international public policies, while addressing contemporary policy challenges related with human security, sustainable development, and sustaining peace. Today's public policy 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 an advanced understanding of the public policy process, policy analysis, and policy alternatives. During this course, students will learn to think carefully about contemporary political issues and to write a policy paper with policy recommendations to their 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 cycle, and the role of the media in the agenda-setting process. In the second half, we will be studying the basic methods for policy analysis and use those tools to examine public policies covering issues related with human security, sustainable development, and sustaining peace. 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 study public policy?
2	Reasons for Government Involvement	Political, ethical, and economic reasons
3	Policy Context and Policy Actors	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	Review, in-class midterm 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	Assessing Policy Alternatives	Evaluative criteria, economic approaches, forecasting, and political feasibility
11	Human Security	Facing natural disasters, pollution, epidemics, and economic downturns
12	Sustaining Peace	Facing armed conflicts and violent extremism
13	Official Development Assistance	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). Preparatory study and review time for this class are 2 hours each.

## 【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: 30%

Mid-term Exam: 30%

Policy Paper: 40%

## 【Changes following student comments】

None.

## 【Prerequisite】

None.

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. Preparatory study and review time for this class are 2 hours each.

Students are expected to prepare for their presentations under the instructor's guidance.

## 【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*. Third edition. Rowman & Littlefield Pub, 2019.  
 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.

ECN200ZA

## Development Economies

George Y Wang

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

Day/Period : 月 2/Mon.2

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

POL200ZA

## Japan's Foreign Policy

Heiko Lang

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

Day/Period : 水 3/Wed.3

## 【Outline and objectives】

This course offers an overview over the main issues that inform Japan's contemporary diplomatic relations. After reviewing theories of international relations and critically discussing their value for analysing international relations in East Asia, a brief historic overview will introduce the main topics of Japan's modern foreign relations. After this, the course proceeds by looking into several case studies of Japan's foreign policy, focussing on bilateral relations. Topics discussed include Japan's territorial disputes with its neighbours, Japan's efforts to manage the rise of China, aspects of Japan's efforts in the field of international cooperation, and Japanese proposals for fostering regionalization in Asia.

## 【Goal】

Students who have completed this course should be able to:

- understand the main issues that inform Japan's international position and develop individual research interests
- understand the variables that shape Japan's present foreign relations
- critically assess the various interests of the major regional powers in Asia, including Japan
- gain an understanding of the most prominent theories of international relations, and be able to relate them to contemporary 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)】

Students are required to read the mandatory assignments each week. Lectures will be used to introduce each topic; afterwards, a critical discussion of the texts will take place where students are strongly encouraged to voice their own opinions. In the second half of the semester, depending on the number of participants, students will have the opportunity to give individual or group presentations on a topic of their interest.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Topics in Japan's Foreign Relations	Introduction to the course content
2	Theories of International Relations	Review of the main theories of International Relations
3	International Relations in East Asia and Japan	Understanding “International Relations” and Japan's policies in the East Asian context
4	Main Determinants of Japanese Foreign Policy	Overview over the domestic and international factors that shape Japan's foreign policy
5	Japan's Pre-War Diplomacy: Meiji – World War II	Historical Overview (1): Main topics of Japan's modern foreign policy until 1945
6	Japan's Cold War Diplomacy	Historical Overview (2): Main topics of Japan's foreign policy during the Cold War
7	Japan's Post-Cold War Diplomacy: Towards a More Active International Role	Historical Overview (3): Main topics of Japan's foreign policy since the 1990s
8	Japan and the United States	The shifting alliance between Japan and the United States
9	Japan and China	Japan's relations with China
10	Japan and the Korean Peninsula	Japan's relations with North and South Korea
11	Japan and Russia	Japan's relations with the Russian Federation
12	Japan and ASEAN	Japan's relations with Southeast Asia and proposals for regional cooperation
13	Japan and International Cooperation	Japan's policies in international organizations
14	Conclusion: Quo vadis, Japan?	Wrap-up of course content and discussion of challenges for Japan's foreign policy in the near future

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

Preparatory study and review time for this class are 2 hours each week. Students are expected to closely read the assigned texts before class and to be ready to engage in discussion each week. Students are also required to prepare questions and discussion ideas based on interesting and/or problematic points of the assigned texts.

## 【Textbooks】

As the main textbook, we will employ a fairly recent publication: Brown, James D. J. and Kingston, Jeff (eds.) 2017: Japan's Foreign Relations in Asia, New York: Routledge. The relevant chapters will be uploaded to the course website.

## 【References】

A list of assigned readings and further materials for reference will be distributed at the beginning of the semester. All required texts will be uploaded to the online course management system.

## 【Grading criteria】

Participation and discussion: 20%

Presentation: 40%

Final Report: 40%

【Changes following student comments】

Not applicable.

## 【Others】

For GIS students who entered in 2012 - 2019:

This course is regarded as 100-level Introductory Courses.

## 【Prerequisite】

None.

SOC200ZA

## Media Effects

Zeliha Muge Igarashi

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

Day/Period : 木 2/Thu.2

## 【Outline and objectives】

Media such as news, movies, and the Internet affect us both individually and socially. On the one hand media shapes our everyday lives at the individual level through our inspirations, career goals, and consumption patterns. On the other hand, at the social level, media can influence our perceptions on political decisions, leaders, economic performance, our global allies and/or enemies.

This course examines both of these individual and social effects of media, offering students a toolbox of terms and theories in order to recognize, analyze, and personally manage the pervasive effects of media in our lives.

## 【Goal】

- 1) Introduce basic terms and theories of media effects research.
- 2) Provide case studies on major topics in media effects research such as violence, consumer desire, nationalism, gender, and culture industries.
- 3) Equip students with basic skills to recognize and manage media effects on a personal level.

## 【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 and dominant theories in the field will be introduced.

Each course consists of both a lecture and discussion. Classes will also often include the textual reading of a particular media such as magazine advertisements, TV shows, films, or web pages.

Students should be eager to participate in class discussion and share their ideas and experiences. Students are required to submit three assignments and to present one of these 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	Description of the course.
2	Media as Medium	"The medium is the message" (McLuhan)
3	Media Effects	Introduction to media effects.
4	Media Influence	Brief historical overview of media influence on individuals and society.
5	Media Theory I	Cultivation Theory
6	Media Effect: Case Study I	Effect of Media. Violence and Sexuality. Assignment #1 due. Student presentations.
7	Media Theory II	Agenda setting and framing.
8	Review and Mid-Term Exam	Assignment #2 due. Student Presentations. Review and in class mid-term.
9	Media Theory III	Uses and gratifications.
10	Effect of Media Case Study II	Anime, manga, gaming in Japan.
11	Society Culture and Mass Media	Culture industries
12	Media Effect in Japan	Idols and Japanese entertainment industry.
13	Group Discussion	Discussion and debate on media effects
14	Wrap-up and Final Exam	Wrap-up and Final Exam

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

Students are expected to review class materials, complete assignments, and find relevant material. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

There is no single textbook required for this course. Readings will be uploaded to the Hosei Learning Management System.

## 【References】

Jennings Bryant, Susan Thompson, and Bruce Finklea. (2013). *Fundamentals of Media Effects*. Second Edition. Waveland: Illinois.  
Potter, James. (2012). *Media Effects*. Sage Publications: UK, India, Singapore.

## 【Grading criteria】

Participation 10%  
Assignments 30%  
Mid-term Exam 30%  
Final Exam 30%

## 【Changes following student comments】

NA.

## 【Prerequisite】

Taking Media Studies or Cultural Studies classes during fall semester will be an advantage if there is need for student selection.

LIT300ZA

## Advanced Topics in American Literature: US Southern Literature

Gregory Khejrnejat

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 and Modernity	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>Speckled Trout</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. Preparatory study and review time for this class are 2 hours each.

### [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]

None.

### [Prerequisite]

None.

LIT300ZA

## Modern Japanese Fiction in Translation

Gregory Kheyrnejat

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 月 5/Mon.5

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Levy, Ian Hideo. *A Room Where The Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts*. Columbia University Press, 2011.

Additional readings will be distributed through the H'etudes system.

## 【References】

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.

Tawada, Yoko. *Where Europe Begins*. New Directions, 2007.

Zoppetti, David. *Ichigensan: The Newcomer*. Ozaru Books, 2011.

## 【Grading criteria】

Class contribution (30%), quizzes (20%), in-class midterm paper (25%), final paper (25%)

【Changes following student comments】

None.

【Prerequisite】

None.

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	<b>Short quiz</b> Reading: from <i>Like Water for Chocolate</i> and <i>Kitchen</i> <b>Update report</b> 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	<b>Exam</b> 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	<b>Short quiz</b> Reading: <i>Of Mice and Men</i> <b>Update report</b> 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	<b>Report and paper</b> 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. Preparatory study and review time for this class are 2 hours each.

### [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

## 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 Lopes 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	<b>Due: Family History Essay</b>
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	<b>Book review paper</b> 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. Preparatory study and review time for this class are 2 hours each.

## 【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/](http://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

## Creative Writing

Gregory Kheznrejat

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

## 【Outline and objectives】

How does a good short story create an emotional reaction in the reader? How can we learn to use those techniques in our own writing? In this workshop-based course, students will be introduced to the basic skills, tools, and theory of short narrative prose writing, both through reading short stories and composing and editing an original piece of writing over the course of the semester. We will focus on fundamental elements of traditional short fiction, such as characters, dialogue, and narrative viewpoint. Students will also learn about the processes of planning, composing, editing, and revision. This course is designed for varying levels of English ability and writing 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 discussions and writing practice. Additionally, classes will include workshops in which students read and respond to stories 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	Getting Started	Planning a story and 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	Editing and Revision	Basic techniques for editing and revising the first draft
9	Dialogue	Writing realistic dialogue in diverse voices
10	Themes	Finding and polishing thematic elements within a draft
11	Workshop (1)	Students read and respond to stories by their classmates
12	Workshop (2)	Students read and respond to stories by their classmates
13	Workshop (3)	Students read and respond to stories by their classmates
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. Preparatory study and review time for this class are 2 hours each.

## 【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 and short assignments (30%), reader feedback (20%), first short story draft (20%), revised short story draft (30%)

【Changes following student comments】

None.

【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】

The three main objectives of the course 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	Review
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	Review

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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】

This course is intended for the those new to the philosophical study of global justice, presupposing little or no background in philosophy.

ART300ZA

## Advanced 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

## [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. Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

No textbook will be used. Readings will be made available on Hosei course management system 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 project paper based on a field trip to an art exhibition and research (30%), a presentation of the project (10%) and the final exam (image identification and essay questions) (30%).

In the presentation, each student will introduce two artworks they encountered at the exhibition and explain why they liked them. S/he will conduct research on these works to write the paper. The duration of the presentation is usually between 6 and 8 minutes but this will depend on the enrollment and will be decided in class.

## [Changes following student comments]

More art movements have been added.

## [Others]

Do not miss the first class as a selection process may occur.

## [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. Preparatory study and review time for this class are 2 hours each.

## [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](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.

ART300ZA

## Film Studies

Andree Lafontaine

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 土 1/Sat.1

## 【Outline and objectives】

This course is an introduction to the study and analysis of film. Over the course of the semester you will be exposed to key critical and theoretical approaches in film studies (genre, auteur theory, realism, formalism, etc.), in addition to gaining further knowledge into world cinema history and major film movements. All films screened in class are in their original language with Japanese subtitles.

## 【Goal】

(1) Students will learn the basic terminology of film form in order to describe and analyze films. (2) Students will learn the key concepts of film authorship and genre. (3) Students will gain an understanding of film history and major film movements. (4) Students will learn, practice, and improve their film writing skills.

【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 lecture (40%), film clips (30%), and discussion (30%). There will also be two film screenings on weeks 8 and 14.

【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 Film Studies?	Course overview and class discussion over questions such as "What is film?"; "What makes a film experience meaningful?"; "Why do we watch films?" etc.
2	Early Film History and Approaches to Film	A selection of early shorts (Lumière, Edison, Méliès) and film excerpts (D.W. Griffith, Edwin S. Porter, Mack Sennett).
3	Classical Hollywood and the Studio System	<i>Cleopatra</i> (Cecil B. DeMille, 1934, US); <i>Casablanca</i> (Michael Curtiz 1942, US). Students become familiar with film review writing.
4	Soviet montage, Russian Cinema, and the Kuleshov Effect	<i>Potemkin</i> (Sergei Eisenstein, 1925, USSR); <i>October</i> (Sergei Eisenstein, 1927, USSR).
5	Italian Neo-Realism and the French New Wave	<i>Bicycle Thieves</i> (Vittorio De Sica, 1948, Italy); <i>The 400 Blows</i> (François Truffaut, 1959, France); <i>Cléo de 5 à 7</i> (Agnès Varda, 1962, France). Film review due today. Sound.

6	Cinematography and Narrative Structure	<i>Late Autumn</i> (Yasujiro Ozu, 1960, Japan); <i>Citizen Kane</i> (Orson Welles, 1941, US). Lighting and editing.
7	Film Analysis and Criticism	<i>Do the Right Thing</i> (Spike Lee, 1989, US); <i>Seven Samurai</i> (Akira Kurosawa, 1954, Japan). Shot composition; color.
8	Scene Analysis and Mid-Term Exam Screening	For their mid-term, students will watch a film in class and write a scene analysis to be submitted the following week.
9	Art Cinema and the Festival Circuit	<i>Persona</i> (Ingmar Bergman, 1966, Sweden); <i>8 ½</i> (Federico Fellini, 1963, Italy); <i>Chungking Express</i> (Wong Kar-wai, 1994, Hong Kong); <i>The Great Beauty</i> (Paolo Sorrentino, 2013, Italy).
10	New Hollywood and the Blockbuster Economy	<i>Bonnie and Clyde</i> (Arthur Penn, 1967, US); <i>Mean Streets</i> (Martin Scorsese, 1973, US). The moving camera.
11	Melodrama and Authorship	<i>Written on the Wind</i> (Douglas Sirk, 1945, US); <i>Far From Heaven</i> (Todd Haynes, 2002, US). Music and affect.
12	Documentary Cinema: "Picturing Reality"	<i>Tarnation</i> (Jonathan Caouette, 2003, US); <i>Into the Inferno</i> (Werner Herzog, 2016, UK and Australia); <i>Grizzly Man</i> (Werner Herzog, 2005, US).
13	National Cinemas within a Globalized Film Industry	<i>J'ai tué ma mère</i> (Xavier Dolan, 2009, Canada); <i>Mommy</i> (Xavier Dolan, 2014, Canada); <i>La disparition des lucioles</i> (Sébastien Pilote, 2018, Canada).
14	Semester Recap and Final Exam Screening	For their final, students will watch a film in class and write an analytical essay.

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

Preparatory study and review for this class are 2 hours each.

## 【Textbooks】

All readings will be provided by the instructor and made available online.

## 【References】

David Bordwell, Kristin Thompson and Jeff Smith, *Film Art: An Introduction* (McGraw-Hill, 2019); Kristin Thompson and David Bordwell, *Film History: An Introduction* (McGraw-Hill, 2018).

## 【Grading criteria】

Participation: 10%

Film Review: 20%

Mid-term scene analysis: 30%

Final analytical essay: 40%

## 【Changes following student comments】

Not applicable.

## 【Equipment student needs to prepare】

This is a paper-free class. Students will need to access class materials and submit assignments online. No electronic device is required in class, and students should refrain from using them during lectures, screenings, and class discussions.

## 【Prerequisite】

None.

SOC300ZA

## Social Theory: Perspectives on Inequality

Diana Khor

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

## 【Outline and objectives】

Social inequality has always been a part of human society, and social scientists have invested much effort into “figuring out” why there is social inequality and how social inequality is sustained and reproduced. Earlier efforts focused mostly on socioeconomic inequality, while later endeavors explored racial, gender, sexual inequalities and their interconnections. These efforts resulted in classical and contemporary social theories on inequality. In this course, students will learn these theories, which are interesting in and of themselves, but more importantly, they will learn to think about inequality deeply and sophisticatedly.

## 【Goal】

In mastering the social theories covered in this course, students will hone their critical thinking skills, develop their own theories of various aspects of society and the world and consider solutions to lessen inequality. Students will acquire the skills to engage with complex ideas and think systematically and logically, and remaining aware of social injustices and problems. By the end of the course, students should be able to form and support their opinions with ease.

【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 interwoven with short discussions, student presentations based on readings, and post-presentation discussions.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Overview	Overview of theories to be covered. Nature of the class. Course requirements.
2	The Trio in Classical Theories (1)	Karl Marx on social class
3	The Trio in Classical Theories (2)	Max Weber on social stratification
4	The Trio in Classical Theories (3)	Emile Durkehim on the division of labor in society
	Yet Another View?	Ralph Dahrendorf's theory of the origin of inequality
5	Norms and Inequality	Pierre Bourdieu's <i>Distinctions</i> and the significance of taste and lifestyle
	The Cultural Turn in Social Theory?	
6	Presentation and Discussion: A "Common Sense"	Student presentation and discussion on Davis and Moore's structural-functionalist theory and Tumin's critique
7	Theory and its Critique	Theories related to racial inequality: The work of W.E.B. Du Bois, Michael Omi & Howard Winant, Joe Feagin
8	Race, Ethnicity and Inequality (1)	
	Race, Ethnicity and Inequality (2)	Theories related to racial inequality: Critical Race theories (CRT)
9	Student Presentation and Discussion	Student presentation and discussion of CRT
10	The "F" word: "Classic" Feminist Theories on Gender Inequality	What is feminism? Liberal Feminism: <i>the</i> feminist theory? Mary Wollstonecraft, John Stuart & Harriet Taylor Mill, and Betty Friedan
11	The "F" word: Feminist Theories on Multiple Inequalities	How "radical" is Standpoint Theories? Dorothy Smith, Nancy Hartsock, Sandra Harding
12	It's All Together Now: Race, Class and Gender	Black Feminist Standpoint Theory: Patricia Hill Collins
		Intersectional Theories: understanding multiple inequalities
13	Student Presentation and Discussion	Student presentation and discussion on Wildman & Davis's theory of multiple inequalities.

14 Theories on Inequality: One More Time What have we learned? Where to go from here?  
Short presentation and discussions of "favorite concepts"

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

Since the class is centered on reading and discussion, students are expected to do the readings before class and also review materials after each class. Every effort will be made to keep the amount of readings reasonable and enjoyable. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

The instructor will prepare materials to be distributed in class or downloaded from the university portal.

## 【References】

Grabb, Edward G. 2007. *Theories of Social Inequality*. 5th edition. Toronto, Canada: Thomson Nelson.

## 【Grading criteria】

Presentations (22%), reading assignments (40%), take-home examination (30%), class participation (8%).

## 【Changes following student comments】

Students were positive about the course, despite the rather heavy workload. However, to encourage students to engage more with the class materials, short discussions started to be integrated into the lectures in 2017.

## 【Others】

If you like to read, think and discuss, this is the course for you. If you have taken and liked courses in political theory, philosophy, cultural anthropology or other sociology courses, it's likely that you find this course enjoyable as well.

## 【Prerequisite】

Students who have passed *Introduction to Sociology* will be given admission priority. All students who intend to enroll in this class have to attend the first class.

SOC300ZA

## Race, Class and Gender II: Global Inequalities

Diana Khor

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 5/Thu.5

## 【Outline and objectives】

This class builds on what students have learned in Race, Class and Gender I to look at how inequalities are inter-connected through examining various 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】

なし / No

## 【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	Family in the Global Context: Changes and Stability (1)	Sex-selective abortion Commercial surrogacy <i>Made in India</i> (on commercial surrogacy)
3	Family in the Global Context: Changes and Stability (2)	Transnational adoption <i>First Person Plural</i> (on transnational adoption)
4	Family in the Global Context: Changes and Stability (3)	Reading-based small-group and class discussion
5	Work: Opportunity, Mobility and Exploitation (1)	Globalization and the reproduction of inequality <i>The Global Assembly Line, A Killer Bargain</i> (on globalization and labor)
6	Work: Opportunity, Mobility and Exploitation (2)	Migrant workers: Domestic and care workers <i>Maid in America</i> (migrant domestics in the U.S.)
7	Work: Opportunity, Mobility and Exploitation (3)	Reading-based small-group and class discussion
8	War and Violence (1)	War, masculinity and gender violence <i>God Sleeps in Rwanda</i> (on mass rape and ethnic cleansing) Mass rape as war crime
9	War and Violence (2)	The "comfort women" issue Discussion on the Japan-Korea agreement on the comfort women issue
10	Prostitution and Sex Tourism (1)	Prostitution as an institution and male sex tourism <i>Bangkok Girl</i> (sex tourism in Thailand)
11	Prostitution and Sex Tourism (2)	Reading-based discussion on female sex tourism
12	Human and Sex Trafficking (1)	Data on human and sex trafficking in the world today
13	Human and Sex Trafficking (2)	<i>Born into Brothels</i> (on children in a red-light district in India)

14 Race, Class, Gender, and Sexuality: revisited What have we learned about race, class, gender and sexuality? Presentation on final paper

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Handouts, readings and other materials will be distributed in class and uploaded on the Hosei Learning Management System.

## 【References】

Alcoff, Linda Martín 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】

Clear instructions and goals are set for each assignment to be completed. The grade is calculated on the basis of reading assignments and preparation for discussion (50%), one term essay on a topic covered in class (45%), and class participation (5%).

## 【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.



CUA300ZA

## Media Research

Kukhee Choo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 5/Tue.5

## 【Outline and objectives】

This course aims at helping students historicize and contextualize the socio-political and economic influences that media technology has had on our everyday lives and how that influence manifested itself in media representations. The study of media technology as material culture through its production, dissemination and uses has become more urgent as new forms of media are created faster than ever. In this course, students will analyze how media technology has developed throughout history and will further examine the pros and cons, social embracement and anxieties associated with each technology and their representations. Students will apply what they learn about the development of media technology and how it has been represented from a historical and socio-economic perspective and reflect it in their research projects.

## 【Goal】

By the end of the course, students will be able to,

- understand the history of media technology and its institutional development through their research projects
- learn theories regarding the development of media technology and learn how the technological development of media and its institutions has informed human perception, anxieties, body, gender and politics throughout history
- improve critical thinking ability about how the historical development of media technology has changed the institutional landscape as we know it and demonstrate that understanding by constructing strong arguments during class discussions

【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 cover the historical development of media technology through required readings and watching relevant media examples. The class will be centered on student discussions related to the required readings and topics and the instructor will guide the discussions accordingly.

【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 media technology
2	Print culture	Printing press, nationalism, and communities
3	Photography	First photography, stereoscopic images, and historical understandings
4	Film	Invention of cinema, sound technology and aura
5	Film	Animation technology
6	Telephone	Telegraph wire, telephone and fear of connection
7	Radio	War and radio, commercialization and fan culture
8	Review & research project	Review & research project
9	Television	Postwar development, shifting concepts of time & space
10	Computers	Mediated technologies and fear
11	Video games	Reconfiguring spaciality and senses

12	Internet	Communities, democracy and networks
13	Digital divide	Wealth and technology, internet and human rights
14	Final research project & wrap-up	Final research project & wrap-up

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

Preparatory study and review time for this class are 2 hours each. Students must read required readings before class. Each class will have about 30-80 pages of reading per class.

## 【Textbooks】

No text book required.

## 【References】

Anthony R. Fellow “Before the American experience”  
 Benedict Anderson “Imagined communities”  
 Shelton A. Gunaratne “Paper, printing and the printing press”  
 “A brief history of photography”  
 Walter Benjamin “The history of photography”  
 Laura Schiavo “From phantom image to perfect vision”  
 Geoffrey Batchen “Seeing and saying”  
 Wheeler W. Dixon & Gwendolyn Foster “The invention of the movies”  
 Charles O’Brien “Sound’s impact on film style”  
 Chris Pallant “Disney innovation”  
 Bendazzi Giannalberto “Silent pioneers in animation”  
 Paul Starr “The first wire, “New connections: Telephone, cable and wireless”  
 Schantz “Telephonic film”  
 Dean Juniper “The First World War and radio development”  
 Randall Patnode “What these people need is a radio”  
 Charlene Simmons “Dear radio broadcaster”  
 Mitchell Stephens “History of television”  
 John P. Robinson and Steven Martin “Of Time and Television”  
 Michael Curtin “Organizing difference on global TV”  
 Morrison & Krugman “A look at Mass and computer mediated technologies”  
 Dinello “Machines out of control”  
 Leonard Herman “Early home video game systems”  
 Eugenie Shinkle “Video games, emotion and the six senses”  
 William Galston “Does the Internet strengthen community?”  
 Don Tapscott “The net generation and democracy”  
 Natalie Fenton “The internet and social networking”  
 Gene Marks “If I were a poor black kid”  
 Toure “On Gene Marks ‘If I were a poor black kid”  
 Joanna Goode “Mind the gap”  
 Kevin O’Brien “Top 1% of Mobile Users Use Half of World’s Wireless Bandwidth”  
 Vinton G. Cerf “Internet Access Is Not a Human Right”

## 【Grading criteria】

Attendance (10%)  
 Reading quizzes (20%)  
 Active participation in class discussion (20%)  
 Midterm research project (20%)  
 Final research project (30%)

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

Students are not allowed to use computers, tablets or smartphones in this class. They must bring hard copies of the required readings to class.

## 【Prerequisite】

None.

SOC300ZA

## Migration and Diaspora

Kyung Hee Ha

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

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. In addition, a small group of 3-5 individuals will work on a project and present findings and analyses 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	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	"Military Wives"	Japanese women’s departure, Becoming American, the "modernized subjects"
5	"To Save the Children"	Origin of International Adoption
6	Militarized Process of "Leaving"	How "refugee" subjects are created and mobilized through spaces and modernity.
7	War, Racism and Incarceration	Japanese American Internment Experience during WWII

8	Forced Identity	Representation of “Good” & “Grateful” Minority
9	Racialized as “Invisible Asians”	Korean Adoptees’ Experience
10	Orphan with Two Mothers	Liem, Deann Borshay, First Person Plural (2000)
11	Diasporic Homecoming	Homecoming experiences: Japanese Brazilians v. Japanese Americans
12	Between Home and Homeland	Park, Yong-i. The Sky Blue Symphony: The Story of the Korean Schools in Japan (2016)
13	Group Presentation I	Student presentation
14	Group Presentation II	Student presentation

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on online course management system.

## 【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. These include medical reasons, job interviews, family emergency and train delays. If you arrive late or leave early, each will be counted as one ½ absence. If you miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. You must complete all the assignments to pass the course. If you have special need, exceptions may be made. Contact the instructor no later than Week 3.

【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.

CUA300ZA

## Qualitative Research Methods

Allen Kim

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

## 【Outline and objectives】

This course is designed to introduce students to qualitative research methods. The course begins with research problems, questions and design considerations. The course follows with training, through lecture, group work and hands-on experiences, in four data collection methods commonly used in qualitative research—observation, interview, focus group and use of documents and archival data. Students will undertake a pilot research study as part of the course requirements and as a means of trying out their research conceptualizing and data collection skills. The exercises are intended to develop the mindset required to think through, design, and execute a qualitative study.

## 【Goal】

Provide students with an appreciation for and the basic steps of qualitative research design. Acquaint students with a diversity of qualitative methods and associated theoretical, ethical, and pragmatic issues. Instruct students on how to conduct qualitative research that is descriptively rich, theoretically illuminating, and sociologically meaningful. Each student will be able to create her/his own research questions, decide a research site/community, and conduct original 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)】

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	Qualitative research methods
2	Research Design	Types of research
3	Designing and QR set up	Beginning of individual project. Conceptual frameworks, research validity in data gathering
4	Starting a study	Entry into the field; developing rapport; role of the researcher; confidentiality; collecting background information, sampling
5	Literature Review	Reviewing existing scholarly work
6	Writing Research Proposal	Research questions, site, methods, contribution
7	Presentation and Data Collection Procedures	Research proposal presentation (summary of existing literature & introduction of research question) Write a summary of issues/challenges in data collection and bring to class for discussion
8	Interviews: Fieldwork I	Types of interviews (structured to unstructured). How to design interview questions; how to conduct interviews
9	Observations: Fieldwork II	Taking notes, types of observation. Analyzing social settings. How to observe and focus. Discuss fieldwork, share challenges.
10	Documents and archival data	Definition, review of sources and types of data, methods of collection and analysis.
11	Integrating, synthesizing data. Coding and Coding categories	Reflexivity and organizing data
12	Student Presentation I	Student presentations on mini-research proposal and feedback

13	Student Presentation II	Student presentations on mini-research proposal and feedback
14	Wrap up and Writing tips	Writing Qualitative Research Method Tips

【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. Preparatory study and review time for this class are 2 hours each.

## 【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】

Field I, II, III Assignments: 60%

Research Proposal/Presentation 40%

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.

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 photo book, 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 photo book 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). Preparatory study and review time for this class are 2 hours each.

## 【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 photo book (min. 48 pages) that communicates ideas relating to the city and time. The final grade is based on: Participation 50% and Photo book 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.

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"
6	Documentary Storytelling	<b>Short quiz.</b> 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)" <b>Short quiz.</b>
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. Preparatory study and review time for this class are 2 hours each.

## [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.

CUA300ZA

## Comparative Media

Stevie Suan

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 2/Fri.2

## [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 in relations to other media
3	Exploring Contemporary Visual Arts	Post-modernity and its relationship to media
4	Comics and Sequential Media	Considering adaptations: manga vs. anime versions
5	Live-Action Cinema	Cinema and the problems of "realism"
6	Usages of Cinema and TV	Media and its relationship to warfare
7	Serialized Media	Analyzing episodic narratives
8	Traditional Theater	Noh theater's narrative and performance patterns
9	Traditional Theater II	Bunraku and operations of puppets
10	Non-human Performances	Puppets and connection to concepts of cyborgs
11	Spectators and Media	Gender and viewership across media
12	Literature: Old Media, New Media	Fantasy and self-hood as presented in different mediums
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

[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. Preparatory study and review time for this class are 2 hours each.

## [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%

Presentation 40%

Final paper 40%

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

CUA300ZA

## Media and Globalization

Stevie Suan

Credit(s) : 2 | Semester : 秋学期授業/Fall | 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 Across the World	Different ways of thinking about globalization
3	Transnational Production of Media	Animation production across national borders and Regions
4	Global History of Media	Transnational influences from Russia, US, and Japan
5	Global Expansion of Animation	Differences and similarities of consuming media in various locales
6	Animation as Global Technology	Effects of technology in the ways we see and think about globalization
7	Globalized Aesthetics	Implications of anime's globally recognizable stylistics
8	Animating Characters Differently	Disney's techniques vs. anime's techniques and their relationship to culture
9	Ethics of Global Actions	How animation considers diplomacy in an interconnected world
10	Local Folklore Gone Global	Traditional cultures in conflict with globalization
11	Ecology as a Global Issue	Environmentalism in various types of animation
12	A Technological Globe	Imagining a global world in cyberpunk animation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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%

Presentation 40%

Final paper 40%

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

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 early nation-state
3	Making National Arts	Theater and hanga's transformations in Meiji Japan
4	Wartime Media	Animation and film during the Taisho and Showa periods
5	Post-war Shifts	Shifting gender dynamics in popular genres from the 1960s and 1970s
6	From Niche to Mass	Anime and manga's rise to national fame from 1980s to early 2000s
7	Media Stereotypes	Creating an image of otaku in the 1980s to early 2000s
8	Otaku in Transition	Shifting images of otaku in film in the 2000s
9	Otaku Consumption/Production	Conceptualizing different types of consumption patterns of otaku
10	National Visibility of Fujoshi	Rise of female otaku consumers in early 2000s
11	Post-Bubble TV	Celebrity and lifestyle in TV dramas in 1990s and 2000s
12	Making Japan's Food	Contemporary "food focused TV" in imagining the nation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【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. Preparatory study and review time for this class are 2 hours each.

## 【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%

Presentation 40%

Final paper 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.



MAN300ZA

## Impact of Artificial Intelligence

May May Ho

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 木 3/Thu.3

## 【Outline and objectives】

Artificial Intelligence (AI) has a profound impact on the business world in many ways, changing the way cities are run, the way we live and socialise through to the way we do business. This course focuses on how businesses use AI to make their businesses more profitable and customer experience better. In case-studies we will cover during this course we will analyse the impact and thereby also understanding businesses better. We will also observe that businesses employ data scientists to analyse data. These scientists use machine learning as part of their implementation of AI. So in the later part of the course we will delve deeper into Machine Learning so that we can better understand what data scientists do. Hence we are able to understand the “mechanics” of AI.

## 【Goal】

Using the critical thinking exercises and class discussions, students will be able to apply their knowledge to case-studies and group work. The skills they acquire through this course should prepare them to understand key technical terms and give a better understanding of the 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)】

During the course, each class is composed of a partial lecture on key concepts and in-class exercises including small group discussions and class presentations to help students learn and apply the concepts.

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 Artificial Intelligence.
2	Robotics in Business	Introduction to Robotics in Business.
3	AI to Improve Customer Experience	Discuss on how AI improves customer experience.
4	AI to Allow Entrepreneurship	Discuss on how AI encourages entrepreneurship.
5	Review of Class Materials	Review of class materials.
6	AI to Drive Business Performance	Discuss how AI drives business performance.
7	AI in Healthcare	Discuss how AI drives in healthcare industry.
8	Hacking, Fraud and Cybercrime	Discuss the impact on hacking, fraud and cybercrime.
9	Machine Learning In Business and Regression Revisited	Revise the regression. Discuss machine learning in business.
10	Hands on Demonstration of R Language	Perform demonstration of R language.
11	Hands on Demonstration on Microsoft Machine Learning	Perform demonstration on microsoft machine learning.

12	AI and Current Affairs	Discuss AI and current affairs.
13	Discussion and Review	Discussion and review.
14	Wrap-up & Review of Class Materials.	Review of Class Materials.

【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. Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles are highly recommended.

## 【Textbooks】

Electronic slides will be provided.

## 【References】

References will be provided in class slides.

## 【Grading criteria】

15% Quizzes  
15% Projects / homework  
35% Midterm exam  
35% Final examination

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

None.

## 【Others】

None.

## 【Prerequisite】

None.

PSY300ZA

## Cultural Psychology

Takafumi Sawaumi

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 金 3/Fri.3

## 【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 this course, students will learn how culture 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 this 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 be able to 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 cultural psychology?
2	Culture and Socialization I	Development of the cultural mind
3	Culture and Socialization II	Education practices
4	Culture and the Self I	Cultural differences in self-concepts
5	Culture and the Self II	Consequences for self-consistency and egoism
6	Culture and Motivation I	Goals and theories underlying motivation
7	Culture and Motivation II	Cultural differences in motivation, control, and choice
8	Review and Midterm Exam	What have we learned so far? Multiple choice questions and short-essays
9	Culture and Emotion	Universality and cultural variation in emotions
10	Culture and Cognition I	Cultural differences in cognition
11	Culture and Cognition II	Where do cultural differences come from?
12	Acculturation and Biculturalism I	Time course of acculturation and factors that influence acculturation
13	Acculturation and Biculturalism II	The bicultural self
14	Review and Final Exam	What have we learned so far? Multiple choice questions 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Handouts and reading materials will be provided by lecturer.

## 【References】

Heine, S. J. (2015). *Cultural Psychology*. New York: W. W. Norton.  
Cohen, D., & Kitayama, S. (2019). *Handbook of Cultural Psychology*. Second edition. New York: Guilford Press.

Both reference books are 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 will be on the course website.

## 【Grading criteria】

Final grades are based on two exams (25% each), reaction papers for assigned readings (25%), and class participation (25%).

## 【Changes following student comments】

Students found this class difficult but appreciated the challenge. I hope to continue engaging students with materials through various hands-on activities and discussions.

## 【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

## 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. Preparatory study and review time for this class are 2 hours each.

## 【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.

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 Overview of Assessment (1)	Assessment of psychopathology and personality 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	Clinical Interventions/ Therapies	Psychoanalytic Therapy, Person Centered Therapy, CBT, Behavior Therapy, and other psychological interventions
12	Group Project Presentation (1)	Topics in clinical psychology and its intervention (2)
13	Group Project Presentation (2)	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 BEFORE 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.
- Preparatory study and review time for this class are 2 hours each.

## 【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: 20%  
 Reaction Papers: 10%  
 Movie Report (2): 10%  
 Group (or individual) Project: 35%  
 Research Article Summary: 10%  
 Final Report: 15%  
 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.

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)	Ensuring that the second section of the textbook is understood
5	Comparing Rules and Theories; Constituency	Comparing rules that have different implications; comparing grammars that seem to have the same implications; what constituency is and how to test for it
6	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
7	Exercises (ii)	Ensuring that the third section of the textbook is understood
8	Quick Revision; Mid-term Examination	Q&A; assessing the degree of understanding of the first half of the course
9	Constructing Arguments	What to bear in mind when arguing for a particular syntactic structure; 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	The categorial and the subcategorial; features, feature inheritance, exocentric phrases, theta-roles, modification
12	Complements and Adjuncts	Diagnostics for and complications in the distinction between the two; more on 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, doing the various exercises, and probably also discussion with classmates of the content and exercises. Preparatory study and review time for this class are 2 hours each

## 【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】

Less time spent on formal arguments, more made available toward the end of the course. Further revision of the class slideshows, for clarity. (These are also available on the web for students' preparation and/or revision.)

## 【Others】

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

## 【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	Morphemes, words, lexemes and other confusables
2	Words, Dictionaries, and the Mental Lexicon	Conventions of published dictionaries versus the hypothesized structure of the mental lexicon; the published dictionary as resource
3	Lexeme Formation (i)	Morphemes, prefixes and suffixes, compounding (i)
4	Lexeme Formation (ii)	Compounding (ii), conversion, infixes, internal stem changes, reduplication, etc
5	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)
6	Quick Revision; Mid-semester Examination	Quick reminders; assessing the degree to which students have understood the first half of the course
7	Lexeme Formation (iii)	Infixes, circumfixes, parasynthesis, internal changes, reduplication, templatic morphology, subtractive processes
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 operations)

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 relevant pages of the textbook, doing exercises from the textbook (and its “challenges”), revising with the slideshow, finding other examples and real or apparent counterexamples. Preparatory study and review time for this class are 2 hours each

## 【Textbooks】

Rochelle Lieber, *Introducing Morphology*, 2nd ed (Cambridge: Cambridge University Press, 2016; ISBN 978-1-107-48015-5)

## 【References】

Bauer, Laurie, Rochelle Lieber, and Ingo Plag, *The Oxford Reference Guide to English Morphology*. Oxford: Oxford University Press, 2013.

Dixon, R. M. W. *Making New Words: Morphological Derivation in English*. Oxford: Oxford University Press, 2014.

Mattiello, Elisa. *Extra-Grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena*. Berlin: De Gruyter Mouton, 2013.

Schmid, Hans-Jörg. *English Morphology and Word-Formation: An Introduction*. 3rd ed. Berlin: Erich Schmidt, 2016.

## 【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】

Less time spent on the introduction, more time made available for considering “exotic” processes. The slideshows have again been 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 5/Tue.5

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【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., & Sundkvist, P. (2019). *World Englishes* (3rd ed.). Abingdon: Routledge.

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】

Not applicable.

## 【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.

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, feedback, 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.

Preparatory study and review time for this class are 2 hours each.

## 【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.

## 【Equipment student needs to prepare】

A laptop or smartphone may be used to research an in-class assignment. Students may choose to take notes using their laptops.

## 【Prerequisite】

None

An enthusiasm to investigate (in)formal language policies that affect social justice globally.



MAN300ZA

## International Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 3/Tue.3

## 【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 and presentations
6	Government Intervention	Rationale and instruments of government intervention
7	Case Studies: Airbus, Boeing and Russell Corporation	Discussion of case studies and presentations
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 and presentations
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. Preparatory study and review time for this class are 2 hours each.

## 【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 (20%), group presentation (15%) 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

ECN300ZA

## International Economics

George Y Wang

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

## 【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	Midterm Review	Midterm review (in-class 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.

Preparatory study and review time for this class are 2 hours each.

## 【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

## 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. Driven particularly by globalization and advances in technology, organizations' and customers are experiencing closer and more interactive relationships than before, with important consequences for marketing. It is essential for companies and destinations to understand the impact of these changes in order to maintain and develop 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 analyze 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 behavior, the impact of the service environment and forming relationships with service providers. From an organizational perspective, we will consider managing the service environment, innovation and developing service brands in order to facilitate consumer value creation and provide more memorable experiences.

【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 the concept of value, and analyzing theories relating to the new marketing paradigm of value co-creation
3	The Experience Economy	Analyzing the implications for service providers as economies evolve beyond goods and services
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 & course review

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

## 【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 participation & homework assignments (30%)
2. Group presentation and report (30% - individually assessed)
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 and reward cooperation and hard work, the group project is 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】

Although not essential, students are encouraged to have taken tourism-related courses, such as the 100-level 'Introduction to Tourism Studies' or the 200-level 'Event Management' course.

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 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.

TRS300ZA

## Cultural Tourism

John Melvin

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

## 【Outline and objectives】

The phenomenon of cultural tourism exists in many forms and is regarded as one of the oldest forms of tourism. Defined as “A form of tourism that relies on a destination’s cultural heritage assets and transforms them into products that can be consumed by tourists.” (du Cros & McKercher, 2015: p.6), this course will analyze the 4 elements within the definition: (i) Tourism, (ii) Utilization of Cultural Assets, (iii) Consumption of Cultural Tourism Experiences, and (iv) Tourists and the Host Community.

We will consider the importance of cultural assets: as a way to define and understand nations, as a manifestation of people’s ethnicities and identities as well as a vital driver of tourism. To do so, we will analyze the role played by various stakeholders, such as governments, businesses, the media, NGOs and conservation organizations such as UNESCO & ICOMOS.

## 【Goal】

Upon completion of this course students should be able to:

- 1) Understand the various forms of cultural tourism
- 2) Understand the key organizations involved in providing and conserving cultural tourism at local, national and international level
- 3) Understand the role of cultural tourism in destination branding and marketing
- 4) Understand the role of cultural resources in forming people’s national and local identity, and how these are preserved and managed
- 5) Understand the complexities of stakeholder relations in the management of cultural tourism resources

【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 students will have a number of opportunities to discuss issues in small groups. A broad range of case studies can help students consolidate their learning.

In groups, students will conduct an in-depth analysis of tourism in a particular destination, which will provide an opportunity to apply the theories and concepts from the lectures and enhance 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 Cultural Tourism (CT)	Introduction to the definitions of culture, different forms of CT and the diverse range of tangible & intangible CT resources
2	People: Cultural Tourists & Host Communities	Analyzing demand for CT and the role of CT in destination management & development. Also, considering the important socio-cultural role of CT from the host community’s perspective.
3	Cultural Tourism and Authenticity	What is an ‘authentic’ experience? Considering the authenticity of tangible and intangible resources, and the importance of authenticity for visitors & local communities.
4	Impacts of Cultural Tourism	Considering the socio-cultural impacts of CT on host communities, culture & creativity as well as the economic impacts of CT
5	Culture & Nation Branding	Consider the strategic role of culture for developed & developing countries’ tourism portfolios
6	Politics of Cultural Tourism & Dark Heritage Sites	Consider the impact of socio-political attitudes in how culture is interpreted and whose version of history prevails
7	World Heritage Sites 1	Consider concepts and definitions of heritage tourism, and the management of built and natural heritage resources

8	World Heritage Sites 2	Consider the value of heritage resources for host communities, and the management and preservation of heritage sites
9	Cultural Visitor Attractions	Consider the educational and conservational role of cultural visitor attractions. Also the range of management issues, including developing the visitor experience.
10	The Marketing of Cultural Tourism	Consider the challenges & issues relating to the marketing of CT
11	Food Tourism	Consider the role of food & drink as cultural resources, and using tourism to preserve local heritage
12	Group Presentations	Presentations on group case studies
13	Film- and TV-inspired Tourism	Consider the role of movies, TV and other media content as cultural resources, also the importance of accurate & artistic representations of local culture
14	Future of Cultural Tourism & Course Wrap Up	Considering how CT has evolved, and possible future trends

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Park, H. (2014). *Heritage Tourism*. London: Routledge  
Students can purchase the paperback version or the e-book; alternatively, the e-book may be rented more cheaply for a fixed time from the publisher’s website (more details to be provided in class).  
Also weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

## 【References】

du Cros, H. and McKercher, B. (2015). *Cultural Tourism* (2nd Edition). London: Routledge  
Jimura, T. (2019). *World Heritage Sites: Tourism, Local Communities and Conservation Activities*. London: CABI

## 【Grading criteria】

1. Class participation & assignments (30%)
2. Group project (40%)
3. Term paper (30%)

Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

To encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】

This is a new course for the 2020 academic year.

## 【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】

Although not essential, this course will be easier for students who have taken tourism-related courses, such as the 100-level ‘Introduction to Tourism Studies’ or the 200-level ‘Event Management’ course.

EDU300ZA

## English Teaching in Primary School: Advanced

Tomoko Shigyo

Credit(s) : 2 | Semester : 春学期授業/Spring | 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 to primary pupils: learning language construction, literacy, and assessment. It will also encourage students to develop a lesson plan of English at primary school 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 approaches of foreign language learning for primary pupils.
2. Develop curriculum using modern approaches based on second language learning (SLL) such as project-based learning and CLIL, etc.

【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 looks at the relation between language learning theories and modern approaches such as project-based and CLIL, and language learning of primary pupils, and investigate how to constitutes a class to attain a goal, and how their learning should be assessed in the primary school. Each students are to create and submit lesson plans and demonstrate it in the class. Its effectiveness will be reflected on by all students in the class. The final assignment for the completion of this course is required to revise the 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 school guidelines in Japan and foreign countries CEFR
2	Issues in Children Learning L2 (1)	MI, CBI, and Project-based learning and foreign language education at elementary school
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	Lesson Planning (1)	Curriculum development (1)(project-based learning with picture book
7	Micro-teaching (1)	Micro-teaching (1), review and discuss(1)
8	Issues in Children Learning L2 (5)	CLIL at elementary school
9	Issues in Children Learning L2 (6)	CLIL at elementary school in the future
10	Issues in Children Learning L2 (7)	CLIL and assessment
11	Lesson Planning (2)	Curriculum development (4)(CLIL)-making

12	Lesson Planning (3)	Curriculum development (5)(CLIL)-rehearsal
13	Micro-teaching (2)	Micro-teaching (2), review and discuss(2)
14	Consolidation of English Teaching in Primary School: Advanced	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. Preparatory study and review time for this class are 2 hours each.

## 【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). Uncoverign 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. Techer College Press.
4. Beckett, G., H. and Inida-Miller, P., C. (2006). Project-based second and foreign language education: Pase, present, and future. Information Age Publishing.
5. MacDonell, C. (2007). Project-based inquiry units for youn children. Linworth Publishing, NC.
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(2017)『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】

None.

EDU300ZA

## TESOL IV: Testing and Evaluation

Machiko Kobori

Credit(s) : 2 | Semester : 春学期授業/Spring | 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.

Preparatory study and review time for this class are 2 hours each.

## 【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

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	Wrap-up	Wrap-up

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

Students are required to have pored over assigned readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

## 【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%), Mid-term Examinations (40%), Final Essay (40%)

## 【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

## 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	Comparing government and politics; political systems (McCormick, ch. 1, 2)
2	Politics in Japan	Political systems (continuation); Ch. 6, McCormick + recent article on Japan
3	Politics in the United Kingdom	Ch. 3, McCormick + recent article on UK
4	Politics in Germany	Ch. 4, McCormick + recent article on Germany
5	Politics in the United States	Ch. 5, McCormick + recent article on US
6	Politics in France	Ch. 7, McCormick + recent article on France
7	Review & Midterm Exam	Assess to what degree students understand topics discussed; midterm exam
8	Politics in Russia	Ch. 12, McCormick + recent article on Russia
9	Politics in China	Ch. 13, McCormick + recent article on China
10	Politics in India	Ch. 8, McCormick + recent article on India
11	Politics in Mexico	Ch. 9, McCormick + recent article on Mexico
12	Politics in Nigeria	Ch. 10, McCormick + recent article on Nigeria
13	Politics in Iran	Ch. 14, McCormick + recent article on Iran
14	Final Exam & Wrap-Up	Assess to what degree students understand topics discussed; 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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

John McCormick. 2020, *Cases in Comparative Government and Politics*, London: Red Globe Press,

## 【References】

- Andrew Heywood, 2019, *Politics*, 5th edition, London: Red Globe Press.
- G. Bingham Powell, Jr., Russell J. Dalton, Kaare W. Strom, 2015. *Comparative Politics Today: A World View*, 11th edition, Essex: Pearson.
- 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.

POL300ZA

## Globalization and Political Change

Jenny Balboa

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

## 【Outline and objectives】

This course aims to shed light on the political trends and transformations brought about by globalization. In the second half of the decade of 2010s, we have seen an unexpected stream of political changes, despite the macroeconomic recovery and stability from the global financial crisis across the regions. It includes the rise of Trump presidency and its progressive, more socialistic, opponents in the US, the emergence of populist and authoritarian leaders in Asia and Europe, the UK's vote for Brexit and the uncertainty after the referendum, the reemergence of far right movements in the US and Europe, the clash between climate change activists and deniers. Those events are thought to be the negative consequences of globalization, notably the deepening of inequality, the cultural clash, and the divide of values, which led to social and economic fragmentation and political turbulence. The perceived consequences of globalization—particularly the inequality, the deep cultural and values divide, and the global threats on national security—prompted various political actions and shifts that have profound impacts on the global political structure. Those changes need thorough examination and reflection since they significantly affect the future of democracy, human rights, the environment, and the global and domestic governance based on the rule of law. At the same time, we need to understand our options, as well as the appropriate choice of policy actions to counter the negative impacts of the social, economic and political changes.

## 【Goal】

In examining globalization and political change, the course aims to answer three questions: 1) What are the impact and consequences of globalization? 2) What are the recent trends in global politics? and 3) What is the future of globalization and politics?

Globalization has substantially changed the political dynamics. It has resulted in the establishment of a new set of political factors: new sources of authority and information, different platforms and channels of political representation, and various forms of engagement and participation. It has provided opportunities for international cooperation and for minor voices to be heard; however, it has also become a significant source of domestic and global friction and instability. Globalization has both positive and negative consequences. We need to understand how we can benefit from its positive impact, and as much as possible, work on how the positive benefits can be spread. Meanwhile, we also need to carefully study the negative impact, how they can be managed, reduced, or even eliminated.

【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 combines lectures with active learning tasks, discussions and video showing. The first half of the course examines the nature, impact and consequences of globalization. The second half of the course analyzes the recent trends and future direction of globalization and politics. The final examination is an essay test applying what you learned in 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 and Overview of the Course	Week-by-week explanation of the course Explanation of class policy, active learning tasks, and grading system Definitions of globalization Debates on the nature and consequences of globalization.
2	Impact and Consequences of Globalization (a)	
3	Impact and Consequences of Globalization (b)	Globalization and inequality
4	Impact and Consequences of Globalization (c)	Global rift, resistance and backlash Active learning task 1: Think-Pair-Share
5	Recent Trends in Global Politics (a)	Rise of illiberal democracy
6	Recent Trends in Global Politics (b)	Rise of populist and authoritarian leaders
7	Recent Trends in Global Politics (c)	Brexit and the far right movement in Europe
8	Recent Trends in Global Politics (d)	Dawn of post-truth politics?
9	Individual student report based on the first 2 themes of the course	Active learning task 2: Student Report
10	The Future of Globalization and Politics	The future of globalization and politics
11	New Policy Strategies (a)	New challenges and approaches in politics (1)
12	New Policy Strategies (b)	New challenges and approaches in politics (2) Active learning task 3: Round Table Discussion
13	New Policy Strategies (c)	Strategies to counter populism, illiberalism and deniers of history and science
14	Review and examination	Wrap-up discussion Final examination

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

Preparatory study and review time for this class are 2 hours each. The students are expected to read the assigned materials prior to class and conduct research for the active learning tasks.

## 【Textbooks】

Class materials will be provided by the Instructor.

## 【References】

Held, David and Anthony McGrew. (2000). The Global Transformations Reader.(2nd edition) Cambridge, Oxford and MA: Polity Press.  
Lechner, Frank and John Boli. (2004). The Globalization Reader. (2nd edition) MA, Oxford and Victoria: Blackwell Publishing.  
Mingst, Karen and Jack Snyder. (2011). Essential Readings in World Politics. (4th Edition). New York: The Norton Series in World Politics.

## 【Grading criteria】

Final examination - 30% ; Active Learning Task 1 (Think-Pair-Share) - 10% ; Active Learning Task 2 (Student Report) - 30% ; Active Learning Task 3 (Round Table Discussion) - 10% ; Class participation - 20%

Notes:

1) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and team work skills. Excellent mark will be given to interesting presentations.

2) Class participation – excellent mark will be given to those who raise relevant issues, contribute in class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

**【Changes following student comments】**

The active learning tasks may change depending on class size.

**【Equipment student needs to prepare】**

None.

**【Prerequisite】**

None.

POL300ZA

## International Development Policy

Ippeita Nishida

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 4/Tue.4

## 【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, environment, 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 by two teams. Reciprocal critical appraisal, and exchanges with floor.
11	Group Presentation 2	SDGs / selected topics by two teams. Reciprocal critical appraisal, and exchanges with floor.
12	Group Presentation 3	SDGs / selected topics by two teams. Reciprocal critical appraisal, and exchanges with floor.
13	Group Presentation 4	SDGs / selected topics by two teams. Reciprocal critical appraisal, and exchanges with floor.
14	Final Exam & Wrap-up	In-class or take home. Review of the learnings.

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

Reading and writing assignments. Groupwork for presentation. Preparatory study and review time for this class are 2 hours each.

## 【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](http://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

## 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. Students will also debate on the political economy of climate change and energy policy. 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 assignments that are based on current events in the world (analysis with back up from recent news will be able to learn to express their opinions and develop their critical thinking skills). If we can use video conference tools such as Zoom, we may be able to have online short discussions during the class time.

## 【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 week in addition to readings to be done written assignments will be assigned. These written assignments are mandatory. Each student will also write a weekly report on a topic from the news in relation with the course contents topics. In addition, there will be an individual essay (topic to be decided later with the supervision of the professor) and a book review project to be written. Students will receive written feedbacks (eventually oral feedbacks and mini-discussion with the professor through video conferences (using Zoom), depending on the numbers of students) by the professor.

## 【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	- Transnational production systems or networks - 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	- International Division of Labor - Analyzing women in the world economy	The international division of labor (Chap.9)
8	Understanding the notion of development today Submission of the Book Review	Gender (Chap. 10)
9	What are the most challenging environmental issues today in the world?	Economic development (Chap. 11)
10	Essay - Submission Ideas on global political economies	Global environmental changes (Chap. 12)
11	Looking at the security in political economy	Theoretical perspectives on global political economy (Chap. 13)

12 How the domestic and international politics determine have an impact on the global economy is functioning  
Submission of the last assignment (critical review of an academic paper)

13

14

【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 book review at the date defined in the course agenda table. Preparatory study and review time for this class are 2 hours each.

## 【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(10%)

Participation (weekly news debriefing report) (20%)

Book Review (30%) (Submission by email on Class 8)

Essay (20%) (Submission by email on Class 10)

(Final: Written assignment- critical review of an academic paper) to be submitted by email during the last class (Class 12) (20%)

## 【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 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)】

Due to the spread of COVID-19, Hosei university has delayed its starting date of the spring term and decided to offer all the courses online. Accordingly, the course will be completed in 12 weeks, instead of 14 weeks as originally envisaged. Please also note that depending on the progress we make, the contents of each class may be further revised.

(1) The first phase of this course will be lectures on the basic knowledge of theories related to international law. Students are asked to read the provided readings before the lecture, find related news articles, and do pre-class assignments. At times, there will be quizzes to check whether the students have understood the topic.

(2) In the second phase of this course, particular topics in international law will be dealt with. This will include international human rights law, international refugee law, international law of the sea and other fields that the students wish to research.

(3) In the final week, students will be asked to hand in reports. The details of the final report will be shared during class.

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance and introduction
2	What is International Law ?	(1)The nature of international law and the international society (2) The sources of international law
3	Personality, Statehood and Recognition	Concept of personality in international law / Statehood and recognition
4	Jurisdiction and Sovereignty	The concept of sovereignty, jurisdiction, acquisition of territory
5	International law and national law	Relationship between international law and national law
6	Immunities from national jurisdiction	State immunity in international law / Diplomatic and Consular immunities
7	Use of Force	Historical background on the discussion of use of force in international law / self defense and use of force
8	Peaceful settlement of disputes	Various ways of settling disputes in international law
9	International Human Rights Law	case studies
10	International Refugee Law	case studies
11	Climate change and the rising sea level	Case study
12	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. Preparatory study and review time for this class are 2 hours each.

## 【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). *International Law*, Oxford: OUP.

Ian Brownlie. (2012). *Principles of International Law*. Eighth edition. Oxford: OUP.

Malcolm D. Evans.(2017). *Blackstone's International Law Documents*. 13th edition. Oxford: OUP .

## 【Grading criteria】

Weekly assessment and participation (including quizzes, forum contribution, feedback survey, reading/writing assignments and zoom meeting participation)(80%)

End term paper (20%)

## 【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 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.

MAN300ZA

## Financial Statement Analysis

May May Ho

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 水 3/Wed.3

## 【Outline and objectives】

Financial Statement Analysis course is to study the dynamics of practical accounting - students are expected to learn how the environment affects the financial statements and how to glean information from the financial statements. In order for students to understand the corporate environment, students will cover topics on introduction to corporate taxation as well as contemporary issues such as corporate fraud, enterprise risk management, and Sustainability Reporting.

## 【Goal】

Students will be able to become familiar with reading and analyzing corporate financial statements. A fictitious company based on the real-world corporate financial statements are used for case studies in this course allowing students to see practical uses of ratios, taxation and International Accounting Financial Statements (IFRS) accounting standards to analyze corporate financial numbers. Furthermore, students will consolidate their understanding on how corporate environment will be affected by the impact of fraud, income tax, international taxation, enterprise risk management 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 will form groups and be assigned questions to do on a weekly basis to do outside class. Their results will be discussed in class. In the final presentation, students are required to complete a comprehensive casestudy of a fictitious company and assist in making management decisions which will impact the company financially and give their recommendations. They will also write up their findings and recommendations. Students are encouraged to actively participate 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	Revision of Basic Accounting Concepts	Revision of double entries and review of the financial statements format.
2	Revision of Basic Accounting Concepts	Revision of double entries and review of the financial statements format.
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	Practical Analysis of Financial Ratios 1	Question practice on the use of financial ratios.

5	Practical Analysis of Financial Ratios 2	Question practice on how double entries affect the use of financial ratios.
6	Impact of Working Capital on Financial Ratios	Discuss the impact of working capital on financial ratios.
7	Impact of Working Capital on Financial Ratios	Question practice on working capital on financial ratios.
8	Revision on Ratios and How Impact Financial Ratios and Financial Statements.	Question practice.
9	Review of Lectures 1-8	Review of previous lectures 1-8.
10	Preparation of Cashflow Statement	Preparation of Cashflow Statement.
11	Review on the Preparation of Cashflow Statement	Review on the Preparation of Cashflow Statement.
12	Introduction to Income Tax	Discuss the tax system in Japan and how it impacts corporate behaviour
13	Corporate Fraud, Internal Controls and Sustainability Reporting	Corporate Fraud, Enterprise Risk Management and Sustainability Reporting.
14	Wrap Up & Review of All Lectures	Review of all lectures

【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

None. Electronic handouts and reading material will be provided.

## 【References】

None

## 【Grading criteria】

Projects / homework 20%, Quizzes 15%, Mid-term exam 30%, and final examination 35%

## 【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).

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】

In this "Advanced Accounting" course, the main objective is to deeply consider selected accounting topics. They are 1) Globalization of Accounting (IFRS), 2) Conceptual Framework for Financial Reporting, 3) Fair Value Accounting, and 4) Accounting for Intangibles (including Goodwill). These are all globally contentious topics. Considering and discussing about these accounting matters will help students learn the current state of accounting.

## 【Goal】

Students will be able to learn the theories and standards in the selected areas of accounting. Real corporate financial statements are used for the case studies in this course. Also we will work on multiple-choice questions to gain practical 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)】

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. 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 and Review	Review the basic framework of financial accounting (handouts/slides)
2	Three Basic Financial Statements	Review and discuss the basic financial statements (handouts/slides)
3	Globalization of Accounting Standards and IFRS ①	Understand the globalization in accounting (handouts/slides)
4	Globalization of Accounting Standards and IFRS ②	Learn and discuss the globalization issues in accounting (handouts/slides)
5	Conceptual Framework for Financial Reporting ①	Learn the conceptual basis of financial accounting (handouts/slides)
6	Conceptual Framework for Financial Reporting ②	Discuss and analyze the conceptual framework for financial reporting (handouts/slides)
7	Valuation and Fair Value Accounting ①	Learn the theoretical basis of fair value accounting (handouts/slides)

8	Valuation and Fair Value Accounting ②	Discuss and analyze the application of fair value accounting (handouts/slides)
9	Valuation and Fair Value Accounting ③	Discuss and analyze the application of fair value accounting (handouts/slides)
10	Accounting for Intangibles ①	Understand current accounting standards for intangibles (handouts/slides)
11	Accounting for Intangibles ②	Analyze intangibles on financial statements (handouts/slides)
12	Accounting for Intangibles ③	Discuss and analyze current accounting for intangibles (handouts/slides)
13	Review & Exam	Comprehensive review and exam
14	Final Presentation	Final presentations (individual/group) and Q&A

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

Students are expected to read the assigned handouts (textbook chapters, etc.) before each class. Also, in addition to the preparation for presentations, there will be homework during the course. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Donald, E. Kieso, Jerry, J. Weygandt, and Terry, D. Warfield (2018), *Intermediate Accounting: IFRS Edition* 3rd edition, Wiley.

## 【References】

Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.

Tokyo Chamber of Commerce and Industry (東京商工会議所) (2019), *BATIC 公式テキスト Subject 2* 2019 edition, Chuo-Keizai Group Publishing (中央経済社) .

## 【Grading criteria】

Projects / homework 25%,

Class participation / discussion 25%, Review exam 25%, and final presentation 25%

## 【Changes following student comments】

None

## 【Equipment student needs to prepare】

A calculator

## 【Others】

Purchasing the textbook is not required.

## 【Prerequisite】

Students are expected to have basic knowledge of accounting (e.g. Accounting: A6282).



ECN300ZA

## Stock 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 or any Accounting classes

## 【Outline and objectives】

This is an advanced level finance course that focuses on the concepts of stock investment: characteristics of stocks, the market, 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 investment 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	Basics of Stock Investing (1) Setting up your virtual account	Common approaches and risks
3	Basics of Stock Investing (2)	How indexes are measured
4	Investment Strategies (1)	Fundamental analysis
5	Investment Strategies (2)	Technical analysis (SMA, MACD)
6	Investment Strategies (3)	Technical analysis (Momentum, Volume and RSI)
7	Investment Strategies (4)	Building a portfolio of stocks
8	Financial Markets and Institutions	Financial markets
9	Stocks and their Valuations (1)	Constant growth model
10	Stocks and their Valuations (2)	Non-constant growth models
11	Stocks and their Valuations (3)	Application of stock valuation models
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used

## 【References】

Mladjenovic, Paul. *Stock Investing For Dummies*, For Dummies, 2016.  
 Rockefeller, Barbara. *Technical Analysis For Dummies*, For Dummies, 2019.  
 Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management*, 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.

## 【Grading criteria】

Students will be evaluated based on class participation (20%), portfolio report (40%), and one final exam (40%).

## 【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

## Supply Chain Management

Kayhan Tajeddini

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4  
Day/Period : 木 5/Thu.5

## 【Outline and objectives】

Global supply chains interact with all facets of business and society. In this interdisciplinary course, students will gain a multi-faceted perspective on the global dimensions of today's business operations. Students will explore the interrelationships between global supply chains, logistics operations, society, and the environment. The study of business operations will be set in the context of social science theories and popular perspectives on the history, geography, structure and ethics of trade. Students will examine the impacts of current trade systems on both production and consumption regions and the human and environmental consequences of trade patterns.

## 【Goal】

1. For students to gain a multi-faceted perspective on the global dimensions of today's business operations through understanding how modern, global supply chains and logistics networks operate.
2. For students to understand the multi-disciplinary facets of how a global supply chain can be viewed, analyzed, and operated.
3. For students to explain multiple key social science theories and popular perspectives on the history, geography, structure and ethics of trade, and apply them to the analysis of supply chains.

## 【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 contents will include lecture handouts, case studies and other discussion materials brought into the class by instructor. Readings (cases/discussion material) are assigned for each class; students are expected to complete the readings beforehand. Active participation is required and expected. The format of course will follow lectures and discussions with emphasis on understanding and evaluation of issues faced by global companies while managing their supply chains.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	Introductory Session Operations and Productivity	Course description, objectives and expectations. Operations Strategy in a Global Environment
2	Project Management	Forecasting
3	Design of Goods and Services	Design of Goods and Services
4	Managing Quality, Statistical Process Control	Managing Quality, Statistical Process Control
5	Process Strategy and Sustainability	Process Strategy and Sustainability
6	Capacity and Constraint Management, Location Strategies	Capacity and Constraint Management, Location Strategies,
7	Midterm Exam Layout Strategies	Midterm Exam Layout Strategies
8	Human Resources, Job Design, and Work Measurement	Human Resources, Job Design, and Work Measurement
9	Supply-Chain Management	Supply-Chain Management
10	Outsourcing as a Supply Chain Strategy	Outsourcing as a Supply Chain Strategy
11	Inventory Management Aggregate Planning Material Requirements Planning (MRP) and ERP	Inventory Management Aggregate Planning Material Requirements Planning (MRP) and ERP
12	Short-Term Scheduling, JIT and Lean Operations	Short-Term Scheduling, JIT and Lean Operations
13	Maintenance and Reliability	Maintenance and Reliability
14	Course Review Final Exam	Course Review Final exam

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

Students are expected to complete regular reading assignments. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Jay Heizer, Barry Render, 2011, Operations Management, 10e  
Principles of Operations Management, 8e  
Pearson Education, Inc. publishing as Prentice Hall  
ISBN-13: 9780135107263

## 【References】

Chopra, Sunil and Peter Meindl, *Supply Chain Management*, Sixth Edition, Person Education, Inc., Upper Saddle River, NJ, 2015.  
Johnsen, Thomas, Mickey Howard, and Joe Miemczyk, *Purchasing and Supply Chain Management: A Sustainability Perspective*, Routledge, 2014.

## 【Grading criteria】

Quiz: 20%

Presentation: 20%

Midterm Exam: 20%

Final Exam: 40%

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Prerequisite】

None

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 4/Fri.4, 金 5/Fri.5

## [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. Preparatory study and review time for this class are 2 hours each.

## [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](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 4/Tue.4, 火 5/Tue.5

## [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. Preparatory study and review time for this class are 2 hours each.

## [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](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.

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. Preparatory study and review time for this class are 2 hours each.

### 【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. Preparatory study and review time for this class are 2 hours each.

## 【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

LIN400ZA

## Seminar: Diversity of English I

Yutai Watanabe

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】

The English language, once only spoken in the British Isles, has spread around the world with an estimated 2.3 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 where it was transplanted and the other languages it exists alongside. This seminar is concerned with the phonetic features of English(es) both in the Inner and Expanding Circles, while also shedding light on the functions of English as a lingua franca (ELF) and the speakers' language attitudes and ideologies. We start the spring semester by reviewing Kachru's (1985) and other models of World Englishes. Then we focus on New Zealand English (NZE), one of the youngest 'lesser-known' varieties of L1 English, examining how it is distinguishable from both UK and US English. The latter part of the semester is devoted to the features of L2-accented English in the Expanding Circle.

## 【Goal】

By the end of the course, students will:

- (1) understand the evolution and diversity of the English language,
- (2) recognise the phonetic features of NZE and L2-accented 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	Essential Phonetics	(1) IPA (2) Phoneme and allophones
3	Models of World Englishes (Part 1)	(1) The world's major languages (2) Indo-European language family (3) L1 and L2 English (4) Kachru's (1985) three-circle model of English
4	Models of World Englishes (Part 2)	(1) Limitations of Kachru's (1985) model (2) McArthur's (1987) model (3) Modiano's (1999) model (4) Svartvik & Leech's (2006) model

5	Formation of NZE Based on Schneider's Dynamic Model (2007)	(1) Outline of the model (2) Phase I (1790s-1840) (3) Phase II (1840-1907) (4) Phase III (1907-1973) (5) Phase IV (1973-1990s) (6) 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	English in Mainland Europe	(1) Dutch-accented English and English in the Netherlands (2) Scandinavian-accented English and English in Scandinavia (3) Spanish-accented English and English in Spain
11	English in Japan	(1) Japanese-accented English (2) Teaching pronunciation in Japanese classrooms
12	Salient features and indexicality of L2 accents	(1) Indexicality of Japanese-accented English in NZ (2) McKenzie et al. (2019) study
13	Preparation for Projects in Fall Semester	(1) Language attitudes (2) World Englishes and ELF
14	Conclusion	Review and final discussion

## 【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 also need to listen to and analyse sound recordings. Preparatory study and review time for this course are four hours each.

## 【Textbooks】

Hay, J., MacLagan, M., & Gordon, E. (2008). *New Zealand English*. Edinburgh: Edinburgh University Press.

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.

Melchers, G., Shaw, P., & Sundkvist, P. (2019). *World Englishes* (3rd ed.). Abingdon: Routledge.

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 most 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca* with good grades.

## 【Prerequisite】

No strict prerequisite is required.

LIN400ZA

## Seminar: Diversity of English II

Yutai Watanabe

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]

English is the most common international language in business, education and mass media, and is used by more than one billion people in the world as L2 speakers alone. The fall semester is dedicated to English in the Expanding Circle, particularly in mainland Europe and East Asia. We compare the two regions in the users' ideologies and attitudes towards L1 English as the target in teaching/learning and 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, CEFR (Common European Framework of References for Languages), etc.

## [Goal]

By the end of the course, students will:

- (1) learn the current use of English in the Expanding Circle,
- (2) understand the tenet of English as a lingua franca,
- (3) develop a critical view of monolingualism as normal and bilingualism as abnormal, and
- (4) get used to collecting and analysing data 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	Course Overview	Outlining the course content and instructional methodologies
2	Project Introduction	Introducing each research project
3	English in International Contexts	(1) English in international organisations (2) English in aviation and airlines
4	ELF	(1) ELF and reconceptualisation of English (Seidlhofer, 2011) (2) EFL vs. ELF (Seidlhofer, 2011)
5	Native-speakeriness and Native-speakerism	(1) Characteristics of the native speaker (Davies, 2003) (2) Native-speakerism (Holliday, 2006) (3) Disadvantages of native-speakerism in L2 Education (Kirkpatrick, 2007)
6	Attitudes towards L1 and L2 English	(1) Japanese students' attitudes (Sasayama, 2013) (2) Thai students' attitudes (McKenzie et al., 2016) (2) Norwegian students' attitudes (Rindal & Piercy, 2013)

7	Summary	Review and questions
8	Bilingualism	(1) Types of bilingualism (2) Societal multilingualism and individual plurilingualism
9	Current Use of English in Japan	(1) Business and employment (2) Media and show business (3) Linguistic landscapes
10	Japanese Ideology towards English and English Education	(1) The <i>Suggested Course of Study in English</i> (1947/1951) (2) CEFR and private-sector English tests for university admission
11	Preparation for Projects (Part 1)	Suggestions and questions
12	Preparation for Projects (Part 2)	Suggestions and questions
13	Students' Presentation	Presentation and discussion
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 also need to listen to and analyse sound recordings. Preparatory study and review time for this course are four hours each.

## [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 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 (20%), presentation (30%) and a submitted essay (50%). 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 most 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca* with good grades.

## [Prerequisite]

No strict prerequisite is required.



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 student presentations and discussions. Students deliver 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】

なし / No

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

## 【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 (25%), research topic presentation and research paper presentation (15%), 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】

なし / No

## 【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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

## 【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 (25%), research topic presentation and research paper presentation (15%), 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.

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, 金 2/Fri.2

## 【Outline and objectives】

The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, 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 helping as an outcome variable. Students will gain a comprehensive knowledge on the antecedents and consequences of prosocial behaviors from the perspectives of the helper and the recipient of the help.

## 【Goal】

Upon completion of the course, students are expected to achieve the following goals:

- (a) to learn how the self and culture shape one's decision to help others 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	What Increases Helping?	Effects of observational learning
3	What Decreases Helping?	Social exclusion, stress, and money
4	What Motivates People to Help?	Prosocial and impression management motives
5	How Do Interpersonal Goals Relate to Helping?	Compassionate and self-image goals
6	What Are the Consequences to the Helper?	Influence on well-being, performance, and health
7	Helping Experiment	Students report on their mini-experiment on helping
8	What Are the Consequences to the Recipient of Help?	Influence on self-esteem and self-efficacy
9	How Does Visibility of Help Play a Role?	Costs and benefits of visible vs. invisible help
10	What Cultural Factors Influence Help?	Socio-cultural explanations relating to helping
11	What Cultural Factors Influence Receiving Help?	Socio-cultural explanations relating to receiving help
12	Who is Helping Who?	How accepting help can be helpful to the helper
13	Should Unsolicited Help Be Encouraged?	The costs and benefits of unsolicited help
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. Preparatory study and review time for this class are 2 hours each.

## 【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 meets twice a week to allow 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 have successfully completed Statistics, Social Psychology I or II (preferably both) and Social Research Methods (Quantitative Research Methods) before joining this seminar.

## 【Prerequisites】

Instructor's 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 2/Fri.2

## 【Outline and objectives】

The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, 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, HAD); and
- (c) to write up a research paper formatted in APA style (for fourth year students).

【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 Presentation	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. Preparatory study and review time for this class are 2 hours each.

【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 meets twice a week to allow 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 have successfully completed Statistics, Social Psychology I or II (preferably both) and Social Research Methods (Quantitative Research Methods) before joining this seminar.

【Prerequisites】

Instructor's permission is required.

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 through giving an insight into the educational theory, lesson planning for educators, and educational specific skills within the context of the second language (L2) education. It focuses on issues affecting L2 motivation, especially in the language classroom, and different motivational strategies for fulfilling successful achievement in learning L2s. It explains how to elicit and maintain L2 learners' motivation, and provides opportunities for developing practical techniques that motivate language learners. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning. It encourages students to consider how they can contribute to learner achievement.

## 【Goal】

The course provides opportunities to:

1. explore challenging issues in language teaching and learning.
2. learn basic ideas for effective teaching.
3. acquire theoretical knowledge of motivational strategies in L2 education.
4. examine the connection between motivational strategies and L2 learning conditions.
5. examine how the expertise of motivational strategies are effectively introduced to L2 education.

【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 presentation, writing assignment, and the related tasks and activities are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and complete a reflective paper. They are also required to plan their language courses/lessons and implement them in educational organisations.

【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	Backgrounds(1)	Theoretical perspectives of motivational strategies(1)
3	What is Motivation? (2)	Theories of motivation in psychology (1)
4	Creating motivating conditions (1)	Studies of L2 teachers (1)
5	Creating motivating conditions (2)	Studies of L2 teachers (2)
6	Creating motivating conditions (3)	Studies of L2 classrooms and learners
7	Generating, maintaining and protecting motivation (1)	Studies of practicing L2 motivational theories (1)
8	Generating, maintaining and protecting motivation (2)	Studies of practicing L2 motivational theories (2)
9	Generating, maintaining and protecting motivation (3)	Studies of practicing L2 motivational theories (3)
10	Practicing motivational strategies (1)	Studies of creating lessons based on motivational strategies (1)
11	Practicing motivational strategies (2)	Studies of creating lessons based on motivational strategies (2)
12	Presentation (1)	demonstration/observation,review and discussion (1)
13	Presentation (2)	demonstration/observation,review and discussion (2)
14	Consolidation	Review and discussion

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

Every week before attending class, students are required to comprehend the assigned readings.

## 【Textbooks】

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.

## 【References】

1. John W. Creswell, W. J., & J. David Creswell, D. J. (2018). *Research design (5th ed)*. SAGE.
2. Dörnyei, Z. (2005). *The psychology of the language learner*. LEA.
3. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
4. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Cambridge UP.
5. Kikuchi, K. (2015). *Demotivation in second language acquisition*. Multilingual Matters.

## 【Grading criteria】

Evaluation will be based on:

1. Class participation (10%)
  2. Presentation (20%)
  3. Writing assignment (40%)
  4. Educational practices (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 practice L2 teaching targeting L2 learners at different ages and levels for assuring L2 motivational theories and strategies.
2. Information about schedules of visiting and running language courses/classes in schools, etc. are provided and discussed in the class.

## 【Prerequisite】

All or at least one of the courses presented below:

1. ESL Education I, II, III or TESOL I, II, III
2. Comparative education
3. English teaching in primary school or advanced

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 through giving an insight into the educational theory, lesson planning for educators, and educational specific skills within the context of the second language (L2) education. It focuses on issues affecting L2 motivation, especially in the language classroom, and different motivational strategies for fulfilling successful achievement in learning L2s. It explains how to elicit and maintain L2 learners' motivation, and provides opportunities for developing practical techniques that motivate language learners. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning. It encourages students to consider how they can contribute to learner achievement.

## 【Goal】

The course provides opportunities to:

1. explore challenging issues in language teaching and learning.
2. learn basic ideas for effective teaching.
3. acquire theoretical knowledge of motivational strategies in L2 education.
4. examine the connection between motivational strategies and L2 learning conditions.
5. examine how the expertise of motivational strategies are effectively introduced to L2 education.

【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 presentation, writing assignment, and the related tasks and activities are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and complete a reflective paper. They are also required to plan their language courses/lessons and implement them in educational organisations.

【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 II
2	Exploring L2 Motivation Research Studies (1)	Original text reading (1): review of the theoretical perspective of motivational strategies
3	Exploring L2 Motivation Research Studies (2)	Original text reading (2): review of the theoretical perspective of motivational strategies
4	Exploring L2 Motivation Research Studies (3)	Original text reading (3): review of practicing motivational strategies
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.)】

Every week before attending class, students are required to comprehend the assigned readings.

## 【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. (2020). *Innovations and challenges in language learning motivation*. Routledge.
2. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing*. Routledge.
3. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
4. 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 (10%)
2. Presentation (20%)
3. Writing assignment (40%)
4. Educational practices (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】

1. Seminar: Language Teaching and Learning I
2. All or at least one of the courses presented below:
  - a. ESL Education I, II, III or TESOL I, II, III
  - b. Comparative education
  - c. English teaching in primary school or advanced

POL400ZA

## Seminar: International Relations 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 2020 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. Preparatory study and review time for this class are 2 hours each.

[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: Class Contributions (20%), Mid-Term and Final Presentations (35%), Research Proposals (45%).

[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 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 2020 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	Newspaper Content Analysis I	Analyzing contemporary topics by utilizing IR theories
4	Role play I	A simulation and role play exercise

5	Research Project Workshop	Individual consultation on research project
6	Mid-term Presentation on Research Papers (Third-year students)	Reporting progress on research papers
7	Mid-term Presentation on Dissertations (Fourth-year students)	Reporting progress on dissertations
8	Research Project Workshop	Individual consultation on research project
9	Role play II	A simulation and role play exercise
10	Newspaper Content Analysis II	Analyzing contemporary topics by utilizing IR theories
11	Research Project Workshop	Individual consultation on research project
12	Research Project Workshop	Individual consultation on research project
13	Final Presentation on Research Papers (Third-year students)	Presenting research papers
14	Final Presentation on Dissertations (Fourth-year students)	Presenting dissertations

[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. Preparatory study and review time for this class are 2 hours each.

## [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 (including Mid-Term and Final Presentations) (50%), Newspaper Content Analysis (25%), Role Play (25%).

Fourth year students: Role Play (10%), Dissertations (including Mid-Term and Final Presentations) (90%).

## [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."**



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. Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

Richards, G. (2018) *Small Cities with Big Dreams*. London: Routledge. Students may purchase the paperback version or the e-book from the publisher's website. Alternatively, the e-book version may be rented for a fixed time more cheaply. More details will be provided in class. Also 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 and/or Cultural Tourism (300-level courses).

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. Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

Richards, G. (2018) *Small Cities with Big Dreams*. London: Routledge. Students may purchase the paperback version or the e-book from the publisher's website. Alternatively, the e-book version may be rented for a fixed time more cheaply. More details will be provided in class.

Also 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.

MAN400ZA

## Seminar: Entrepreneurship &amp; Innovation I

Shiaw Jia Eyo

Credit(s) : 4 | Semester : 春学期授業/Spring | Year : 3~4

Day/Period : 火 1/Tue.1, 火 2/Tue.2

## 【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 field 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.

【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, Dimensions and Innovation Models (1)	Schumpeter on innovation and entrepreneurship
3	Innovation Theories, Dimensions and Innovation Models (2)	Innovation diffusion theories S-Curve pattern of innovation
4	Innovation Theories, Dimensions and Innovation Models (3)	Case studies Apple Watch BlackBerry
5	Managing Innovation (1)	Case studies Amazon
6	Managing Innovation (2)	History's best examples of business transformation
7	Managing Innovation (3)	History's best examples of business transformation
8	Managing Innovation (4)	Case studies Apple
9	Social Innovations (1)	Concepts and definitions
10	Social Innovations (2)	Case studies Better education Clean water
11	Social Innovations (3)	Case studies Micro lending Electricity Sanitation
12	Social Innovations (4)	Case studies Healthcare Nutrition for children
13	Social Innovations (5)	Social innovations and SDGs
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. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used

## 【References】

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017  
 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 (50%) and a term paper (30%).

【Changes following student comments】

Not applicable

## 【Prerequisite】

Students who passed the interview process for the seminar.

MAN400ZA

## Seminar: Entrepreneurship &amp; 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	Entrepreneurs and New Ventures (1)	Understanding entrepreneurship
3	Entrepreneurs and New Ventures (2)	Case studies: Bill Gates, Steve Jobs, Elon Musk, Jeff Bezos
4	Entrepreneurs and New Ventures (3)	Case studies: Michael Dell, Richard Branson, Ek Daniel
5	Analyzing the Industry and Market	Porter's five forces Case studies
6	Business Model (1)	Developing and testing a business model
7	Business Model (2)	Case studies Line Mercari Spotify
8	Business Model (3)	Case studies Netflix Pinterest Paypal
9	Start-up Funding Strategy (1)	Strategy for funding start-ups
10	Start-up Funding Strategy (2)	The role of venture capital
11	Start-up Funding Strategy (3)	Planning for growth and change
12	Final presentation (1)	Case studies and presentations
13	Final presentation (2)	Case studies 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. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No particular textbook.

【References】

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017  
 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 (40%) and a term paper (40%).

【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

Preparatory study and review time for this class are 2 hours each.

## 【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

## 【Others】

This course is conducted based on academic knowledge and the lecturer's global business experience.

## 【Prerequisite】

None.

MAN400ZA

## Seminar: Global Strategic Management II

Sairan Hayama

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】

Following Global Strategic Management I, Global Strategic Management II is designed for more group discussion and puts emphasis on planning and conducting independent research based on what students learn in the spring semester. Students are expected to participate in a business contest in this 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, Cross-Culture Management, Intercultural Communication, Brand Management, Global Advertisement, Decision Making, and CSR Strategy.

## 【Goal】

By the end of the seminar, students will gain (1) academic knowledge about international / global business, (2) practical wisdom by pursuing the reality in business activities, (3) the ability to see the entire picture and a wide variety of perspectives with strategic thinking, (4) logical / critical thinking ability and effective presentation skills, (5) the ability to 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 (1) learning theoretical studies and case studies, (2) visiting companies and local areas, (3) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (4) conducting on-site survey (questionnaire, interview, etc.), (5) approaching from manager's perspective, (6) making presentations and discussions based on “facts and data” and “experience”, (7) participating business contests.

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	Orientation and Introduction	Overview of the course guidelines for the fall semester and confirm the syllabus
2	Preparation for the Field Study	Preparation for the 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	Presentation of your field study	Findings and Management Issues for your field study
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 viewpoint
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	Review for this course	Student will be asked to present for what they have learned in this course

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

・ Students are expected to engage in this course to deepen their understanding about global management strategy, analysis methods, business model, etc.

・ Students need to prepare for individual / group study and presentations.

・ Students are encouraged to join the summer training camp.

・ Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor if necessary.

## 【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

LANf200LA

## French CI

Tamio Okamura

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

Day/Period : 火 2/Tue.2

## 【Outline and objectives】

言語と文化は切り離せないものである。本授業の目的は、フランスとフランス語圏の社会と文化についての文章を読み、翻訳することにより、基礎文法を復習し、語彙を増やし、表現力を高めることである。

## 【Goal】

フランス時事についての文章を読み、関連する簡単な会話ができるようになること。フランス語検定 3 級レベル程度に達成することを目指す。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3

## 【Method(s)】

春学期初回授業日：4月21日。毎授業、フランス文化や社会の側面が紹介された文章を読む。意味を確認し、音読をする。多くの練習問題や短い会話練習をする。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
第 1 回	フランス語文法の復習 (1)	・シラバスの説明 ・1年生の文法を復習
第 2 回	フランス語文法の復習 (2)	・1年生の文法を復習
第 3 回	モン＝サン・ミシェル 世紀の大潮 (1)	本文読解 複合過去 (1) 音読
第 4 回	モン＝サン・ミシェル 世紀の大潮 (2)	本文読解 複合過去 (2) 会話
第 5 回	チュニジアの過去と現在 (1)	本文読解 半過去と複合過去 (1) 音読
第 6 回	チュニジアの過去と現在 (2)	本文読解 半過去と複合過去 (2) 会話
第 7 回	レッドブル税 (1)	本文読解 大過去と複合過去 (1) 音読
第 8 回	レッドブル税 (2)	本文読解 大過去と複合過去 (2) 会話
第 9 回	サロン・デュ・ショクラ (1)	本文読解 単純未来、近未来、前未来 (1) 音読
第 10 回	サロン・デュ・ショクラ (2)	本文読解 単純未来、近未来、前未来 (2) 会話
第 11 回	エッフェル塔の著作権 (1)	本文読解 条件法現在 (1) 音読
第 12 回	エッフェル塔の著作権 (2)	本文読解 条件法現在 (2) 会話

第 13 回	ワートルローの戦い 200 周年 (1)	本文読解 条件法過去 (1) 音読
第 14 回	ワートルローの戦い 200 周年 (2)	本文読解 条件法過去 (2) 会話

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

事前に文章を読み、単語を辞書で調べる。音読する。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

『アンフォ vol. 5』、井上 美穂 著、Florence Yoko SUDRE 著、ISBN978-4-411-01353-8 C1085

## 【References】

プチ・ロワイヤル仏和辞典

電子辞書

## 【Grading criteria】

ただし春学期の少なくとも前半がオンライン開講になったことに伴い、成績評価の方法と基準も変更する。具体的な方法と基準は、学習支援システムで受講者に通知する。

## 【Changes following student comments】

本年度授業担当者変更によりフィードバックできません。

## 【】

This class aims to improve the student's reading abilities as well as increase French vocabulary. The student will be asked to read and translate texts about French culture. There will also be ample time to review grammar points learned in previous classes.

LANf100ZA

## French C I

Masamichi Suzuki

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

Day/Period : 月 2/Mon.2

## [Outline and objectives]

この授業は、2 年生以上の学生を対象とします。1 年生の時に学んだ事項を復習しつつ、学びきれなかった重要項目（単純未来など）を学びつつ、4 技能を身に付けることを目指します。

## [Goal]

1 年生で学んだ知識を定着させ、さらにまだ学んでいない基本事項を勉強して、フランス語の基本的な運用能力を身に付けます。フランス語の検定試験 4 級以上、CEFR（ヨーロッパ言語共通参照枠）で A1 以上の力を身に付けることを目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3

## [Method(s)]

教科書は『クロワッサン 2』とあるように、『クロワッサン』という教科書の続編となっていて、2 年生から始めるのに都合よくできています。新しく学ぶ事項、あまり定着していない事項を対話文や文法のまとめを通して学びます。さらに話したり書いたりする練習問題を行います。時々プリントの補助問題を配ります。春学期の少なくとも前半はオンラインでの開講となります。それにとりなう各回の授業計画の変更については、学習支援システムでその都度提示します。本授業の開始日は4月 23 日とします。この日までに具体的なオンライン授業の方法などを、学習支援システムでお知らせします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	授業の説明 第 1 課その 1 「君の名は？」	動詞の現在形と複合過去の復習： 対話と文法の復習
2	第 1 課その 2 主語の書き換えと作文	動詞の現在形と複合過去の復習： 練習問題
3	第 2 課その 1 「彼女を紹介しましょ う」	直接目的語と間接目的語、強勢形： 対話と文法
4	第 2 課その 2 代名詞への書き換えと 作文	直接目的語と間接目的語、強勢形： 練習問題
5	第 3 課その 1 「私は 6 時半に起きま す」	代名動詞の現在形と複合過去形： 対話と文法
6	第 3 課その 2 主語の書き換えと作文	代名動詞の現在形と複合過去形： 練習問題
7	第 4 課その 1 「1 台貸してあげるよ」	中性代名詞と指示代名詞： 対話と文法
8	第 4 課その 2 受け答えと指示代名詞	中性代名詞と指示代名詞：練習問 題
9	第 5 課その 1 「休み中何するの？」	単純未来と前未来（未来完了）：
10	第 5 課その 2 主語の書き換えと作文	単純未来と前未来：練習問題
11	第 6 課 「日本マニアのフラン ス人」	読みの練習 1

12	文法補足 1-1	現在分詞と gérondif
13	授業内試験	授業内試験
	文法補足 1-2	過去分詞と受動態
14	試験の復習	試験の復習
	文法補足 1-3	所有代名詞

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

予習として、HP から音声を得て聞いておいてください。また対話文や分法の例文の知らない単語や表現を調べておいてください。さらに教科書および補充プリントの練習問題をやっておいてください。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## [Textbooks]

『クロワッサン 2ーもっと知りたいフランス語 Croissant 2』（『クロワッサン 1』を買わないように）、松村博史、バンドロム・エディ著、朝日出版社  
補充の文法練習もしくは読解のプリントを配ります。

## [References]

『かんたんフランス文法小辞典』鈴木豊、久富健 著、朝日出版社

## [Grading criteria]

授業にどれだけ積極的に参加したか（問いへの答え、発話、質問、提出物など）が平常点になります。（15 %）  
音読の小テストを時々行います。（15 %）  
また期末試験を行います（70 %）  
春学期の少なくとも前半がオンラインでの開講となったことにともない、成績評価の方法と基準も 変更します。具体的な方法と基準は、授業開始日に学習支援システムで提示します。

## [Changes following student comments]

1 年生の時に学ばなかった事項がかなり残っていたのでそれを中心に学べるようにします。

## [Equipment student needs to prepare]

1 年生の時に使った文法の本、もしくは上に挙げた文法の参考書を持ってきてください。

## [ ]

This course is designed for students who have studied French for at least one year. Reviewing what they have already learned, they will get new knowledge (among others future tense) in order to enhance their abilities in reading, speaking, listening and writing.



LANf100ZA

## French C II

Tamio Okamura

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

## 【Outline and objectives】

言語と文化は切り離せないものである。本授業の目的は、フランスとフランス語圏の社会と文化についての文章を読み、翻訳することにより、基礎文法を復習し、語彙を増やし、表現力を高めることである。

## 【Goal】

フランス時事についての文章を読み、関連する簡単な会話ができるようになること。フランス語検定 3 級レベル程度に達成することを目指す。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3

## 【Method(s)】

毎授業、フランス文化や社会の側面が紹介された文章を読む。意味を確認し、音読をする。多くの練習問題や短い会話練習をする。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
第 1 回	ラグビーと国籍 (1)	本文読解 音読 中性代名詞 en と人称代名詞 le, la, les (1)
第 2 回	ラグビーと国籍 (2)	本文読解 中性代名詞 en と人称代名詞 le, la, les (2)
第 3 回	ルーブル美術館を走る？ (1)	会話 本文読解 音読 関係代名詞 qui, que, dont. où (1)
第 4 回	ルーブル美術館を走る？ (2)	本文読解 関係代名詞 qui, que, dont. où 会話
第 5 回	観光の女王フランス (1)	本文読解 音読 前置詞 + lequél, 前置詞 + qui (1)
第 6 回	観光の女王フランス (2)	本文読解 前置詞 + lequél, 前置詞 + qui (2)
第 7 回	ブレジットとは？ (1)	会話 本文読解 音読 間接話法 (1)
第 8 回	ブレジットとは？ (2)	本文読解 間接話法 (2)
第 9 回	ニースのテロ事件 (1)	会話 本文読解 音読 間接話法 (3)
第 10 回	ニースのテロ事件 (2)	本文読解 間接話法 (4)

第 11 回	フランスの家族と出生率 (1)	本文読解 音読 接続法と直説法、接続法の現在と過去 (1)
第 12 回	フランスの家族と出生率 (2)	本文読解 接続法と直説法、接続法の現在と過去 会話
第 13 回	復習と会話	質問に答える
第 14 回	復習と会話	質問に答える

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

事前に文章を読み、単語を辞書で調べる。音読する。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

『アンフォ vol. 5』、井上 美穂 著, Florence Yoko SUDRE 著、ISBN978-4-411-01353-8 C1085

## 【References】

プチ・ロワイヤル仏和辞典  
電子辞書

## 【Grading criteria】

平常点 (30 %)  
宿題 (20 %)  
期末試験 (50 %)

## 【Changes following student comments】

本年度授業担当者変更によりフィードバックできません。

## 【】

This class aims to improve the student's reading abilities as well as increase French vocabulary. The student will be asked to read and translate texts about French culture. There will also be ample time to review grammar points learned in previous classes.

LANf100ZA

## French C II

Masamichi Suzuki

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

## 【Outline and objectives】

この授業は、2年生以上の学生を対象とします。春学期のフランス語4 Iを引き継いで1年生の時に学んだ事項を復習しつつ、学びきれなかった重要項目（半過去、条件法、接続法など）を学びつつ、4技能を身に付けることを目指します。

## 【Goal】

1年生で学んだ知識を定着させ、さらにまだ学んでいない基本事項を勉強して、フランス語の基本的な運用能力を身に付けます。フランス語の検定試験4級以上、CEFR（ヨーロッパ言語共通参照枠）でA1以上の力を身に付けることを目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3

## 【Method(s)】

春学期に続いて、新しく学ぶ事項、あまり定着していない事項を対話文や文法のまとめを通して学びます。さらに話したり書いたりする練習問題を行います。時々プリントの補助問題を配ります。

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

あり/Yes

## 【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	授業の説明 第7課その1 「祖父母のところに 行ったものでした」	複合過去と半過去、大過去
2	第7課その2 主語の書き換えと作文 「なんのスポーツをし ていましたか」	複合過去と半過去、大過去練習 問題 活動にかんする表現
3	第8課その1 「成功したかったら、 真剣に勉強しなくては だめだよ」	時、理由、条件を表す接続詞
4	第8課その2 接続詞を使った練習	時、理由、条件を表す接続詞 練習問題
5	第9課その1 「私があなただったら ティラミスを食べてみ るわよ」	条件法現在、条件法過去
6	第9課その1 条件法を使った練習	練習問題
7	第10課その1 「パリが一望できる場 所よ」	関係代名詞、協調構文
8	第10課その2 関係代名詞を使った 練習 強調構文への書き換え	関係代名詞、強調構文 練習問題
9	第11課その1 「僕になにをしてほし いんだい？」	接続法現在、接続法過去
10	第11課その2 主語の書き換えと作文	接続法現在、接続法過去 練習問題

11	第12課 『ワッフルとムール貝 ポテトの国へ』	読みの練習 動詞や関係詞の練習
12	文法補足 2-1	話法と時制の一致
13	授業内試験 分法補足 2-2	授業内試験 疑問文や命令文の間接話法
14	試験の復習 分法補足 2-3	試験の復習 単純過去

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

予習として、HPから音声を得て聞いておいてください。また対話文や分法の例文の知らない単語や表現を調べておいてください。さらに練習問題をやっておいてください。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

## 【Textbooks】

春学期で用いた教科書を引き続き使います：

『クロワッサン 2ーもっと知りたいフランス語 Croissant 2』（『クロワッサン 1』を買わないように）、松村博史、バンドロム・エディ著、朝日出版社  
補充の文法練習もしくは読解のプリントを配ります。

## 【References】

『かんたんフランス文法小辞典』鈴木豊、久富健 著、朝日出版社

## 【Grading criteria】

授業にどれだけ積極的に参加したか（問いへの答え、発話、質問、提出物など）が平常点になります。（15 %）  
音読の小テストを時々行います。（15 %）  
また期末試験を行います（70 %）

## 【Changes following student comments】

1年生の時に学ばなかった事項がかなり残っていたのでそれを中心に学べるようにします。

## 【Equipment student needs to prepare】

1年生の時に使った文法の本、もしくは上に挙げた文法の参考書を持ってくるようにしてください。

## 【】

This course is designed for students who have studied French for at least one year. It is the continuation of the French 4 I (spring semester). Reviewing what they have already learned, they will get new knowledge (imparfait, conditionnel, subjunctif etc.) in order to enhance their abilities in reading, speaking, listening and writing.

LANf100ZA

## French D I

Nicolas Gaillard

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

Day/Period : 木 3/Thu.3

## 【Outline and objectives】

初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。

【重要】 コロナウィルスの状態に伴う授業の進み方

春学期は遠隔授業の形で行う予定です。ZOOM（オンラインミーティングアプリ）を使用します。尚、1 回目（4 月 21 日）と 2 回目（4 月 28 日）は遠隔授業の形ではなく課題の形で行います。

各授業の前日に法政大学の Hoppii で履修者に ZOOM 会議の招待のリンクを提示しますので確認してください。

## 【Goal】

この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの4つの能力も鍛えます。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科： DP3・DP4、法学部・政治学科： DP1、法学部・国際政治学科： DP1、文学部： DP1、経営学部： DP3、国際文化学部： DP1、人間環境学部： DP2、キャリアデザイン学部： DP1

## 【Method(s)】

音声で聞き取りをし、文法の練習問題を行います。その後、ペアになり会話のロールプレーをします。また、フランス文化に関するテーマについてディスカッションをし、フランス語で文章をまとめます。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Demander des articles	買い物する パン屋で
2	À la poste	買い物する 郵便局で
3	Parler des quantités	量のことを話す 朝市で
4	Parler des quantités	量のことを話す スーパーで
5	Demander le prix	値段をたずねる 文房具屋で
6	Passer une commande	注文する 魚屋さんで
7	Passer une commande	注文する カフェで
8	Faire une réservation+ Test	予約する ホテルで 中間テスト
9	Faire une réservation	予約する 駅で
10	Faire des achats	買い物する 服屋で
11	Faire des achats	買い物する 靴屋で
12	Hésiter	買い物する 花屋で
13	Prendre rendez-vous	アポを取る 歯医者で
14	Prendre rendez-vous +Examen final	アポを取る 病院で～期末テスト

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

前の授業の時に勉強したことを復習することが必要です。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

Communication progressive du français - Niveau débutant 出版社：CLE International 作者：Claire Miquel ISBN：978-2-09-038445-1

## 【References】

仏和・和仏の辞書があると便利です。

## 【Grading criteria】

遠隔授業に伴う評価基準：

ZOOM 会議中の参加（25%）

遠隔授業の後に教科書の練習問題をし、その後その写メを撮って先生に Hoppii の課題提出機能で先生に送る。（25%）

追加の課題（フランス語で文章を書いて提出する）。（25%）

期末試験（口述試験のみ）（25%）

以下は無効です。

中間テストと期末試験 60%、平常点（授業中の発言と態度）20%、出席 20%。この授業は 5 回以上欠席する者は評価の対象外になりますので注意すること。

## 【Changes following student comments】

フランス人の生活の話をもっとします。

## 【Equipment student needs to prepare】

CD プレイヤー

## 【】

In this class, students will study French conversation and culture at a beginner level. Students will improve their speaking, listening and writing skills.

LANf100ZA

## French D II

Nicolas Gaillard

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

## 【Outline and objectives】

初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。

## 【Goal】

この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの4つの能力も鍛えます。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

音声で聞き取りをし、文法の練習問題を行います。その後、ペアになり会話のロールプレーをします。また、フランス文化に関するテーマについてディスカッションをし、フランス語で文章をまとめます。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Demander des renseignements	情報を尋ねる 地下鉄で
2	Demander des renseignements	情報を尋ねる スポーツクラブで
3	Demander des renseignements	情報を尋ねる 観光局で
4	Exprimer une obligation	義務を伝える 役所で
5	Autoriser et interdire	許す・禁じる スキー所で
6	Vérifier	確かめる 海水浴所で
7	Protester	クレームを言う キャンプ所で
8	Exprimer des intentions, des projets + Test	意図と計画を言う 自転車レンタル所で + 中間テスト
9	Exprimer des intentions, des projets	意図と計画を言う 銀行で
10	Localiser	位置を説明する デパートで
11	Localiser	位置を説明する 地方で
12	Localiser	位置を説明する 紛失したものを探す
13	S'informer par téléphone	電話で問い合わせる 貸し家の賃貸
14	Comparer + Examen final	比較する バカンスについて 期末テスト

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

前の授業の時に勉強したことを復習することが必要です。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

## 【Textbooks】

Communication progressive du français - Débutant 出版社：CLE International 作者：Claire Miquel ISBN：978-2-09-038445-1

## 【References】

仏和・和仏の辞書があると便利です。

## 【Grading criteria】

中間テストと期末試験 60 %、平常点 (授業中の発言と態度)20%、出席 20%。この授業は5回以上欠席する者は評価の対象外になりますので注意すること。

## 【Changes following student comments】

フランス人の生活を話します。

## 【Equipment student needs to prepare】

CD プレーヤー

## 【】

In this class, students will study French conversation and culture at a beginner level. Students will improve their speaking, listening and writing skills.

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## Spanish C I

Osno Illanes De Sasakubo Hermagenes

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

Day/Period : 火 2/Tue.2

### 【Outline and objectives】

この授業はスペイン語の基礎レベルに十分に到達した学生が、まとまった量の文章を聞いたり、作文したりする。

### 【Goal】

スペイン語で短いエッセイや記事を書くことができるようになる。またスペイン語の正しい発音ができるようになることを目標とする。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

### 【Method(s)】

授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。

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

あり / Yes

### 【Fieldwork in class】

あり / Yes

### 【Schedule】

No.	Theme	Contents
1	自己紹介 スペイン語の基礎の復習	直諒法現在 目的人称代名詞/再起代名詞
2	文法のまとめ	線過去の活用/用法
3	物語	EL PADRE, EL HIJO Y EL BURRO.
4	物語	EL PADRE, EL HIJO Y EL BURRO.
5	文法のまとめ	点過去の用法/活用
6	物語	MIS GALLETAS
7	物語	MIS GALLETAS
8	文法のまとめ	現在完了/過去完了
9	物語	EL BILLETE DE 50 DOLARES
10	物語	EL BILLETE DE 50 DOLARES
11	文法のまとめ	関係詞/接続詞
12	物語	ULTIMO TRABAJO
13	物語	ULTIMO TRABAJO
14	まとめ 試験	試験・まとめと解説

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

本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

### 【Textbooks】

CUÉNTAME 8 historias para disfrutar aprendiendo español, Editorial Asahi

### 【References】

授業の進行によって随時提示。

### 【Grading criteria】

授業内での口頭試験 40 %

小テスト 30 %

期末試験の結果 30 %

毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

### 【Changes following student comments】

新規の担当科目のため、学生からの意見は今後授業改善に反映する。

【】

In this class, students who have reached the basic level of Spanish will continue to speak Spanish while listening, reading and writing some stories.

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## Spanish C I

Osno Illanes De Sasakubo Hermagenes

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

Day/Period : 金 3/Fri.3

## 【Outline and objectives】

この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

## 【Goal】

スペイン語での日常会話ができるようになる。また、辞書を使用しながら、少し長めのテキストを読解できることを目標とする。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

## 【Method(s)】

授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	スペイン語	南米にスペイン語を話す国々
2	スペイン語で自己紹介	目的人称代名詞、再帰代名詞。
3	生活習慣、スペイン語圏の家族	現在進行形 / 現在分詞のその他の用法。
4	人の一生、家族	復習:直説法点過去。過去を表す副詞句。
5	中南米諸国への日本人移民	関係詞 I : 関係詞代名詞
6	町で	SER. ESTAR. HABER. TENER 直説法線過去:活用 / -mente で終わる副詞
7	昔と今	直説法線過去の用法 / 品質形容詞
8	旅行	直説法点過去と線過去 / 旅行: 活動と携行品
9	天候	色々な副詞節
10	余暇活動	過去分詞 / 直説法現在完了: 活用 / 余暇生活 / 勧誘表現
11	社会生活	直説法現在完了の用法 / 過去分詞のその他用法
12	未来を表す副詞句	直説法未来: 活用 / 直説法未来の用法
13	推測	直説法未来完了: 活用と用法
14	確実性を示す表現	直説法過去未来: 活用 / 直説法過去未来の用法 I

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

復習をしっかりやること、十分な準備をすること。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

Entre amigos 2, 2da. Edición, Editorial Asahi

## 【References】

授業の進行によって随時提示。

## 【Grading criteria】

授業内での口頭試験 40 %

小テスト 30 %

期末試験の結果 30 %

毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

## 【Changes following student comments】

新規の担当科目のため、学生からの意見は今後授業改善に反映する。

## 【】

In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world

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## Spanish C I

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

Day/Period : 月 3/Mon.3

## 【Outline and objectives】

1年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について、各国の文化遺産を通して学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

## 【Goal】

スペイン語を用いて自分の意見を表現することを目指す。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

## 【Method(s)】

テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	一年を通じてどのように授業を進めていくのか、授業の紹介、スペイン語の導入。
2	1 課	1年で学んだ文法の復習。 <b>ser, estar, hay</b> の使い分けおよび直説法現在の動詞の活用。グラナダ（スペイン）について知る。
3	1 課	1年で学んだ直説法現在の用法、指示形容詞、指示代名詞を学び、この、その、あの、これ、それ、あれ、という言い方の復習。グラナダ（スペイン）について知る。
4	2 課	再帰動詞、目的格人称代名詞。セビーヤ（スペイン）について知る。
5	2 課	不定詞と「弱い代名詞」。セビーヤ（スペイン）について知る。
6	3 課	現在分詞、進行形。ハバナ（キューバ）について知る。
7	3 課	現在分詞を用いた分詞構文、所有形容詞。ハバナ（キューバ）について知る。
8	4 課	過去分詞、受動態。テオティワカン（メキシコ）について知る。
9	4 課	結果状態、点過去。テオティワカン（メキシコ）について知る。
10	5 課	線過去、点過去と線過去の使い分け。ティカル（グアテマラ）について知る。
11	5 課	時間の経過を示す、比較表現、絶対最上級。ティカル（グアテマラ）について知る。
12	6 課	直説法現在完了、直説法過去完了。マチュ・ピチュ（ペルー）について知る。

13 6 課

不定語と否定語、無人称表現。マチュ・ピチュ（ペルー）について知る。

14 期末試験

春学期に学んだことの確認として期末テストを行う。

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

本授業の準備学習・復習時間は、合わせて1時間を標準とします。

## 【Textbooks】

Conociendo el Patrimonio de la Humanidad Segunda edición  
初級～中級スペイン語世界遺産を訪ねて 改訂版 朝日出版社

## 【References】

『西和中辞典』（小学館）

『わかるスペイン語』西川喬（同学社）

## 【Grading criteria】

試験（60%）平常点（40%）。携帯電話の使用は減点の対象とする。欠席は3回まで。3回欠席した学生は単位を取得できないので注意すること。

## 【Changes following student comments】

適宜リアクションペーパーを配布し、学生からの質問や要望に応える方針。

## 【Others】

オンラインでの授業となるため、初回より Hoppii にて連絡事項や課題を確認すること。4月27日以降の開講となる。

## 【】

To be able to communicate in Spanish especially using basic and intermediate level vocabularies. The goal is to be able to express each opinion on various subjects in Spanish.

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## Spanish C II

Osno Illanes De Sasakubo Hermagenes

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

## 【Outline and objectives】

この授業はスペイン語の基礎レベルに十分に到達した学生が、まとまった量の文章を聞いたり、作文したりする。

## 【Goal】

スペイン語で短いエッセイや記事を書くことができるようになる。  
 またスペイン語の正しい発音ができるようになることを目標とする

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

## 【Method(s)】

授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	文法のまとめ	人称代名詞間接目的格"le" "les"の代わり/ 再帰代名詞 (三人称) / se+三人称単数. 主語なし/受け者 se+三人称単数/複数
2	物語	UNA MAGNIFICA COSECHA
3	物語	UNA MAGNIFICA COSECHA
4	文法のまとめ	接続法現在 活用/用法
5	物語	LA MORCILLA
6	物語	LA MORCILLA
7	文法のまとめ	未来形/過去未来 活用/用法
8	物語	EL PINTOR NOCHA
9	物語	EL PINTOR NOCHA
10	文法のまとめ	接続法過去/接続法過去完了 用法/活用
11	物語	EL RABINO
12	物語	EL RABINO
13	物語	学生のライティングの確認
14	試験	試験・まとめと解説

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

本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

CUÉNTAME 8 historias para disfrutar aprendiendo español,  
 Editorial Asahi

## 【References】

授業の進行によって随時提示。

## 【Grading criteria】

授業内での口頭試験 40 %

小テスト 30 %

期末試験の結果 30 %

毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

## 【Changes following student comments】

新規の担当科目のため、学生からの意見は今後授業改善に反映する。

【】

In this class, students who have reached the basic level of Spanish will continue to speak Spanish while listening, reading and writing some stories.



LANs100ZA

## Spanish C II

Osno Illanes De Sasakubo Hermagenes

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

## 【Outline and objectives】

この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

## 【Goal】

自分の住環境、学習環境、労働環境について、評価または願望などをスペイン語で述べるができるようにします。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

## 【Method(s)】

授業はテキストに沿って進められる。必要に応じて教員が説明を行うが、会話練習や練習問題への取り組みが主要な時間を占める。

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	家具	直説法過去完了：活用と用法
2	調度品	直説法の時制：まとめ/関係詞 II
3	命令形	命令形 I: tu / vosotros に対する肯定命令 / 命令形の用法命令形と目的人称代名詞 / 再帰代名詞
4	食べ物/ スポーツ	無人称表現 / 直説法過去未来の用法 II
5	意見	接続法現在：活用 / 接続法の用法 I: 名詞節過去形 II :
6	命令	usted/ustedes に対する肯定命令 否定命令 / 願望、依頼、命令表す表現
7	数	接続法の用法 II : 副詞節
8	環境問題	接続法の用法 III: 形容詞節/
9	自然と人間	接続法現在完了：活用と用法
10	願望表現	接続法の用法 I V : 独立文 / 接続法過去：活用
11	スペイン語圏の映画	接続法過去の用法/条件文 I
12	事実と異なる仮定	条件文 II
13	会話で用いられる表現	接続法過去完了: 活用 / 接続法過去完了の用法 / 直説法過去未来完了: 活用と用法
14	後悔 / 丁寧な依頼	接続法の時制：まとめ

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

復習をしっかりとやること、十分な準備をすること。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

Entre amigos 2, 2da. Edición, Editorial Asahi

## 【References】

授業の進行によって随時提示。

## 【Grading criteria】

授業内での口頭試験 40 %

小テスト 30 %

期末試験の結果 30 %

毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

## 【Changes following student comments】

新規担当科目のため、学生からの意見は今後反映させる。

## 【】

In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world

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## Spanish C II

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

## 【Outline and objectives】

1年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について、各国の文化遺産を通して学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

## 【Goal】

スペイン語を用いて自分の意見を表現することを目標とする。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP3、人間環境学部：DP2

## 【Method(s)】

テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。

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

あり/Yes

## 【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	復習	春学期の復習
2	復習	春学期の復習
3	7 課	直説法未来、直説法過去未来。メキシコ市（メキシコ）
4	7 課	直説法未来・過去未来の不規則活用。関係詞。メキシコ市（メキシコ）
5	8 課	直説法未来完了。クスコ（ペルー）について知る。
6	8 課	直説法過去未来完了、間接話法。クスコ（ペルー）について知る。
7	9 課	接続法現在の活用。ボトシ（ボリビア）について知る。
8	9 課	接続法の用法：独立分、知覚、使役の表現。ボトシ（ボリビア）について知る。
9	10 課	命令文（肯定命令）。ラ・サンティシマ・トリニダードとヘスス・デ・タバランゲ（パラグアイ）について知る。
10	10 課	命令文（否定命令）、再帰前置詞。各人称代名詞。ラ・サンティシマ・トリニダードとヘスス・デ・タバランゲ（パラグアイ）について知る。
11	11 課	接続法の用法：名詞節。ガラパゴス諸島（エクアドル）について知る。
12	11 課	接続法の用法：形容詞節、接続法の用法：副詞節。ガラパゴス諸島（エクアドル）について知る。
13	12 課	接続法過去の活用と用法、条件文。ラパ・ヌイ国立公園（チリ）を知る。
14	期末試験	秋学期に学んだことを確認。

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

本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

Conociendo el Patrimonio de la Humanidad Segunda edición  
初級～中級スペイン語世界遺産を訪ねて 改訂版 朝日出版社

## 【References】

中級スペイン語文法 山田善郎著 白水社

## 【Grading criteria】

試験 60%、平常点 40%。

携帯電話の使用は減点の対象とする。欠席は 3 回まで。3 回欠席した学生は単位を取得できないので注意すること。

## 【Changes following student comments】

適宜配布するリアクションペーパーに疑問点、要望などがあれば対応。

## 【】

To be able to communicate in Spanish especially using basic and intermediate level vocabularies. The goal is to be able to express each opinion on various subjects in Spanish.

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## Spanish D I

Aurora Uritani

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

Day/Period : 水 2/Wed.2

## 【Outline and objectives】

この講座では自分のことを相手に伝える練習を行います。毎回、モデル文章のリスニング、語彙解説、ディクテーション、発音練習、日本語からスペイン語への翻訳トレーニングを経て、自宅課題として文章作成を行う。

## 【Goal】

自分について、文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにともなう各回の授業計画の変更については、学習支援システムでその都度提示する。本授業の開始日は5月13日とし、この日までに具体的なオンライン授業の方法などを、学習支援システムで提示する。

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	私の名前	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
2	私の家族	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
3	私の街	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
4	私の大学	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
5	天気	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
6	私の一日	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
7	人の描写	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
8	今日	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
9	昨日	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
10	気持ちや感想	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
11	計画	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習

12	旅	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
13	まとめ	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
14	まとめ	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習

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

授業で学んだモデル文章の語彙表現を利用して、自分に関する新たな文章を作成してくるのが毎回の自宅課題である。学習の目安は毎回90分程度である。

## 【Textbooks】

プリント教材

## 【References】

なし

## 【Grading criteria】

春学期の少なくとも前半がオンラインでの開講となったことにともない、成績評価の方法と基準も変更する。具体的な方法と基準は、授業開始日に学習支援システムで提示する。

## 【Changes following student comments】

オンライン授業性に伴ってプリントにした。

## 【】

In this course, you will practice communicating yourself to others. Each session will consist of listening to the model text, vocabulary explanation, dictation, pronunciation practice, and translation training from Japanese to Spanish, followed by writing assignments at home. Class explanations will be given in Japanese.

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## Spanish D II

Aurora Uritani

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

## 【Outline and objectives】

この講座では自分のことを相手に伝える練習を行います。毎回、モデル文章のリスニング、語彙解説、ディクテーション、発音練習、日本語からスペイン語への翻訳トレーニングを経て、自宅課題として文章作成を行う。

## 【Goal】

自分について、文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにともなう各回の授業計画の変更については、学習支援システムでその都度提示する。本授業の開始日は5月13日とし、この日までに具体的なオンライン授業の方法などを、学習支援システムで提示する。

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	旅	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
2	昔と今	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
3	プレゼント	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
4	気持ちや感想	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
5	健康的な生活	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
6	お祭り	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
7	昔々	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
8	人生	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
9	夢	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
10	イベント	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
11	クリスマス	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習

12	スポーツ	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
13	パソコンや携帯電話	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
14	環境	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習

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

授業で学んだモデル文章の語彙表現を利用して、自分に関する新たな文章を作成してくるのが毎回の自宅課題である。学習の目安は毎回 90 分程度である。

## 【Textbooks】

プリント教材

## 【References】

なし

## 【Grading criteria】

春学期の少なくとも前半がオンラインでの開講となったことにともない、成績評価の方法と基準も変更する。具体的な方法と基準は、授業開始日に学習支援システムで提示する。

## 【Changes following student comments】

オンライン授業性に伴ってプリントにした。

## 【】

In this course, you will practice communicating yourself to others. Each session will consist of listening to the model text, vocabulary explanation, dictation, pronunciation practice, and translation training from Japanese to Spanish, followed by writing assignments at home. Class explanations will be given in Japanese.

LANc100ZA

## Chinese C I

Koon ko

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

Day/Period : 金 4/Fri.4

### 【Outline and objectives】

本講義は初級で学んだ中国語の基礎を固め、読解力や翻訳力の向上を図ります。そして正しい声調で、自然なリズムで話せるようにも指導します。

### 【Goal】

中国語の基礎文法を一通り学ぶことによって一応の文章も読解できる段階まで力を付けることを目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

### 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となります。それにとりまう各回の授業計画の変更については学習支援システムでその都度提示します。本授業の開始日は4月24日とし、この日までに具体的なオンライン授業方法などを学習支援システムで掲示します。

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

なし / No

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1 回	オリエンテーション	レベルチェック
2 回	数字の使い方 (一)	例文解説
3 回	数詞の使い方 (二)	翻訳の練習
4 回	「是」の使い方 (一)	例文解説
5 回	「是」の使い方 (二)、 一日の行動	翻訳の練習
6 回	連体修飾語 + 的 + 被修飾語	例文解説、翻訳の練習
7 回	「有」構文、「在」構文	例文解説、翻訳の練習
8 回	疑問詞の使い方	例文解説、翻訳の練習
9 回	介詞の使い方	例文解説、翻訳の練習
10 回	「比較」の表現	例文解説、翻訳の練習
11 回	程度補語の使い方	例文解説、翻訳の練習
12 回	アスペクト (一)	例文解説
13 回	アスペクト (二)	翻訳の練習
14 回	総復習	補足説明・期末試験

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

必ず予習すること。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

### 【Textbooks】

授業にてプリント配布

### 【References】

辞書を必ず用意すること。

### 【Grading criteria】

対面授業が再開された場合には期末試験を実施するが、再開されなかった場合には、毎回の課題の実施状況によって評価します。

### 【Changes following student comments】

発音の指導を徹底的にやるつもりです。

### 【Others】

学生の様子によって、内容を調整する場合があります。

### 【】

In this course, we will improve the writing skill of Chinese through reviewing the basic grammar.

LANc100ZA

## Chinese C II

Koon ko

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

## 【Outline and objectives】

本講義は初級で学んだ中国語の基礎を固め、読解力や翻訳力の向上を図ります。

## 【Goal】

中国語の基礎文法を一通り学ぶことによって一応の文章も読解できる段階まで力を付けることを目指します。正しい声調で、自然なリズムで話せるようにも指導します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

まず中国語作文の基礎を理解してもらい、基本的な文法事項や重要な文型について詳しく説明します。それを基に、単文を中心とした練習問題を解くことによって基礎的な作文能力を高めていきます。

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1 回	能願動詞の使い方	例文解説、翻訳の練習
2 回	方向補語	例文解説、翻訳の練習
3 回	結果補語	例文解説、翻訳の練習
4 回	可能補語	例文解説、翻訳の練習
5 回	兼語文	例文解説、翻訳の練習
6 回	受身文	例文解説、翻訳の練習
7 回	「是……的」構文	例文解説、翻訳の練習
8 回	存現文	例文解説、翻訳の練習
9 回	介詞の使い方	例文解説、翻訳の練習
10 回	「比較」の表現	例文解説、翻訳の練習
11 回	「把」構文	例文解説、翻訳の練習
12 回	動量補語・時量補語	例文解説、翻訳の練習
13 回	複文・「了」の使い方	例文解説、翻訳の練習
14 回	総復習	補足説明・期末試験

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

必ず予習すること。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

授業にてプリント配布

## 【References】

辞書を必ず用意すること。

## 【Grading criteria】

授業への参加度、授業中の学習態度、宿題の完成度など（60 点）、試験（40 点）により総合的に評価します。

## 【Changes following student comments】

学生から高く評価された。続けてこのやり方でやります。

## 【Others】

学生の様子によって内容を調整することがあります。

## 【】

In this course, we will improve the writing skill of Chinese through reviewing the basic grammar.

LANc100ZA

## Chinese D I

Kebing LIU

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

## 【Outline and objectives】

中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。

## 【Goal】

1 年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検 3 級を目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

単語を習得し、文法を理解する。

DVD 教材を観ながら、聞き取り・書き取り練習を行う。  
簡単な中国語作文・会話練習を行う。

## 【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	授業内容に関するガイダンス
2	第 1 課	文法理解と応用
3	第 1 課	会話と応用
4	第 1 課	読解文の理解と応用
5	第 2 課	文法理解と応用
6	第 2 課	会話と応用
7	第 2 課	読解文の理解と応用
8	第 3 課	文法理解と応用
9	第 3 課	会話と応用
10	第 3 課	読解文の理解と応用
11	第 4 課	文法理解と応用
12	第 4 課	会話と応用
13	第 4 課	読解文の理解と応用
14	授業の総まとめと試験	試験・まとめと解説

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

授業前に単語の意味を調べる。教材の予習復習をする。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

## 【Textbooks】

洪潔清著『チャイニーズアドベンチャー～DVD で学ぶ中国文化～』金星堂

## 【References】

授業中に指示。

## 【Grading criteria】

平常点（授業態度）30%、試験 70%。

## 【Changes following student comments】

特に無し。

## 【】

In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.

LANc100ZA

## Chinese D II

Kebing LIU

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

## 【Outline and objectives】

中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。

## 【Goal】

1 年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検3級を目指します。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

単語を習得し、文法を理解する。  
DVD 教材を観ながら、聞き取り・書き取り練習を行う。  
簡単な中国語作文・会話練習を行う。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	ガイダンス復習	授業内容に関するガイダンスと復習
2	第5課	文法理解と応用
3	第5課	会話と応用
4	第5課	読解文の理解と応用
5	第6課	文法理解と応用
6	第6課	会話と応用
7	第6課	読解文の理解と応用
8	第7課	文法理解と応用
9	第7課	会話と応用
10	第7課	読解文の理解と応用
11	第8課	文法理解と応用
12	第8課	会話と応用
13	第8課	読解文の理解と応用
14	授業の総まとめと試験	試験・まとめと解説

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

授業前に単語の意味を調べる。教材の予習復習をする。  
本授業の準備学習・復習時間は、合わせて1時間を標準とします。

## 【Textbooks】

洪潔清著『チャイニーズアドベンチャー～DVDで学ぶ中国文化～』金星堂

## 【References】

授業中に指示。

## 【Grading criteria】

平常点（授業態度）30%、試験70%。

## 【Changes following student comments】

特に無し。

## 【】

In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.

CAR100ZA

## Introduction to Career Design

Tomokazu OHYAGI

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

## 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会ではたらくことについての基本的な知見を提供します。  
これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

## 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。  
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の4年間では、考えながら行動し続ける姿勢、言い換えればPDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思います。  
最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】

3	激変する社会環境と課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を <b>SDGs</b> の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。 【キーワード：SDGs、少子高齢化】	9	思考法	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。 【キーワード：ダイバーシティー】	10	意思決定の科学	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。【キーワード：二重過程理論、認知バイアス】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。【キーワード：労働観、働く目的】	11	幸福について考える	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの <b>PERMA</b> モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。【キーワード：ウエルビーイング、PERMA モデル】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。【キーワード：結婚、家族、ジェンダー】	12	モチベーションを高める	自分が設定した目標やビジョンを実現していくためには、自分自身で行動をマネジメントしていくことが必要である。そのために重要な役割を果たすモチベーションを高める考え方や自己効力について科学的知見を学んでいく。 【キーワード：内発的動機付け、自己効力】
7	グローバル化社会と人材	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。【キーワード：グローバル化、カルチャーマップ】	13	チャンスを広げるための行動様式	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について <b>4S</b> トランジション理論、ブランドハプスタンス理論から学んでいく。【キーワード：4S トランジション理論、ブランドハプスタンス理論、セレンディピティ】
8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、皆さんの目的に合ったインターンシップの参加方法と活用方法について考えていく。【キーワード：インターンシップ】	14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

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

本授業の準備・復習時間は、各2時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

## 【Textbooks】

特に定めません。

## 【References】

授業内において、必要に応じて副読本、参考文献を紹介します。



### 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位の取得には特段の事情がない限り 70 %以上の出席が必要です。

### 【Changes following student comments】

今年度よりアクティブラーニングを導入します。

### 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。（必須ではありません）同じ授業資料は授業中においても教室で投影します。

### 【】

The purpose of this class is to develop a posture in which you can think and act by yourself through this class. In this class, we provide the basic idea that we need to achieve the desirable career formation and the basic knowledge about working in society.

CAR100ZA

## Introduction to Career Design

Minoru TAKAHASHI

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

### 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思っています。

授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会で働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

### 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解が出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。

そのような中では、自ら課題を見つけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の4年間では、考えながら行動し続ける姿勢、言い換えれば PDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思います。最初は小さな一歩で構いません。半年の間に、授業をきっかけにして、何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

### 【Method(s)】

※新型コロナウイルスの影響により、一部授業の進め方（シラバス）を変更します。

### 【4/21～】

学習支援システム上で課題を出します。（数回の予定）

提出物、レポート等、指示に従ってください。

### 【5/11～】

オンライン授業により、授業を実施します。

※オンライン授業方法については、別途案内します。

注）春学期は、原則オンライン授業での実施となる予定ですが、新型コロナウイルスの影響によっては変更になる可能性があります。

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

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
(自主学 習)	オリエンテーション	現役の企業人事部長として、自身のキャリアケースをお話しします。また、授業の内容、進め方、受講のルールなど、この授業を通して何を学ぶべきなのかをお伝えします。

- 1 大学での学び 「大学でもっと多くのことを学んでおけば良かった」。多くの大人がそう考えています。大学は、キャリアの始まり。学び方も姿勢も大きく変えなければいけません。では、大学という場所では何を学び、何を活かしていくべきなのか。現役社会人の立場から皆さんに伝え、これからの大学での学び方を考えます。
- 2 「社会に出る」というトランジション 大学を卒業すると、多くの皆さんが社会に出ていきます。このステップは、人生でも最大級のトランジション（変わり目）になります。そこで何が変わるのかを学び、自分自身のキャリアで何を考え、行動していくかを考えます。
- 3 働くことの意味 「働く」意味の一つは「労働に対する対価（＝給料）を得る」というものですが、果たしてそれだけでいいのでしょうか？ では「働きたい」とはどういうことでしょうか？ 働くことは本当に辛いことなのでしょうか？ 大人でも悩むこのテーマを考えます。
- 4 キャリアモデルケーススタディ 現役で働いている社会人をお呼びして、その方のキャリアと、どういう想いでキャリアを培ってきたのかをお話いただきます。そして、そのキャリアモデルをもとに、自分自身のキャリアに置き換えて考えます。
- 5 外部環境と個人のキャリア これからの日本は世界でも未曾有の少子化による労働人口減少に直面します。そんな日本でこれからどんなことが起こるのか？ そして、皆さんは其中でどのように生きていくべきなのか。社会の外部環境で起こることを学びながら、自分自身のキャリアを考えます。
- 6 なぜ企業は採用をするのか なぜ企業は「採用」を行うのでしょうか？ 現役の人事部長だからこそ話せる、企業がなぜ採用をするのか、どんなことを考えて採用を行っているのかを赤裸々にお話しします。就活の相手となる企業の考えを理解することで、皆さんのこれからのキャリアの作り方を考えます。
- 7 働き方と多様性 女性も勿論、外国人、高齢者、障害者、LGBT など、働く人も多様になってきており、これからの時代は働き方そのものが大きく変わります。現職人事部長の経験を伝えながら、これからの社会で自分自身は何を考え、しなければならないのかを考えます。
- 8 組織におけるコミュニケーション 組織に属すると、周囲の人と必ずコミュニケーションを行っていかねばなりません。組織の目的と個人の目的は時としてずれてしまうこともあります。社会に出ると、好きでない人と付き合わねばならないことも多くあります。そんな組織で、どのようにコミュニケーションをとっていくべきなのかを考えます。
- 9 「評価される」とはどういうことか 社会人になり、経験を重ね、スキルやノウハウがつくと、立場が変わり、社会的責任が大きくなり、お給料も上がっていきます。そのキャリアプロセスでは常に「評価される」ということが行われます。「評価される」ということはどういうことなのかを考えます。今は、様々な「インターンシップ」が存在します。そもそも、インターンシップとは何なのか。どのようなことをするのだろうか。キャリアセンターの担当者、現役人事部長それぞれの視点から、インターンシップを理解してもらい、どのように取り組むべきかを考えます。
- 10 学生生活の過ごし方 春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考えます。卒業までに成し遂げたいことと、それを成し遂げるためにどのような活動が必要かを具体的に紙に書き出し、グループでディスカッションをしながら「大学時代に何をやるか」の目標を設定しましょう。

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

本授業の準備学習・復習時間は、各 2 時間を標準とします。

また、復習のために、本受講の受講者は、必ず「本授業専用キャリアノート」を準備し、毎回の授業の内容および感じたことを記載してもらいます。

なお、上記のほか、授業内で案内した書籍や、自主的なレポートは受け付けます（加点評価を行います。積極的に取り組んでみてください）

#### 【Textbooks】

特に定めません。

#### 【References】

授業内で参考になる書籍を適宜案内します。

#### 【Grading criteria】

毎回授業後に提出してもらうアクションペーパーが 60%。期末レポートが 40%の割合で評価します。また、平常点も加味します。本授業は、授業の内容を通して「自らのキャリアと向き合う」ことを求めます。単に授業を聞くだけでなく、授業の内容をもとに自分自身に置き換え考えることを求めます（評価基準になります）。また、授業で案内した書籍を読んで自分自身を振り返ったり、授業内容をもとに「行動した」レポートなどは、随時任意で提出を可とします。その場合は、提出内容を精査した上で、加点評価として加味します。

#### 【Changes following student comments】

「自分自身のキャリアを真剣に考えたい」人のみが受講してください。

#### 【Equipment student needs to prepare】

本授業専用「キャリアノート」を必ず準備して、毎回の授業に持参してください。授業内で学んだこと、そして感じたことを積極的にキャリアノートに記載してください。そのための筆記用具は必ず持参してください。

#### 【Others】

##### ■講師プロフィール

新卒で JCB 入社、その後 NTT、トヨタグループ企業で新規事業企画、営業などを歴任。その後 40 歳にして人事に転身。トヨタファイナンス、創業 100 年企業、IT 企業の HDE（現 HENNGE）で人事部長を歴任。これまで 2,000 人を超える新卒学生と面接実績あり。現職は「マイクロ人事部長」として、北九州のソウルフード「資さんうどん」、福岡のビザチェーン「ビザクック」の人事部長など 5 社で人事責任者として従事。

現職企業人事としてリアリティのあるキャリアデザイン講義となります。

<https://mosaicwork.co.jp/archives/515>

[https://www.dodadsj.com/content/180403\\_takahashi/](https://www.dodadsj.com/content/180403_takahashi/)

## I

In this lesson, we think about your university life and work in society together.

I support you can spend great time in your university life.

In this class, I provide the basic knowledge on the concept necessary for your “long-term” life and working in society.

Through this opportunity, the purpose of this lesson is to create your good attitude that you can think and act by yourself.

CAR100ZA

## Introduction to Career Design

Tomokazu OHYAGI

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

### 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思っています。授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会ではたらくことについての基本的な知見を提供します。

これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

### 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。

そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の4年間では、考えながら行動し続ける姿勢、言い換えればPDS（Plan, Do, See）サイクルを回して行ける基本的な力を身につけてほしいと思います。

最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

### 【Method(s)】

参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。

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

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】

3	激変する社会環境と課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を <b>SDGs</b> の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。 【キーワード：SDGs、少子高齢化】	9	思考法	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。 【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。 【キーワード：ダイバーシティー】	10	意思決定の科学	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこのころの動き（意思決定）」について学んでいく。 【キーワード：二重過程理論、認知バイアス】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。 【キーワード：労働観、働く目的】	11	幸福について考える	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの <b>PERMA</b> モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。 【キーワード：ウエルビーイング、PERMA モデル】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。 【キーワード：結婚、家族、ジェンダー】	12	モチベーションを高める	自分が設定した目標やビジョンを実現していくためには、自分自身で行動をマネジメントしていくことが必要である。そのために重要な役割を果たすモチベーションを高める考え方や自己効力について科学的知見を学んでいく。 【キーワード：内発的動機付け、自己効力】
7	グローバル化社会と人材	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。 【キーワード：グローバル化、カルチャーマップ】	13	チャンスを広げるための行動様式	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について <b>4S</b> トランジション理論、ブランドハプスタンス理論から学んでいく。 【キーワード：4S トランジション理論、ブランドハプスタンス理論、セレンディピティ】
8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、皆さんの目的に合ったインターンシップの参加方法と活用方法について考えていく。 【キーワード：インターンシップ】	14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。 【キーワード：過ごし方、付き合い方、自己戦略】

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

本授業の準備・復習時間は、各2時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

#### 【Textbooks】

特に定めません。

#### 【References】

授業内において、必要に応じて副読本、参考文献を紹介します。

#### 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位の取得には特段の事情がない限り 70 %以上の出席が必要です。

#### 【Changes following student comments】

今年度よりアクティブラーニングを導入します。

#### 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。（必須ではありません）同じ授業資料は授業中においても教室で投影します。

#### 【】

The purpose of this class is to develop a posture in which you can think and act by yourself through this class. In this class, we provide the basic idea that we need to achieve the desirable career formation and the basic knowledge about working in society.

CAR100ZA

## Introduction to Career Design

Tomokazu OHYAGI

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

#### 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会ではたらくことについての基本的な知見を提供します。

これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

#### 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。

そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思います。最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

#### 【Method(s)】

参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。

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

あり / Yes

#### 【Fieldwork in class】

なし / No

#### 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】

3	激変する社会環境と課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を <b>SDGs</b> の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。 【キーワード：SDGs、少子高齢化】	9	思考法	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。 【キーワード：ダイバーシティー】	10	意思決定の科学	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。【キーワード：二重過程理論、認知バイアス】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。【キーワード：労働観、働く目的】	11	幸福について考える	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの <b>PERMA</b> モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。【キーワード：ウエルビーイング、PERMA モデル】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。【キーワード：結婚、家族、ジェンダー】	12	モチベーションを高める	自分が設定した目標やビジョンを実現していくためには、自分自身で行動をマネジメントしていくことが必要である。そのために重要な役割を果たすモチベーションを高める考え方や自己効力について科学的知見を学んでいく。 【キーワード：内発的動機付け、自己効力】
7	グローバル化社会と人材	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。【キーワード：グローバル化、カルチャーマップ】	13	チャンスを広げるための行動様式	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について <b>4S</b> トランジション理論、ブランドハプスタンス理論から学んでいく。【キーワード：4S トランジション理論、ブランドハプスタンス理論、セレンディピティ】
8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、皆さんの目的に合ったインターンシップの参加方法と活用方法について考えていく。【キーワード：インターンシップ】	14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

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

本授業の準備・復習時間は、各2時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

## 【Textbooks】

特に定めません。

## 【References】

授業内において、必要に応じて副読本、参考文献を紹介します。

#### 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位の取得には特段の事情がない限り 70 %以上の出席が必要です。

#### 【Changes following student comments】

今年度よりアクティブラーニングを導入します。

#### 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。(必須ではありません) 同じ授業資料は授業中においても教室で投影します。

#### 【】

The purpose of this class is to develop a posture in which you can think and act by yourself through this class. In this class, we provide the basic idea that we need to achieve the desirable career formation and the basic knowledge about working in society.

CAR100ZA

## Introduction to Career Design

Azusa MIYAKI

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

#### 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思っています。授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会で働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

#### 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解が出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。そのような中では、自ら課題を見つけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の4年間では、考えながら行動し続ける姿勢、言い換えれば PDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思います。最初は小さな一歩で構いません。半年の間に、授業をきっかけにして、何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

#### 【Method(s)】

【重要】4/24 第1回の授業(オリエンテーション)開催いたしました。すでに授業資料を Hoppii にアップロードしていますので、履修予定者は仮登録の上、授業資料を確認ください。2020 春学期、オンライン授業が実施されることに伴い、授業計画が一部変更されています。授業計画は3月末のものになってますが、新しい授業内容はオリエンテーション(資料あり)で説明します。第2回は5/8を予定しています。

●5/15以降、ZOOM等を活用し参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します(グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等)。

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

あり / Yes

#### 【Fieldwork in class】

なし / No

#### 【Schedule】

No.	Theme	Contents
第1回	オリエンテーション	授業主旨、進め方、成績評価方法、求められる参加態度、およびカリキュラム等について概要を説明します。
第2回	大学での学び	大学とはどういう場なのか、何のために大学で学ぶのか、大学の付加価値等について考えていきます。また、大学での学び方についても議論します。

第 3 回	学生と社会人	社会人には何が求められているのだろう。学生とは何が異なるのだろうか。それぞれの役割を比較しながら、就職活動やインターンシップで求められる基本的な態度やマナー等も理解していきます。	第 13 回	世の中の動きと求められる人材	これから世の中はどのように変化していくのか、変化に対応しながら、皆さんはどのような生活を営み、キャリアを歩んでいくのでしょうか。近未来予想図を描いてみます。
第 4 回	労働の連鎖	私たちの社会は、労働の連鎖でできあがっています。連鎖が一つでも途絶えると、通常の生活ができなくなります。身近な商品が皆さんの手元に届くまでにどれだけの労働が関わっているかを例に考えていきます。	第 14 回	学生生活の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考えていきます。卒業までに成し遂げたいことと、それを成し遂げるためにどのような活動が必要かを具体的に紙に書き出し、「明日から取り組むこと」を決め、グループ内で共有していきます。
第 5 回	ストレスマネジメント	適度なストレスは、何かを頑張るための良い刺激となり、自己成長へ繋がります。一方、心が苦しくなったり、嫌な気分になったり、やる気をなくしたりする悪いストレスもあります。ストレスを理解し、対処する方法を学びます。	【Work to be done outside of class (preparation, etc.)】 本授業の準備・復習時間は、各 2 時間を標準とします。授業の中で適宜指示をします。		【Textbooks】 特に定めない。授業支援システムにて資料を共有します。必要に応じてダウンロードをしたりプリントアウトをして、学習に役立ててください。  【References】 授業の中で適宜指示をします。  【Grading criteria】 授業の回数が増え変わったことに伴い、評価の比重を変更する予定です。授業内でアナウンスをしますのでご確認ください（更新 2020.4.26）毎回のリアクションペーパーが 70 %、期末試験での成績が 30%という構成。リアクションペーパーは、記述内容、論理構成等を評価します。  【Changes following student comments】 授業を通して、学生と教員、学生同士、学生と先輩社会人の相互コミュニケーションを活発におこなう機会を引き続き重視します。  【Equipment student needs to prepare】 筆記用具は必ず持ってくる。それ以外に必要なものがあれば、授業の中で適宜指示をします。  【Others】 コンサルティングファーム、IT・メーカー企業にて約 20 年以上にわたる人事部門での実務経験があります。また企業や大学では、社員や学生のキャリアカウンセリングを実施し、様々な個別相談にも関わってきました。授業では、企業・組織の実態などを共有し、これからの大学生活を送る上で、また社会に出ていく準備期間としてキャリアデザインの必要性を伝えていきます。 ■皆様の参加をお待ちしています■ 4 月 23 日更新 オリエンテーション（資料）にて、今後の授業の進め方の詳細・授業内容の変更など詳細を説明していますので確認ください。  【】 This course introduces the concepts necessary for a long-term life, and basic knowledge of society and working. Students are required to think about (1) how to spend at university and (2) working in society. It also enhances the skills needed to spend campus life meaningfully. The aim of this course is to cultivate attitudes that you can think and act by yourself.
第 6 回	アルバイト経験の意味	アルバイトとして働く場合も、労働法によって保護されています。労働基準法やパートタイム労働法など、働く上での基本的な権利と義務について学んでいきます。アルバイトは就業経験としてどのような意味があるのかも考えていきます。			
第 7 回	やる気とモチベーション	これまでの自分を振り返り、自身の価値観の形成、やる気に影響を与えた出来事や人との出会いなど、モチベーションの源になるものを見つけていきます。			
第 8 回	インターンシップ	インターンシップとは何か。何をするのか。どういう効果があるのか。どのように参加するのがよいのだろうかなど、窓口であるキャリアセンター職員をゲストにお呼びし、過去の先輩の事例や参加の注意点を聞いていきます。			
第 9 回	働き方と多様性	現代の日本では、外国人、高齢者、障害者、性的マイノリティなど様々な人たちが、様々な雇用形態で働いています。雇用形態の変化、新しい働き方のあり方やその意義について考えます。			
第 10 回	グローバル人材とは	グローバル化社会で活躍する人材になるには、英語をはじめとした外国語の能力は確かに大切です。さらに異文化を理解する能力などが求められます。「グローバル人材」「グローバル化社会」について議論します。			
第 11 回	働くことの意味	働く意味・働きがいとは何かを考えていきます。自分の周りで仕事をしている人（親、兄弟、親戚など）にインタビューを実施して、その結果を持ち寄り共有します。身近な大人は、何のために働いているのかをグループで議論し発表します。			
第 12 回	企業の採用活動	就職活動を採用される立場からだけでなく、採用する側の立場で考えてみましょう。企業社会で求められる人材とはどういう人だろうかという視点を持ち、自分がどんな人間なのかを人に伝えるためのワークを実施していきます。			



CAR100ZA

## Introduction to Career Design

Hiromi FUJISAWA

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

## 【Outline and objectives】

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思えます。授業の中では、より長期的な人生を歩む上で必要となる考え方、社会や働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

## 【Goal】

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解を出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の4年間では、考えながら行動し続ける姿勢、言い換えれば PDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思えます。最初は小さな一歩で構いません。半年の間に、授業をきっかけにして、何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それに伴う授業計画の変更については、学習支援システムを用いて、その都度提示する。また、本授業開始日時は、4月24日(金)10:40～12:20とする。具体的なオンライン授業の方法などについて、初回授業日に学習支援システムを用いて提示する。

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

あり/Yes

## 【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	授業の概要、進め方、成績評価方法等を説明します。また、キャリアとは何か、大学生にとってのキャリアとは何か、導入講義を行います。
2	働くことの意味	なぜキャリアデザインが必要なのか、あなたにとって働くことの意味や意義、やりがいとは何か、ワークを通して検討します。
3	労働の連鎖	社会は労働（職業や役割等）の連鎖でできています。社会の中で自分自身がどのような役割を担っているのか、ワークを通して検討します。
4	インターンシップ	インターンシップとは何か（意義や内容、効果）、どのように参加するとよいのか。窓口であるキャリアセンター職員をゲストに呼び、過去の先輩たちの事例や参加の注意点などについて学びます。

5	これまでの自分を振り返る	キャリアデザインの枠組みを学び、これまでの自分を振り返ります。自身の人生観や価値観、仕事観に影響を与えた出会いをまとめるワークを行います。
6	今の自分を分析する	自己理解の基本姿勢について学びます。また、あなた自身が見ている「今の自分」について分析したうえで自己紹介ワークを行います。
7	多様なキャリアの捉え方	これまでの授業で紹介したキャリアに関する理論を整理します。また、理論を用いて長期的なキャリアを展望するワークを行います。
8	偶然を活かすキャリア	偶然を活かすキャリア理論について学びます。参考動画の視聴を通して偶然の活かし方を検討します。また、長期的な人生を歩むうえで役立つであろう「偶然を味方にする」ワークを行います。
9	人生の転機と変幻自在なキャリア	人生の転機とは何か、転機を活かすキャリア理論と変幻自在なキャリアについて学び、自身が長期的な人生を歩む上で必要となる考え方を探ります。
10	ワーク・ライフ・バランス	ワーク・ライフ・バランスとは何か、結婚、出産や育児といったライフ・イベントに関する事例をもとにグループで検討します。
11	働き方と多様性	現代の日本社会における雇用形態を学び、性別・年齢・国籍などの属性的条件、価値観やライフスタイルなどの違いによる働き方を考えます。
12	企業の採用活動と求められる能力	企業の採用活動、求められる能力について学びます。自身の行動を振り返ることで能力を整理し、学生生活の過ごし方のヒントを探ります。
13	大学での学び	大学での学びとは何か、春学期の授業を振り返ります。本授業と他の授業の接点や自身の生活における学びの応用など、ワークを通して検討します。
14	学生生活の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどのように過ごすかを考えます。卒業までに成し遂げたいことと、それを成し遂げるために何が必要か、学生生活の目標を設定します。

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

本授業の準備・復習時間は、各2時間を標準とします。各回の授業では当該テーマに関して生活の中で接点を探したり、それをきっかけに学びを深めたりすることを期待した発展ワークを出題します。日常生活でも学びを応用する機会を増やしていきましょう。

## 【Textbooks】

教科書は使用しません。毎回各講義に関連した資料を配布します。資料は「授業支援システム」上にPDFファイルにて配布します。

## 【References】

授業中に適宜紹介します。

## 【Grading criteria】

成績評価は、以下の通りです。  
リアクションペーパー（毎回）：70%、レポート：30%

## 【Changes following student comments】

昨年度ゲストスピーカー登壇について好評を得たため、今年度も予定しています。  
なお、授業内での意見によって運営方法等は変更することがあります。

**【Equipment student needs to prepare】**

配布資料（レジュメ、ワークシート等）や課題提出等で授業支援システムを利用します。各自印刷のうえ、授業に持参してください。

**【Others】**

新卒で人材紹介会社にて人事コンサルティング営業に従事したのち、メーカー販社兼商社にて法人営業に就き、ベンチャー企業と創業 100 年を超える老舗企業を経験しました。また、3 つの大学でキャリアカウンセラーとして、累計 2,000 件を超えるキャリアカウンセリングの経験があります。

企業経験の観点からはリアルに、キャリアカウンセリングの観点からは皆さんと近い目線でキャリアデザインについて一緒に考えていきたいと思っています。

**【】**

This course deals with the how to spend at university and working in society.

By thinking them together, I will support you so that you can spend your student life meaningfully.

In the classroom, we provide basic knowledge about the way of thinking, society, and working that are necessary for walking a longer-term life.

It also enhances the development of students' attitude to act autonomously.

CAR100ZA

**Introduction to Career Design**

Tomokazu OHYAGI

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

**【Outline and objectives】**

この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思っています。授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会ではたらくことについての基本的な知見を提供します。

これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

**【Goal】**

自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校まででは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。

そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS (Plan, Do, See) サイクルを回して行ける基本的な力を身につけてほしいと思います。

最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

**【Method(s)】**

参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。

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

あり / Yes

**【Fieldwork in class】**

なし / No

**【Schedule】**

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】

3	激変する社会環境と課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を <b>SDGs</b> の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。 【キーワード：SDGs、少子高齢化】	9	思考法	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。 【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。 【キーワード：ダイバーシティー】	10	意思決定の科学	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。 【キーワード：二重過程理論、認知バイアス】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。 【キーワード：労働観、働く目的】	11	幸福について考える	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの <b>PERMA</b> モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。 【キーワード：ウエルビーイング、PERMA モデル】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。 【キーワード：結婚、家族、ジェンダー】	12	モチベーションを高める	自分が設定した目標やビジョンを実現していくためには、自分自身で行動をマネジメントしていくことが必要である。そのために重要な役割を果たすモチベーションを高める考え方や自己効力について科学的知見を学んでいく。 【キーワード：内発的動機付け、自己効力】
7	グローバル化社会と人材	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。 【キーワード：グローバル化、カルチャーマップ】	13	チャンスを広げるための行動様式	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について <b>4S</b> トランジション理論、ブランドハプスタンス理論から学んでいく。 【キーワード：4S トランジション理論、ブランドハプスタンス理論、セレンディピティ】
8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、皆さんの目的に合ったインターンシップの参加方法と活用方法について考えていく。 【キーワード：インターンシップ】	14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの3年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。 【キーワード：過ごし方、付き合い方、自己戦略】

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

本授業の準備・復習時間は、各2時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

## 【Textbooks】

特に定めません。

## 【References】

授業内において、必要に応じて副読本、参考文献を紹介します。

## 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位の取得には特段の事情がない限り 70 %以上の出席が必要です。

## 【Changes following student comments】

今年度よりアクティブラーニングを導入します。

## 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。（必須ではありません）同じ授業資料は授業中においても教室で投影します。

## 【】

The purpose of this class is to develop a posture in which you can think and act by yourself through this class. In this class, we provide the basic idea that we need to achieve the desirable career formation and the basic knowledge about working in society.

CAR100ZA

## Career Design Advanced

Tomokazu OHYAGI

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

## 【Outline and objectives】

この授業では、「企業活動と働き方・生き方」に焦点を当て、これからの企業活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。

この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思えます。

## 【Goal】

この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、働き方・働き方と企業活動の接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

参加型の授業スタイルを取り入れます。教員や学生同士のコミュニケーション機会を確保します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本講義の目的、達成目標、授業の進め方、成績評価の周知、授業に臨む姿勢、カリキュラムについて概要を説明する。併せて、この講義受講の意義について解説する。
2	仕事研究① 「営業」	いくら良い商品やサービスが提供できても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
3	仕事研究② 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
4	仕事研究③ 「開発」	開発の仕事は一言でいうと企業において付加価値を創出していくための活動と言える。ここではこの「開発」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。

5	仕事研究④ 「コンサルティング」	コンサルティングは、企業や団体が外部の頭脳（ノウハウ、専門知識、ネットワーク）を得たいときに活躍する仕事である。ここではこの「コンサルティング」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。	13	キャリア戦略② 「人生の経営戦略」	「自分自身のキャリア形成」＝「人生経営」と捉え、企業の経営理論で用いられる方法論の自分の人生経営戦略への応用を試みる。キャリア形成プロセスを通じて、各自が自分の望む人生の実現に少しでも近づいていくための考え方と行動について検討していきたい。
6	仕事研究⑤ 「マーケティング」	マーケティングは、商品やサービスが効率的に売れるように、市場調査をはじめ製造、販売などの幅広い企業活動のプロセスに関与する仕事である。ここではこの「マーケティング」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。	14	キャリア戦略③ 「自己実現のためのキャリアデザイン戦略」	これからの激動の社会を生き抜いていくためには、フレキシブルに自分自身を変化させ、チャンスに自分でお膳立てして、職場や仕事が変わっても役に立つスキルを常に持ち続けることが大切である。このような基本的考え方を理解しながら、自分自身のキャリアデザインをグループで話し合い、各自がそれぞれの考えを戦略レベルにまで深めていく。
7	仕事研究⑥ 「海外事業」	現代における企業活動の領域は国内にとどまらず、多くの企業が海外の市場、顧客、企業とのかかわりあいの中でビジネスを展開している。ここではこの「海外事業」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。	【Work to be done outside of class (preparation, etc.)】 本授業の準備・復習時間は、各 2 時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。		
8	働き方研究① 「チームワーク」	組織が一定の成果を挙げるためには個々のメンバーが集団全体の目的をよく理解して、コミュニケーションをとりながら、必要に応じてお互いの考えや行動、態度などを調整しあうことが必要となる。ここでは、チームワークの特性を分析したうえで、優れたチームワークを育む方策を学ぶ。	【Textbooks】 特に定めません。		
9	働き方研究② 「リーダーシップ」	リーダーシップとは、目的に向かって、あるいは目標達成のために構成メンバーやチームに対して働きかけて、具体的な行動を促す力のことである。ここではリーダーシップとそれを支えるフォローワーシップにも言及し、それらの特性や要素について整理するとともに、それぞれの育成方法について学んでいく。	【References】 授業内で都度紹介します。		
10	働き方研究③ 「自己成長への行動」	自己実現を目指して生きていくためには、常に自分自身が成長し続け、自分自身を改革し続けることが重要な要素となる。ここでは、自分自身が成長していくために「強みの活かし方」「心の持ち方」「内発的動機づけ」などの観点からの自分自身の考え方や行動を問い直していく。	【Grading criteria】 毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り 70 %以上の出席が必要です。		
11	働き方研究④ 「メンタルヘルス」	仕事や生活を通じて生じるストレスによる心身への負荷や圧迫、あるいはものごとの捉え方によるネガティブな感情の形成は、自分自身のキャリア形成にマイナスに働くことが多い。そのため、ここでは心身の負荷を軽減するためのいくつかの方法を理論とともに学んでいく。	【Changes following student comments】 本年度よりアクティブラーニングを導入いたします。		
12	キャリア戦略① 「キャリア選択の考え方」	キャリア選択の多様化が進む現代においては適職選びには正解はないが、これまでの調査や研究の活用によって、少なくともより「正解」に近い選択は可能である。ここでは職業選択において陥りがちな問題について「仕事を通じた幸福度」「職場条件」「選択の基準」の視点から検討を加える。	【Equipment student needs to prepare】 当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。（必須ではありません）同じ授業資料は授業中においても教室で投影します。		
【】 In this class,the purpose is to think about how to design your career plan through the understanding of various aspects of corporate activities and your internal values.					

CAR100ZA

## Career Design Advanced

Tomokazu OHYAGI

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

## 【Outline and objectives】

この授業では、「企業活動と働き方・生き方」に焦点を当て、これからの企業活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。

この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思いをします。

## 【Goal】

この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、働き方・働き方と企業活動の接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

参加型の授業スタイルを取り入れます。教員や学生同士のコミュニケーション機会を確保します(グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等)。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本講義の目的、達成目標、授業の進め方、成績評価の周知、授業に臨む姿勢、カリキュラムについて概要を説明する。併せて、この講義受講の意義について解説する。
2	仕事研究① 「営業」	いくら良い商品やサービスが提供されても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
3	仕事研究② 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
4	仕事研究③ 「開発」	開発の仕事は一言でいうと企業において付加価値を創出していくための活動と言える。ここではこの「開発」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。

5	仕事研究④ 「コンサルティング」	コンサルティングは、企業や団体が外部の頭脳（ノウハウ、専門知識、ネットワーク）を得たいときに活躍する仕事である。ここではこの「コンサルティング」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
6	仕事研究⑤ 「マーケティング」	マーケティングは、商品やサービスが効率的に売れるように、市場調査をはじめ製造、販売などの幅広い企業活動のプロセスに関与する仕事である。ここではこの「マーケティング」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
7	仕事研究⑥ 「海外事業」	現代における企業活動の領域は国内にとどまらず、多くの企業が海外の市場、顧客、企業とのかかわりあいの中でビジネスを展開している。ここではこの「海外事業」の仕事について実例をもとに作成した DVD 視聴を通じて理解を深めていく。
8	働き方研究① 「チームワーク」	組織が一定の成果を挙げるためには個々のメンバーが集団全体の目的をよく理解して、コミュニケーションをとりながら、必要に応じてお互いの考えや行動、態度などを調整しあうことが必要となる。ここでは、チームワークの特性を分析したうえで、優れたチームワークを育む方策を学ぶ。
9	働き方研究② 「リーダーシップ」	リーダーシップとは、目的に向かって、あるいは目標達成のために構成メンバーやチームに対して働きかけて、具体的な行動を促す力のことである。ここではリーダーシップとそれを支えるフォローワーシップにも言及し、それらの特性や要素について整理するとともに、それぞれの育成方法について学んでいく。
10	働き方研究③ 「自己成長への行動」	自己実現を目指して生きていくためには、常に自分自身が成長し続け、自分自身を改革し続けることが重要な要素となる。ここでは、自分自身が成長していくために「強みの活かし方」「心の持ち方」「内発的動機づけ」などの観点からの自分自身の考え方や行動を問い直していく。
11	働き方研究④ 「メンタルヘルス」	仕事や生活を通じて生じるストレスによる心身への負荷や圧迫、あるいはものごとの捉え方によるネガティブな感情の形成は、自分自身のキャリア形成にマイナスに働くことが多い。そのため、ここでは心身の負荷を軽減するためのいくつかの方法を理論とともに学んでいく。
12	キャリア戦略① 「キャリア選択の考え方」	キャリア選択の多様化が進む現代においては適職選びには正解はないが、これまでの調査や研究の活用によって、少なくともより「正解」に近い選択は可能である。ここでは職業選択において陥りがちな問題について「仕事を通じた幸福度」「職場条件」「選択の基準」の視点から検討を加える。

- 13 キャリア戦略②  
「人生の経営戦略」 「自分自身のキャリア形成」＝「人生経営」と捉え、企業の経営理論で用いられる方法論の自分の人生経営戦略への応用を試みる。キャリア形成プロセスを通じて、各自が自分の望む人生の実現に少しでも近づいていくための考え方と行動について検討していきたい。
- 14 キャリア戦略③  
「自己実現のためのキャリアデザイン戦略」 これからの激動の社会を生き抜いていくためには、フレキシブルに自分自身を変化させ、チャンスを自分でお膳立てして、職場や仕事が変わっても役に立つスキルを常に持ち続けることが大切である。このような基本的考え方を理解しながら、自分自身のキャリアデザインをグループで話し合い、各自がそれぞれの考えを戦略レベルにまで深めていく。

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

本授業の準備・復習時間は、各 2 時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

#### 【Textbooks】

特に定めません。

#### 【References】

授業内で都度紹介します。

#### 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り 70 %以上の出席が必要です。

#### 【Changes following student comments】

本年度よりアクティブラーニングを導入いたします。

#### 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。(必須ではありません) 同じ授業資料は授業中においても教室で投影します。

#### 【】

In this class, the purpose is to think about how to design your career plan through the understanding of various aspects of corporate activities and your internal values.

CAR100ZA

## Career Design Advanced

Tomokazu OHYAGI

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

#### 【Outline and objectives】

この授業では、「企業活動と働き方・生き方」に焦点を当て、これからの企業活動の諸相の理解を通じて、自分自身のキャリアデザインのあるあり方を考えていくことを目的とします。  
この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思えます。

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この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、働き方・働き方と企業活動の接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

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CAR100ZA

## Career Design Advanced

Tomokazu OHYAGI

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

## 【Outline and objectives】

この授業では、「企業活動と働き方・生き方」に焦点を当て、これからの企業活動の諸相の理解を通じて、自分自身のキャリアデザインのある方方を考えていくことを目的とします。

この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思ひます。

## 【Goal】

この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、働き方・働き方と企業活動の接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

参加型の授業スタイルを取り入れます。教員や学生同士のコミュニケーション機会を確保します(グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等)。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	オリエンテーション	本講義の目的、達成目標、授業の進め方、成績評価の周知、授業に臨む姿勢、カリキュラムについて概要を説明する。併せて、この講義受講の意義について解説する。
2	仕事研究① 「営業」	いくら良い商品やサービスが提供されても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。
3	仕事研究② 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。
4	仕事研究③ 「開発」	開発の仕事は一言でいうと企業において付加価値を創出していくための活動と言える。ここではこの「開発」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。

5	仕事研究④ 「コンサルティング」	コンサルティングは、企業や団体が外部の頭脳（ノウハウ、専門知識、ネットワーク）を得たいときに活躍する仕事である。ここではこの「コンサルティング」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。
6	仕事研究⑤ 「マーケティング」	マーケティングは、商品やサービスが効率的に売れるように、市場調査をはじめ製造、販売などの幅広い企業活動のプロセスに関与する仕事である。ここではこの「マーケティング」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。
7	仕事研究⑥ 「海外事業」	現代における企業活動の領域は国内にとどまらず、多くの企業が海外の市場、顧客、企業とのかかわりあいの中でビジネスを展開している。ここではこの「海外事業」の仕事について事例をもとに作成した DVD 視聴を通じて理解を深めていく。
8	働き方研究① 「チームワーク」	組織が一定の成果を挙げるためには個々のメンバーが集団全体の目的をよく理解して、コミュニケーションをとりながら、必要に応じてお互いの考えや行動、態度などを調整しあうことが必要となる。ここでは、チームワークの特性を分析したうえで、優れたチームワークを育む方策を学ぶ。
9	働き方研究② 「リーダーシップ」	リーダーシップとは、目的に向かって、あるいは目標達成のために構成メンバーやチームに対して働きかけて、具体的な行動を促す力のことである。ここではリーダーシップとそれを支えるフォローワーシップにも言及し、それらの特性や要素について整理するとともに、それぞれの育成方法について学んでいく。
10	働き方研究③ 「自己成長への行動」	自己実現を目指して生きていくためには、常に自分自身が成長し続け、自分自身を改革し続けることが重要な要素となる。ここでは、自分自身が成長していくために「強みの活かし方」「心の持ち方」「内発的動機づけ」などの観点からの自分自身の考え方や行動を問い直していく。
11	働き方研究④ 「メンタルヘルス」	仕事や生活を通じて生じるストレスによる心身への負荷や圧迫、あるいはものごとの捉え方によるネガティブな感情の形成は、自分自身のキャリア形成にマイナスに働くことが多い。そのため、ここでは心身の負荷を軽減するためのいくつかの方法を理論とともに学んでいく。
12	キャリア戦略① 「キャリア選択の考え方」	キャリア選択の多様化が進む現代においては適職選びには正解はないが、これまでの調査や研究の活用によって、少なくともより「正解」に近い選択は可能である。ここでは職業選択において陥りがちな問題について「仕事を通じた幸福度」「職場条件」「選択の基準」の視点から検討を加える。

- 13 キャリア戦略② 「人生の経営戦略」 「自分自身のキャリア形成」＝「人生経営」と捉え、企業の経営理論で用いられる方法論の自分の人生経営戦略への応用を試みる。キャリア形成プロセスを通じて、各自が自分の望む人生の実現に少しでも近づいていくための考え方と行動について検討していきたい。
- 14 キャリア戦略③ 「自己実現のためのキャリアデザイン戦略」 これからの激動の社会を生き抜いていくためには、フレキシブルに自分自身を変化させ、チャンスを自分でお膳立てして、職場や仕事が変わっても役に立つスキルを常に持ち続けることが大切である。このような基本的考え方を理解しながら、自分自身のキャリアデザインをグループで話し合い、各自がそれぞれの考えを戦略レベルにまで深めていく。

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

本授業の準備・復習時間は、各 2 時間を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

#### 【Textbooks】

特に定めません。

#### 【References】

授業内で都度紹介します。

#### 【Grading criteria】

毎回のリアクション・ペーパーが 70 %、期末レポートでの成績が 30 %という構成とします。リアクション・ペーパーについては、記述内容、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り 70 %以上の出席が必要です。

#### 【Changes following student comments】

本年度よりアクティブラーニングを導入いたします。

#### 【Equipment student needs to prepare】

当日示す授業資料は、授業前に「授業支援システム」にアップするので、各自パソコン、タブレット等を教室に持参することが望まれます。(必須ではありません) 同じ授業資料は授業中においても教室で投影します。

#### 【】

In this class, the purpose is to think about how to design your career plan through the understanding of various aspects of corporate activities and your internal values.

IDN100ZA

## Introduction to Hosei Studies

Fumiko Kobayashi, Junichi OGURA

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

Day/Period : 金 4/Fri.4

#### 【Outline and objectives】

ようこそ法政大学へ！ みなさんのこの大学や学部がいつどのようになり、どうして作られたのか知ってみたくはありませんか？

この授業では、創立以来 140 年になる本学の歴史、校歌の成り立ち、明治期からの海外との関わり、特徴ある研究の蓄積、学生文化の今昔、卒業生の活躍など、多方面から法政大学に迫ります。最後には未来を考え、総長に提言する機会も設けます。長い歴史をもつ本学で学ぶ自らをみつめ、将来の目標やキャリアを考えてみましょう。

#### 【Goal】

- ・法政大学の歴史を日本近現代史、世界史の流れのなかで理解する。
- ・〈法政大学らしさ〉を考え、自らの将来へのヒントを得る。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科： DP3・DP4、法学部・政治学科： DP1、法学部・国際政治学科： DP1、文学部： DP1、経営学部： DP1、国際文化学部： DP2、人間環境学部： DP2、キャリアデザイン学部： DP1

#### 【Method(s)】

毎週金曜日に資料を提示し、1 週間で課題 (300 字程度) を提出してもらってフィードバックする形式で進めます。

資料はスライド、文献、動画などさまざま。こんな時だからこそ、じっくりわれらが〈法政大学〉をみつめてみましょう。

詳細は Hoppi 上の添付ファイルをご覧ください。

#### 【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・校歌を知ろう！	校歌の資料を提示し、法政大学について考えるヒントにします。
2	法政大学の歴史を大まかに知ろう！	今後の授業展開の指針となる大学のあゆみを把握します。(小林ふみ子)
3	法律学校・東京法学校としての草創期	創立者の一人、青年薩埵正邦の「志」と「奮闘」を中心に、本学創立期について (浜村彰)
4	大民法学者梅謙次郎のもとでの和仏法律学校としての発展と中国・韓国との関係	開学後約 30 年の発展期に多大な貢献をした人物たち、その民法制定への関わり、留学生受け入れなどについて (高柳俊男)
5	大正期のリベラリズムのなかでの文学者・哲学者たちの活躍	本学で教えた夏目漱石門下の内田百閒らの文学者、三木清らの哲学者たちを紹介し、そこに底流するリベラリズムを考える。(衣笠正晃)
6	法政大学にかかわる作家の小説・随筆を読もう！	前週の作家・思想家たちの著述から
7	戦時下の日本と法政大学生	戦時下の大学と学徒出陣について (古俣達郎)
8	戦後の総合大学としての大発展期	戦後の本学の復興・発展期を担った大内兵衛総長の功績とその教育的理想を考える (横内正雄)
9	法政大学の学生文化	学生生活と文化の今昔を知る (古俣達郎)

10	改革と発展の時代へ	本学が大きく変貌した 90 年代以降の改革と、市ヶ谷に新たに置かれた 4 学部について学ぶ。
11	法政大学における「自由」の概念と「法政大学憲章」	「法政らしさ」を考える
12	ふりかえり	この授業を受けてどう思ったか、これからの自身の学びや法政大学に期待したいことなどを共有する。
13	(なし)	*****
14	(なし)	*****

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

毎回、講師は代わりますが、一つの流れになっています。配付資料を読み直し、紹介した参考文献にも目を通すようにしましょう。

4 月オープン HOSEI ミュージアムは必見。予習復習をかねてぜひ見学を！ デジタル展示でつぎつぎと新しい情報が出てきます。その他関連する特別展示なども紹介、見学を推奨します。

なお、本授業の準備学習・復習時間は、各 2 時間を標準とします。

#### 【Textbooks】

写真でみせる『法政大学 1880-2000 そのあゆみと展望』から抜粋本をつくり、授業支援システムに掲載します。

#### 【References】

毎回、適宜お知らせします。本学の大学史については、上述書のほか『法政大学八十年史』『法政大学百年史』『法政大学と戦後五〇年』などがあります。

#### 【Grading criteria】

初回を除く各回の課題を 10 点満点で採点し、その集計で評価します。

#### 【Changes following student comments】

開設 10 年を迎える科目で、受講生が法政大学で学ぶ自分を見つめ直す役割を果たしているようです。毎回の授業内容を、テキストとより関連づけながら進めていくよう努めます。みなさんにとって興味深く、よい刺激となるようにする工夫を重ねていきます。

#### 【Equipment student needs to prepare】

配付資料類は後日、授業支援システムを通じて配付します。

#### 【Others】

・入学した段階で、本学で学ぶことの意味を考えられるよう 1 年次での履修を推奨します。2 年生以上の受講ももちろん歓迎します。  
・この授業で法政大学の経てきた歴史に興味をもったら、上位科目として開講されている「法政学の探究 LA・LB」にもチャレンジしてみてください。

#### 【】

Welcome to Hosei University! Would you like to know when, how and why your university and faculty were founded?

We will trace the 140-year history of Hosei University, looking at its various aspects: the university song, acceptance of overseas students, relations with other countries, distinctive research institutes, changes in student culture, outstanding graduates, etc. In the last class session, we are going to hold a discussion as to the future of our university and you can present your proposals to the university president. Hopefully this class would be a good opportunity for you to reflect on yourself who study at this university and think about your future career.

IDN100ZA

Hosei Studies A

Tatsuroh Komata

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

#### 【Outline and objectives】

この授業は、「大学を知ろう <法政学>への招待」(旧科目名「法政学への招待」)をすでに受講し、法政大学が経てきた 140 年の歴史と現状について一通りの理解をもつ学生を主対象にして、本学ゆかりの特定の人物を媒介に、法政大学についてより深く考える場を提供する発展科目として設定しました。

「大学を知ろう <法政学>への招待」における学習を前提に、本授業では、法政大学で教えた教員や、学んだ学生を具体的に上げます。教員の場合なら、その人物が法政大学でどういう教育研究に携わったのか、そのことで本学や社会の発展にいかに関与したか、などを追います。卒業生の場合なら、本学で何を学んだのか、あるいは学んだことをその後の本人の人生や、社会に向けてどう役立てたかなどについて、探究することになるでしょう。

法政大学ゆかりの特定の人物を詳しく追うことで、「自由と進歩」の理念や、時代のフロントランナー養成を掲げる本学の歴史と現在が、より具体性を帯びて理解できるようになるはずです。

#### 【Goal】

本学の経てきた道を、具体的な人物に即して、実証的・実感的に把握できることを目指します。時代の大きな流れの中で、本学ゆかりのその人物が何に興味をもち、どんな活動をし、何を目指し、何に悩んだかなど、時代の潮流や雰囲気を受講生個々人の知性と感性で感じられるようにします。それを、自分の学生生活や将来像へとつなげて考える契機を得るよう努めます。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

#### 【Method(s)】

科目責任者の教員が毎回同席し、授業をコーディネートします。講義は、毎回のテーマに最適な本学内外の講師陣(科目責任者含む)が、分担して担当します。

授業の最後に毎回、リアクションペーパーを書いていただきます。受講生の声を反映した参加型・双方向型授業になるよう努めます。

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

なし/No

#### 【Fieldwork in class】

なし/No

#### 【Schedule】

No.	Theme	Contents
1	導入	この授業の狙いや、全体の構成について説明する。 あわせて、本学の経てきた歴史の概略を復習する。(科目責任者=古俣達郎)
2	世界を知りつくした本学の祖 箕作麟祥	本学の前身である和仏法律学校の初代校長の箕作麟祥は、明治期の有数の啓蒙家であった。彼は、洋学を学んで、西洋の法律や歴史を日本に紹介し、日本の「民権」のために活躍した。彼の仕事を振り返って、そこから学ぶものを探りたい。(南塚信吾)

- |    |                                     |                                                                                                                                             |    |                    |                                                                                                                         |
|----|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| 3  | 本学草創期を支えた日本近代法の父 ボアソナード             | フランス人法学者のボアソナード（1825-1910 年）は、明治政府顧問として来日し、近代法典の整備と法学教育に尽力した。ボアソナードの事績と薫陶を受けた教え子たちの活動を紹介し、その歴史的意義を考える。（村松玄太）                                | 12 | 思想史家藤田省三と法政大学の戦後精神 | 丸山眞男に学び、法政大学に着任後、大学の歩みをともにした思想史家藤田省三。藤田は大学紛争期には中村哲総長を支え、紛争解決の中心的役割を果たす。そして、一時の「浪人時代」を経て、同時代への「抵抗者」として新たな境地へと踏み出す。（飯田泰三） |
| 4  | 「民法の父」・和仏法律学校初代総理 梅謙次郎              | 日本民法典起草者の一人であり、帝国大学法学部教授、法政大学の初代総理（総長）であった梅謙次郎について、韓国（大韓帝国、1897-1910 年）政府の法律顧問として活動していた頃の足跡を辿る。（李英美）                                        | 13 | 法政スポーツの伝統を探る       | 法政スポーツは 100 年以上の歴史をもつ。法政スポーツを体現する方をお招きし、法政スポーツの伝統とその精神を探る。                                                              |
| 5  | 能楽研究の開拓者である野上豊一郎                    | 法政大学は古典芸能の「能楽」と深い結び付きがあるが、その縁は、戦後間もなく総長を務めた野上豊一郎が創出したものである。本回は、野上と能楽との出会いから、彼が残した功績を概観する。（伊海孝充）                                             | 14 | 学生目と教員目から見る法政大学    | 学生として本学で学び、のちに本学で教えるに至った方を授業にお招きし、2 つの立場から見た法政大学について体験的に語っていただき、授業全体のまとめとする。                                            |
| 6  | 漱石門下生たちに学んで作家になった椋鳩十                | 伊那谷出身の椋鳩十（本名：久保田彦穂）は、とくに動物物語の作者として広く知られる。初の詩集を出し、学生結婚もした法政大学時代をはじめ、戦前戦後にわたる椋の歩みを時代の中で振り返る。（高柳俊男）                                            |    |                    |                                                                                                                         |
| 7  | 「法政スピル（法政精神）」を体現した中野勝義              | 中野勝義は本学の卒業生で、ANA の創業者である。随筆家内田百閒の愛弟子であった中野の生涯は法政と航空に捧げられたといっても過言ではない。中野の生涯を、郷里の北海道、法政大学、民間航空を軸に振り返る。（古俣達郎）                                  |    |                    |                                                                                                                         |
| 8  | 写真家鬼海弘雄氏に聞く、哲学者福田定良のこと              | 戦時下の本学を卒業し、日常生活や生活者に根差した哲学を語り続けた福田定良。福田の教え子であり、長年にわたり市井の人々を撮り続けている写真家鬼海弘雄氏（本学文学部哲学科卒業）に師の哲学とその人物像についてお話をいただく。（鬼海弘雄）                         |    |                    |                                                                                                                         |
| 9  | 城戸幡太郎、波多野完治、宮原誠一、乾孝～生涯学習の時代を切り拓いた人々 | 戦前の法政大学高等師範部教授の城戸幡太郎、波多野完治、宮原誠一らは、本学を舞台に教育科学研究会や保育問題研究会を組織したが、そのねらいは現場の教員と研究者とが共同して教育実践を研究することにあった。キャリアデザイン学部へと引き継がれるこの伝統を明らかにしたい。（笹川孝一）    |    |                    |                                                                                                                         |
| 10 | 「女性である前にまず人間であれ」 野上弥生子と法政大学         | 日本を代表する作家野上弥生子。法政大学女子高等学校名誉校長もつとめた弥生子は同校の生徒たちに「女性である前にまず人間であれ」という言葉をのこした。弥生子の思想と人物像を探るとともに、その日記に記された法政大学の逸話を紹介する。（古俣達郎）                     |    |                    |                                                                                                                         |
| 11 | 戦争の中を生きた学友たち～久納好孚を例に                | 終戦直前のわずか 10 ヶ月足らずの間に 5,845 名もの戦死者を出した「特攻」。その第一号となったのが、本学に学んだ学友の一人・久納好孚であった。彼はなぜ「特攻」を志願したのか。その短い生涯を辿りながら、戦前戦中の本学の歴史と学友たちの生きざまを追体験してみたい。（鈴木靖） |    |                    |                                                                                                                         |

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

毎回の講師が授業内で言及した文献は、積極的に参照してください。また、開館したばかりの HOSEI ミュージアムの展示には、授業で取り上げた人物や事象に関するコンテンツが豊富に含まれていますので、準備学習・復習に活用してください。その他、授業に関連する特別展示などが学内外で開催される場合には、随時お知らせしますので、極力足を運んでみてください。

なお、本授業の準備学習・復習時間は、各 2 時間を標準とします。

#### 【Textbooks】

特定のテキストはありません。講義担当者がプリントを適宜配付します。

#### 【References】

各担当教員が、その都度お知らせします。

本学の歴史を通史的にまとめた書籍には、『法政大学 1880-2000：そのあゆみと展望』のほか、『法政大学参拾年史』『法政大学八十年史』『法政大学百年史』『法政大学と戦後五〇年』などがあります。図書館などで適宜参照してください。

#### 【Grading criteria】

毎回のリアクションペーパーに反映された授業に取り組む姿勢 40 %、学期末のレポート 60 % を基準にして、総合的に評価します。受講者数によっては若干の変更があるかもしれませんが、その場合は授業の場でお知らせします。なお、レポートの作成に際しては、必ず文献に当たるよう心がけてください。

#### 【Changes following student comments】

学術的でありながら、同時に自らの生き方の参考になるような授業を目指します。

#### 【Equipment student needs to prepare】

とくにありません。授業支援システムを適宜活用します。

#### 【Others】

上述のように、「大学を知ろう <法政学>への招待」で学んだ内容を前提に進めますので、原則として同科目の既修者か、それと同程度の前提知識がある方が受講対象者になります。

「大学を知ろう <法政学>への招待」とこの「法政学の探究 LA」を履修し、さらに学びを深めたい方には、より演習に近い少人数の科目として、「法政学の探究 LB」（春学期）も用意されています。

#### 【】

This intermediate class aims to explore the history and the spirit of Hosei University, by following the achievements and personality of several specific individuals.

IDN100ZA

## Hosei Studies B

Tatsuroh Komata

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

Day/Period : 火 4/Tue.4

## 【Outline and objectives】

この授業では、「学生（法政大学の学生＝法大生）」の歴史と文化に焦点をあてます。法政大学で学生生活を過ごすなか、ふと疑問に思ったことや関心を抱いたことを日本近現代史、大学史などの学問的な観点から検証します。具体的なテーマとして、体育会・文化系団体・サークルの由来、自主法政祭の歴史、留学生の変遷、法政大学におけるジェンダー、そして、外濠・神楽坂を中心とした周辺地域の特徴などを挙げるすることができます。法政大学の歴史を通して、日本の近現代や日本の大学のあり方を捉え直す機会となるでしょう。

また、2020 年度に開設された HOSEI ミュージアムの展示コンテンツやデジタルアーカイブをはじめ、映像資料なども活用し、様々な資料から「法政学」を探究します。

## 【Goal】

1. 法政大学の歴史はもちろんのこと、日本近現代史や大学の歴史に関する基礎的な知識を得ることができます。
2. 身近なテーマを学問的な「問い」へと発展させる視野を養います。
3. 調査研究の前提となるテーマ設定の具体化や各種資料の調査方法・読解方法について学ぶことができます。
4. 演習形式が中心となるため、各学部の専門ゼミ履修への準備になります。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

授業計画に則り、講義形式と演習形式を組み合わせで進めます。第4回ではHOSEI ミュージアムで見学調査を行い、第7・14回では上映された映像について議論を行います。なお、受講生は授業内で報告（1回）を行う必要があります。

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
第1回	導入	本授業の目標、スケジュール等を説明します。
第2回	法政大学の歴史－東京法学社創立から大学昇格まで－	法律学校時代の法政大学の歴史を主に「学生」の観点から振り返ります。
第3回	法政大学の歴史－大学昇格から現在まで－	大学昇格後の法政大学の歴史を主に「学生」の観点から振り返ります。
第4回	HOSEI ミュージアムでの学び	HOSEI ミュージアムを訪問し、展示内容から法政大学に関わる様々なテーマについて知見を得ます。
第5回	デジタルアーカイブの使い方	HOSEI ミュージアムデジタルアーカイブをはじめ、各種デジタルアーカイブ、データベースの使用方法を学びます。
第6回	テーマ設定方法と報告の基礎を学ぶ	「問い」の立て方、テーマ設定の方法をはじめ、レジュメの作成やプレゼンテーション方法など、報告の基礎を学びます。

第7回	映像から学ぶ法政大学	法政大学を舞台にした映画『横道世之介』を鑑賞し、そこで描かれた学生像について議論します。
第8回	体育会・文化系団体・サークルに関するテーマ設定と資料紹介	体育会・文化系団体・サークルに関するテーマ設定を科目担当者とともに進めます。
第9回	その他、学生活動や学生の歴史に関するテーマ設定と資料紹介	上記（体育会・文化系団体・サークル）以外の学生活動や学生の歴史に関するテーマ設定を科目担当者とともに進めます。
第10回	地域などに関するテーマ設定と資料紹介	主に外濠・神楽坂など法政大学の周辺地域に関するテーマ設定を科目担当者とともに進めます。
第11回	体育会・文化系団体・サークルをテーマとした報告	体育会・文化系団体・サークルをテーマとした受講生の報告を行います。
第12回	その他、学生活動や学生の歴史をテーマとした報告	上記（体育会・文化系団体・サークル）以外の学生活動や学生の歴史をテーマとした受講生の報告を行います。
第13回	地域などをテーマとした報告	主に地域などをテーマとした受講生の報告を行います。
第14回	映像上映と総括	法政大学創立百周年記念映画『オレンジのその情熱と…』を鑑賞し、科目担当者による総括を行います。

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

事前学習では、HOSEI ミュージアムに展示されているコンテンツ、同デジタルアーカイブの調査や授業内で紹介された文献の読解を行います。復習では、毎回科目担当者が配布した資料と授業支援システムにアップロードされた資料を読み直します。

なお、本授業の準備学習・復習時間は、各2時間を標準とします。

## 【Textbooks】

テキストは使用せず、毎回、科目担当者が資料を配布します。

## 【References】

『法政大学八十年史』（1961年）、『法政大学百年史』（1980年）、『法政大学と戦後五〇年』（2004年）、『法律学の夜明けと法政大学』（1992年）、唐澤富太郎『学生の歴史－学生生活の社会史的考察』（1955年）

## 【Grading criteria】

平常点と授業内の報告（各50％）にて判断します。

## 【Changes following student comments】

学部を超えた交流の機会となるよう、受講者が自由に発言できる「場」を形成したいと思います。

## 【Equipment student needs to prepare】

報告用のPCなどの機器は科目担当者が用意します。

## 【Others】

関連科目「大学を知ろう ＜法政学＞への招待」で学んだ内容を前提としますので、同科目の既修者か、それと同等の前提知識を得てから受講してください。後者の場合、大学公式HPに掲載されている「HOSEI MUSEUM」が参考になります。

## 【】

This course explores the history and culture of Hosei students. We examine questions and interests in student life from an academic perspective. Students will learn the modern and contemporary history of Japan, the history of Universities through the history of Hosei University.

LAW100ZA

## Law (Constitution of Japan)

Masayoshi KANEKO

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

Day/Period : 木 1/Thu.1

## 【Outline and objectives】

この授業では、憲法の土台となっている立憲主義の内容、および立憲主義が成立した歴史的沿革について学んだ上で、日本国憲法の成立経緯と内容を概観する。

## 【Goal】

- ①憲法の土台となっている立憲主義の意義とその歴史的背景について理解する。
- ②日本国憲法の成立経緯について理解する。
- ③日本国憲法の構造について理解する。
- ④日本国憲法が保障する人権の内容と限界について理解する。
- ⑤日本国憲法が定める平和主義の意義と内容について理解する。
- ⑥日本国憲法が定める統治機構の内容について理解する。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

学習支援システムを通じて配布するプリントに沿って、授業を進めていくが、春学期の少なくとも前半はオンラインでの開講となる。それにともなう各回の授業計画の変更については、学習支援システムで適宜提示する。本授業の開始日は5月7日とし、この日までに具体的なオンライン授業の方法などを、学習支援システム上の本授業ページ内の「お知らせ」で提示する。

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
第1回	ガイダンス	履修の意義及び受講上の注意点等を説明する
第2回	社会規範としての法の意義	法の意義、種類、体系などについて学ぶ。
第3回	法体系における憲法の意義	立憲主義の意義について学ぶ。
第4回	憲法の構造	憲法の目的としての人権保障と、手段としての統治機構について学ぶ。
第5回	憲法の歴史①：憲法の成立	近代憲法の成立経緯について学ぶ。
第6回	憲法の歴史②：憲法の発展	近代憲法から現代憲法への移行について学ぶ。
第7回	日本国憲法の成立経緯①：明治憲法	明治憲法の成立経緯と特色について学ぶ。
第8回	日本国憲法の成立経緯②：現行憲法の制定過程	日本国憲法の成立経緯とそこに含まれる問題点について学ぶ。
第9回	人権保障①：人権の種類と特質	人権の種類とそれぞれの特質について学ぶ。
第10回	人権保障②：人権の制限	人権の制限原理としての公共の福祉について学ぶ。
第11回	平和主義①：平和主義の内容	憲法が定める平和主義の内容について学ぶ。
第12回	平和主義②：平和主義をめぐる問題	憲法9条の解釈論について学ぶ。

第13回 統治機構①：日本国憲法が定める権力分立 日本国憲法上の統治機構について学ぶ。

第14回 統治機構②：行政権・立法権の現代的課題について学ぶ。 権力分立の現代的課題について学ぶ。

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

授業に先立って、下記の参考書および配布プリントをよく読んで、疑問点や課題を明らかにしておく。授業後には、授業内容を振り返り、授業前に抱いた疑問点や課題が解明できたかを確認する。また、参考書を使って、自分なりに学習を深める。なお、この授業の予習・復習に要する時間は、それぞれ2時間を標準とする。

## 【Textbooks】

特定のテキストはせず、授業支援システムを通じて配布するプリントを用いて授業を進める。

## 【References】

芦部信喜（高橋和之（補訂））『憲法〔第7版〕』（岩波書店、2019年）  
安西文雄・巻美矢紀・宍戸常寿『憲法学読本〔第3版〕』（有斐閣、2018年）

その他の参考文献は、授業の中で適宜紹介する。

## 【Grading criteria】

春学期がオンラインでの開講となったことに伴い、成績評価の方法と基準も変更する。具体的な方法と基準は、授業開始日までに学習支援システムで提示する。

## 【Changes following student comments】

初学者が多いことに配慮して、基本的な知識に関する説明を丹念に行うように心がける。

## 【Others】

国会議員政策担当秘書の資格を有し、かつ実務経験がある。その経験を活かして、授業では現実政治における憲法の意義や役割についても言及する。

## 【】

In this class, you first learn about the contents of constitutionalism, which is the foundation of the constitutional law, and the historical background of the establishment of constitutionalism. Next, you learn about the history and contents of the Constitution of Japan.

LAW100ZA

## Law (Constitution of Japan)

Masayoshi KANEKO

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

## [Outline and objectives]

この授業では、憲法の土台となっている立憲主義の内容、および立憲主義が成立した歴史的沿革について学んだ上で、日本国憲法の成立経緯と内容を概観する。

## [Goal]

- ①憲法の土台となっている立憲主義の意義とその歴史的背景について理解する。
- ②日本国憲法の成立経緯について理解する。
- ③日本国憲法の構造について理解する。
- ④日本国憲法が保障する人権の内容と限界について理解する。
- ⑤日本国憲法が定める平和主義の意義と内容について理解する。
- ⑥日本国憲法が定める統治機構の内容について理解する。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

## [Method(s)]

授業システムを通じて配布するプリントに沿って、講義形式で授業を進める。

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

なし / No

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
第1回	ガイダンス	履修の意義及び受講上の注意点等を説明する
第2回	社会規範としての法の意義	法の意義、種類、体系などについて学ぶ。
第3回	法体系における憲法の意義	立憲主義の意義について学ぶ。
第4回	憲法の構造	憲法の目的としての人権保障と、手段としての統治機構について学ぶ。
第5回	憲法の歴史①：憲法の成立	近代憲法の成立経緯について学ぶ。
第6回	憲法の歴史②：憲法の発展	近代憲法から現代憲法への移行について学ぶ。
第7回	日本国憲法の成立経緯①：明治憲法	明治憲法の成立経緯と特色について学ぶ。
第8回	日本国憲法の成立経緯②：現行憲法の制定過程	日本国憲法の成立経緯とそこに含まれる問題点について学ぶ。
第9回	人権保障①：人権の種類と特質	人権の種類とそれぞれの特質について学ぶ。
第10回	人権保障②：人権の制限	人権の制限原理としての公共の福祉について学ぶ。
第11回	平和主義①：平和主義の内容	憲法が定める平和主義の内容について学ぶ。
第12回	平和主義②：平和主義をめぐる問題	憲法9条の解釈論について学ぶ。
第13回	統治機構①：日本国憲法が定める権力分立	日本国憲法上の統治機構について学ぶ。
第14回	統治機構②：行政国家・政党国家	権力分立の現代的課題について学ぶ。

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

授業に先立って、下記の参考書および配布プリントをよく読んで、疑問点や課題を明らかにしておく。授業後には、授業内容を振り返り、授業前に抱いた疑問点や課題が解明できたかを確認する。また、参考書を使って、自分なりに学習を深める。なお、この授業の予習・復習に要する時間は、それぞれ2時間を標準とする。

## [Textbooks]

特定のテキストはせず、授業支援システムを通じて配布するプリントを用いて授業を進める。

## [References]

芦部信喜（高橋和之（補訂））『憲法〔第7版〕』（岩波書店、2019年）  
安西文雄・巻美矢紀・宍戸常寿『憲法学読本〔第3版〕』（有斐閣、2018年）

その他の参考文献は、授業の中で適宜紹介する。

## [Grading criteria]

上記到達目標が達成できたか否かを期末試験によって判定し、成績を評価する（100％）。期末試験では基本的な問題を60点分、応用的な問題を40点分出題し、60点以上で合格とする。

## [Changes following student comments]

初学者が多いことに配慮して、基本的な知識に関する説明を丹念に行うように心がける。

## [Others]

国会議員政策担当秘書の資格を有し、かつ実務経験がある。その経験を活かして、授業では現実政治における憲法の意義や役割についても言及する。

## []

In this class, you first learn about the contents of constitutionalism, which is the foundation of the constitutional law, and the historical background of the establishment of constitutionalism. Next, you learn about the history and contents of the Constitution of Japan.

LAW100ZA

## Law (Constitution of Japan)

Sumio ISHIKAWA

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

Day/Period : 金 4/Fri.4

## 【Outline and objectives】

主として「法と国家・社会」との関係につき、とくに憲法（日本国憲法）を軸としてその基本的な理解を得ることに努める。憲法に対する理解が一般人のみならず学生や為政者（！）においてすらなお十分に浸透しているとはいえない状況にかんがみて、本講義ではその目的や理念等の「正確な理解」を得ることによって憲法を中心とした法体系の理解にまで及ぶ。

## 【Goal】

日本国憲法を中心に、法というものについての基本的かつ一般的な理解を得ることを目指すとともに、「法的社会」における様々な法関係に対して適切・妥当と考えられる対応ができるような、いわゆる「リーガルマインド（legal mind・法的思考・バランス感覚）」の涵養をも目指す。

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

各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

## 【Method(s)】

本年度の春学期は授業を変則的に進めざるを得なくなり、したがって授業計画をある程度変更することとしました。

当面はオンラインでの開講とし、「学習支援システム」上に教材（レジュメ——プリント）を順次アップすることとします。受講者はそれに目を通した上で、まずはそこに示された事柄の「考え方」を学んで理解に努めてください。

本授業は受講者が初学者であることを踏まえて、「法および憲法」に関わる今日的なトピックをより多く取り上げて理解の一助としますが、それは何より抽象的な議論や講述に陥ることを避けて、基本事項や事柄についての理解が得られるようにするためです。

本授業は開始日を4月24日（金）とし、この日までに「学習支援システム（「教材」欄）にレジュメ（プリント）をアップし、あわせて授業の方法等についての提示をします。

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	①本科履修の意義および受講上の注意点等（ガイダンス） ②「法と国家」との関係について（その1）	①履修者は多くが複数の学部に来たが新入生ということから、大学まで殆ど学ぶことがなかった「法学」について、その履修の意義や受講上の注意点等について概要をのべる。あわせて、「試験」についての問い合わせも毎回初日に多いので、試験形式や解答上の注意点などにも触れる。 ②次いで、法（または、広く「法を含む規範・ルール」とは何か、それらは国家とどのような関係にあるか等について考える。
2	法と国家との関係について（その2）	前回（②）に続いて、法（または、広く「法を含む規範・ルール」とは何か、それらは国家とどのような関係にあるか等について考える。

3	法と「それ以外のルール」との関係について	法と「それ以外のルール」（すなわち「社会規範」——道徳・慣習・習俗・宗教規範等）との相違点等を探る。
4	法と法律について。憲法第41条（「国会の地位」および「立法権」）を中心に	「狭義の法、としての「法律」について。唯一の立法機関としての国会（および国会の地位）について。立法と「政党」の関係（「政党政治」）についても言及する。
5	法の特質について。「権利」を中心として	「権利」に焦点をあてて法の特質をながめる。「法律問題」とは何か。何が法律問題となり、あるいはそうならないか。法と国家との関係から考える。
6	法の特質について。「権利」を中心として（その2）	「権利」に焦点をあてて法の特質をながめる。「法律問題」とは何か。何が法律問題となり、あるいはそうならないか。法と国家との関係から考える。
7	「法の支配」「立憲主義」および憲法の基本理念について——「憲法の原点」	「法の支配」とは何か。それと「立憲主義」との関係とは。それらを基軸に「近・現代憲法の原点」に及ぶ。
8	「法の支配」「立憲主義」および憲法の基本理念について——「憲法の原点」（その2）	「憲法の基本理念・原則（「個人の尊重」・国民主権・基本的人権の尊重・平和主義）」について。
9	国家統治の基本原則について。「国民主権」	「個人の尊重」理念（憲法第13条）から日本国憲法の諸原則を考える。まずは国家統治の基本原則としての「国民主権」について考える。「主権」とは何か。
10	「権力分立」について	国家統治の基本原則としての「権力分立」について。あわせて「行政権と内閣（組織と機能）」・「司法権と裁判所（組織と機能）」に言及。
11	「権力分立」について（その2）	国家統治の基本原則としての「権力分立」について。あわせて「行政権と内閣（組織と機能）」・「司法権と裁判所（組織と機能）」に言及。また「行政国家日本」についてもふれる。
12	「基本的人権」について	「人権宣言としての日本国憲法」。人権と「公共の福祉」との関係。これに関連して「権利の社会性」についても言及する。
13	「基本的人権」について（その2）	前回の続き。および「人権規定」と現実とのギャップをながめる。「思想・良心の自由」「表現の自由」と知る権利」「社会権（生存権）」等について。
14	①「平和主義」について ②改めて憲法第13条（「個人の尊重・幸福追求権」）について	①「平和主義」について。憲法を特徴づける第9条の背景と趣旨、および同条をめぐる（今日的）諸問題について。 ②おわりに日本国憲法の「最重要規定」でもある第13条について約言し、まとめに代える。

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

①授業後に、講述内容を思い出ししながら、テキスト（「講義レジュメ」）や講義ノートなどで簡単に整理（おさらい）するという「復習中心」の学習を勧めたいが、当然ながら予習とあわせれば効果的だろう。なお、予習・復習に要する時間はおおむね各2時間を標準としたい。



②しばしば「何を覚えたらいいか」との質問を受けるが、大学での勉強はあまり覚えることに重点を置いたものにはしないほしい。たしかに「覚えるべき基本知識」はあるが、強調したいのは、むしろ法というものを「批判的に、ながめ、かつ考察するということ」で、そのための「訓練の場」として本授業に臨んでほしいと思う。従って、本授業では「法を守れ！」式の話はしないので留意されたい。

#### 【Textbooks】

「講義レジュメ（プリント）」および適宜配布する資料を使用。

#### 【References】

上記レジュメに若干の「参考文献（基本書または概説書）」を載せるが、授業の中でも適宜紹介する。

#### 【Grading criteria】

春学期の授業変更にもとない、成績評価方法と基準についても変更することとします。これについては授業開講日に「学習支援システム」上に提示することとします。

#### 【Changes following student comments】

理解が難しい場合には気軽に、遠慮せずに質問等声をかけてほしい。初心者にとって難しいことは当然なので、授業中でも構わないから「ガマン」せずに声を出してほしい。「訊くはいつときの恥…」などということわざがあるが、本科目の場合は恥でもなんでもないので、そんな「無益な」ことわざなどは振り払ってほしい。

#### 【Others】

授業中の「私語」は「絶対に、認めない。他の聴講生に対する「権利侵害（聴講権の侵害）」となるゆえ。「法学」の授業での権利侵害は断じて認められない。「権利の尊重はお互いさま」は、権利を考え・語る上での基本と心得てほしい。私語する学生に対しては他の学生諸君も遠慮せずに注意してほしい。

本科目は「教職課程」も兼ねているので、教師を目指す者はなおのこと講義に集中して、「お友だち」とのおしゃべりは休み時間までつつしんでほしい。

#### 【】

In each lecture we will learn the basic point of view about the relations between the law (especially the Constitution) and the state or society. Not a few people even today don't understand the meaning of the Constitution ('Everything the government does is bound by the Constitution'). So we will get the correct and basic understanding and also make sense of the Constitution and other laws.

LAW100ZA

## Law (Constitution of Japan)

Sumio ISHIKAWA

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

#### 【Outline and objectives】

主として「法と国家・社会」との関係につき、とくに憲法（日本国憲法）を軸としてその基本的な理解を得ることに努める。憲法に対する理解が一般人のみならず学生や為政者（！）においてすら十分に浸透しているとはいえない状況にかんがみて、本講義ではその目的や理念等の「正確な理解」を得ることによって憲法を中心とした法体系の理解にまで及ぶ。

#### 【Goal】

日本国憲法を中心に、法というものについての基本的かつ一般的な理解を得ることを目指すとともに、「法社会」における様々な法関係に対して適切・妥当と考えられる対応ができるような、いわゆる「リーガルマインド（legal mind・法的思考・バランス感覚）」の涵養をも目指す。

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

各学部ディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

#### 【Method(s)】

受講者が初学者であることを踏まえて、「法および憲法」に関わる今日のトピックをより多く取り上げることで抽象的な議論・講述に陥ることを避け、あくまでも基本的理解が得られるように授業を進めたい。もちろん、憲法を軸とした授業といっても、受講者が複数の学部にもまたがっていることから、「専門科目の憲法」の授業とは一味ちがう。授業となることはいうまでもない。

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

なし / No

#### 【Fieldwork in class】

なし / No

#### 【Schedule】

No.	Theme	Contents
1	①本科目履修の意義および受講上の注意点等（ガイダンス）  ②「法と国家」との関係について（その1）	①履修者は多くが複数の学部にもたがる新入生ということから、大学まで殆ど学ぶことがなかった「法学」について、その履修の意義や受講上の注意点等について概要をのべる。あわせて、「試験」についての問い合わせも毎回初日に多いので、試験形式や解答上の注意点などにも触れる。  ②次いで、法（または、広く「法」を含む規範・ルール）とは何か、それらは国家とどのような関係にあるか等について考える。
2	法と国家との関係について（その2）	前回（②）に続いて、法（または、広く「法」を含む規範・ルール）とは何か、それらは国家とどのような関係にあるか等について考える。
3	法と「それ以外のルール」との関係について	法と「それ以外のルール」（すなわち「社会規範」——道徳・慣習・習俗・宗教規範等）との相違点等を探る。

- |    |                                                |                                                                                                        |
|----|------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 4  | 法と法律について。憲法第 41 条（「国会の地位」および「立法権」）を中心に         | 「狭義の法、としての「法律」について。「唯一の立法機関」としての国会（および国会の地位）について。立法と「政党」の関係（「政党政治」）についても言及する。                          |
| 5  | 法の特質について。「権利」を中心として                            | 「権利」に焦点をあてて法の特質をながめる。「法律問題」とは何か。何が法律問題となり、あるいはそうならないか。法と国家との関係から考える。                                   |
| 6  | 法の特質について。「権利」を中心として（その 2）                      | 「権利」に焦点をあてて法の特質をながめる。「法律問題」とは何か。何が法律問題となり、あるいはそうならないか。法と国家との関係から考える。                                   |
| 7  | 「法の支配」「立憲主義」および憲法の基本理念について——「憲法の原点」            | 「法の支配」とは何か。それと「立憲主義」との関係とは。それらを基軸に「近・現代憲法の原点」に及ぶ。                                                      |
| 8  | 「法の支配」「立憲主義」および憲法の基本理念について——「憲法の原点」（その 2）      | 「憲法の基本理念・原則（「個人の尊重」・国民主権・基本的人権の尊重・平和主義）」について。                                                          |
| 9  | 国家統治の基本原則について。「国民主権」                           | 「個人の尊重」理念（憲法第 13 条）から日本国憲法の諸原則を考える。<br>まずは国家統治の基本原則としての「国民主権」について考える。「主権」とは何か。                         |
| 10 | 「権力分立」について                                     | 国家統治の基本原則としての「権力分立」について。あわせて「行政権と内閣（組織と機能）」・「司法権と裁判所（組織と機能）」に言及。                                       |
| 11 | 「権力分立」について（その 2）                               | 国家統治の基本原則としての「権力分立」について。あわせて「行政権と内閣（組織と機能）」・「司法権と裁判所（組織と機能）」に言及。<br>また「行政国家日本」についてもふれる。                |
| 12 | 「基本的人権」について                                    | 「人権宣言としての日本国憲法」。人権と「公共の福祉」との関係。これに関連して「権利の社会性」についても言及する。                                               |
| 13 | 「基本的人権」について（その 2）                              | 前回の続き。および「人権規定」と現実とのギャップをながめる。「思想・良心の自由」「表現の自由」と知る権利」「社会権（生存権）」等について。                                  |
| 14 | ①「平和主義」について<br>②改めて憲法第 13 条（「個人の尊重・幸福追求権」）について | ①「平和主義」について。憲法を特徴づける第 9 条の背景と趣旨、および同条をめぐる（今日的）諸問題について。<br>②おわりに日本国憲法の「最重要規定」でもある第 13 条について約言し、まとめに代える。 |

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

- ①授業後に、講述内容を思い出しながら、テキスト（「講義レジュメ」）や講義ノートなどで簡単に整理（おさらい）するという「復習中心」の学習を勧めたいが、当然ながら予習とあわせれば効果的だろう。なお、予習・復習に要する時間はおおむね各 2 時間を標準としたい。
- ②しばしば「何を覚えたらいいか」との質問を受けるが、大学での勉強はあまり覚えることに重点を置いたものにはしないほしい。たしかに「覚えるべき基本知識」はあるが、強調したいのは、むしろ法というものを「批判的に、ながめ、かつ考察する」ということで、そのための「訓練の場」として本授業に臨んでほしいと思う。従って、本授業では「法を守れ！」式の話はしないので留意されたい。

#### 【Textbooks】

「講義レジュメ（プリント）」および適宜配布する資料を使用。

#### 【References】

上記レジュメに若干の「参考文献（基本書または概説書）」を載せるが、授業の中でも適宜紹介する。

#### 【Grading criteria】

- ①定期試験のみ（100%）。レポートは課さない。  
その際、解答上の指示に従い、かつ設問に即した答案内容か否かを評価ポイントとする。  
基本知識の欠如や基本用語の誤字は答案内容に影響するので減点対象とする。  
②定期試験前に「試験についての注意」をまとめたプリントを配布するので、必ず目を通してほしい。

#### 【Changes following student comments】

理解が難しい場合には気軽に、遠慮せずに質問等声をかけてほしい。初心者にとって難しいことは当然なので、授業中でも構わないから「ガマン」せずに声を出してほしい。「訊くはいつきの恥…」などということわざがあるが、本科目の場合は恥でもなんでもないので、そんな「無益な」ことわざなどは振り払ってほしい。

#### 【Others】

授業中の「私語」は「絶対に、認めない。他の聴講生に対する「権利侵害（聴講権の侵害）」となるゆえ。「法学」の授業での権利侵害は断じて認められない。「権利の尊重はお互いさま」は、権利を考え・語る上での基本と心得てほしい。私語する学生に対しては他の学生諸君も遠慮せずに注意してほしい。  
本科目は「教職課程」も兼ねているので、教師を目指す者はなおのこと講義に集中して、「お友だち」とのおしゃべりは休み時間までつつしんでほしい。

#### 【】

In each lecture we will learn the basic point of view about the relations between the law (especially the Constitution) and the state or society. Not a few people even today don't understand the meaning of the Constitution ('Everything the government does is bound by the Constitution'). So we will get the correct and basic understanding and also make sense of the Constitution and other laws.

PHL200ZA

## Japan's Diverse Religious Worlds

Daniel Friedrich

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 an introduction to religious life in contemporary Japan. We will explore how Buddhism, Christianity, New Religions, and Shinto form Japan's religious landscapes. In addition to exploring these specific religious traditions, we will also pay attention to the material culture and worldviews that inform these religious worlds.

## [Goal]

Upon completion of this course students will:

1. be familiar with major themes in the study of Japanese religions
2. will develop a more sophisticated understanding of the ways religion is part of Japanese life and culture
3. become familiar with a variety of methods used in the academic study of Japanese religions
4. have continued to develop their critical reading, writing, and reasoning skills.

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

## [Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 24th, 2020. This class will be run as a seminar course and utilizing a combination of lecture and discussion methods.

[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 Introductions	Syllabus Review, Course Introduction, and expectations
2	Religion and Modern Japanese Culture	Covell, Religious Culture (OUP, 2009)
3	Shinto in the History of Japanese Religion	Reading and Discussion on Kuroda Toshio and the Study of Shinto
4	What is and isn't Shinto?	Round table discussion on Shinto in contemporary Japan
5	Yasukuni Shrine, Shinto, and Japan's Postwar	Reading and Discussion: Selections from Takenaka, Akiko. "Yasukuni Shrine: History, Memory and Japan's Unending Postwar"
6	Japan's Buddhist History in 100 Minutes	From Japan's Buddhist origins to today's meat-eating, alcohol drinking married priest and funeral culture. Reading: TBA
7	Figures of Japanese Buddhism	Discussion of Buddhism in present day Japan. Reading: Selections from McDaniel, Sammuels, and Rowe: "Figures of Buddhist Modernity"
8	Midterm Review and Exam	In-class Review and Midterm Exam
9	Christianity in Japan	Introduction to Christianity in Japan Reading TBA
10	Women and Roman Catholic Practice in Tokyo	Reading and Discussion of: Hisako Omori. 2014. "Private Faith: Social Memory, Gender, and the Roman Catholic Church in Contemporary Tokyo." Culture and Religion 15(1): 39-57. Free access link: <a href="http://www.tandfonline.com/eprint/cRep9sEUhHt3VVQPEJ6X/full">http://www.tandfonline.com/eprint/cRep9sEUhHt3VVQPEJ6X/full</a>
11	Christianity Made in Japan	Discussion of Japanese indigenous movements Reading: Mullins, Christianity as a New Religion

12	New Religions and New New Religions	Discussion of New Religions in Japan. Reading: Selections from: Shimazono, From Salvation to Spirituality: Popular Religious Movements in Japan
13	Soka Gakkai and Political Activism	Reading and discussion of McLaughlin, "Komeito's Soka Gakkai Protesters and Supporters: Religious Motivations for Political Activism in Contemporary Japan"
14	Present Final Papers and Course Wrap-up	Student Presentations

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

Students are expected to complete readings prior to class. The average study time outside of class per week would be roughly 4 hours.

## [Textbooks]

All readings will be distributed by the instructor.

## [References]

YUSA Michiko. 2002. Japanese Religious Traditions. Upper Saddle River, New Jersey.

## [Grading criteria]

Weekly responses and active discussion: 30%

Midterm: 20%

Final Paper: 25%

Discussion Leader: 20%

Self-Introduction Assignment: 5%

[Changes following student comments]

Not Applicable

[]

This course provides an introduction to religious life in contemporary Japan. We will explore how Buddhism, Christianity, New Religions, and Shinto form Japan's religious landscapes. In addition to exploring these specific religious traditions, we will also pay attention to the material culture and worldviews that inform these religious worlds.

HIS200ZA

## Modern and Contemporary History of Japan

MARCO TINELLO

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

## 【Outline and objectives】

This course explores the modern and contemporary history of Japan with a focus on its foreign relations. We examine the interrelated history of Japan with China, Korea, Ryukyu, Southeast Asia, and the Western world from the mid-1800 century to the present.

## 【Goal】

To enrich participants view of the modern and contemporary history of Japan by providing an outline and a framework to better understand the events that shaped the modern and contemporary history of Japan.

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

## 【Method(s)】

The style of each class of this course consists of the instructor's lecture and an open-ended discussion. In the first part of the lesson, I will give a lecture on a given subject, and in the second, we will discuss a paper, which the students are required to read in advance.

【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 Explanation of Basic Concepts
2.	East Asian diplomacy	Japan and its traditional relations with East Asia
3.	The Edo Period	The Tokugawa bakufu's foreign relations
4.	The Late Edo Period (1)	The arrival of the Western powers in East Asia
5.	The Late Edo Period (2)	The opening of Japan
6.	The Late Edo Period (3)	The collapse of the Tokugawa bakufu
7.	The Meiji Revolution	The establishment of the Meiji government and the creation of a modern state
8.	The Meiji Period (1)	The annexation of Ryukyu and the treaty with Korea from a global perspective
9.	The Meiji Period (2)	From the Sino-Japanese War and Russo-Japanese War to the Annexation of Korea
10.	The Taisho and Showa Eras	The Japanese empire from ascendance to collapse: The Second World War
11.	The Showa Era (1)	The American occupation and its legacy
12.	The Showa Era (2)	Changes in Japan after the Second World War
13.	Contemporary Japan	Present-day Japan and its contemporary diplomatic issues
14.	Final Examination	Course conclusion and Final Examination

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

A resume (outline) will be released each week during the class. Students are required to read in advance a paper and be prepared for discussion. The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Resumes and copies of reading materials will be available during the course.

## 【References】

Gordon, A.: A Modern History of Japan: from Tokugawa Times to the Present, Oxford University Press, 2003.

Jansen, Marius B.: The Making of Modern Japan. Belknap Press, 2000.

Sven, Saaler (ed.): Routledge Handbook of Modern Japanese History. Routledge, 2017.

## 【Grading criteria】

Participation: 20%

Class contribution and discussion questions: 20%

(Student's participation in class is evaluated weekly)

Final examination: 60%

## 【Changes following student comments】

Not applicable.

## 【Others】

Office Hours: By appointment

## 【】

Students will gain a general understanding of the modern and contemporary history of Japan from a global perspective. One of the main objectives of this course is to understand the historical origins of diplomatic issues that continue to affect Japan today.

SOC200ZA

## Families and Sexualities in Japan

Saori KAMANO

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 火 4/Tue.4

## 【Outline and objectives】

Students will learn various aspects of families and sexualities in Japan today in this course.

## 【Goal】

Students will learn how family life and sexuality are experienced and organized in contemporary Japanese society. This course will give students knowledge of historical backgrounds and empirical studies on various topics on families and sexualities.

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

## 【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 21st, 2020.

This course gives an overview of contemporary family lives, systems, policies, as well as pertinent historical facts in Japan. The course will be taught through lectures and audio-visual materials. In addition, students will give presentations, prepare for and participate in group discussions and write reaction 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 to the course: What is "the family"? What do studies of "sexualities" include?; Details of the course structure
2.	Marriage and having children (1)	Institution of marriage; Demographic trends (1)
3	Marriage and having children (2)	Declining marital rate and birthrate
4	Lives of married couples (1)	Relationship between husband and wife; Housewives and motherhood; "Work-family balance"
5	Marriage and having children (3); Lives of married couples (2)	Student presentations based on readings and/or survey of university
6	Koseki system and variation in /alternatives to "the family" (1)	Koseki System; Divorce; Lone-parent families; Cohabiting couples and kongaishi
7	Koseki system and variation in /alternatives to "the family" (2)	Student presentations based on readings and/or survey of university students
8	Sexual orientation and gender identity (1)	Same-sex couples, lesbian and gay men's lives
9	Sexual orientation and gender identity (2)	Transgenders
10	Sexual orientation and gender identity (3)	Student presentations based on readings and/or survey of university students
11	Issues regarding reproduction (1)	Abortion and family planning issues; Reproductive technologies
12	Issues regarding reproduction (2)	Student presentations based on readings and/or survey of university students

13	Sex industry (1); International marriage (1)	Historical changes in and current state of the sex industry; public attitudes toward the sex industry; social issues in international marriage
14	Sex industry (2); International marriage (2)	Student presentations based on readings and/or survey of university students, etc.

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

Students are expected to prepare for one presentation. In addition, students are expected to read the assigned readings and review materials distributed after each class. The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Students are expected to read the handouts and the assigned readings in place of "textbooks".

## 【References】

References will be provided for each topic in class.

## 【Grading criteria】

10% Participation

25% Presentation

20% In-class quizzes

45% Take-home Final Examination

## 【Changes following student comments】

Reduce materials to be covered.

## 【Equipment student needs to prepare】

Students are expected to download class materials through H'etudes.

## 【Others】

The course is for students who have interest in families and sexualities, open-mindedness, and enthusiasm in learning. The course might not be for students who are uncomfortable with numbers, since many of the course materials consist of tables and graphs. Students who are interested in taking the class must attend the first class.

【】

Students will learn various aspects of families and sexualities in Japan today in this course.

SOC200ZA

## Japanese Social Problems

Sachiko HORIGUCHI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 木 3/Thu.3

## [Outline and objectives]

We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, work, mental health challenges, and aging Japan.

The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

## [Goal]

By the end of the course, students will be able to explain the "social constructionist" framework and apply it for making sense of Japanese social problems in post-war Japan. It is expected that students will develop a nuanced understanding of contemporary Japanese society through critically examining the social problems from sociological/anthropological perspectives.

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

## [Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

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 (either individually or in groups) 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	Making sense of Japanese social problems
2.	Sociological Approaches to Social Problems	Introduction to the social constructionist perspective on social problems (reading: Toivonen and Imoto)
3.	Approaches to Japanese Society: <i>Nihonjin-ron</i>	Overview of key concepts in <i>Nihonjin-ron</i> (reading: Goodman [1st half], introductory essay due)
4.	Critical Approaches to Japanese Society	Overview of critiques against <i>Nihonjin-ron</i> (reading: Goodman [2nd half])
5.	A Case Study of a Japanese Social Problem: <i>Hikikomori</i> (Youth Social Withdrawal)	Lecture of instructor's research on <i>hikikomori</i> (reading: Horiguchi)
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article assignment1)
7.	Rethinking Motherhood and the Japanese Family	Examining child abuse (reading: Goodman) (presentation)
8.	Suffering School-children	Examining <i>ijime</i> (bullying), <i>futoko</i> (school non-attendance), and violence in schools (reading: Horiguchi) (presentation)
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges (reading: Goodman) (presentation)
10.	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of <i>otaku</i> subcultures (reading: Kinsella) (presentation)
11.	Reimagining Gender and Work	Examining the <i>salaryman</i> ideology & its impact on gendered division of labor (reading: Cook) (presentation)

12.	Mental Health Challenges in Japan	Examining suicide, depression, and other mental health issues (reading: Kitanaka) (presentation)
13.	Challenges of an Aging Society	Examining "good death" and care for the elderly (reading: Danely) (presentation)
14.	Summing up	Summary and discussion of media reports on Japanese social problems (article assignment 2)

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

Students should expect to spend about 4 hours every week outside of class for work related to this class. 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. For assignments students may have missed due to late registration, it is their responsibility to submit them by the 4th session. Students must prepare reading notes on assigned readings (articles/ chapters) prior to class and bring the notes (in either hard/ electronic copy) to class. They will also use a significant amount of time outside class in preparation for an individual/ group presentation on a topic of their choice, as well as writing a paper on the presentation topic within two weeks after the presentation. They will also be expected to bring 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.

[Grading criteria]

Active class participation (including class discussions and reflections on presentations) 28%; reading notes (checked in 10 sessions, incorporating critical analyses of Japanese social problems) 20%; self-introductory essay 7% (A4 1 page, hard copy, including three topics of interest and reasons); 2 article assignments (5%×2, bringing a hard copy/electronic copy of an article on a Japanese social problem; in-class discussions of the articles will involve applications of a social constructionist approach to social problems) 10%; presentation 20% (10 min each, based on an academic/non-academic article); individually-written paper based on the presentation 15% (minimum A4 4 pages, citing at least one academic and one non-academic text) (\*The presentation and the paper should reflect the student's analyses of the social problem in relation to the backgrounds of contemporary Japanese society, as well as an understanding of a social constructionist approach to social problems.)

[Changes following student comments]

Students commented that they would like to have more time for group/class discussions, so this class will allocate more time for class discussions.

[Equipment student needs to prepare]

Hosei Learning Management System will be used.

[Others]

Prerequisites: None. You must attend the first class if you are interested in the course. You should be ready to read 20-30 pages of academic text, to facilitate and join discussions, to make presentations, and to write an academic paper for an English-medium class. You should also be interested in and committed to the study of Japanese social problems.

[ ]

We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, work, mental health challenges, and aging Japan.

The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

## Global and Transnational Japan

Kei TAKATA

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 水 4/Wed.4

## 【Outline and objectives】

This course looks at Japanese society through the lens of globalization and its transnational relations with foreigners and foreign societies. On the one hand, Japan's relative geographical isolation as an archipelago that is surrounded by the sea has cultivated a unique aesthetic culture that attracts people across the world in recent times, as well as being one of the driving forces behind its economic development. Yet at the same time, this could also be a critical factor in generating a peculiar social system and norms that sometimes generate a considerable gap with the "global standards." Hence, in theory, the global process would be an agency that shape, reshape and alter the social structure in both positive and negative ways. As such, how does globalization - the closer integration of the countries and peoples of the world, especially after the 1980s - affect the change in contemporary Japanese society? The course will explore this question through reading and discussing the effect of transnationalism - both inbound/import and outbound/export - on migration, work, civil society, tourism, education, family, culture, identity, language, Olympics among others. The course also introduces theoretical approaches to understand globalization and transnationalism.

## 【Goal】

The primary goal of this class is to gain an alternative understanding of Japanese society that could not be seen only observing from the perspective of the nation-state. Taking the transnational and relational approach would then provide us with insights to understand the why and how, as well as in what way Japan is changing in this contemporary era. Students are expected to gain skills and insights to critically analyze Japanese globalization through comparative approach with other countries from East Asian, North America, Europe among other regions that you are familiar with.

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

## 【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 22nd, 2020.

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. Each student is required to make 1 (if not 2) presentations on assigned readings during the semester. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course 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 to the Course	Course Introduction/Course Overview
2	What is Globalization?	Theories of globalization and transnationalism; History of Globalization

3	Globalization and Japan	Globalization and Japan; Kokusaika and Gurōbaruka
4	Japanese Returnees	Japanese returnees; Kikokushijo; Youth
5	New Migrants in Japan	Contemporary migration from Asia; Student migration
6	Japanese Emigration	Japanese migration to overseas; Japanese in overseas; Labor migration
7	Mixed Race (Hāfu) and Identity	Globalization and racial hybridity; Hāfu, Daburu, Mixed
8	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Multicultural city
9	Globalization, Culture and Politics	Transnational culture flow; Cool Japan; Nation branding
10	Globalization of Language	Global language; Englishinization
11	Globalization of Education	Globalization of higher education
12	Globalization and Tourism	Inbound tourism, Foreign tourists: Tourism and social change
13	Tokyo Olympics and Global Events	Tokyo Olympics; Global mega events; Globalization and Nationalism
14	Final Presentations	Student presentations on chosen topics

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

- Reading assignments (every week)

- Reading presentation

- Project presentation

- Final paper

The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Readings will be provided by the instructor.

## 【References】

Reference materials will be suggested by the instructor whenever appropriate.

## 【Grading criteria】

Class Participation and Discussions: 30%

Presentations (Reading & Project): 30%

Final Paper: 40%

## 【Changes following student comments】

This is a new course and has not yet received student evaluations.

## 【Others】

- The schedule may be subject to change.

- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【】

N/A

SOC200ZA

## Journalism in Japan I

Robert SAKAI-IRVINE

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 金 5/Fri.5

## 【Outline and objectives】

Journalism in Japan I asks you to think about and discuss the principle of press freedom through its expression here in Japan. Over the 14 weeks of the course, you will delve into the Japanese free press' sometimes troubled history and present reality, while grappling with questions that go to the heart of not just journalism, but to definitions of the "public interest" and the health of democratic systems. For example: Is state control of the news media ever justified? Looking at real-world situations for context, your own responses to that question may surprise you.

## 【Goal】

Using historical and present-day case studies, you will examine what press freedom actually means in practice, and the different ways it can be restricted. For example, does keeping secrets and imposing penalties for reporting them count as limiting press freedom? You will do this by:

- examining the early days of print news in Japan, and the dark days of the descent into war;
- discussing types of information control, and present-day law and attitudes to official secrecy;
- questioning, through actual examples, whether there are any ethical limits to freedom of the press and expression;
- comparing coverage of the same issues in different publications;
- a formal team debate on a question related to press freedom or freedom of speech;
- and talking about how news is covered from day to day, through class analysis of at least one real-time news article per week (of your choosing).

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

## 【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 24th, 2020. Students will be expected to prepare for class using the assigned readings (and anything else relevant that catches your eye) and be active contributors to class and small-group discussions. Furthermore, students will be divided into small groups to prepare for end-of-semester debates on major issues facing journalism now. Like any good journalist, be curious and critical.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	What is journalism for?	Outline of the class. Reflections on your assumptions about the purposes of journalism. Class discussion and short essay assigned.
2	Small paper, big paper, huge paper	Introducing Japanese print news outlets and reporting styles. Comparison with English-language newspapers.
3	Censorship and self-censorship I	A little bit of history on the early days of Japan's news business - and information control - starting in the Meiji period. Class discussion. <b>Short essay due.</b>

4	War and the news	Delving into the treacherous space between news and propaganda in WWII Japan. What is the news media's responsibility during wartime?
5	Censorship and self-censorship II	Flash forward to Japan's present. What should and should not be a secret? Is freedom of speech under threat in Japan?
6	Kisha clubs	What are Japan's press clubs, and can they be used to strangle free reporting?
7	Hot potato topics I	How are topics that tend to spark a backlash from the public or specific groups handled by newspapers? Case study: "Comfort women."
8	Hot Potato Topics II	Presentations to the class on specific hot potato topics. Group discussion.
9	Hot Potato Topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
10	Team debate preparation	Preparing for team debates on questions of freedom of the press and journalistic ethics.
11	How far is too far?	Debating the limits of freedom of speech in a newspaper. Is there such a thing as 'too offensive to print'?
12	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to true freedom of speech?
13	Team debates I	Team debates on questions of freedom of the press and journalistic ethics.
14	Team debates II	Team debates on questions of freedom of the press and journalistic ethics.

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

- Weekly reading assignments.
  - Read and be ready to discuss at least one news article about Japan per week.
  - One short essay, presentation preparation, debate preparation.
- The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Students will receive weekly reading assignments. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

## 【References】

Additional literature will be introduced in class as necessary.

## 【Grading criteria】

Participation: 20%

As this is a heavily discussion-focussed class, you should be willing to state your views on the topics covered and engage both the instructor and your classmates in debate and exchanges of ideas. Everyone will have plenty of chances to speak, and you will be given the time you need to express yourself, so make your voice heard.

Preparation: 20%

Be ready to discuss the weekly readings in detail and from multiple angles. Please note that you will sometimes be asked very specific questions about the readings, and to make short group presentations regarding the material.

Also, have at least one Japan-related article from that week's news ready to discuss in every class.

Short essay: 10%

Debate performance and participation: 20%

Debate preparation: 30%



Your team will be required to submit its opening statement, arguments and evidence, and an annotated bibliography. You will also need to submit a short paper on your own position on your topic, which may be different from the one your team took on debate day.

NOTE: Three unexplained absences will result in an automatic E grade.

[Changes following student comments]

The theme of Class 5 has been recast to deal with the question of government secrecy more broadly, as opposed to concentrating only on Japan's special state secrets laws.

[]

Journalism in Japan I asks you to think about and discuss the principle of press freedom through its expression here in Japan. Over the 14 weeks of the course, you will delve into the Japanese free press' sometimes troubled history and present reality, while grappling with questions that go to the heart of not just journalism, but to definitions of the "public interest" and the health of democratic systems. For example: Is state control of the news media ever justified? Looking at real-world situations for context, your own responses to that question may surprise you.

SOC200ZA

## Journalism in Japan II

Robert SAKAI-IRVINE

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

## 【Outline and objectives】

News plays a significant role in forming what we all think we know about the world. Through the lens of print news here in Japan, Journalism in Japan II asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and cozying up to information sources. Hopefully, you will never look at news articles the same way again. NOTE: You may enroll in this course without having taken Journalism in Japan I.

## 【Goal】

To achieve the above, you will explore the ins and outs of news reporting by:

- exploring how print news media operates in Japan, especially the big national dailies;
- learning the basics of writing articles and penning a few of your own, from a simple crime story to a major news feature;
- looking at real-world examples from both the past and more recent times, and discussing ethical problems and solutions for each case with classmates and the instructor;
- and choosing real-time news stories to dissect in class, asking the basic but important questions: What happened? And is it news?

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

## 【Method(s)】

We will use a mix of comparative readings, presentations, writing assignments and plenty of class discussion to explore the journalistic and media landscapes of Japan and get into the nitty-gritty of how the news is reported.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	What makes a good news article?	Outline of the class. Class discussion: What makes a good newspaper article? And what are the ethical foundations of writing one? Short essay assigned. Due in Class 3.
2	Part I: The Japanese news media landscape Part II: Building an article	Part I: The Japanese news media landscape: Who are the big players in Japan's news media? What are its unique features? And what's it like to be a Japanese reporter? Part II: What are the major types of article, and how is each one built?
3	Coverage	Who gets coverage? And why? Short essay due. Article assignment 1: Write a basic news article based on provided information. <b>Due in Class 4.</b>
4	Sources	Goldmines and landmines. Article 1 due.

5	Kisha clubs	Kisha clubs are a fairly unique feature of reporting in Japan. But what are they? And are they an ethical source of news? Article assignment 2: A news piece about former US President Barack Obama's visit to Hiroshima, using speech excerpts. Due in Class 7.
6	Getting personal	Can reporters be friends with their sources? Case study: The Mainichi Shimbun and the return of Okinawa.
7	Anonymity	The prevalence of anonymous sources in Japanese articles. When is anonymity necessary, and when is it an ethical misstep? Who does anonymity serve? Article 2 due.
8	Documentary screening I	Citizenfour screening. Article assignment 3: Long-form news article or feature, based on provided information and quotes plus the student's own research. Up to a 5% bonus for original reporting. Due in Class 11.
9	Documentary screening II	Citizenfour cont'd.
10	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters.
11	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news. Article 3 due.
12	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas.
13	PR and the press	What's news and what's an ad?
14	New Media	What are the ethical implications of instant news? How does the digital news landscape in Japan compare to overseas?

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

- Weekly reading assignments.
  - Read and be ready to discuss at least one news article about Japan each week.
  - Write three news articles and one short essay.
- The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Students will receive readings in each class. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

## 【References】

Additional literature will be introduced in class as necessary.

## 【Grading criteria】

Participation: 25%

As this is a heavily discussion-focussed class, you should be willing to state your views on the topics covered and engage both the instructor and your classmates in debate and exchanges of ideas. Everyone will have plenty of chances to speak, and you will be given the time you need to express yourself, so make your voice heard.

Preparation: 25%

Be ready to discuss the weekly readings in detail and from multiple angles. Please note that you will sometimes be asked very specific questions about the readings, and to make short group presentations regarding the material.

Also, have at least one Japan-related article from that week's news ready to discuss in every class.

Three articles: 40%

Article 1=5%, Article 2=15%, Article 3=20% (+possible bonus)

Note that you should be ready to exchange your work with classmates for peer review. That means getting things done on time. In the news business, missing deadline is not an option.

One short essay: 10%

NOTE: Three unexplained absences will result in an automatic E.

【Changes following student comments】

I will make sure to allow time for discussion on the article writing assignments after they have been handed back, to better prepare students for the next assignment in the series.

【Others】

This is a practically focussed continuation of Journalism in Japan I, though it may be taken on its own with no problem. Some foundation material is shared with JiJ I, but the core focus and tasks are different.

【】

News plays a significant role in forming what we all think we know about the world. Through the lens of print news here in Japan, Journalism in Japan II asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and cozying up to information sources. Hopefully, you will never look at news articles the same way again.

NOTE: You may enroll in this course without having taken Journalism in Japan I.

## Media Representations

Müge IGARASHI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 木 3/Thu.3

## [Outline and objectives]

When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets. Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the new corona virus?

In each country dominant ideologies formulate the discourse through institutions of power under different circumstances. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about as well as what we are missing out on as mainstream media consumers.

This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender.

Repetitive and stereotypical media representations have a significant impact on how we think about different events, minority groups or subcultures. Lectures will combine theories from cultural studies, media studies and gender studies to analyze stereotypical representations in mainstream media outlets.

Through this class, students will gain academic skills to identify these stereotypical media representations and to examine these from a more critical perspective.

## [Goal]

Each class will start with a theoretical introduction from cultural studies, media studies or gender, followed by examples from the media.

The use of media they encounter in their everyday lives will allow students to link theory to practice.

At the end of the semester, students will be equipped with enough knowledge to identify the discourse formulated by power institutions that sustain dynamics of how minority groups and disadvantaged groups are portrayed in the media.

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

## [Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

Students are required to participate in class discussion and share their views and ideas with their classmates while respecting different views and cultures.

There will be two discussion sessions during which students will have the opportunity to work in small groups and discuss theories learned in class with examples before the mid-term and the final exams. All students are required to make two short presentations throughout 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	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the media.
3	Gender I	Femininity in Japan.
4	Gender II	Masculinity in Japan.
5	Gender III	Gender roles and child rearing in Japan.

6	Individual Presentations	Media representations of gender.
7	Discussion Session I	Group discussions and summary of findings on how gender is represented in the media.
8	Review and Mid-Term Examination	Media representations of gender.
9	Race and Ethnicity I	Benedict Anderson, "Imagined communities." Representation of foreigners in the media.
10	Race and Ethnicity II	Representation of foreign spouses in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Individual Presentation	Media representations of race and identity.
13	Discussion Session II	Group Discussions and summary of findings on race and identity representations in Japanese media.
14	Final Exam and Wrap-up	Summary and final exam.

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

Students are required to read assigned material before class and come prepared to discuss the content at each lecture.

Preparation for class will take about two hours per week depending on the students language proficiency, academic background, and familiarity with theories in assigned readings. The average study time outside of class per week would be roughly 4 hours.

## [Textbooks]

There will be no single textbook.

Lectures will rely on diverse books and texts, these will be made available to students through the Hosei Learning Management System.

## [References]

Students are expected to follow the news about Japan. Some useful links are as follows:

<https://mainichi.jp/english/>  
<https://www.japantimes.co.jp/>  
<https://japantoday.com/>  
<https://the-japan-news.com/>

Since "media" is not limited to the news students are more than welcome to share other media outlets in class.

## [Grading criteria]

Class participation and attendance 15%

Individual Presentations 10%

Group Discussions 10%

Mid Term examination 30%

Final Examination 35 %

Since class participation, individual presentations and group discussions add up to 25% of the final grade, students are expected to attend all lectures except in case of illness or unforeseen circumstances.

In case of absence, students should contact the lecturer by e-mail in advance.

[Changes following student comments]

None.

## [Others]

I recommend taking "Cultural Studies" or "Media Studies" classes during Fall semester before taking this class.

In this class I will use references to my own research on Muslim immigrants in Japan as well as the robotics and child rearing in Japan.

[ ]

When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets.

Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the new corona virus? In each country dominant ideologies formulate the discourse through institutions of power under different circumstances. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about as well as what we are missing out on as mainstream media consumers. This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender. Repetitive and stereotypical media representations have a significant impact on how we think about different events, minority groups or subcultures. Lectures will combine theories from cultural studies, media studies and gender studies to analyze stereotypical representations in mainstream media outlets. Through this class, students will gain academic skills to identify these stereotypical media representations and to examine these from a more critical perspective.

## Corporate Finance

Akashi HONGO

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

## 【Outline and objectives】

This course is an introduction to financial management for companies which operate globally. It focuses on how companies invest in real assets, how they raise money to pay for the investments, and how those assets ultimately affect the value of the firm. The course discusses the basic principles of financial management and applies them to the main decisions faced by financial managers in global firms.

This is a challenging course; it covers a broad area that is very important to anyone expecting work in management in Japan. Case examples from Japan will be taken up throughout the course.

## 【Goal】

The fundamental goal of this course is to equip you, as a future business person, with a working knowledge of finance as a tool. Upon successful completion of the course you will be able to understand:

What determines the value of assets, businesses, and corporations  
How financial managers make investment decisions  
How to estimate the company's cost of capital (or the hurdle rate of decision making, based on modern finance theory)  
The pros and cons of various financing means and how financing affects the value of a company

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

## 【Method(s)】

The class consists of lectures, numerous in class exercises and discussions. Active 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	Finance and Value of a Company	Introduction Topics and Persons Concerned in Corporate Finance Goal of Company What Is the Value of a Company? Financial Markets and Financial Institutions
2	Accounting and Finance	Accounting Figures and Financial Statements ROA and ROE PER and PBR Free Cash Flow
3	Time Value of Money	Discounting to Present Value Present Value of Multiple Cash Flows Inflation and Present Value Calculation
4	Valuing Bonds	Perpetuity, an Annuity, a Perpetuity with Growth Default Risk and Credit Risk Premium Credit Rating
5	Valuing Equity	Dividend Discount Model Growth Rate and PER The Relation Between ROE, Expected Return and PBR
6	Net Present Value and Other Investment Criteria	Calculation of NPV Internal Rate of Return Payback Period Terminal Value

7	Review, Mid-term Test	Review, Mid-term Test
8	Risk and Return	Expected Return and Risk The Risk-Free Rate and the Risk Premium Market Return
9	Portfolio Risk and CAPM	Portfolio Risk Effect of Diversification The Risk Measure for a Diversified Portfolio: Beta CAPM Security Market Line
10	Weighted Average Cost of Capital	Cost of Equity and Cost of Debt Tax Savings Effect of Debt Calculation of WACC Business Cost of Capital and WACC of the company
11	Financing and Company Value	Variation of Corporate Financing Capital Structure Doesn't Matter Effect of Debt Leverage
12	Optimal Capital Structure	Capital Structure and Cost of Capital Effect of Tax Savings Costs of Financial Distress Effect of Tax Savings
13	Payout Policy	Dividends Share Repurchases How Do Companies Decide on Payout? Signaling Shareholder Special Benefit Plans
14	Review, Wrap-up / Final Test	Review, Wrap-up / Final Test

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

Materials discussed in class (pdf files) will be available online

Students are expected to:

- attend each class session,
- complete all assigned readings, exercises and problems,
- be prepared to answer questions and take an active and constructive role in discussions and group work.

For some classes, you will be asked short questions before, during, and at the end of class.

Pre-class exercises are designed to let you know what topics will be covered in the coming class.

In-class exercises are designed to check your understanding what is covered in class and may constitute a portion of class participation points.

Post class exercises are in the form of homework assignment and subject to grading.

The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Akashi Hongo, A Bilingual Introduction to Corporate Finance, 2nd Edition, Chuo Keizai 2019 (本合巻『対訳 英語で学ぶコーポレートファイナンス入門 (第2版)』, 中央経済社 2019), ISBN: 978-4-502-30201-5

## 【References】

Akashi Hongo, A Bilingual Introduction to Valuation, Chuo Keizai 2019, (本合巻『対訳 英語で学ぶバリュエーション入門』, 中央経済社 2019), ISBN: 978-4-502-31671-5

Supplemental materials will be distributed in class and online.

## 【Grading criteria】

- 1)Mid-term Examination (35%): in class, individual
- 2)Final Examination (40%): in class, individual
- 3)Homework Assignments (15%)
- 4)Class Participation [individual] (10%): Active and constructive class participation is encouraged. Attendance constitutes part of the evaluation

## 【Changes following student comments】

Not applicable

## I

This course is an introduction to financial management for companies which operate globally. It focuses on how companies invest in real assets, how they raise money to pay for the investments, and how those assets ultimately affect the value of the firm. The course discusses the basic principles of financial management and applies them to the main decisions faced by financial managers in global firms.

This is a challenging course; it covers a broad area that is very important to anyone expecting work in management in Japan. Case examples from Japan will be taken up throughout the course.

MAN200ZA

## Marketing in Japan

Y.SUZUKI,Y.ARISAWA,K.TSURUMI,E.SEKIYA,R.ITO

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

Day/Period : 木 4/Thu.4

## 【Outline and objectives】

Students will learn actual marketing strategy and management in each of the following fields of industry as well as principles and concepts.

1. Consumer Goods
2. ICT (Information and Communication Technology)
3. Sogo Shosha (Integrated Trading Company)
4. Food
5. Automobile

## 【Goal】

Student will deepen their understanding on the peculiarity and commonality of Japan and Japanese companies through their marketing strategies and management as well.

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

## 【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

This is an interactive course which focuses on recent developments in marketing with attention to actual processes and strategies in each industry. It aims to introduce the practical views and opinions of experienced players in the field of marketing. Their following brief profiles may help students enrolling in the lecture.

-Yoshiko SUZUKI

Have been working for U.S.-based consumer goods companies for 25 years, engaging in marketing of import tobacco, cosmetics and apparel industries.

-Yutaka ARISAWA

Worked for Sumitomo Corp. and later SCSK Corp. Engaged in ICT field all through business career including overseas telecommunication projects, e-commerce and software integration business. Stationed in Indian subcontinent and U.S.A. and worked for several projects in Asia for about 20 years.

-Kunio TSURUMI

Worked for Sumitomo Corp. since 1976. Engaged in Marketing, Public Relations and Research. Stationed in UK and U.S.A. for about 12 years.

-Eriko SEKIYA

Have been working for Nichirei Corp. since 2000, engaging in Marketing, Promotion and Strategic Planning of Processed foods. Besides, assigned to Ministry of Agriculture, Forestry and Fisheries and Fisheries to promote Japanese ingredient to overseas for 3 and half years.

-Ryohei ITO

Worked for ITOCHU Corporation and later joined Akebono Brake Industry. Engaged in sales, distribution & marketing, logistics, purchasing, IR and management for Automobile industry. Stationed in France, U.S.A., and Panama for about 20 years.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Class 1	Overview of Marketing (Y. Suzuki)	Principles and concepts of Marketing
Class 2	Marketing in Consumer Goods - I (Y. Suzuki)	What is consumer goods marketing?
Class 3	Marketing in Consumer Goods - II (Y. Suzuki)	Changes of consumer goods marketing in Japan with time
Class 4	Marketing in Consumer Goods - III (Y. Suzuki)	Future of consumer goods marketing in Japan
Class 5	Marketing in the ICT industry - I (Y.Arisawa)	Historical Outline of the ICT industry and Impact of the Internet Revolution in Japan
Class 6	Marketing in the ICT industry - II (Y.Arisawa)	Issues and Opportunities of the ICT industry in Japan and Overview of the ICT Industry of Japan and the World

Class 7	Marketing Strategies of Sogo Shosha - I (K. Tsurumi)	What is "Sogo Shosha"? It's origin and function.
Class 8	Marketing Strategies of Sogo Shosha - II (K. Tsurumi)	Marketing of Sogo Shosha, how do you improve corporate image?
Class 9	Overseas Marketing of Japanese Food and Food Culture - I (E. Sekiya)	Position of Japanese food in overseas markets
Class 10	Overseas Marketing of Japanese Food and Food Culture - II (E. Sekiya)	Marketing strategy of Japanese food & food culture in overseas market
Class 11	Overseas Marketing of Japanese Food and Food Culture - III (E. Sekiya)	How to use the digitalization of marketing to export food?
Class 12	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 13	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 14	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry

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

Students are expected to complete regular reading assignments and prepare an individual project or report. The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

Textbook is not required. The instructors' own materials will be given each time as the basis for their classes and relevant reading materials for each topic will be recommended.

## 【References】

To be announced in class

## 【Grading criteria】

Grade evaluation consists of class participation and writing assignment (reports). Class participation is not only to attend the class, but also to participate in case studies and group discussions actively given in the class.

Final grade will be determined as follow;

Class participation: 30%

Writing assignment (reports) 70%

## 【Changes following student comments】

Not applicable.

## 【Others】

For GIS students, this course is limited to five students. GIS will determine the five students. For more information, please visit the GIS office. (GIS students who entered prior to 2012 can apply for the course at the Global Education Center.)

## 【】

Students will learn actual marketing strategy and management in each of the following fields of industry as well as principles and concepts.

1. Consumer Goods
2. ICT (Information and Communication Technology)
3. Sogo Shosha (Integrated Trading Company)
4. Food
5. Automobile



POL200ZA

## Media and Politics in Japan

Simon DENYER

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 金 4/Fri.4

## [Outline and objectives]

This is a media literacy course. Over 14 weeks, it aims to provide students with a deeper understanding of the media we all consume on a daily basis.

It will look at how politics and money influences media content in Japan and around the world, and how the media in turn shapes our perception of the world.

It will also examine how the rise of social media and the Internet has changed the rules of the game.

## [Goal]

The goal of this course is to give students a more sophisticated understanding of the media, and its interaction with politics. Students will learn how news stories are constructed, and what influences are at work behind the scenes. By the end of the course they should be able to decode what they read and watch on their phones, laptops, newspapers and television screens, to become much more critical and discerning consumers of the media.

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

## [Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 24th, 2020.

The classes will be interactive and discussion-based. We will explore different questions every week using lectures, exercises and workshops. We will use videos, written reports and other visual stimuli. Students will be encouraged to bring their own perspectives and questions as consumers of the media to class discussions, and we will set aside time on a regular basis to look at some of the most important news stories of the week, and how they are being covered. We will invite guest lecturers to enrich the discussions and also visit a media organization.

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

あり / Yes

[Fieldwork in class]

あり / Yes

## [Schedule]

No.	Theme	Contents
1.	The art of journalism. What makes the news, and how is it made?	Teacher and student introduction. Outline of course. Lecture and workshop: How are news stories chosen, and how are they constructed? The inverted pyramid of news writing.
2.	Media ownership and the weaponization of news.	Who owns the mass media and how does that influence what we learn about the world? Lecture, documentary screening and discussion.
3.	Press freedom and censorship.	Censorship and self-censorship. When is it justified? Explaining Japan's slide down global press freedom rankings. Lecture and discussion.
4.	How the Internet transformed the media landscape.	Empowering the consumer and opening the door for independent news providers? Or just encouraging clickbait and provoking a race to the bottom? Lecture and discussion.
5.	The rise of fake news and the role of Facebook.	The role of the media in the election of Donald Trump and the UK's Brexit referendum. Lecture, screening and discussion.
6.	Press clubs in Japan: watchdogs or lapdogs?	What are press clubs and why are they important? Lecture and discussion.
7.	Do foreign correspondents get Japan right?	Guest lecture by Justin McCurry of the Guardian, and discussion.

8.	Taboos in the Japanese media.	How the Japanese media report sensitive and controversial subjects, from Okinawa and minorities to the death penalty and the imperial family. International comparisons. Lecture and discussion.
9.	The Japanese media in practice. Part 1: mass media.	Visit to the newsroom of a major Japanese media company.
10.	Japan versus the rest of the world?	"Japan bashing" in the international media, from whales and dolphins and whales to World War Two and comfort women. Discussion.
11.	Gender and the Japanese media	The portrayal of women in the mass media, treatment of sexual harassment and the #MeToo movement, international comparisons.
12.	Japanese media in practice. Part 2; investigative journalism in Japan.	Guest lecture and discussion.
13.	Essay seminar	One-on-one tutorials on final report.
14.	Summing up.	Lecture and discussion: What have we learned? How to read the media.

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

Students are asked to read or watch the news and have some working knowledge of everyday news events. We'll discuss topical news items and media coverage in class, so students should have an interest in current events in Japan and the wider world. The average study time outside of class per week would be roughly 4 hours.

## [Textbooks]

There is no textbook for this course. Reading lists will be provided per week.

## [References]

McNamee, R., Zucked: Waking up to the Facebook Catastrophe, (Harper Collins, 2019)  
Kingston, Jeff ed): Press Freedom in Contemporary Japan, (Routledge, 2017

## [Grading criteria]

You will be asked to submit two essays to pass this course. There is no exam. The rest of your assessment consists of a presentation and class participation. The final essay is worth 50% of your total grade. The first essay (due in mid-semester) is worth 30%, the presentation/participation 20%.

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

None.

[Others]

N/A

[]

This is a media literacy course. Over 14 weeks, it aims to provide students with a deeper understanding of the media we all consume on a daily basis. It will look at how politics and money influences media content in Japan and around the world, and how the media in turn shapes our perception of the world.

It will also examine how the rise of social media and the Internet has changed the rules of the game.

POL200ZA

## Global Governance

Naoko HASHIMOTO

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

## 【Outline and objectives】

This course aims at learning the concept, nature, and current state of global governance, focusing on five different thematic issues: (a) migration and asylum; (b) human rights; (c) humanitarianism and the rule of law; (d) development; and (e) peace and security (including human security). Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies.

## 【Goal】

Students will learn theories and praxis concerning global governance. Students will also (a) acquire skills to engage in group discussions and conduct case studies and group presentations; (b) enhance capacity of logical and critical thinking, and (c) improve academic communication skills.

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

## 【Method(s)】

Apart from lectures by the instructor (and possibly by a few guest speakers), students are to engage in group discussions during each class, conduct case studies, and make at least one group presentation.

## 【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 global governance and outline of the course
2	Critique of global governance	Decision on group presentations, followed by watching a movie "Poverty Inc."
3	Migration and asylum governance I	Concepts, institutions, and current state of global migration and asylum
4	Migration and asylum governance II	Case studies and a group presentation on an aspect of global migration and asylum governance
5	Human rights governance I	Concepts, institutions, and current state of human rights governance
6	Human rights governance II	Case studies and a group presentation on an aspect of global human rights governance
7	Humanitarian governance and the rule of law I	Concepts, institutions, and current state of humanitarian governance and the rule of law
8	Humanitarian governance and the rule of law II	Case studies and a group presentation on an aspect of global humanitarian governance
9	Development governance I	Concepts, institutions, and current state of development governance
10	Development governance II	Case studies and a group presentation on an aspect of global development governance
11	Peace and security governance I	Concepts, institutions, and current state of global peace and security governance

12	Peace and security governance II	Case studies and a group presentation on an aspect of global peace and security governance
13	Practice and reality of global governance	(A) guest speaker(s) from an international organisation
14	Review	Essay writing on unseen questions

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

Students are required to read reference materials (whose list will be distributed on the first class) prior to each class. Students are also to conduct case studies and make a group presentation at least once per term. The average number of study hours outside of class would be roughly 4 hours per week.

## 【Textbooks】

Thomas G. Weiss and Rorden Wilkinson (eds.) 2018, International Organization and Global Governance (Second Edition), Routledge: London

## 【References】

David Levi-Faur (ed.) 2012, The Oxford Handbook of Governance (Section on Global Governance), OUP: Oxford

Alexander Betts (eds.) 2011, Global Migration Governance, OUP: Oxford

Michael Barnett, 2009, The International Humanitarian Order (Security and Governance), Routledge: London

Ramesh Thakur 2016, The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect, CUP: Cambridge

Ahmed Shafiqul Huque and Habib Zafarullah (eds.) 2005, International Development Governance, CRC Taylor and Francis

Brian C. Smith, 2007, Good Governance and Development, Macmillan

Commission on Global Governance, Our Global Neighbourhood, 1995

## 【Grading criteria】

Participation (i.e. active engagement in the discussions at class) 20%

Presentation 20%

Final test 60%

Students' communication skills, critical analytical skills, and original ideas will be evaluated.

## 【Changes following student comments】

N/A (as the instructor has changed from the previous years)

## 【Equipment student needs to prepare】

N/A

## 【Others】

The instructor has practical experience in working for the Japanese government and UN agencies in the areas of migration, asylum, and human rights for about 15 years. The instructor's knowledge and perspectives gained through the practical experience will be shared with the students.

## 【None】

None

## 【】

This course aims at learning the concept, nature, and current state of global governance, focusing on five different thematic issues: (a) migration and asylum; (b) human rights; (c) humanitarianism and the rule of law; (d) development; and (e) peace and security (including human security). Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies.

ECN300ZA

## Advanced Economics

Samuel OFORI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :  
Day/Period : 水 5/Wed.5

## [Outline and objectives]

Innovation plays an important role in economic growth. This course seeks to provide the foundational concepts and understanding of central aspects of Innovation. We will address questions such as: What is innovation? Are patents the best option and are there other ways of providing incentives to innovate? How do we measure Innovation? What are the linkages between Government, Businesses and Universities in facilitating R&D? Why and how do firms innovate, and what are some of the challenges they face? Students will explore these and other questions to understand this complex process of innovation. The latter part of the course will deal with the study of Japan's corporate network-the keiretsu- and some case studies on innovation in this globalized world.

## [Goal]

By the end of the course, students should have grasped the various concepts of innovation, the role played by the various actors of the economy in spurring innovation, and the effects of innovations on economic growth.

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

## [Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 22nd, 2020. Lectures and Guided discussion are the fundamental methods to be used in the course. Students will have to turn in Assignments based on the previous week's lecture/topic.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	The Nature and Importance of Innovation	Introduction to the course What is Innovation?
Week 2	The Nature and Importance of Innovation	Stages of Innovation Basic concepts in Innovation Process and Product Innovation Incentives to invent and Innovate
Week 3	The Nature and Role of Intellectual Property	Why Intellectual Property Rights (IPRs) are awarded? Main Forms of Intellectual Property Rights : Patents, Trademarks, Copyright, and Designs How firms Can benefit from IPRs IPR strategies
Week 4	The Measurement of Innovation and Productivity	Innovation Surveys Assessing the Inputs to Innovation Innovation Index R&D Expenditures Partial and Total Factor Productivity
Week 5	The National Innovative System	The Role of Universities ,Government and Businesses The Role of R&D
Week 6	The National Innovative System	Government – University Axis University-Business Axis Government – Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs

Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences High Growth Era
Week 13	Japan's Economy I	The Bubble Burst and Recession
Week 14	Japan's Economy II	

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

Students are required to read assigned materials before class and be prepared to participate actively in class. Homework should be submitted on time. Late submission will not be entertained. The average study time outside of class per week would be roughly 4 hours.

## [Textbooks]

Swann, Peter.G. M. (2009). The Economics of Innovation An Introduction. Edward Elgar Publishing.  
Greenhalgh, C. & Rogers, M. (2010). Innovation, Intellectual Property, and Economic Growth. Princeton, NJ: Princeton University Press.  
Lincoln, R. J. & Gerlach, M. L. (2004), Japan's Network Economy: Structure, Persistence, and Change. Cambridge University Press.  
Case Studies from Harvard Business Publishing  
Ohno, K. (2006), The Economic Development of Japan: The Path taken by Japan as a Developing Country, Grips Development Forum, <http://www.grips.ac.jp/forum/pdf06/EDJ.pdf>

[ Students are not required to purchase textbooks]

## [References]

None

## [Grading criteria]

Evaluation is based on Homework/Assignments (50%), Project(20%), and a Final Exam (30%)

## [Changes following student comments]

Not applicable.

## [Others]

This course requires students to have intermediate knowledge of economics and business.

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