

2021年度 グローバル教養学部（GIS） 講義概要（シラバス）



法政大学

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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 :

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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)
6	Essay Structure I	Review and discussion 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.

BSP100ZA

Academic Writing Skills II

Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall | Year : 1~4

Day/Period :

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

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

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

BSP100ZA

Reading Skills I

Multiple Instructors

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

Day/Period :

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Students will receive written and spoken feedback in class for both HW and exams that address areas needing improvement. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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>Chapter 1</i>	Scanning for specific information: expressions and set phrases; evaluating websites.
3	Reading Selection: <i>Chapter 2</i>	Completing a summary; internet research.
4	Reading Selection: <i>Chapter 3</i>	Previewing a reading; making inferences.
5	Reading Selection: <i>Chapter 4</i>	Examining debates; considering the specifics of an issue.
6	Reading Selection: <i>Chapter 5</i>	Understanding issues in context; connecting themes and topics.
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>Chapter 6</i>	Breaking down a complex issue; internet research.
9	Reading Selection: <i>Chapter 7</i>	Considering central points; supporting or challenging a hypothesis.
10	Reading Selection: <i>Chapter 8</i>	Underlining and marginal glossing; paraphrasing.
11	Special Academic Topic: Topic Introduction	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
12	Special Academic Topic: Academic Paper (i)	Exploring an academic paper; focusing on introduction; considering the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (ii)	Body and conclusion of the academic paper, with comprehension activities and discussion. Review of the second half of the course; discussion.

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 Wegman and Miki Knezevic, *New Interactions: Reading and Writing 4*, 1st ed. (McGraw-Hill Education, 2020).

【References】

As specified by the instructor.

【Grading criteria】

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

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

BSP100ZA

Reading Skills II

Multiple Instructors

Credit(s) : 2 | Semester : 春学期・秋学期/Spring・Fall |

Year : 1~4

Day/Period :

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Students will receive written and spoken feedback in class for both HW and exams that address areas needing improvement.

Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus. *Class 1 (Professor Evans) will be held online.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of <i>The Tell-Tale Heart</i> and related internet research.
2	Reading Selection: <i>The Tell-Tale Heart</i>	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: <i>The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"</i>	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: <i>Trees for Democracy</i>	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: <i>A Revolution in Medicine</i>	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: <i>What Makes Van Gogh So Great?</i>	Identifying false inferences; paraphrasing.
7	Reading Selection: <i>Contrite Makes Right</i>	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.

8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

Students must read the required material and do required exercises for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

As specified by the instructor.

【References】

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

【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

他学部公開： グローバル： 成績優秀： 実務教員：

[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 attendees 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. Feedback will be offered to students in due course, or as soon as possible after each assessment via an online learning management system. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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;
11	Cause and Effect	Recognising persuasive language 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, students must complete weekly assignments before the class. Preparatory study and review time for each week are at least 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]

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: 40%
- b) Reflective writing: 20%
- c) Weekly assignments: 30%
- d) Active participation: 10%

[Changes following student comments]

No feedback or request for change has been given in the last year.

[Equipment student needs to prepare]

None.

[Others]

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

[Prerequisite]

None.

LANe100ZA

Freshman English II

Kazuki HATA

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

Day/Period : 月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

【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.

Feedback will be offered to students in due course, or as soon as possible after each assessment via an online learning management system. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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;
3	Descriptions (1)	Organising your ideas for writing 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 demonstrate good understanding from each class to their writing practices. Preparatory study and review time for each week are at least 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】

Other resources (e.g. academic papers and newspaper articles) will also be distributed or made available in the online class management 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: 40%
- b) Mid-term short essay: 20%
- c) Weekly assignments: 30%
- d) Active participation: 10%

【Changes following student comments】

No feedback or requests for change has been given in the last year.

【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.

BSP100ZA

Debate and Discussion

Nicholas Delgrego

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

Day/Period : 木 5/Thu.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.

Submission of assignments and feedback will either be in-class or via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

13	Group Discussion 2	Discussion on topics previously agreed upon Peer evaluation of discussion
14	Group Discussion 3 and Wrap-up	Discussion on topics previously agreed upon Peer evaluation of discussion Debate and discussion revisited: the significance of argument, reasoning and critical thinking

【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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

Nicholas Delgredo

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Submission of assignments and feedback will either be in-class or via the Learning Management System.

【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 Moving Towards Group Discussion	Team debate on a topic previously agreed upon Preparation for group discussion
12	Group Discussion 1	Discussion on topics previously agreed upon Peer evaluation of discussion
13	Group Discussion 2	Discussion on topics previously agreed upon Peer evaluation of discussion

14 Group Discussion 3 and Wrap-up

Discussion on topics previously agreed upon
Peer evaluation of discussion
Debate and discussion revisited: the significance of argument, reasoning and critical thinking

【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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.

Submission of assignments and feedback will either be in-class or via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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
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11	Team Debate 3 Moving Towards Group Discussion	Team debate on a topic previously agreed upon Preparation for group discussion
12	Group Discussion 1	Discussion on topics previously agreed upon Peer evaluation of discussion

13	Group Discussion 2	Discussion on topics previously agreed upon Peer evaluation of discussion
14	Group Discussion 3 and Wrap-up	Discussion on topics previously agreed upon Peer evaluation of discussion Debate and discussion revisited: the significance of argument, reasoning and critical thinking

【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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Submission of assignments and feedback will either be in-class or via the Learning Management System.

【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
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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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

Mark James BIRTLES

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

Day/Period : 木 2/Thu.2

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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. Submission of assignments and feedback will either be in-person or via the Learning Management System. 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. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing an persuasive speech of your own
13	Persuasive Speech Preparation	Preparing an persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

[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]

Some students were mistaken in thinking that the Presentation and Public Speaking course had two parts, but that is incorrect. The "Standard" and "Advanced" levels have the same course content and students can only take this course once. Please see the "Others" section for more details.

[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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

Mark James BIRTLES

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

他学部公開： グローバル： 成績優秀： 実務教員：

[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. Submission of assignments and feedback will either be in-person or via the Learning Management System. 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 Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing an persuasive speech of your own
13	Persuasive Speech Preparation	Preparing an persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

[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]

Some students were mistaken in thinking that the Presentation and Public Speaking course had two parts, but that is incorrect. The "Standard" and "Advanced" levels have the same course content and students can only take this course once. Please see the "Others" section for more details.

[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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

MEADOWS ALAN

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

Day/Period : 水 3/Wed.3

他学部公開： グローバル： 成績優秀： 実務教員：

[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. Submission of assignments and feedback will either be in-person or via the Learning Management System. 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. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing an persuasive speech of your own
13	Persuasive Speech Preparation	Preparing an persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

[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]

Some students were mistaken in thinking that the Presentation and Public Speaking course had two parts, but that is incorrect. The "Standard" and "Advanced" levels have the same course content and students can only take this course once. Please see the "Others" section for more details.

[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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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

MEADOWS ALAN

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Submission of assignments and feedback will either be in-person or via the Learning Management System. 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 Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing an persuasive speech of your own
13	Persuasive Speech Preparation	Preparing an persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

【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】

Some students were mistaken in thinking that the Presentation and Public Speaking course had two parts, but that is incorrect. The "Standard" and "Advanced" levels have the same course content and students can only take this course once. Please see the "Others" section for more details.

【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." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. 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.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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. Feedback on coursework will be given during class. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Comments on activities will be given in class. Submission of assignments and feedback will be on the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	・ Learn the characteristics of the TOEFL iBT and how it differs from other standardized tests.
2	Diagnostic test	・ Abridged test in class for diagnostic purposes
3	Speaking (I)	・ Vocabulary and idiomatic expression quiz (V&I quiz) ・ Review diagnostic test ・ Strategy for the Speaking section; question types ・ Speaking exercises: Independent tasks ・ Typical speaking topics: urban life, university life
4	Listening (I)	・ V&I quiz ・ Review Speaking (I) ・ Strategy for the Listening section; question types ・ Listening exercises: academic lectures ・ Typical lecture topics: arts, life science, physical science, social science
5	Writing (I)	・ V&I quiz ・ Review Listening (I) ・ Strategy for the Writing section ・ Writing exercises: integrated tasks ・ Typical writing topics: school life, university life,

6	Reading (I)	・ V&I quiz ・ Review Writing (I) ・ Strategy for the Reading section; question types ・ Reading exercises ・ Typical reading topics: arts, life science, physical science, social science
7	Speaking (II)	・ V&I quiz ・ Review Reading (I) ・ Speaking exercises: Integrated tasks ・ Typical speaking topics: school life, civic responsibilities, university life
8	Listening (II)	・ V&I quiz ・ Review Speaking (II) ・ Listening exercises: conversations ・ Typical conversation topics: office hours, service encounters
9	Writing (II)	・ V&I quiz ・ Review Listening (II) ・ Writing exercises: independent tasks ・ Writing based on knowledge and experience, giving opinions ・ Typical writing topics: school life, university life
10	Reading (II)	・ V&I quiz ・ Review Writing (II) ・ Reading exercises ・ Typical reading topics: arts, life science, physical science, social science
11	Speaking (III)	・ V&I quiz ・ Review Reading (II) ・ Speaking exercises: both question types
12	Writing (III)	・ V&I quiz ・ Review Speaking (III) ・ Writing exercises: both questions types
13	Final practice test	・ Abridged version of the test
14	Wrap-up and Review the Course	・ Wrap-up and review the course

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

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

CAR100ZA

Professional Communication

Mark James BIRTLES

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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 résumé (CV). Students will learn how to make their application documents stand out from the crowd and then 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. Submission of assignments and feedback will be via the Learning Management System.

[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 résumé
3	Job Hunting: Writing a CV II	Producing an English language résumé
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	Formal Emails	Striking the right tone in communication
10	Editing	Common errors and ways to improve written English
11	Press Releases	The basics of how to prepare information for publication
12	Reports	Communicating business information
13	Agendas and Minutes	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]

Following feedback from previous students, the example documents we look at will be from real companies (as opposed to fictional ones created for the course.)

[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.

[Prerequisite]

None.

PRI100ZA

Statistics

Yuji OGIHARA

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. At the beginning of class, feedback for the previous class is given using some comments from submitted assignments. 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 will be used. Handouts and reading materials will be provided by lecturer.

【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.

【Prerequisite】

None.

LANe100ZA

Translation

Sarah ALLEN

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 and academic texts. Feedback on homework assignments will also be given in class in the form of discussion and examples.

【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

【Prerequisite】

None.

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

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

(1) For student presentations, feedback will be given after each presentation.

(2) For responses to the general quiz near the end of the semester, feedback will be given in the final class. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 I

Niall MURTAGH

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

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

(1) For student presentations, feedback will be given after each presentation.

(2) For responses to the general quiz near the end of the semester, feedback will be given in the final 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 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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The course will provide an introduction to various types of office software. Microsoft Office 365 will form the core of the classes (Word, Excel, PowerPoint), but alternatives will also be covered, such as cloud-based applications at Microsoft OneDrive and Google, and PC-based Open Office and Libre Office. No specialized knowledge is required in advance. Students will learn how to efficiently use functions in software applications for document composition, numerical processing and presentations.

【Goal】

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

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

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

【Method(s)】

The classes will consist of lectures and tutorials where support and guidance are provided to students. Practical examples and exercises to be submitted will enable students to become confident in using the various functions of office software. Feedback will be provided after student submissions. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.gcfllearnfree.org>

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

【References】

New Perspectives Microsoft Office 365 Excel 2019: Comprehensive (Mindtap Course List) by Patrick Carey 2019.
Essential Office 365 Third Edition: The Illustrated Guide to Using Microsoft Office Paperback – Illustrated, 2018
by Kevin Wilson

【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.

LIT100ZA

Introduction to Literary Theory

Gregory KHEZRNEJAT

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

Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Grading criteria】

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

【Changes following student comments】

None.

【Prerequisite】

None.

【Outline and objectives】

What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature 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 research. 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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 and Midterm Examination	A review of the content covered in the first half of the course
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.

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.
 Eaglestone, 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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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.

Feedback will be given through Hoppii.

[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 Drama

Mark Vallley

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

In the final class, comments and explanations are given for assignments (tests and reports, etc.) for all classes taken/held during the semester.

【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 *Romeo and Juliet*.

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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)]

1. 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.
2. Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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]

Mid-term research assignment: 10%

Character development research assignment: 30%

Participation: 20%

Final presentation performance: 30%

Final presentation performance self-evaluation: 10%

[Changes following student comments]

Having come to the end of this academic year, one which was taught entirely remotely, I am now able to fully reflect on the experiences of my students and those of my own. I was particularly aware that I needed to offer more one-to-one feedback to my student's character research and performances. This is an issue which is particularly prevalent when teaching remotely on video communication platforms such as Zoom. I will endeavour to use the University's LMS - as well as face to face meetings - to communicate such feedback. Finally, I will continue to be open to modification, concerning my teaching methodologies and course content, in response to each class and the needs of individual students.

[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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.

The first class will be held online. Please visit the course page on Hoppii to find the instruction for the first week.

The last class is a tutorial session for the final essay.

Good comments in reaction papers will be introduced in the class and used in deeper discussions. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction (Online)	Overview of course and requirements
2	Epistemology 1	Knowledge of the external world: Are our senses reliable?

3	Epistemology 2	Skepticism about induction: Will the sun rise in the east tomorrow?
4	Epistemology 3	Self and identity: Who am I?
5	Epistemology 4	Exploring More on Knowledge
6	Metaphysics 1	Mind and its place in the world: Can robots have a mind?
7	Metaphysics 2	Action and free will: Is everything destined in our life?
8	Metaphysics 3	God and Religion: Does God exist?
9	Metaphysics 4	Exploring More on Universe
10	Ethics 1	Bioethics: Is euthanasia morally permissible?
11	Ethics 2	Animal ethics: Is it OK to kill pigs for food? What about dogs?
12	Ethics 3	War and ethics: Is there such a thing as a just war?
13	Ethics 4	Exploring More on Society
14	Review and Tutorial	Review of the course and tutorial for final paper

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

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

Evaluation will be based on class participation including writing reaction papers (40%), in-class/take-home tasks (30%), and final essay (30%). More than 2 unexcused absences will result in failure of this course.

【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 Hoppii immediately after they decide to take this course, or before the second class of the semester at the latest. Visit Hoppii 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 (online). A screening will be conducted in the class if necessary.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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 examine 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) understand how 'modernity' and 'modern life' took shape in Western Europe and why; 4) 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 examine 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.

Feedback will be given to each individual student's graded work in writing.

[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.

HIS100ZA

History of Modern East Asia

Chris Hyunkyung PARK

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course employs two perspectives to understand the histories of modern China, Japan, Korea, and Taiwan in the context of tradition and globalization from the late 19th century to the present. It examines the struggles of these four countries to preserve or establish their boundaries, identities, and cultures in a rapidly emerging modern world order. The course also looks at how individuals respond to and are shaped by the variety of modernity(ies).

The main questions that will be asked and addressed are:

What and why does the history of East Asia matter where capitalism has reached into all corners of the world and the term 'globalization' has become a cliché?

What are the major transformations and lines of continuity in East Asian history?

What factors in the historical development of modern China, Japan, Korea, and Taiwan explain changes and continuity?

[Goal]

This course has some basic goals including: 1) To familiarize students with some fundamental concepts of reconciliation, peace, and coexistence in a range of historical contexts; 2) To encourage students the capacity to analyze and to interpret historical theories and case studies in the local and global context of East Asia (China, Japan, Korea(s), and Taiwan) to ensure a transnational perspective; and 3) To help students develop an in-depth understanding of national, regional, and global dimensions in the makings of modern East Asia and interactions by shedding particular lights on human agency, nongovernmental organization, and local dynamics in East Asia to think critically about historical narratives.

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

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

[Method(s)]

This course highly encourages students to engage in discussion and debate, and the capacity to interpret historical theories and case studies in the local and global context.

In addition, it is possible that some comments from the reaction papers may be introduced in class to elaborate on each lecture and to facilitate discussions.

Comments for assignments and the final reports are given through email.

Please check your university email account and Hoppii regularly to keep yourself updated.

[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 & Self Introduction	Description and explanation of the course
2	Decline of Chinese Hegemony, Rise of World Capitalism	lecture
3	Nationalism, Modernization & Reform I: China	Lecture and Discussion (Readings will be TBA)
4	Nationalism, Modernization & Reform II: Japan	Lecture and Discussion (Readings will be TBA)
5	Japan Builds an Empire: Revolution or Reactionary Reform?	Lecture and Discussion (Readings will be TBA)
6	Colonial Modernity and Imperial Subjects I: Korea	Lecture and Discussion (Readings will be TBA)
7	Colonial Modernity and Imperial Subjects II: Taiwan	Review Essay Due

8	Contested Histories: The Pacific War and its Legacies	Lecture and Discussion (Readings will be TBA)
9	Marxist-Leninist Revolution in East Asia I: North Korea (Case studies)	Lecture and Discussion (Readings will be TBA)
10	Marxist-Leninist Revolution in East Asia II: Mao's Revolution in China (Case studies)	Lecture and Discussion: "Edgar Snow, Red Star Over China: The Classic Account of the Birth of Chinese Communism."
11	Japan, South Korea, and Taiwan under U.S. Hegemony: Postwar and Postcolonial Nation Building I: Japan	Lecture and Discussion (Readings will be TBA)
12	Japan, South Korea, and Taiwan under U.S. Hegemony: Postwar and Postcolonial Nation Building II: South Korea	Lecture and Discussion (Readings will be TBA)
13	Japan, South Korea, and Taiwan under U.S. Hegemony: Postwar and Postcolonial Nation Building III: Taiwan	Lecture and Discussion (Readings will be TBA)
14	Conclusion: A History of East Asia in Global Perspective	Group Presentation and Discussion

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

It is important to note that all assignments must be completed to pass the course, and all assignments must be completed on time or be marked down accordingly (for papers, five points per day late).

In addition to preparing for discussions, students are expected to read and review class materials before each class. It requires at least 2-3 hours to prepare for this class.

[Textbooks]

None.

[References]

Rebecca E. Karl, Mao Zedong and China in the Twentieth-Century World: A Concise History (Durham: Duke University Press, 2010)
Anita Chan, Richard Madsen, & Jonathan Unger, Chen Village: Revolution to Globalization (Berkeley: University of California Press, 2009)

Leo T.S. Ching, Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation (Berkeley: University of California Press, 2001)

Andrew Gordon, A Modern History of Japan from Tokugawa Times to the Present (New York: Oxford UP, 2014)

John W. Dower, Embracing Defeat: Japan in the Wake of World War II (New York: W.W. Norton & Company, 1999)

Bruce Cumings, Korea's Place in the Sun: A Modern History (New York: W.W. Norton, 2005)

[Grading criteria]

Class Participation and Discussion: 30%, Presentation & Review Essay: 30% (in class presentation 15%, and a review essay 15%), Final Group Project: 40% (a group presentation 15%, and a final group report 25%)

[Changes following student comments]

n/a

[Equipment student needs to prepare]

None.

[Others]

The additional readings will be distributed before class.

[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

他学部公開： グローバル： 成績優秀： 実務教員：

【Changes following student comments】
 Not applicable.

【Equipment student needs to prepare】
 USB for class presentation.

【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. Regular assignments are also intended to relate art and art history to other topics of academic interest, and feedback will also be given in class in the form of discussion. Students will apply these skills in a final paper and presentation.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

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

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

ART100ZA

Music Appreciation

Cathy Lynn COX

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

Day/Period : 水 4/Wed.4

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

What is music, how is it made, and what does it mean to 'appreciate' it? In this course we will investigate these and other questions surrounding music-making and musical experiences. Each week students will participate in directed listening and other activities as we explore various genres of music 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.

[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, guided listening sessions, musical activities, 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. Feedback will be given collectively in class or through the Learning Management System (Google Classroom), depending on the nature of the assignment. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 and Language	Music as a sound-based means of communication closely linked to poetry and oral storytelling traditions.
3	Melody	Investigation of modes & scales, melodic range, melodic contour, and melodic motion through analysis and creative activity.
4	Time and Rhythm	Music as a time-based artform that may be pulsed or unpulsed. Introduction to concepts of tempo, meter, beats, and syncopation.
5	Movement and Gesture	Dance rhythms and other musical traditions linked with physical movement and the body.
6	Timbre	Describing the 'sound' of sound: differences among instruments, voices, playing styles.
7	Texture	How different voices or instrument parts are woven together to create the fabric of music, layers of different sounds.
8	Studio production	Hearing and understanding contemporary sound production techniques.
9	Repetition and Form	Understanding various approaches to large-scale musical structure
10	The Art of Performance	Improvisation, interpretation, cover-versions and mashups.
11	Music Analysis 1	Student-led discussions and presentations of music analysis projects

12	Music Analysis 2	Student-led discussions and presentations of music analysis projects
13	Music Analysis 3	Student-led discussions and presentations of music analysis projects
14	Review and Wrap-Up	Review of topics and materials

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

Students are expected to read assigned texts, listen to assigned recordings, and complete assigned writing and creative tasks. Students are also expected to find music examples to share with the class. 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]

Schafer, R. M. (1992). *A Sound Education: 100 Exercises in Listening and Sound-Making*. Indian River, ON: Arcana Editions.

Small, C. (1998). *Musicking: The Meanings of Performing and Listening*. Middletown, CT: Wesleyan University Press.

[Grading criteria]

Class Participation: 40%,

Short Writing Assignments: 40%,

Group Presentation: 20%

[Changes following student comments]

Following student feedback, integrated opportunities for music-making activities.

[Equipment student needs to prepare]

Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.

[Others]

Class materials and assignments can be accessed through Google Classroom.

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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)】

1. 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.
2. Submission of assignments and feedback will be via the Learning Management System.

【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】

Mid-term research assignment: 10%

Script analysis research assignment: 30%

Participation: 20%

Final presentation performance: 30%

Final presentation performance self-evaluation: 10%

【Changes following student comments】

Having come to the end of this academic year, one which was taught entirely remotely, I am now able to fully reflect on the experiences of my students and those of my own. Based on feedback from my students for this course, I was made aware that I sometimes under-estimated the amount of time that was needed to complete certain activities and therefore, I will allow for more flexibility in the amount of time given in future classes. This is an issue which is particularly prevalent when teaching remotely on video communication platforms such as Zoom. Finally, I will continue to be open to the modification of my teaching methodologies and course content in response to each class and the needs of individual students.

【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 : 月 1/Mon.1

他学部公開： グローバル： 成績優秀： 実務教員：

[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.

Comments on activities will be given in class. Submission of assignments and feedback will be on the Learning Management System.

[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

[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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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.

Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	An Introduction	Course overview
2	The Country	Geography, climate and history
3	British Attitudes	Characteristics of its people
4	Ethnicity and Identity	The English, the Celts and ethnic minorities The class compares UK and Japan with regard to the conservation of culture
5	Politics	The British Constitution and its government
6	Religion	Christians and non-Christians
7	Course Review and Mid-term Examination	Course review, students' inquiries and discussions Written examination
8	Monarchy and Class Society	History and changing attitudes The class is expected to compare UK and Japan in these aspects, discussing with international students
9	Britain in Films	People, society and culture in films
10	The Economy	The economy after Thatcher
11	Britain in the World	Foreign policy and its relations with the US and EU
12	Family Life	Changing mores, education and social services

13	Culture	Sport, leisure, and the arts The class is expected to compare UK and Japan in these aspects, discussing with international students
14	Course Review End-term Examination	Students' inquiries and discussions Course review Written examination

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

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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.

Feedback will be given through Hoppii.

【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
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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

USA: Society and People

Gregory KHEZRNEJAT

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

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : ○ 成績優秀 : 実務教員 :

【Grading criteria】

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

【Changes following student comments】

None.

【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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments and presentations. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 on an ongoing basis.

ARS100ZA

USA: Society and People

Gregory KHEZRNEJAT

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Changes following student comments】

None.

【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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on 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 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 on an ongoing basis.

【Grading criteria】

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

CUA100ZA

Introduction to Media Theory

Stevie Tongshun SUAN

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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout).

【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	Material Components	What media is made out of and its effects
7	Media Ecology	Interactions between media and society
8	Networked Media	Structures and practices of interlinking media
9	Media Platforms	New media production and consumption dynamics
10	Media Reproductions	Mechanical vs. digital reproduction and their differing implications
11	Convergence of Media	Intersections across media and their interactions
12	Virtual Media	Examining the simulated and the real in everyday life
13	Student Presentations I	Feedback and preparations for final paper

14 Student Presentations II Feedback and preparations for final paper, wrap-up of semester

【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%

Presentations 40%

Final exam 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

ART100ZA

Manga Studies

Stevie Tongshun SUAN

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

Day/Period : 木 2/Thu.2

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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, analyzing 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 delve into its particularities. This includes examining how manga mediated different shifts in Japanese society, as we explore the differences in the major manga genres, and how they cover various topics, from gender to memory. Beyond the local, we will ask what manga made outside of Japan can tell us about global the spread of media. 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 on 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 presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Making Manga's History	Are there pre-modern manga?
4	Pre-war Manga	Manga in Meiji and Taisho Japan
5	Post-war Manga	Tezuka Osamu's legacy
6	Media Influences	Manga, cinema, and anime's interactions
7	Genres I	Industrial genres: mainstream manga
8	Genres II	Shōjo manga and gendered expression
9	Genres III	Gekiga and existential themes
10	Genres IV	Alternative manga
11	Digital Manga	Effects of changing formats
12	Global Manga	Manga made outside of Japan
13	Student Presentations I	Feedback and preparations for final paper

14 Student Presentations II Feedback and preparations for final paper, wrap-up of semester

[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%

Presentation 40%

Final exam 40%

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

ART100ZA

Manga Studies

Stevie Tongshun SUAN

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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, analyzing 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 delve into its particularities. This includes examining how manga mediated different shifts in Japanese society, as we explore the differences in the major manga genres, and how they cover various topics, from gender to memory. Beyond the local, we will ask what manga made outside of Japan can tell us about global the spread of media. 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 on 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 presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout).

【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	Making Manga's History	Are there pre-modern manga?
4	Pre-war Manga	Manga in Meiji and Taisho Japan
5	Post-war Manga	Tezuka Osamu's legacy
6	Media Influences	Manga, cinema, and anime's interactions
7	Genres I	Industrial genres: mainstream manga
8	Genres II	Shōjo manga and gendered expression
9	Genres III	Gekiga and existential themes
10	Genres IV	Alternative manga
11	Digital Manga	Effects of changing formats
12	Global Manga	Manga made outside of Japan
13	Student Presentations I	Feedback and preparations for final paper
14	Student Presentations II	Feedback and preparations for final paper, wrap-up of semester

【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%

Presentation 40%

Final exam 40%

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

ART100ZA

Visual Arts

Shiho KITO

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

Day/Period : 火 3/Tue.3

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 create an Instagram account for the course and post one photograph daily in response to a weekly class project. 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). Submission of assignments and mutual feedback are to be uploaded on Slack. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	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	Time, Clocks and Depth of Field	Exploring photography's relationship with time and creating / reducing depth in an image.
6	Document the Artists	Discussing the relationships between documentary and art in photography
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 participate in a weekly photo project on Instagram, which will be discussed in class. In order to do so, students are expected to create a new Instagram account and post a single image taken daily (7 days x 12 weeks = 84 images). They are also expected to use the photobook resource in the library and do assigned readings. 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 daily posts (or multiple image posts for a project) to Instagram for weekly photo projects (minimum of 84 images total for projects). 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 (any mobile-phone cameras will do) and general stationary (e.g. pen, pencil, glue, tape, paperclips). 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.

The instructor is a practicing photographer/researcher whose work have been shown at international media and exhibitions.

[Prerequisite]

None.

ART100ZA

Topics in Arts: Fine Arts

Suzanne Carol MOONEY

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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.

Students will receive direct feedback and critique in class, combined with regular written feedback or grades for assignments submitted online. For major assignments, a grading rubric will be provided and explained in detail.

[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 exercise: 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. Practical exercise: Gesture drawing.
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. Practical exercise: Mark-making.

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. Practical exercise: Shading.
5	Drawing in 3D	Exploring three-dimensional space with line: Wireframe drawing; Isometric drawing and linear perspective. Beginning a drawing without a drawing surface. Practical exercise: Perspective drawing.
6	Lines, angles, mathematics and logic	Study of the use of mathematics art. Practical exercise: Two-point perspective and patterns.
7	Light-painting	Making drawings using time and light. Considering photography in drawing and also the relationship between time and light in drawing image. Practical exercise: Drawing with light and drawing with shadows.
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. Practical exercise: Editing scanned 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. Practical exercise: Basics of vector drawing.
10	Visual coding	Code and creative programming in generative drawing. Instructional lesson in basic computer coding for generative drawing and motion graphics. Practical exercise: Editing and writing simple drawing programs.
11	Portfolio preparation	Table discussions reviewing drawings produced so far. Group Discussions.
12	Presentation preparation	Preparation for making video presentations about one artist and the role of drawing within their practice. Individual consultations and group work in preparation for individual video presentations.
13	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
14	The bigger picture	Individual presentations(continued) and considering the application of drawing beyond this course. Class discussion.

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

Preparatory study and review time for this class are 2 hours each. Students are required to complete practical activities outside of class time.

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.

Research on an artist selected by the student will also be expected.

[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.

Loose sheets of paper for quick sketching.

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.

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.2Notes : < 成績優秀者の他学部科目履修制度利用者> 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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). Feedback is given via dialogue and discussion of work in class.

【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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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.** Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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.

[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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.** Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture.

【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.

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Note that the suggested topics may vary slightly depending on the number of registered students and their interests. Finally, submissions of assignments and their feedback will be via Google.docs (unless students are notified previously). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

なし / No

[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%), assignments 30%, 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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Students both submit work for assignments and get comments on this work via “Hoppii”.

【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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 : 土 1/Sat.1

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. At the beginning of class feedback for the previous classes homework will be given by the teacher. All assignments will be done on Google Docs/Slides/Sites/Blogs and checked online at the start of the next class.

[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]

Previous students from the academic 2020 year, gave the course very good feedback so I plan to keep it much the same.

[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

Junya FUKUTA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

The aim of this course is to provide students with an essential understanding of second language acquisition (SLA).

【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 presentations by students, explanation of key terms by lecturer, discussion, and group work. Students are required to read an assigned chapter and give a presentation in each class. I strongly encourage students to make the effort to contribute to discussions by asking questions and sharing your own ideas. The content of presentations and discussions will be evaluated as "class participation". Feedback will be given on the content of the presentation and the students' comments on that occasion.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientations	- Course overview
2	Introduction to SLA	- What is SLA?
3	Age	- On various age effects on SLA and critical period hypothesis
4	Crosslinguistic influence	- On L1-L2 linguistic transfer
5	The linguistic environment	- On the influence of environment on SLA
6	Cognition	- Information processing in psychological aspects of SLA
7	Development of learner language 1	- Cognitivist explanation
8	Development of learner language 2	- Development of syntax
9	Foreign language aptitude	- On the role of aptitude in SLA
10	Motivation	- Various aspects of motivation in SLA
11	Affect and other individual differences	- On individual differences such as personality, speaking styles, anxiety, willingness to communicate, and learning strategies
12	Social dimensions of L2 learning 1	- Sociocultural and interactionist approach
13	Social dimensions of L2 learning 2	- Process of socialization
14	Review and Concluding Remarks	- wrap-up

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

Students are required to read assigned chapters of the textbook, and to prepare to make a presentation several times in the class. This procedure is expected to take at least two hours each week.

【Textbooks】

Ortega, Lourdes. (2009). *Understanding second language acquisition*. London: Hodder. ISBN-13: 978-0340905593

【References】

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 (30%)
- (2) Presentation (40%)
- (3) Final report (30%)

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

【Changes following student comments】

Not applicable.

【Prerequisite】

None.

EDU100ZA

Comparative Education

Machiko KOBORI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course provides a range of global perspectives of motivational issues as core elements in second language (L2) 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 ranging 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 L2s.
2. Explain the core issues of different perspectives of motivation to learn L2s.
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. Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube).

【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	The development of the L2 motivational studies (1)	Theories of motivation in psychology: classical perspectives
3	The development of the L2 motivational studies (2)	Theories of motivation in psychology: socio-psychological perspectives (1)
4	The development of the L2 motivational studies (3)	Theories of motivation in psychology: socio-psychological perspectives (2)
5	The development of the L2 motivational studies (4)	Theories of motivation in psychology: cognitive-psychological perspectives (1)
6	The development of the L2 motivational studies (5)	Theories of motivation in psychology: cognitive-psychological perspectives (2)
7	The development of the L2 motivational studies (6)	Theories of motivation in psychology: educational-psychological perspectives (1)
8	The development of the L2 motivational studies (7)	Theories of motivation in psychology: educational-psychological perspectives (2)
9	Global perspectives of L2 motivation (1)	Exploring cross-sectional studies
10	Global perspectives of L2 motivation (2)	Exploring longitudinal studies

11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (2)	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】

5. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Cambridge UP.

【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. et al. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Multilingual Matters.
6. Ushioda, E. (2013). *International perspectives on motivation: Language learning and professional challenges*. Palgrave Macmillan.

【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】

More frequent and detailed notices of class activities and tasks will be given in order to allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】

PC

【Others】

None.

【Prerequisite】

None.

LANf100ZA

French A I

Masamichi SUZUKI

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

Day/Period : 月 4/Mon.4

Notes : < GIS students > 2015 年度以前入学者は 2 単位
 < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 BI) 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.

Students will get information about the course by way of Learning Management System (LMS).

During the semester, the students are required to submit several assignments through LMS. They will get them back equally through LMS. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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; Asking questions about people
4	Lesson 2 Qu'est-ce qu'elle fait dans la vie?	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

【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 『新スパラルー日本人初心者のためのフランス語教材』, Gaël Crépieux, 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 assignments. A term-end examination (including a listening test) will be held. Continuous assessment: 50%; term-end examination: 50%. If the term-end examination is not possible to organize, the grade will be given on the basis of the accumulation of assignments. 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.

【Changes following student comments】

Last year, Covid-19 forced me to rely uniquely on assignments for the evaluation of students' class performance; every-week submission seems to have caused some difficulties on both sides of the students and the instructor: delay of submission, submission of a wrong work, delay of feedback and so on. I will put more interval between two assignments so that the class organization might be easier.

【Others】

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

【Prerequisite】

None.

【】

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.

LANf100ZA

French A II

Masamichi SUZUKI

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより
3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照
すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 BII) 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. Students will get information about the course by way of Learning Management System (LMS). During the semester, the students are required to submit several assignments through LMS. They will get them back equally through LMS.

【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 one's plan
14	Review of examination Lesson 13 Est-ce que vous êtes sorti ce week-end?	Review of examination Past tense 2

【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 the past tense 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 assignments. A term-end examination (including a listening test) will be held. Continuous assessment: 50%; term-end examination: 50%.
If the term-end examination is not possible to organize, the grade will be given on the basis of the accumulation of assignments. 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】

Last year, Covid-19 forced me to rely uniquely on assignments for the evaluation of students' class performance; every-week submission seems to have caused some difficulties on both sides of the students and the instructor: delay of submission, submission of a wrong work, delay of feedback and so on. I will put more interval between two assignments so that the class organization might be easier.

【Others】

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

【Prerequisite】

None.

【】

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.

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位

< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

フランス語初級文法を学ぶ。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。

We study Elementary French grammar.

【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。Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 -動詞 faire
3	Leçon 1	-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】

授業内評価 40% + 期末試験 60%

具体的な方法と基準は、FrenchAI と擦り合わせ、学習支援システムで提示する。

【Changes following student comments】

授業内で復習できなかった宿題を評価後に返却する。

【Others】

『Spirale』という同一教科書を French AI と交互にレリーしながら使用する
ので、必ず French AI と合わせて履修すること。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 : 水 2/Wed.2

Notes : < GIS students > 2015 年度以前入学者は 2 単位

< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

フランス語初級文法を学ぶ。

We study Elementary French grammar.

【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開き、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)
3	Leçon 7	科目について話す 時間の使い方
4	Leçon 8	時間割について話す 持っているもの
5	Leçon 8	所有を表す
6	Leçon 9	物を借りる 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・ジャボン)

『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 %

具体的な方法と基準は、French BI と擦り合わせ、学習支援システムで提示する。

【Changes following student comments】

授業内で復習できなかった宿題を評価後に返却する。

【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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
 < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより
 3. 科目別の注意事項 (1) GIS 主修科目の履修上の注意を参照
 すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. The feedback for homework will be given through Hoppii Learning Assistant System.

While this class will be held on campus, please note that the first week will be offered online to avoid overcrowding the classroom. The Zoom URL for the first class will be announced on Hoppii Learning Assistant System before the semester begins. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

12	Expression of Time I Numbers I	Expression of time to say “at ... o'clock” Numbers from 1 to 12
13	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
14	Final Exam & Wrap-up	Final exam (written) 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】

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

Evaluation is as follows:

Class participation and attitude: 30%

Midterm exam: 30%

Final exam: 40%

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish BI と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

【】

Basic Spanish grammar and conversation.

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより
3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照
すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. The feedback for homework will be given through Hoppii Learning Assistant System.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Class overview
	Irregular Indicative Conjugation of Verbs (present tense) I	Irregular indicative conjugations of verbs in the present tense
2	Possessive Adjectives	Prepositive possessive adjectives (“mi”, “nuestro/a”, “tu”, “vuestro/a”, “su”)
	Numbers III	Numbers from 31 to 99
3	Irregular Indicative Conjugation of Verbs (present tense) II	Irregular indicative conjugations of verbs in the present tense
	Expression of Obligation and Necessity	Expression of obligation and necessity (“tener que ...”)
4	Numbers IV	Numbers from 100 to 999
	Direct and Indirect Objective Pronouns	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	Reflexive verbs whose objective corresponds to the subject
	Impersonal Expressions	Impersonal expressions with the reflexive pronoun “se”
8	Mid-term Exam	Expression of time to say “It’s ... o’clock” and “do ~ at ... o’clock”
	Expression of Time II	Expression of weather I
	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.

【】

Basic Spanish grammar and conversation.

LANs100ZA

Spanish B I

Yoshifumi Onuki

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

Day/Period : 火 4/Tue.4

Notes : < GIS students > 2015 年度以前入学者は 2 単位
 < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより
 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照
 すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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.

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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
3	Definite and Indefinite Articles	Singular and plural form of nouns Definite (“el”, “la”, “lo”) and indefinite (“un”, “una”) articles Their distinction and singular / plural forms
4	Adjectives I	Inflection of adjectives with vowel and consonant termination
5	Adjectives II	Inflection of adjectives which express place-names and nationalities Adjectives whose termination is omitted by inflection
6	Conjugation of the Verb “ser”	Conjugation of the verb “ser” which expresses nature and quality
7	Self-introduction	Practice of self-introduction in Spanish Asking and telling the place of origin
8	Conjugation of the Verb “estar”	Conjugation of the verb “estar” which expresses state and condition
	Expression of Existence	The phrase “Hay …” which expresses “There is …”
9	Existence, Quality and State	How to differentiate among “ser”, “estar” and “hay” Prepositions and pronouns
10	Regular Indicative Conjugation of Verbs (present tense)	Rule of regular indicative conjugation of verbs with “-ar”, “-er” and “-ir” terminations
11	Expression of Time I	Expression of time: “at … o’clock”
	Numbers I	Numbers from 1 to 12

12	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
13	Numbers II	Numbers from 13 to 30 Questions and concerns about the content of the entire semester will be accepted for the final exam
14	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 (同人社社)、2010 年

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

【Grading criteria】

Students evaluations are based on class participation (50%) and the final exam (50%). Participation and attitude will factor in the final grade.

【Changes following student comments】

Progress will be adjusted based on student needs.

【Others】

Only this column is described in Japanese, as follows:

必ず Spanish AI と同セメスターで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】

None.

【】

Basic Spanish grammar and conversation.

LANs100ZA

Spanish B II

Yoshifumi Onuki

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより
3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照
すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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.

At the beginning of class, feedback for the previous class is given using some comments from submitted 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 Irregular Indicative Conjugation of Verbs (present tense) I	Class overview
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	Expression of Time II Expression of Weather I	Expression of time to say "It's ... o'clock" and "do ~at ... o'clock"
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 (同人社社)、2010 年
授業中の携帯電話やノートパソコンを利用するのオンライン辞書の使用は認められない

【Grading criteria】

Students evaluations are based on class participation (50%) and the final exam (50%). 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.

【】

Basic Spanish grammar and conversation.

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
 < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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.

Feedback on assignments will be given during class time or via email.

【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。

【Prerequisite】

None.

【】

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.

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位

< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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.

Feedback on assignments will be given during class time or via email.

[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.

[]

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

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

Notes : < GIS students > 2015 年度以前入学者は 2 単位
< 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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。

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

[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。
・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。
・教員は小テストの添削や質問への回答を準備し、授業時に返却・回答することと随時フィードバックを行う。Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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けておく。
- ・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]

- ・オンライン授業が実施される場合は、授業計画や成績評価が変更になる可能性がある。そのため、学習支援システムを随時確認すること。
- ・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.4Notes：＜ GIS students ＞ 2015 年度以前入学者は 2 単位
＜ 成績優秀者の他学部科目履修制度利用者＞ 制度ウェブサイトより
3. 科目別の注意事項 (1) GIS 主権科目の履修上の注意を参照
すること。A と B をセットで履修すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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。

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

【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。
- ・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。
- ・教員は小テストの添削や質問への回答を準備し、授業時に返却・回答することで随時フィードバックを行う。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	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・持續態 [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) [水饺好吃吗?]、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：同文社
- ・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】

- ・オンライン授業が実施される場合は、授業計画や成績評価が変更になる可能性がある。そのため、学習支援システムを随時確認すること。
- ・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.

LNG100ZA

English in the Movies

Megumi KOBAYASHI

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

Day/Period : 金 2/Fri.2

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

Movies are not just a source of entertainment, but can also serve as a great resource to raise awareness about language as well as its sociocultural contexts. In this course, you will be introduced to various aspects of language through movies, drawing examples primarily from English. Some topics include: language and society, regional dialects, accent stereotypes, language and gender, and language play, etc.

[Goal]

Upon completion of this course, students will:

- 1) Be familiar with some basic (socio) linguistic aspects of English and other languages
- 2) Become aware of various dialects of English and how they are used in movies
- 3) Have a more analytical perspective on language presented in movies

[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)]

You will be assigned a set of reading materials in advance, which will provide some background information about the topic in focus. A comprehension quiz based on the reading will be given at the beginning of the class to make sure you have a basic understanding of the topic. Then the topic is explored with an additional lecture and presentations of selected movie clips, accompanied by pair/group work and discussions to promote further understanding. Toward the end of the semester, students will analyze a movie of their choice and present it in class. Feedback for assignments will be given either individually (paper/LMS) or shared during the class. Actual lesson plans and contents may be modified based on students' progress. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation	Course guidance, pre-course questionnaire
2	US vs UK English	Major two dialects of English (e.g., Love Actually)
3	Language and Social Class	Situation in the UK (My Fair Lady)
4	Language and Identity	Follow up of lesson 3 (My Fair Lady)
5	Language and Stereotypes	Accent representation in Disney movies (e.g., Lion King), race issues
6	Language and Ethnicity	World Englishes in movies (e.g., My Big Fat Greek Wedding)
7	Language and Gender	Female vs male speech (e.g., Legally Blond)
8	Language and Code	Language play, secret message (e.g., Harry Potter series)
9	Non-verbal Communication	Gestures, body language (e.g., Inglorious Basterds)
10	Language and Translation	Art of translation, misunderstanding between speakers of different languages (e.g., Lost in Translation, Spanglish)
11	Presentation (1)	Students groups will give presentations
12	Presentation (2)	Students groups will give presentations
13	Presentation (3)	Students groups will give presentations

14 Review

Submitting individual movie report, summing up the course

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

Students are expected to complete the reading assignments before class. Much of the preparation for the end of the term presentation, as well as writing a reflection paper, must be done outside of class. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Reading assignments and handouts will be provided by the instructor.

[References]

N/A (Suggestions for further readings will be provided in class).

[Grading criteria]

The final grade will be based on the following criteria: class participation 20%, quizzes 25%, reflection paper 25%, presentation 30%.

[Changes following student comments]

N/A

[Equipment student needs to prepare]

N/A

[Others]

N/A

[Prerequisite]

None

SOC100ZA

Introduction to Sociology

Ralph Ittonen HOSOKI

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Sociology is an academic discipline, but it is also a “tool box” of ideas and concepts that helps us understand the world around us and our own experiences within that world. Topics covered in this course include culture, socialization, social structure, deviance, stratification, inequality, gender, race and ethnicity, education, etc.

Through in-class discussions and assignments, students will use their “sociological imaginations” to think critically about various sociological theories, apply that knowledge to make sense of the past and present, and think about their own unique experiences within the broader social context of both Japan and the world. Additionally, students will use and apply this knowledge to propose and carry out a research project that furthers their understanding of a topic of interest.

【Goal】

Students will (1) learn to use sociological ideas and concepts to critically think about society and social research; and (2) utilize those skills and knowledge to analyze a social issue and effectively output ideas. Students will be evaluated on demonstration of their understanding of the theoretical and substantive matter covered throughout the course, their thoughtfulness and originality in their work, and their ability to cogently communicate their own ideas.

【Which item of the diploma 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 general, each class will consist of a lecture, in-class discussion(s), and a video and/or activity. The average reading load is about 10-15 English pages per class. Assignments include: weekly reading responses (one or two short-answer questions on the assigned readings), a research project proposal, and a research project (paper or presentation). There are no exams.

At the beginning of each class, I will provide overall feedback for the previous week's assignment, and insightful student responses may be introduced in class as model responses or as a segue into meaningful in-class discussions.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course Introduction	Logistics: go over syllabus, attend to registration concerns, etc. (Students planning to register must attend this first class. If enrollment is high, we may need to screen students.)
2	The Sociological Imagination	Think about what it means to study social rather than individual behavior
3	Classical Sociological Theories	Discuss Conflict Theory (Marx), Functionalism (Durkheim), and Symbolic Interactionism (Mead and Blumer)
4	Sociological Research	Explore the different tools and methods for conducting social research
5	Socialization	Think about what it means and takes to become a member of society through socialization
6	Culture	Discuss what is culture
7	Deviance	Think about what makes someone, something, or an action “normal” and “deviant” and how that affects individuals on a societal level
8	Social Stratification and Inequality	Discuss inequality in Japan
9	Education	Reflect on the relationship between education and social mobility
10	Race and Ethnicity	Think about the social construction of race, and discuss social privilege
11	Race and Ethnicity in Japan	Discuss racial dynamics in Japan

12	Gender and Sexuality	Think about the differences between sex, sexuality, and gender
13	Family	Explore (global) shifts in family and personal life
14	Global Inequality	Discuss globalization and the theorized explanations for inequalities that exist at the global level

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

To prepare for each class, students are expected to read an average of 10-15 English pages. Additionally, there are weekly reading responses (one or two short-answer questions on the assigned readings), so students are expected to submit their responses before each class. Beginning around and continuing throughout the last third of the course, students will propose and work on a research project. Weekly preparatory study and review time for this course are on average, 2 hours each.

【Textbooks】

There is no textbook. Please see the detailed syllabus (to be distributed in class) for all assigned and required readings. Most of the readings can be directly accessed by students online. Those that cannot will be accessible through email and/or H'etudes.

【References】

None (see the “Textbooks” section for all necessary details)

【Grading criteria】

Active participation: 30% (28 points; 2 points/class + 2-point adjustment)

Reading responses: 30% (30 points; 3 points/response; choose 10 of 14 responses)

Research project proposal: 10%

Research project: 30%

Total: 100% (100 points)

*There is no extra credit.

【Changes following student comments】

I would like to encourage more active in-class participation, so I have increased the weight of participation as a grading criterion, and will actively seek responses from students in class.

【Equipment student needs to prepare】

Students should bring at least paper and a writing utensil. In the first class, I will also provide construction paper to make name placards; students must bring theirs to each class so we can all learn each other's names.

Printouts of the week's required reading(s) may also be helpful to refer back to during class.

Students will be instructed to submit assignments online.

【Others】

Students who wish to enroll should be prepared to keep up with the assigned required readings and actively participate in in-class discussions and activities.

【Prerequisite】

Ability to understand, communicate in, and write academic English is highly recommended, although I also encourage students who want to challenge themselves (in such cases, students should let me know their specific concerns, if any, as soon as possible).

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Verbal and written feedback will be given on assignments.

[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

他学部公開： グローバル： 成績優秀： 実務教員：

[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. Verbal and written feedback will be given on assignments.

[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	Michael Weiner 2009. "Chapter 1: 'Self' and 'Other' in Imperial Japan" in <i>Japan's Minorities: The Illusion of Homogeneity</i> . London and New York: Routledge. pp.1-20.
5	Representing the Other	Japan's Indigenous Ainu: Takako Yamada, "Anthropological Studies of the Ainu in Japan: Past and Present" <i>Japanese Review of Cultural Anthropology</i> , vol.4, 2003, pp. 75-106.
6	Ethics and Responsibility	Reviewing fundamental concepts and issues in Cultural Anthropology
7	What does it mean to be Japanese?	Mixed-Race Japanese: In-class screening Hafu (2013)
8	School to Work Pipeline in Japan	David H. Slater. 2009 "The 'new working class' of urban Japan: Socialization and contradiction from middle school to the labor market" in <i>Social Class in Japan</i> . London and New York: Routledge. pp.137-168.?

9	Work in Japan	Gordon Mathews. 2004. "Chapter 7: Seeking a Career, Finding a Job" in <i>Japan's Changing Generations</i> . London and New York: Routledge. pp. 121-136. "Deciphering Japan Series: Ep.2 Live to Work"
10	Gender in Japan	Lynne Nakano and Moeko Wagatsuma. 2004. "Chapter 8: Mothers and Their Unmarried Daughters" in <i>Japan's Changing Generations</i> . London and New York: Routledge. pp.137-154. "Deciphering Japan Series: Ep.1 A Woman's Role"
11	Immigrants and Food: Vietnamese families in Japan	Erina Seto-Suh. 2016. "Chapter 4: Everyday Practices of Immigrant Vietnamese Women in Japan in Obtaining Ingredients for the Food of Their Homeland" in <i>Rethinking Representations of Asian Women</i> , pp.69-85.2
12	Who are "Japanese"?	Takeyuki (Gaku) Tsuda "Chapter 10: Japanese-Brazilian: Ethnic Return Migration and the Making of Japan's Newest Immigrant Minority" in <i>Japan's Minorities: The Illusion of Homogeneity</i> . London and New York: Routledge. pp.207-227. Review "Deciphering Japan Series: Ep.4 Being Japanese"
13	Wrap up	Review: Final Paper
14	Wrap-up	Review: Final Paper

[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: 20%
Small Assignments: 20%
Midterm:20%
Group Presentation:20%
Final Paper: 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 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.

[Prerequisite]

None.

PSY100ZA

Introduction to Psychology I

Sayaka AOKI

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

Day/Period : 月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：

[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. In these activities, students will also be asked to reflect on their daily experiences and share examples that illustrate these concepts. Quizzes are held occasionally and returned in the next class so that students understand their own level of understanding of the course materials at the moment. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 : 月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Students are expected to acquire a dynamic perspective of the human mind, i.e., learn how we constantly react and adapt to the external world. Through this course, students' employability skills in assessing and adapting to new situations are also expected to be improved.

【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, intelligence, emotion, psychological disorders and their treatment. Instructional methods include assigned readings, lectures, videos, small group activities, and discussions. Occasionally, students are asked to take a quiz, which is graded and returned with comments in the next week.

【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	Emotion	What is emotion?
7	Review & Exam 1	Assessing the degree to which students understand the course topics
8	Personality I	Freudian theory
9	Personality II	Humanistic and trait theories
10	Psychological Disorders I	How do we define psychological disorders?
11	Psychological Disorders II	Overview of various psychological disorders
12	Psychological Therapies	How do we treat psychological disorders?
13	Review & Exam 2	Assessing the degree to which students understand the course topics
14	Wrap-up	Review of the exam 2 and lecture about study skills for future classes

【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, print out, and look over the handouts before each class and bring them to class to take notes. Preparatory study and review time for this class are 2 hours.

【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).

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.

PSY100ZA

Developmental Psychology

Sayaka AOKI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 the lecture 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, which is graded and returned by the beginning of the next class, with a comment from the lecturer. In the reflection paper, students are also encouraged to ask questions, which are shared anonymously and answered in 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	Human's early development	Development in infancy and early childhood
3	Cognitive development (1)	Piaget's theory
4	Cognitive development (2)	Vygotsky's theory
5	Cognitive development (3)	Development of information processing
6	Atypical development in cognitive functioning	Intellectual disability/Learning disorder
7	Mid-term exam & Review	Assessing the degree to which students understand the subject
8	Social emotional Development (1)	Development of emotional recognition and expression
9	Social emotional Development (2)	Theory of attachment
10	Social emotional Development (3)	Development of social interaction
11	Atypical development in social emotional functioning (1)	Autistic spectrum disorders
12	Atypical development in social emotional functioning (2)	Attention-deficit and hyperactivity disorder (ADHD)
13	Other atypical development	Other childhood disorders and review

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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 is mediated by communication technologies. This class is an introduction to media studies focused on how media has evolved and how it has come to shape and transform the way we communicate.

【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)】

Each course begins with a historical introduction for a better understanding of mass communication and its evolution.

We will discuss a variety of media forms (print, sound, film, internet), their evolution, and their impact on culture.

The last few weeks will focus on changing trends in media culture by looking at topics such as advertising, online gaming, and virtual reality. Classes will include analyses of various media forms throughout the semester. There will be a quiz at the end of each class.

Students are always encouraged to share their views and interesting media content during class or through the Google Classroom.

General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPPII should contact the lecturer to receive feedback during office hours or by e-mail.

【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 and exercises analyzing various types of media.
4	Texts and Print	The historical evolution of the printing press and its significance.
5	News and Journalism	Early history of news journalism and its transformation.
6	Sound and Recording	Early history of sound recording and the music industry.
7	Intellectual Property and Piracy	Piracy and the music industry. Copyright, fair use, and sampling.
8	Early Film	The history of early film. From photography to motion pictures.
9	Contemporary Film	Genre theory and product standardization.
10	The Internet	The history of information revolution and online cultures.
11	Video Games	Gaming cultures and the virtual world.
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 is two hours per week.

【Textbooks】

The text book is available at the library but readings will be provided in pdf format through HOPPII and Google Drive.

【References】

Campbell, Richard, Christopher R. Martin, and Bettina Fabos. 2017. Media & culture: mass communication in a digital age. 11th edition. Bedford/St. Martin's.

【Grading criteria】

Participation 10%

Reports 20%

Quizzes 20%

Midterm Exam 25%

Final Exam 25%

【Changes following student comments】

None.

【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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines the major theories of IR and IPE, including as realism, liberalism, constructivism, economic liberalism, economic nationalism, 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 enduring questions in IR, such as war and peace, conflict, the rise of non-state actors, the role of international laws and organizations, economic interdependence and globalization, and development and underdevelopment in the Third World; (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.

Submission of assignments and feedback will be via the Learning Management System Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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	Review and Mid-term essay preparation	Review of 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: Contemporary issue I(Development and Underdevelopment)	Examining a contemporary issue in IPE.

13	International Political Economy IV: Contemporary issue II (Economic globalization)	Examining a contemporary issue in IPE.
14	Review and Final-term essay preparation	Review of major topics covered by week 10-12

【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.

Grieco, Joseph, Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018,

【References】

Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.

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, (10%), Mid-term essay (45%), Final essay (45%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Some course materials will be delivered via Hoppii.

【Others】

None

【Prerequisite】

ESOP 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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines the major theories of IR and IPE, including as realism, liberalism, constructivism, economic liberalism, economic nationalism, 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 enduring questions in IR, such as war and peace, conflict, the rise of non-state actors, the role of international laws and organizations, economic interdependence and globalization, and development and underdevelopment in the Third World; (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.

Submission of assignments and feedback will be via the Learning Management System

【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	Review and Mid-term essay preparation	Review of 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: Contemporary issue I (Development and Underdevelopment)	Examining a contemporary issue in IPE.
13	International Political Economy IV: Contemporary issue II (Economic globalization)	Examining a contemporary issue in IPE.

14 Review and Final-term essay preparation Review of major topics covered by week 10-12

【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.

Grieco, Joseph, Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018.

【References】

Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.

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, (10%), Mid-term essay (45%), Final essay (45%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Some course materials will be delivered via Hoppii.

【Others】

None

【Prerequisite】

ESOP 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

Nathan GILBERT QUIMPO

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

Day/Period : 木 4/Thu.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Politics can be viewed in various ways. For many, it deals with the government or governing of an entity such as a country. Other would say it has to do with the nature, distribution and dynamics of power. Politics, as Andrew Heywood broadly puts it, is “the activity through which people make, preserve and amend the general rules under which they live.” On the other hand, Harold Lasswell writes that at its most basic level, politics is the struggle of “who gets what, when, how.” Political science is the study of the theory and practice of politics.

The course “Introduction to Political Science” provides a comprehensive overview of the study of politics. It explores the various meanings of politics, as well as political ideas and ideologies. It analyzes the state, different types of political regimes, and such political concepts as legitimacy and security. Showing how political science crosscuts with other academic disciplines, the course ventures into political economy, society and politics, nations and nationalism, identity politics, and political culture and the media. It delves into constitutions and law, the executive, legislative and judicial branches or dimensions of government, public policy and the bureaucracy. It examines representation, elections and voting, political parties and party systems, interest groups and social movements. Apart from looking into multilevel politics (national, subnational and transnational), it also peers into globalization, world order and global governance.

【Goal】

The course seeks:

- To introduce students to political science as an academic field of study.
- To acquaint students with the fundamental concepts, theories and approaches used by political scientists in studying political issues, processes and outcomes in different countries.
- To help students develop a critical awareness of Japanese and world politics and enhance their ability to analyze and discuss important political issues and events.

At the end of the course, a student

- Should have gained a good grasp of the fundamental themes, concepts, theories and approaches of political science.
- Should have improved her/his skills in analyzing important political events and developments in Japan and in the world.
- Should have acquired a strong foundation for pursuing further studies in political science and its various subfields.

【Which item of the diploma 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 - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 Politics? (Chapter 1, pp. 1-25)	Defining Politics Studying Politics Politics in a Global Age
2	Political Ideas and Ideologies (Chapter 2, pp 26-55)	What is Political Ideology Classical Ideological Traditions Other Ideological Traditions
3	Politics and the State; Democracy and Legitimacy (Chapters 3-4, pp. 56-90)	Defining the State Debating the State Eclipse of the State? Legitimacy and Political Stability Democratic Legitimacy

4	Democracy and Legitimacy; Regimes of the Modern World (Chapters 4-5, pp. 90-129)	Democracy Traditional Systems of Regime Classification Modern Systems of Political Rule
5	Nations and Nationalism; Political Economy and Globalization (Chapters 6-7, pp. 130-171)	What is a Nation? Varieties of Nationalism The Future of Nationalism Political Economy Varieties of Capitalism Globalization
6	Politics, Society and Identity; Political Culture and the Media (Chapters 8-9, pp. 172-217)	Politics and Society Identity Politics Political Culture The Media and Politics Post-truth Politics
7	Review and Exam	Assess to what degree students understand topics discussed; midterm exam
8	Representation, Elections and Voting; Parties and Party Systems (Chapters 10-11, pp. 218-258)	Representation Elections Voting Behaviour Party Politics
9	Parties and Party Systems; Groups, Interests and Movements (Chapters 11-12, pp. 258-291)	Party Systems A Crisis of Party Politics? Group Politics Social Movements
10	Constitutions, Law and Judges; Political Executives and Leadership (Chapters 13-14, pp. 292-340)	Constitutions The Law The Judiciary Role of the Executive Power in the Executive: Who Leads Leaders and Leadership
11	Assemblies; Public Policy and the Bureaucracy (Chapters 15-16, pp. 341-390)s	Role of Assemblies Structure of Assemblies Performance of Assemblies The Policy Process Role of the Bureaucracy Bureaucratic Power: Out of Control?
12	Multilevel Politics; Security: Domestic and International (Chapters 17-18, pp. 391-435)	Politics, Territory and Multilevel Governance Subnational Politics Transnational Regionalism Security beyond Boundaries? Domestic Security International Security
13	World Order and Global Governance: Is Politics Broken? (Chapters 19-20, pp. 436-473)	Twenty-First Century World Order Global Governance A Crisis of ‘Anti-Politics’? Why We Hate Politics Mending Politics?
14	Exam and 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 the assignment (individual or group) 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 is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

【Textbooks】

Andrew Heywood (2019), Politics, 5th edition, London: Red Globe Press.

【References】

Newspaper, magazine and journal articles dealing with more current events and developments.

【Grading criteria】

Participation in class discussions and debates; assignments: 40% of overall course mark.

Midterm examination: 30%

Final examination: 30%

【Changes following student comments】

None.

【Prerequisite】

None.

POL100ZA

Introduction to Political Science

Nathan GILBERT QUIMPO

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Politics can be viewed in various ways. For many, it deals with the government or governing of an entity such as a country. Other would say it has to do with the nature, distribution and dynamics of power. Politics, as Andrew Heywood broadly puts it, is “the activity through which people make, preserve and amend the general rules under which they live.” On the other hand, Harold Lasswell writes that at its most basic level, politics is the struggle of “who gets what, when, how.” Political science is the study of the theory and practice of politics.

The course “Introduction to Political Science” provides a comprehensive overview of the study of politics. It explores the various meanings of politics, as well as political ideas and ideologies. It analyzes the state, different types of political regimes, and such political concepts as legitimacy and security. Showing how political science crosscuts with other academic disciplines, the course ventures into political economy, society and politics, nations and nationalism, identity politics, and political culture and the media. It delves into constitutions and law, the executive, legislative and judicial branches or dimensions of government, public policy and the bureaucracy. It examines representation, elections and voting, political parties and party systems, interest groups and social movements. Apart from looking into multilevel politics (national, subnational and transnational), it also peers into globalization, world order and global governance.

【Goal】

The course seeks:

- To introduce students to political science as an academic field of study.
- To acquaint students with the fundamental concepts, theories and approaches used by political scientists in studying political issues, processes and outcomes in different countries.
- To help students develop a critical awareness of Japanese and world politics and enhance their ability to analyze and discuss important political issues and events.

At the end of the course, a student

- Should have gained a good grasp of the fundamental themes, concepts, theories and approaches of political science.
- Should have improved her/his skills in analyzing important political events and developments in Japan and in the world.
- Should have acquired a strong foundation for pursuing further studies in political science and its various subfields.

【Which item of the diploma 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 - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

【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 Politics? (Chapter 1, pp. 1-25)	Defining Politics Studying Politics Politics in a Global Age
2	Political Ideas and Ideologies (Chapter 2, pp 26-55)	What is Political Ideology Classical Ideological Traditions Other Ideological Traditions
3	Politics and the State; Democracy and Legitimacy (Chapters 3-4, pp. 56-90)	Defining the State Debating the State Eclipse of the State? Legitimacy and Political Stability Democratic Legitimacy
4	Democracy and Legitimacy; Regimes of the Modern World (Chapters 4-5, pp. 90-129)	Democracy Traditional Systems of Regime Classification Modern Systems of Political Rule

5	Nations and Nationalism; Political Economy and Globalization (Chapters 6-7, pp. 130-171)	What is a Nation? Varieties of Nationalism The Future of Nationalism Political Economy Varieties of Capitalism Globalization
6	Politics, Society and Identity; Political Culture and the Media (Chapters 8-9, pp. 172-217)	Politics and Society Identity Politics Political Culture The Media and Politics Post-truth Politics
7	Review and Exam	Assess to what degree students understand topics discussed; midterm exam
8	Representation, Elections and Voting; Parties and Party Systems (Chapters 10-11, pp. 218-258)	Representation Elections Voting Behaviour Party Politics
9	Parties and Party Systems; Groups, Interests and Movements (Chapters 11-12, pp. 258-291)	Party Systems A Crisis of Party Politics? Group Politics Social Movements
10	Constitutions, Law and Judges; Political Executives and Leadership (Chapters 13-14, pp. 292-340)	Constitutions The Law The Judiciary Role of the Executive Power in the Executive: Who Leads Leaders and Leadership
11	Assemblies; Public Policy and the Bureaucracy (Chapters 15-16, pp. 341-390)s	Role of Assemblies Structure of Assemblies Performance of Assemblies The Policy Process Role of the Bureaucracy Bureaucratic Power: Out of Control?
12	Multilevel Politics; Security: Domestic and International (Chapters 17-18, pp. 391-435)	Politics, Territory and Multilevel Governance Subnational Politics Transnational Regionalism Security beyond Boundaries? Domestic Security International Security
13	World Order and Global Governance: Is Politics Broken? (Chapters 19-20, pp. 436-473)	Twenty-First Century World Order Global Governance A Crisis of ‘Anti-Politics’? Why We Hate Politics Mending Politics?
14	Exam and 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 the assignment (individual or group) 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 is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

【Textbooks】

Andrew Heywood (2019), Politics, 5th edition, London: Red Globe Press.

【References】

Newspaper, magazine and journal articles dealing with more current events and developments.

【Grading criteria】

Participation in class discussions and debates; assignments: 40% of overall course mark.

Midterm examination: 30%

Final examination: 30%

【Changes following student comments】

None.

【Prerequisite】

None.

POL100ZA

Introduction to Comparative Politics

Nathan GILBERT QUIMPO

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

他学部公開： グローバル： 成績優秀： 実務教員：

[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.

The course starts off with discussions on key concepts and theoretical approaches in comparative politics and different comparative methods. It then examines the state, political regimes and political economy, going into deeper discussions of democracy and authoritarianism, regimes in developed, communist/postcommunist and developing countries. The course delves into executives, legislatures, judiciaries, bureaucracies, public policy, and subnational governments. It also explores political culture, political participation and political communication. The last sessions deal with important political processes, organizations and actors, particularly elections, political parties, voters, interest groups and social movements.

[Goal]

The course seeks to acquaint students with comparative politics as an academic sub-discipline; to introduce students to key concepts and theoretical approaches used in studying politics in different countries; and to help students analyze political developments with a more critical eye and through a more comparative lens.

[Which item of the diploma 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 - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction; Key Concepts (Hague et al., Chapter 1)	Government and Governance Politics and Power The State, Authority and Legitimacy Ideology Political Systems
2	Theoretical Approaches; Comparative Methods (Hague et al., Chapters 2-3)	Institutional, Rational Choice, Structural and Cultural Approaches Qualitative, Quantitative and Historical Methods
3	The State; Democratic Rule (Hague et al., Chapters 4-5)	What is a State? Its Origins and Evolution Diversity of States Nations, Nationalism Future of the State Direct and Represent-ative Democracy Liberal Democracy Modernization and Democracy Waves of Democracy Democratization Future of Democracy
4	Authoritarian Rule (Hague et al., Chapter 6); Communism and Postcommunism (O'Neil, Chapter 9)	Hybrid Regimes Authoritarian Regimes Impact of Corruption Communism Revolution Putting Communism into Practice Communist Political Economy Societal Institutions

5	Communism and Postcommunism (continuation); Developing Countries (O'Neil, Chapter 10)	Collapse of Communism Transformation of Political, Economic and Societal Institutions Freedom and Equality in Developing World Imperialism and Colonialism Institutions of Imperialism Challenges of Post-Imperialism Democracy and Development
6	Political Economy; Constitutions and Courts (Hague et al., Chapters 20 and 7);	Understanding Political Economy Comparative Political Economy The Welfare State Development and Global Divisions The Character and Durability of Constitutions Role of Courts Systems of Law
7	Review & Exam	Assess to what degree students understand topics discussed; midterm exam
8	Executives; Legislatures (Hague et al., Chapters 8-9)	Heads of State and Government Presidential, Parliamentary and Semi-Presidential Executives Role of Legislatures One Chamber or Two? Representatives and Their Work
9	Bureaucracies; Public Policy (Hague et al., Chapters 10 and 19)	Bureaucracies: Origins and Evolution E-government How Bureaucracies are Organized Models of the Policy Process Policy Cycle Policy Diffusion and Convergence
10	Sub-national Governments; Political Culture (Hague et al., Chapters 11-12)	Multi-level Governance Unitary Systems Federal Systems Local government Understanding Political Culture From The Civic Culture to Postmaterialism Political Trust A Clash of Civilizations?
11	Political Participation; Political Communication (Hague et al., Chapters 13-14)	Who Participates, and Why? Public Opinion and Its Dynamics Women in Politics Mass Media: Evolution Into the Digital Age Media Influence Trends in Political Communication
12	Elections; Political Parties (Hague et al., Chapters 15-16)	Legislative Elections Executive Elections Referendums Political Parties: Origins and Roles Party Systems Party Organization
13	Voters; Interest Groups (Hague et al., Chapters 17-18)	Party Identification How Voters Choose Voter Turnout Origins and Types of Interest Groups Channels of Influence Ingredients of Influence Dynamics of Interest Groups
14	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 the assignment (individual or group) 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 is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

[Textbooks]

Rod Hague, Martin Harrop and John McCormick (2019), Comparative Government and Politics, 11th edition, London: Red Globe Press.

[References]

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

[Grading criteria]

Participation in class discussions: 40% of overall course mark.

Midterm examination: 30%

Final examination: 30%

[Changes following student comments]

Not applicable.

発行日：2021/5/1

【Prerequisite】
None

SES100ZA

Introduction to Environmental Science

Ayami OTSUKA

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

Day/Period : 金 2/Fri.2

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This is an introductory course in environmental studies: the course introduces students to the basic knowledge of environmental science and environmental policy. Students will learn basic principles around natural scientific mechanism of specific environmental problems that are considered as most pressing of our time, such as water, waste, energy, climate change, and biodiversity. The lectures will also emphasize the socio-economic mechanism that are often at the root of the environmental problems. Through the case studies, the course also aims to introduce students to the UN 2030 Agenda for sustainable development on these issues. Mini tours on environmental facilities on/off campus will be arranged to help students connect the theories with the reality, if the situation allows.

[Goal]

Students will be able to

- explain basic scientific mechanisms of major environmental problems;
- explain the root mechanism why such environmental problems occurs; and
- gain perspectives needed to critically think about and seek solutions for these problems and bring sustainable society.

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

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

[Method(s)]

The course will be conducted in mixture of lecture-based learning and more active involvement of students in class discussions and group work. Students will engage in a group work on the topic of their choice which will be presented for lecture 5 through 10. There will also be mini discussions throughout the course. Feedback on students' work (on assignments and group work, etc.) is given in class and/or through the Hosei Learning Management System. Fieldwork and/or mini tours on environmental facilities may be arranged, if the situation allows. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction and Guidance	Setting the context: what is environment, environmental problems, and environmental studies?
2	Human activity and environmental problems	Origin of Environmental pollution in Japan
3	General mechanism of environmental problems	From environmental economics perspectives
4	Rise of environmental policies	Environmental policies (in Japan and International)
5	Water issues	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)
6	Land and biodiversity	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)
7	Waste management	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)

8	Ocean	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)
9	Climate change	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)
10	Energy	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered (including student group presentation.)
11	Environmental assessment	Environmental impact assessment, life cycle assessment, and environmental valuation
12	Environmental activities by business community	Historical background, corporate social responsibility, ESGs
13	A road to sustainable development?	Balance between economic, social and environmental issues
14	Final exam & wrap-up	End of semester examination & course review

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

Students are expected to work on reading assignments for lecture-based sessions. Students are also expected to review class materials after each class. The standard time required for preparatory study and review for this class are 2 hours each. There will be additional group work for group presentation (for lecture 5-10).

[Textbooks]

There is no set textbook for this course. Handouts and other relevant materials will be distributed by the instructor.

[References]

William P. Cunningham, Mary Ann Cunningham, Environmental science: a global concern (14th ed.), McGraw-Hill Education, 2018.

[Grading criteria]

Evaluation will be based on

1. Class participation & homework assignments/quizzes (35%)
2. Group presentation and report (25%)
3. Exam (40%).

Students are required to meet satisfactory grade for each element to receive a grade. The group project is assessed on an individual basis.

[Changes following student comments]

n/a

[Prerequisite]

None.

MAN100ZA

Introduction to Business

EYO Shiao Jia

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

Day/Period : 金 3/Fri.3

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

【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. Feedback is given during class time and through using other tools such as HOPPI or email. Interactive class participation is encouraged. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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%).

MAN100ZA

Introduction to Business

EYO Shiao Jia

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Feedback is given during class time and through using other tools such as HOPPI or email. 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

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

他学部公開： グローバル： 成績優秀： 実務教員：○

【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.

Feedback can be given verbally, non-verbally or in written form. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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】

Class participation (20%)

Assignment (20%)

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

Alberto J Iniguez M

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will provide an overview of macroeconomic issues: the determination of output, the cost of living and inflation, production and growth, and the financial and monetary systems. It introduces basic concepts of macroeconomics and illustrates the principles with the experiences of the developed and developing economies.

To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

【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 read the required material prior to the lecture to discuss and solve problems 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 (Syllabus)	Introduction to the course
	Ten Principles of Economics (Ch1)	Economics and scarcity Principles of economics
2	Ten Principles of Economics (Ch1)	Principles of economics
	Thinking Like an Economist (Ch2)	Economics as science Economists as policy advisors
3	Thinking Like an Economist (Ch2)	The circular-flow diagram
		The production possibilities frontier
4	Independence and the Gains from Trade (Ch3)	International trade theory
		Absolute and comparative advantages
		Case study
5	Measuring a Nation's Income (Ch23)	The economy's income and expenditure
		The components of GDP
6	Measuring a Nation's Income (Ch23)	Real versus nominal GDP
		Is GDP a good measure of economic well-being?
		Problems
7	Review & midterm exam	Assess students' performance for the 1st half of the course (week 1-6).
8	Measuring the Cost of Living (Ch24)	Inflation, the consumer price index (CPI), GDP deflator versus the CPI
9	Measuring the Cost of Living (Ch24)	Correcting economic variables for the effects of inflation
		Problems
10	Production and Growth (Ch25)	Economic growth
		Productivity
		Economic growth and public policy
11	Production and Growth (Ch25)	Economic growth and public policy
	Saving, Investment, and the Financial System -1 (Ch26)	The East-Asian Miracle Financial institutions in the economy Saving and investment

12	Saving, Investment, and the Financial System -2 (Ch26)	The market for loanable funds Problems The meaning of money
	The Monetary System (Ch29)	
13	The Monetary System (Ch29)	The Federal Reserve system Banks and the money supply
14	Review & final exam	Assess students' performance for the 2nd half of the course (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 Economics*, 9th Asia Edition. Cengage, 2021. (ISBN-13: 978-981-49-1534-2). You must buy a MindTap access code as well to submit your assignments. (Required; sold as a bundle)

【References】

Blanchard, O. *Macroeconomics*, 8th Edition, Pearson, 2021. (ISBN: 978-0-13-489789-9)

Wheelan, C. *Naked Economics: Undressing the Dismal Science*, Fully revised and updated, WW Norton & Company, 2019. (ISBN: 978-0-393-35649-6)

【Grading criteria】

1. Participation: 10%
2. Homework: 25%
3. Midterm exam: 30%
4. Final exam: 35%

【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 and a ruler are required.

【Others】

Students who have completed Understanding Macroeconomics can not take this course.

【Prerequisite】

None.

ECN100ZA

Microeconomics I

Maymay HO

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

Day/Period : 木 5/Thu.5

他学部公開： グローバル： 成績優秀： 実務教員：

[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 of 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)]

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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. Submission of assignments and feedback will be via the Learning Management System.

[Equipment student needs to prepare]

None.

[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

Maymay HO

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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 of 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)】

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System.

【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. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】

None.

【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

Maymay HO

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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)】

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System.

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 : ○

【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. This includes consideration of how tourism may recover from the coronavirus pandemic in 2021 and beyond. 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 this and present your solutions and recommendations.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 interdisciplinary nature of tourism and its importance
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 & evolutions in tourists' 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 the importance of sustainability & 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	Considering the impact of technology on the management & organization of tourism
8	Issues in Destination Management	Analyzing destination management from a case study on Venice, Italy
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 and COVID-19
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 individual and group 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.

【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 1/Thu.1

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【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. This includes consideration of how tourism may recover from the coronavirus pandemic in 2021 and beyond. 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 this and present your solutions and recommendations.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【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 interdisciplinary nature of tourism and its importance
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 & evolutions in tourists' 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 the importance of sustainability & 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	Considering the impact of technology on the management & organization of tourism
8	Issues in Destination Management	Analyzing destination management from a case study on Venice, Italy
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 and COVID-19
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 individual and group 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.

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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: 50%

Final Exam: 50%

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Individual feedback will be provided after each student presentation.

【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, 2021.

The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google. 2018, Scott Galloway.

【Grading criteria】

Students will be evaluated on the basis of project work consisting of submitted presentations (70%) and a quiz at the end of the semester (30%).

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

Naomi HIROTA

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

Day/Period : 金 5/Fri.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.

Feedback can be given verbally, non-verbally or in written form. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	<ul style="list-style-type: none"> Learn the importance of the effective test-taking techniques and strategy of TOEFL ITP and TOEFL iBT
2	Listening Section (I)	<ul style="list-style-type: none"> Vocabulary and idiomatic expression (V and IE) quiz Learn the effective strategy for “conversations” Textbook exercises (TE) for the listening section.
3	Listening Section (II)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for “lectures”
4	Structure	<ul style="list-style-type: none"> TE for the listening section V and IE quiz Learn grammatical and lexical structures Learn the effective strategy for structure TE for the structure and written expression section.
5	Written Expression	<ul style="list-style-type: none"> V and IE quiz Learn grammatical and lexical structures Learn the effective strategy for written expression TE for the structure and written expression section.
6	Reading Comprehension (I)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for reading passages (I) TE for the reading comprehension section.
7	Reading Comprehension (II)	<ul style="list-style-type: none"> V and IE quiz Learn the effective strategy for reading passages (II) TE for the reading comprehension section.
8	Mid-term Exam and Writing	<ul style="list-style-type: none"> Short exam to test knowledge from weeks 1 - 7 and an overview of the writing section

9	Writing Section (Independent Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the independent task (30 minute essay) Learn the effective strategy for the independent task
10	Writing Section (Integrated Task)	<ul style="list-style-type: none"> TE for the independent task V and IE quiz Learn the basic format for the integrated task (read / listen / write) Learn the effective strategy for the integrated task. TE for the integrated task,
11	Speaking Section (Independent Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the independent task Learn the effective strategy for the independent task TE for the independent task
12	Speaking Section (Integrated Task)	<ul style="list-style-type: none"> V and IE quiz Learn the basic format for the integrated task (read/listen/speak) Learn the effective strategy for the integrated task TE for the integrated task
13	Practice Test (iBT)	<ul style="list-style-type: none"> V and IE quiz Practice test of TOEFL iBT is conducted in the class
14	Wrap-up and Review the Course	<ul style="list-style-type: none"> Wrap-up and review the course

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

As this is an intensive class, students should prepare by studying academic/campus vocabulary, doing practice tests and conducting other forms of self-study prior to the first class. 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, 2021. 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

Comparative Literature

Gregory KHEZRNEJAT

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

Day/Period : 木 5/Thu.5

他学部公開： グローバル：○ 成績優秀： 実務教員：

Hutchinson, Ben. *Comparative Literature: A Very Short Introduction* Oxford University Press, 2018.

【Grading criteria】

Class contribution (30%), quizzes (20%), midterm examination (25%), final paper (25%)

【Changes following student comments】

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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 and Midterm Examination	A review of topics covered in the first half of the course
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.

LIT200ZA

Topics in Japanese Literature: History of Japanese Literature in Translation

Gregory KHEZRNEJAT

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Changes following student comments】

None.

【Prerequisite】

None.

【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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments.

【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	Images of Japanese Literature	A comparison of early translations of Japanese literature into English
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 and Midterm Examination	A review of topics covered in the first half of the course
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 Images of "Traditional" Beauty	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%)

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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

European History

Brian Joseph SAYERS

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

Day/Period : 水 2/Wed.2

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

As the world becomes an increasingly globalized place, the study of history is more relevant than ever in order to understand the forces that have shaped our society. This course will adopt a thematic and broadly chronological approach in charting some of the major political, social, and economic changes that took place in European History from the Late Medieval to Early Modern period. It will also assess the impact of those events upon the rest of the world. Particular emphasis will be placed on themes such as the Crusades, the Renaissance, European Exploration and Expansion, and the Enlightenment.

[Goal]

The aim of this course is to enable students to reach a deeper understanding of the key events in European History from the Late Medieval to Early Modern period. In doing so they will enhance their ability to think critically about those events and express their opinions about them in both writing and speaking. Students will also develop their interpersonal skills through their participation in classroom 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)]

Classes will be held in both lecture and seminar style. PowerPoint lectures will be followed by small group discussions in which students within each group will compare their answers (written in note form before class) to questions accompanying the assigned reading. The findings of each group are reported back to the lecturer leading to a general class discussion. Finally, feedback is given by the lecturer. In the last class, comments and explanations are given for assignments for all classes taken during the semester. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction: Development of Maritime Trade	By the tenth century sea routes were becoming more important than land networks for long-distance trade. Improved navigational aids, better map-making, refinements in shipbuilding, and new political support for shipping made seaborne trade easier and slashed its cost.
2	Christian Europe	Europe from 1000 – 1300 was a region of strong contrasts, especially with respect to Christian identity in contrast to the world of Islam to the east and south.
3	The Crusades from Dual Perspectives	The meeting of two cultures - Christian and Muslim - in the European crusades between 1095 and 1272 offers a unique opportunity to see how these different societies viewed one another.
4	The Black Death	The spread of the Black Death was the fourteenth century's most significant historical development. Nearly 50 million of Europe's 80 million people perished between 1347 and 1351.

5	The Catholic Church, State Building and Economic Recovery	No region suffered more from the Black Death than western Christendom, and arguably no region made a more spectacular comeback. Europeans responded by creating new political and cultural forms.
6	Joan of Arc: A Charismatic Leader in a Time of Social Turmoil	The immense historical impact of a French peasant girl, Joan of Arc, demonstrates the importance of charismatic individuals during periods of social turmoil.
7	The Renaissance	As Europeans rebuilt after the devastation of the plague, a movement called the Renaissance revived Europe's connections with its Greek and Roman past and produced masterpieces of art, architecture, and other forms of thought.
8	European Exploration and Expansion	By opening new sea-lanes in the Atlantic, European explorers set the stage for a major transformation in world history: the establishment of overseas colonies for the purpose of enriching themselves and their monarchs.
9	The Columbian Exchange	The Spanish came to the Americas for gold and silver, but in the course of conquest and settlement they also learned about crops such as potatoes and corn. They brought with them horses, wheat, grapevines, and sugarcane, as well as devastating diseases. Historians call this transfer of previously unknown plants, animals, people, and products in the wake of Columbus's voyages the Columbian exchange.
10	Religious Warfare in Europe	In sixteenth century Europe frequent warfare centered on purely European concerns, above all on a religious split within the Roman Catholic Church, known as the Reformation.
11	Asian Relations with Europe	Europeans' overseas expansion had originally looked toward trade with Asia, and now the products from their New World colonies, such as silver and gold, enabled them to realize that ambition.
12	The Slave Trade and Africa	Although the slave trade began in the mid-fifteenth century, only in the seventeenth and eighteenth centuries did the numbers of human exports from Africa begin to soar. By 1820, four slaves had crossed the Atlantic for every European. Those numbers were essential to the prosperity of Europe's American colonies.
13	Transformation in Europe	Between 1600 and 1750, religious conflict and the consolidation of dynastic power, spurred on by long-distance trade, transformed Europe. Commercial centers shifted northward, as Spain and Portugal lost ground to England and France.
14	The Enlightenment in Europe	The Enlightenment was an extraordinary cultural flowering, driven by trade and internal commerce, which blossomed in Europe during the seventeenth and eighteenth centuries. This era encompassed broader developments, such as the expansion of literacy, the spread of critical thinking and the decline of religious persecution.

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

Preparatory study and review time for this class are 2 hours each. Students are expected to complete weekly reading assignments

[Textbooks]

No textbook will be used.

発行日：2021/5/1

Handouts and reading materials will be provided by lecturer.

[References]

Students will receive information about essential reading for this course at the first session.

[Grading criteria]

Marks will be allocated on participation in class discussions (30%) completion of exercises for class (30%) and essay (40%)

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

Please bring reading materials provided by the lecturer and completed assignments each week to class.

[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

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Feedback is given mainly by Hoppii.

【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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. There will be a quiz at the end of each class.

General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPPII should contact the lecturer to receive feedback during office hours or by e-mail.

[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	The genre system and product standardization.
10	Ethnicity, Race, Nation	Self identity and social identity. Typing and stereotyping.
11	Sex, Gender, Body I: Femininities	Social construction of femininity and its reflection in the media.
12	Sex, Gender, Body II: Masculinities	Social construction of masculinity and its reflection in the media.
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 two hours per week.

[Textbooks]

Readings will be uploaded to HOPPII and Google Drive.

[References]

Hall, Stuart, Jessica Evans, and Sean Nixon. 1997. Representation: Culture Representation and Signifying Practice, First Edition. Sage Publications Ltd. ISBN: 9780761954323.

Barker, Chris. 2012. Cultural Studies: Theory and Practice, Fourth Edition. Sage Publications Ltd. ISBN: 9780857024800.

Lewis, Jeff. 2008. Cultural Studies: The Basics. 2nd edition. Sage Publications Ltd. ISBN: 1412922305

[Grading criteria]

Participation 10%

Assignments 30%

Quizzes 20%

Mid-term 20%

Final 20%

[Changes following student comments]

None.

[Others]

Taking "Media Studies" class will be an advantage in student selection.

PHL200ZA

Intercultural Ethics

Kazuhiro WATANABE

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Good comments in the reaction paper will be introduced in the class and used in deeper 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 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 HOPPII immediately after they decide to take this course. Visit HOPPII regularly for updates and class resources, as well as for the submission of assignments.

【Others】

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.

【Prerequisite】

None.

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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, attend and 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. Students also demonstrate their acquisition and mastery of the course content upon completion of the assessments. For assignments, discussions, and exams feedback is given in the form of comments which is available on the classroom online dashboard; during the lectures, students will also receive feedback to further clarify and develop conversations that arise from the lectures. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation	General introduction to the topics, objectives, and goals for the semester.
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	Lawmaking	What is the relationship between law and society? What is the relationship between social structure, culture, and law?
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
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 and Wrap-up	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam	The proctored 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 assessments and 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]

Readings: These materials are posted on the classroom dashboard; any changes to this list will be announced in class and online. Encyclopedia of Law & Society: American and Global Perspectives - Sociology of Law, Sage Publication, Inc., pages 2-6; The Common Place of Law - Transforming Matters of Concern into the Objects of Everyday Life, Susan S. Silbey and Ayn Cavicchi, pages 556-565; Why People Obey the Law, Tom R. Tyler, Yale University Press, Pages 3-4, 6-7, 19-27; Law in Classical Social Theory - Durkheim and Marx; Contemporary Social Theory and Law - Critical Legal Theory; Lawmaking - Making Hate a Crime - Social Movement to Law Enforcement; Law and Social Change - Social Control; Law and Social Change - Discrimination, the Law - and Blacks in America

[Grading criteria]

Attendance and Preparation for class: 10%

Attendance will be taken each day. A preparation sheet is online - select a topic that interests you and sign-up for when you will lead the discussion for that topic of the day.

Participation: 25 %

Individual and group reflections during class, short written responses where you are asked to define key concepts and/or provide commentaries on videos and article excerpts on the discussion forum, feedback on the presentations

Midsemester Exam: 20 %

This exam covers all the materials discussed up until that point of the semester/midsemester assessment. A review of critical materials will be discussed prior to the exam.

Presentation: 20 %

This is a real-world current event analysis presentation. Students will work with a team to select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to take a position on an issue and discuss the impact on society.

What you need to submit:

Submit PowerPoint slides (10-15 slides maximum) that summarizes/current event, the class material that relates to the topic/current event, and any new research you discovered. The PowerPoint presentation should have a reference page with citations/links of those references (e.g. journal articles, newspaper articles, video links). Your presentations will be recorded and upload online, and will receive feedback from the instructor and students.

Final exam: 25 %

This exam covers all the materials discussed throughout the semester. A review of critical materials will be discussed prior to the exam.

[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. Feedback from the students will also be incorporated into the lessons and assignments.

[Equipment student needs to prepare]

Internet access (smartphone, tablet, computer).

[Others]

The schedule and format for this course is subject to adjustments (given the number of students who will eventually enroll in this class, students' interests, and/or university policies, etc.).

[Prerequisite]

None.

SOC200ZA

Sociology of Violence

Yuki NAKAMURA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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】

Students will learn how to connect the methodologies and theories introduced in class by connecting them to current political issues and topics. 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)】

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.

Feedback will be given directly to every student after each task in verbal and/or written form.

【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

【Others】

Basic knowledge on Sociology will be assumed.

【Prerequisite】

None

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Students also demonstrate their knowledge of the content of the course upon completion of the assessments. Each assignment will receive graded feedback and comments on strengths and weaknesses of the submission (this will be available on the classroom online dashboard). During lectures, comments are given on students' insights to further clarify and develop our conversations. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 and Overview of the course
2	Learning the fundamentals	What is a Crime? Criminal Law and the Nature and Elements of Crime
3	Crime Trends and Rates	What do we know about patterns of violent and property crimes and victimization in Japan and the US?
4	Crime Trends and Rates	What is organized and corporate crimes and how accurate is the data?
5	Theoretical Insights	How do we attempt to explain crime with Classical, Structural and Social Process theories
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
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 in Japan and the US
10	Court Systems and Process	Court Methods and Challenges

11	Corrections	Goals of Punishment and Rehabilitation; Community corrections and Reintegration
12	Presentations	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
13	Presentations and Semester Wrap-up	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

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

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

[Textbooks]

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. Schmaellegger, F. (2017). Criminal Justice Today: An Introductory Text for the 21st Century (14th Edition). Pearson Publishing. Reading materials will be provided by the instructor from books excerpts, journal articles, newspapers, and video footage.

[References]

Reading materials are available online. Outline of Criminal Justice in Japan, Supreme Court of Japan, pg. 4-5, Does Japan Have a Low Crime? Bui and Farrington, Pages 7-10; -Crime and Deviance in Japan; White-Collar Crime in US and Japan; Criminological Theories; Outline of Criminal Justice in Japan, Supreme Court of Japan. Any changes to this list will be announced online and in class.

[Grading criteria]

Attendance and Participation: Attendance will be taken each day. Participation involves 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%). Midsemester exam: Multiple-choice, open-ended, and/or fill in the blank questions that cover the lectures and readings (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%). Final Exam: Covers all the materials discussed throughout the semester. A review of critical materials for the final will be discussed prior to the exam (25%).

[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.

[Equipment student needs to prepare]

Internet access a with smartphone, tablet, and/or computer.

[Others]

None

[Prerequisite]

Understanding Society or Introduction to Sociology

SOC200ZA

Race, Class and Gender I: Concepts & Issues

Kyung HEE HA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This class sees our society through the lens of race, class and gender to understand how privilege and inequality are produced, maintained, naturalized and challenged. The course will look at how various inequalities are connected to one another through examining global, national and local 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】

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. Verbal and written feedback will be given on assignments.

【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	In-class activity
2	Foundation: “Inequality”	“2. Some Principles of Stratification” “3. Inequality by Design”
3	Foundation: “Social Class”	Is “color” still “5. Classes in Capitalism and Pre-Capitalism”
4	Social Class in the United States	“12. Who Rules America?” “19. American Apartheid”
5	Social Class in Japan	David H. Slater, “The ‘new working class’ of urban Japan: Socialization and contradiction from middle school to the labor market” (2009)
6	Foundation: “Race and Ethnicity”	“24. Racial Formation” “30. The Continuing Significance of Race” Peggy McIntosh (2003) “White Privilege: Unpacking the Invisible Knapsack” Understanding Prejudice and Discrimination (pp. 191-196).
7	Differential Inclusion into the Society	Yen Le Espiritu, “Chapter 3: ‘Positively No Filipinos Allowed’ Differential Inclusion and Homelessness” Home Bound: Filipino American Lives across Cultures, Communities, and Countries. Berkeley: University of California Press, 2003.
8	Defining Japaneseness	Film: Hafu: The Mixed-Race Experience in Japan (2013)
9	Foundation: “Gender”	“36. The Social Construction of Gender”
10	Gender Inequality in Workplace	Christine Williams, “The Glass Escalator, Revisited: Gender Inequality in Neoliberal Times, SWS Feminist Lecturer” Gender & Society, vol. 27 no. 5, 2013: 609-629
11	Gender Inequality in Japan	Jennifer L. Hirsch, “Culture, Gender, and Work in Japan: A Case Study of a Woman in Management” Ethos, vol. 28, no. 2, 2000: 248-269

12	Foundation: “Intersectionality”	“Intersectionality: A Tool for Gender and Economic Justice” (pp. 1-5) Haengja Chung, “Gender and Ethnicity at Work: Korean ‘Hostess’ Club Rose in Japan” in Gender and Labour in Korea and Japan, London and New York: Routledge, 2009.
13	Prepare for Final Paper	Students prepare for final paper
14	Wrap up and Review	Review of the concepts and case studies

【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. Verbal and written feedback will be given on assignments.

【Textbooks】

No textbook will be used. Readings and other materials will be distributed in class and/or uploaded on the course website.

【References】

None.

【Grading criteria】

Participation:20%
Current Issue Presentation:10%
Small Assignments:20%
Group Presentation:20%
Final Paper:30%

【Changes following student comments】

Students have generally found the class interesting, informative and thought-provoking. However, some in the past have also indicated that the workload was heavy. Changes have been made to the assignments and exercises to make the workload more manageable.

【Equipment student needs to prepare】

None. Students are welcome to bring a laptop to take notes.

【Others】

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.

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】

Students who intend to enroll 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.

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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】

Students will learn basic theories of media effects research.

These will allow students to recognize and analyze methods used by different types of media that they encounter in their everyday lives.

Through their group presentations, student will have the opportunity to put media effects in perspective and to discuss these with their classmates. Theme such as violence, consumer desire, nationalism, gender, and culture industries will be analyzed in detail.

【Which item of the diploma 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.

General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPPII should contact the lecturer to receive feedback during office hours or by e-mail. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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	Student Presentations	Presentations on cultivation theory, agenda setting and framing.
9	Media Theory III	Uses and gratifications.
10	Media Effect: Case Study II	Anime, manga, and gaming in Japan. Student presentations on uses and gratifications.
11	Society Culture and Mass Media	Culture industries.

12	Media Effect in Japan	Idols and Japanese entertainment industry.
13	Group Discussion	Group discussion 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 two hours each per week.

【Textbooks】

There is no single textbook required for this course. Readings will be uploaded to HOPPII and Google Drive.

【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%
Presentation 10%
Group Discussion 5%
Assignments 45%
Final Exam 30%

【Changes following student comments】

None.

【Others】

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

【Prerequisite】

None.

ART200ZA

Art History

Sarah ALLEN

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

Day/Period : 火 4/Tue.4

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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 give a presentation on a 20th-century artist, group, or movement of their choice. Regular assignments are also intended to relate art and art history to other topics of academic interest, and feedback will also be given in class in the form of discussion. Students will apply these skills and perspectives in a final paper and presentation. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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, 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 Tongshun SUAN

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

Day/Period : 金 1/Fri.1

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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. Feedback to the comment cards will be given in the beginning of each class. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 Hoppii. Students will not be required to purchase a copy.)

【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 (50%), (2) Presentation of the final paper project (10%), (3) Final paper (minimum 700 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 Lynn COX

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Feedback will be given collectively in class or through the Learning Management System (Google Classroom), depending on the nature of the assignment.

【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 (enquete)
2	Basic Concepts of Music 1	Pitch, scales, modes, melody
3	Basic Concepts of Music 2	Rhythm, timbre, texture
4	Music and Ethnicity 1	Expression of ethnic identity through traditional forms of music-making
5	Music and Ethnicity 2	Complex expressions of ethnic identity or national culture through contemporary forms of music-making
6	Music and Gender	Traditional gender roles for music-making; Culturally defined roles of 'masculine' and 'feminine' as expressed in music.
7	Music and Spirituality	The role of music in religious rituals and traditions; Music as an expression of spirituality
8	Music and Community	Music as a tool for social interaction
9	Music and Marginalized Communities	Music as a tool of resistance against oppression
10	Music and War	Music for battle; Music as a celebration of war;
11	Music and Politics	Music as a tool for propaganda; Music for resistance and revolution
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 are expected to read assigned texts, listen to assigned recordings, and complete assigned writing tasks. Students are also expected to find music examples to share with the class. 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】

Following student feedback, added more time for learning and review of technical terminology as well as more time for certain reading assignments.

【Equipment student needs to prepare】

Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.

【Others】

Class materials and assignments can be accessed through Google Classroom.

【Prerequisite】

None.

LIT200ZA

Performance Studies

Stevie Tongshun SUAN

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

Day/Period : 木 3/Thu.3

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 I	Student presentations
14	Student Presentations II	Student presentations; final paper submission

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

Students should complete the assigned readings before each class and study the notes they take in class. 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 : 火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

How old is photography? Can you imagine visually recording your lunch without a mobile-phone camera? How can you share a photograph without Instagram, Twitter, or LINE? 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. Working towards an individual approach, students are required to make their own photographic projects, and to present them in the form of portfolio books (booklets). To create a portfolio book, students are expected to use an online book printing service(suggestions will be given). To evidence the creative process, students are also expected to document the classes and activities in a workbook. Attendance is recorded weekly using visual media (e.g. photograph). Submission of assignments and mutual feedback are to be uploaded on Slack.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Tracing Shadows-1	Introducing the course and expectations.
2	Tracing Shadows-2	Recording memories visually without a camera.
3	Fixing the Shadows	Discussing the history of photography from a technology perspective.
4	DIY Cameras-1	Making pinhole cameras / camera obscura at home.
5	DIY Cameras-2	Making pinhole cameras / camera obscura at home.
6	Burning for Desire	Discussing the history of photography from an art perspective.

7	Consumer Cameras	Learning about 35mm and 120mm film processes, as well as instant photography.
8	Objects of Memory	Discussing the cultural history of photography.
9	Another Way of Telling	Exploring a notion of post-truth and a history of 'fake' imagery
10	Photo Project: Research	Conducting research for photo projects.
11	Photo Project: Proposal	Reviewing proposals for photo projects.
12	Photo Project: Peer Review	Peer review of photo projects prior to submission.
13	Photo Project: Final Submission	Review and submission of photo project.
14	Photo Project: Final Review	Presentation of photo projects 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 project) 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 project (min. of 10 images). Please note that each student will be asked to pay for an online book printing service to produce his/her portfolio book. Printing will cost 300 - 4,000 yen according to size, number of pages, and print quality. Further details will be explained in 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 smartphone, a camera (mobile-phone camera will do), a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). Students will also need access to a printer (either at home, on campus, or at a convenience store). Details of other items required will be given each week.

【Others】

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

The instructor is a practicing photographer/researcher whose work have been shown at international exhibitions and media.

【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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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*.

Feedback to the comments will be given in the beginning of each session. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 Hoppii. Students will not be required to purchase a copy.)

[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 and comment cards (50%), presentation (10%), and the project paper (minimum 700 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

Mark James BIRTLES

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

Day/Period : 金 3/Fri.3

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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. Submission of assignments and feedback will be via the Learning Management System. 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. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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】

As requested, there will be more time given to completing the collaborative task.

【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

Mark James BIRTLES

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Submission of assignments and feedback will be via the Learning Management System. 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]

As requested, there will be more time given to completing the collaborative task.

[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

Language, Social Media and Society

Mark James BIRTLES

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

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

The world of social media has led to a revolution in how we express ourselves and interact with others; the way we consume and disseminate information grows ever more complex. This increased use of computer-mediated communication means that analysis is now more critical than ever. This course aims to make sense of our digital lives by joining the dots between language, the parts of the web we use in daily life and its impact on our world.

[Goal]

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

- Understand the use of social media from an academic perspective
- Engage in scholarly discussion about the broader impact of social media, using appropriate ideas and terminology
- Implement linguistic analysis on social media discourse
- Plan, conduct, write and present a short study into current language use on social media

[Which item of the diploma 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 classes will be a mixture of lecture-based teaching, discussion-led sessions and supervised research. Submission of assignments and feedback will be via the Learning Management System. We will actively engage with the social, political and ethical issues surrounding social media use and how this shapes our world. We will also employ methodological approaches to investigate the impact of the language we use on social media and, in turn, how social media impacts our language. Finally, this will be synthesized into an original and meaningful investigation into social media use. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	What is Social Media?	Definition of social media and its place in the wider historical context of computer-mediated communication
3	Social Media and Language	How a linguist might approach social media and the different aspects of language which can be studied
4	Netspeak: Changes in Language	From LOL to the emoji – how has the internet shaped the way in which communicate?
5	Social Media and its Impact on Society I	A focus on the positive and negative ways in which social media has fundamentally affected society
6	Social Media and its Impact on Society II	A focus on the positive and negative ways in which social media has fundamentally affected society
7	Midterm Exam	Written examination of content thus far
8	Learning to Analyse Discourse	Quantitative and qualitative approaches to studying social media discourse
9	Internet Research Ethics	Ethical aspects of using online data and potential privacy issues
10	Social Media Study Examples	A critique of existing social media studies as a springboard for students' own study
11	Designing a Social Media Study	The basic principles of research design and methodology

12	Social Media Study Workshop I	Class time allotted for the supervised research and writing up of students' mini study
13	Social Media Study Workshop II	Class time allotted for the supervised research and writing up of students' mini study
14	Final Presentations and Wrap Up	Student presentations on the findings of their mini study and final thoughts from the instructor

[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]

Crystal, D. (2006). *Language and the Internet (Second Edition)*. Cambridge, England: Cambridge University Press.
 Page, R. E., Barton, D., Unger, J., & Zappavigna, M. (2014). *Researching language and social media: A student guide*. London, England: Routledge, Taylor & Francis Group.
 Tagg, C. (2015). *Exploring digital communication: Language in action*. London, England: Routledge, Taylor & Francis Group.
 Tagg, C., Seargeant, P., & Brown, A. A. (2017). *Taking offence on social media: Conviviality and communication on Facebook*. Cham, Switzerland: Palgrave Macmillan.
 Zappavigna, M. (2015). *Discourse of Twitter and social media: How we use language to create affiliation on the web*. London, England: Bloomsbury.

[Grading criteria]

Class participation 15%, assignments 15%, midterm exam 20%, mini-study design and write up 35%, Presentation 15%.

[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 : 金 2/Fri.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

[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. Feedback for the quizzes and midterm exams will be given in class. Students are also encouraged to take advantage of the office hours should they wish to get more personalized feedback on how to improve their performance. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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?
9	Conformity I	Multiple choice and short-essays Why do people conform?
10	Conformity II	Informational social influence Why do people conform? Normative social influence
11	Obedience	What leads to attitude change
12	Persuasion I	When do people get convinced?
13	Persuasion II	Elaboration likelihood model 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

Michael MYERS

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

[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 focus on social relations and intergroup dynamics, covering topics such as close relationships, helping and aggression, group influence, prejudice, and peacemaking. Social Psychology I and II will complement each other to provide an overview of the main content areas of social psychology.

[Goal]

This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real-life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology II, students will be able to answer the following questions: How are we influenced by our environment and by other people? What causes relationships to begin or fail? Why are people sometimes helpful, but at other times aggressive or even cruel? How does the presence of others influence individual performance and decision? What leads to prejudice and what can be done about this problem?

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

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

[Method(s)]

Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts. Student will receive feedback from the lecturer in the form of in-class comments and written comments to any assignments that are handed in.

[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 topics are covered throughout the course
2	Attraction	What increases liking?
3	Close Relationships 1	What causes relationships to begin or fail?
4	Close Relationships 2	Group Work I
5	Prosocial Behavior	When and why we help (or don't help)?
6	Aggression	What are the determinants of aggression?
7	Review and Midterm Exam	Review of weeks 1-6; midterm exam
8	Group Influence 1	Task performance in groups
9	Group Influence 2	Decision-making in groups; Group Work II
10	Group Influence 3	Cooperation vs. competition
11	Stereotyping and Prejudice 1	What causes prejudice?
12	Stereotyping and Prejudice 2	Group Work III
13	Conflict and Peacemaking	How can we reduce prejudice and conflict?
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. & 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 (25% each), in-class activities (20%), group work (20%), 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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

I respond to students' questions, comments, concerns, ideas they write on the Reflection Papers weekly / regularly.

I see quizzes and mid-term exams as learning opportunities for students, so ask students for input and for their reactions afterwards.

【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 : 春学期授業/Spring | Year : 2~4

Day/Period : 月 3/Mon.3

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course focuses on how psychology is applied in the field. Students will acquire new perspectives to analyze and conceptualize the world and themselves. 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) learned some psychological concepts and theories that are applied in the clinical, educational, and workplace settings
- (2) acquired a basic knowledge about how one's psychological characteristics are assessed and mental and behavioral problems are treated, and
- (3) developed an array of skills that can be used to understand one's psychological characteristics and handle mental problems in daily life

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

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

[Method(s)]

This course is taught primarily through lectures and in-class activities. Students are expected to be engaged in. At the end of each class, students write a brief reflection paper, which will be graded and returned with feedback comments from the lecturer by the beginning of the next class. In the middle of the course, students are also asked to work on a small project. The course concludes with a final exam. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	How psychology is applicable in real settings
2	Assessment (I)	Overview of psychological assessment - How do we know ourselves?
3	Assessment (II)	Psychological tests (i)
4	Assessment (III)	Psychological tests (ii)
5	Assessment (IV)	Questionnaire
6	Assessment (V)	Interview
7	Assessment (VI)	Observation
8	Intervention (I)	Overview of psychological intervention - How do we change ourselves?
9	Intervention (II)	Cognitive behavior therapy
10	Intervention (III)	Dialectic behavior therapy
11	Intervention (IV)	Emotional control
12	Intervention (V)	Behavioral management
13	Intervention (VI)	Motivation control
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.

[Grading criteria]

The following show approximate activity-by-activity percentage points toward your final course grade: (a) active participation, preparation, and engagement (10%); (b) Reflection papers and assignment (40%); (c) Final exam (50%)

[Changes following student comments]

For the final exam, students are expected to start preparation well in advance, as they need to develop their own answers by reflecting on their own lives. For this purpose, the questions are shared in the beginning of this course.

[Equipment student needs to prepare]

Class materials are uploaded on the class websites

[Others]

None

[Prerequisite]

None

PSY200ZA

Quantitative Research Methods

Yu NIIYA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. Feedback for research will be given during class time. Comments for papers will be given via the Learning Management System.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	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 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 two research papers (20% and 30%), a poster presentation (20%), and the quality and timeliness of group work done outside class (30%).

【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.

【Prerequisite】

none

ECN200ZA

Macroeconomics II

Alberto J Iniguez M

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course will provide students with more knowledge of the core theories in macroeconomics, particularly on the economics of open economies, unemployment, monetary growth and inflation, and the model of aggregate demand and supply. Moreover, the role of fiscal and monetary policy to stimulate the economy will be discussed.

To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

[Goal]

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

1. Apply macroeconomic knowledge to analyze contemporary macroeconomic issues and real-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 read the required material prior to the lecture to discuss and solve problems in class. Assignments and related feedback will be given via the learning-management system. Additionally, midterm-exam feedback will be provided 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 (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 (Ch9)	The determinants of trade The winners and losers from trade
4	Open-economy macroeconomics (Ch31)	Case study The international flows of goods and capital The prices for international transactions
5	Open-economy macroeconomics (Ch31)	A first theory of exchange-rate determination
	Unemployment (Ch28)	Identifying unemployment Case study Job Search
6	Unemployment (Ch28)	Minimum wage laws Minimum wage laws Union and collective bargaining The theory of efficiency wages Problems
7	Review & midterm exam	Assess students' performance for the 1st half of the course (week 1-6).
8	Money Growth and Inflation -1 (Ch30)	The classic theory of inflation
9	Money Growth and Inflation -2 (Ch30)	The cost of inflation Case study

10	Aggregate demand and aggregate supply -1 (Ch33)	Economic fluctuations The aggregate demand curve The aggregate supply curve
11	Aggregate demand and aggregate supply -2 (Ch33)	The aggregate supply curve Two causes of economic fluctuations Problems
12	The influence of monetary and fiscal policy on aggregate demand (Ch34)	How monetary policy influences aggregate demand How fiscal policy influences aggregate demand
13	The short-run trade-off between inflation and unemployment (Ch35)	The Phillips curve Shifts in the Phillips curve
14	Review & final exam	Assess students' performance for the 2nd half of the course (week 8-13).

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

Students are expected to read the assigned materials (textbook/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 Economics*, 9th Asia Edition. Cengage, 2021. (ISBN-13: 978-981-49-1534-2). You must buy a MindTap access code as well to submit your assignments. (Required; sold as a bundle)

[References]

Blanchard, O. *Macroeconomics*, 8th Edition, Pearson, 2021. (ISBN: 978-0-13-489789-9)

Wheelan, C. *Naked Economics: Undressing the Dismal Science*, Fully revised and updated, WW Norton & Company, 2019. (ISBN: 978-0-393-35649-6)

[Grading criteria]

1. Participation: 10%
2. Homework: 25%
3. Midterm exam: 30%
4. Final exam: 35%

[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 and a ruler are required.

[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

Maymay HO

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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)】

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System.

【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)	
2	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 & Wrap-up Review & 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

EYO Shiaw Jia

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. Feedback is given during class time and through tools such as HOPPII or email. 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 and Mathematics.

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.

Some business or accounting knowledge is preferred.

【Prerequisite】

None

MAN200ZA

Accounting

Noriaki OKAMOTO

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

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Feedback on the students' performance in the assignments during the course will be given regularly.

【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 / Class participation / Discussion 50%, Mid-term review exam 20%, and final exam 30%

【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 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Comments for assignments (tests and reports, etc.) are given during class or via email. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.

【Equipment student needs to prepare】

Not applicable.

【Others】

Students who are interested in speech sounds are welcome.

【Prerequisite】

None.

LIN200ZA

Teaching Pronunciation

Katsuya YOKOMOTO

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

Day/Period : 月 5/Mon.5

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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】

At the end of this course, students will be able to:

- (1) Understand and explain the articulation of individual sounds in English,
- (2) Understand and explain the basic rules about the connected speech, rhythm, and intonation in English,
- (3) Understand the common challenges that learners encounter in learning pronunciation in English, and
- (4) Apply the knowledge about the English pronunciation and learners' difficulties into pronunciation teaching.

【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 offered through lectures and discussions in class. Handouts are provided in class, and students are expected to participate in all class activities actively. Individual members' contributions to group work are vital to successful learning. Please make sure to complete preparatory study to maximize your contributions to class members and therefore learning outcome. Good comments in group discussions will be introduced to the class for further discussions, and comments and explanations for tests will be given either in class or in a recording. Written feedback on microteaching will be given to individual students. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction: Pronunciation and pronunciation teaching	Variations in English Priorities in pronunciation teaching
2	The consonant system	Phonetic symbols of English consonants How to pronounce consonants in English
3	Teaching English consonants	Microteaching: Consonants Practical issues in teaching English consonants
4	The vowel system	Phonetic symbols of English vowels How to pronounce vowels in English
5	Teaching English vowels	Microteaching: Vowels Practical issues in teaching English vowels
6	Review: Teaching consonants and vowels	Review and midterm exam
7	Connected speech	What is connected speech? Reduction and linking in English
8	Teaching connected speech	Microteaching: Connected speech Practical issues in teaching connected speech
9	Stress	Word stress in English Sentence stress in English
10	Teaching stress	Microteaching: Word/Sentence stress Practical issues in teaching stress in English

11	Prominence and teaching prominence	Roles of prominence in English Practical issues in teaching prominence in English
12	Intonation in English	What is intonation in English? Expressing different meanings using intonation
13	Teaching prominence and intonation	Microteaching: Prominence and Intonation Practical issues in teaching intonation in English
14	Review: teaching beyond individual sounds	Review and final exam

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

Students are expected to read handouts thoroughly and think about the questions and issues in the handouts before class. Students are also expected to refer to recommended readings when necessary as preparatory study for class discussion. If you miss a class, please make sure to contact your classmates or the instructor about lectures, discussions, and assignments. Students are expected to spend 2 hours for preview and 2 hours for review.

【Textbooks】

No textbook will be used.

【References】

Levis, J. M. (2018). Intelligibility, oral communication, and the teaching of pronunciation. Cambridge University Press.
Murphy, J. (2013). Teaching pronunciation. TESOL International Association.
Murphy, J. (Ed.). (2017). Teaching the pronunciation of English: Focus on whole courses. University of Michigan Press.
Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). Teaching pronunciation: A course book and reference guide. Cambridge University Press.

【Grading criteria】

Participation (20%), Microteaching (20%), Midterm exam (30%), and Final exam (30%)

Students are expected to attend every class. When you have legitimate reasons for being absent, please notify your instructor of your absence prior to class. Being absent three times without reasonable notice will result in the failure of this course. Students will choose a teaching focus (e.g., consonants) for microteaching, and rubrics for microteaching will be provided in advance.

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

Not applicable

【Others】

Students who are interested in teaching English and/or teaching pronunciation 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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. In subsequent lectures, we will discuss how the identification of 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. Feedback will be given during class discussions as necessary.

【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 (25%), in-class assignments (25%), and a final exam (50%). 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.

【Others】

None.

【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

他学部公開： グローバル： 成績優秀： 実務教員：

【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 should read and digest ten or so pages of the textbook. During class time, a lecture explains: often simplifying but sometimes elaborating. Students’ questions, apparent counterexamples and so forth are most welcome. After the class (and sometimes starting during the class), students do assignments, some of which are the textbook’s own exercises and all of which require hard thinking.

Students both submit work for assignments and get comments on this work via “Hoppii”.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction; Preposition Phrases (i)	A warm-up after a break of months or longer since <i>English Grammar: The Basics</i> ; prepositions, as traditionally and more recently understood
2	Preposition Phrases (ii)	Grammaticalized uses of prepositions; preposition stranding; structure of preposition phrases
3	Preposition Phrases (iii)	Preposition phrase complements; prepositional idioms and fossilization

4	Negation and Polarity	Subclausal and clausal negation; polarity items; scope of negation
5	Clause Types (i)	Asking, exclaiming, directing: speech acts; interrogatives and questions
6	Clause Types (ii)	Exclamatives; imperatives and directives
7	Subordination and Content Clauses	Subordinate content clauses: declarative, interrogative and exclamative
8	Relative Clauses (i)	Relative clauses (RCs) as noun modifiers; RCs versus content clauses; <i>wh</i> , <i>that</i> and bare RCs
9	Relative Clauses (ii)	Integrated versus supplementary relative clauses; <i>who</i> , <i>whose</i> , <i>whom</i> ; fused relatives
10	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
11	Non-finite Clauses (i)	Four kinds of non-finite clauses (<i>to</i> - and bare infinitivals, gerund-participials, past participials); forms and functions of these
12	Non-finite Clauses (ii)	Catenative construction; raised subjects and objects; verbless clauses
13	Coordination (i)	Headless coordinate structure; symmetry (or not) in coordination; correlative coordination
14	Coordination (ii)	Layered (nested) coordination; distributive versus joint coordination; modified and gapped coordinates; movement in coordination

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

Reading the relevant pages of the textbook, doing weekly assignments. (As an example, an exercise might ask whether each of a number of subordinate clauses is a relative clause or a content clause; this decision must be based on *evidence* that must be supplied.) Allow four hours a week to cover the assignment plus preparation.

【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】

Work done for assignments: 100%

【Changes following student comments】

Evaluation not by examination but instead by weekly assignments. This frees up a lot of class time, thereby allowing the course content to expand to cover coordination (traditionally if rather misleadingly called “conjunction” or “coordinating conjunction”).

【Others】

<http://tinyurl.com/pe-grammar> makes each class slideshow available to anyone, anywhere.

【Prerequisite】

Normally, *English Grammar: The Basics*. Other students may be allowed in at the teacher's discretion (but during the first few weeks will have to work exceptionally hard on the material in the first six chapters of the textbook 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

Notes : < GIS students > 2008-2015 年度入学者は配当年次 1~4 年

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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, lexical acquisition and the history of English; 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 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 straightforward lectures (with responses from students), and word-related exercises. Active participation is highly encouraged.

Students both submit work for assignments and get comments on this work via "Hoppii".

【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 (i)	Affixation, compounding, and minor morphological processes
5	Word Origins (ii)	Widening, narrowing, and other semantic change; conversion; borrowing; coining
6	Prefixes and Suffixes	Compositionality; function vs content; the free vs the bound; roots vs stems; inflection vs derivation; affixal syntax and phonology; allomorphy; productivity
7	Morphological Oddities (i)	Multiple morphemes for the same job; root alterations; remnants from the past

8	Morphological Oddities (ii)	Stress shifting and the Germanic/Latinate distinction; suppletion; retention/loss of irregular forms
9	Lexical Semantics (i)	Entailment; meanings of function words; meanings of content words
10	Lexical Semantics (ii)	Meaning and grammar; argument structure
11	Child Word Acquisition (i)	Factors in deciding what a word refers to
12	Child Word Acquisition (ii)	Syntactic frames and semantic roles; influence of function words
13	The History of English Vocabulary	The historical sources of the words of English
14	The History of English Phonology	Sound change (and spelling stasis)

【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. Students do exercises as weekly assignments. (As an example, between the second and third classes in 2020, the students had to write out the content of <https://tinyurl.com/we-cather> in normal spelling.) Allow four hours a week to cover the assignment plus preparation.

【Textbooks】

Students are not obliged either to buy any book or to bring any book to class every week. (But see below.)

【References】

Heidi Harley, *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 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:

● Mark Davies, English Corpora <https://www.english-corpora.org>

● Google Books Ngram Viewer <https://books.google.com/ngrams>

● *Oxford English Dictionary* <https://www.oed.com> (free access via the Hosei LAN)

【Grading criteria】

Work done for assignments: 100%

【Changes following student comments】

Evaluation not by examination but instead by weekly assignments. This frees up a lot of class time, thereby allowing us to cover the course material in less of a rush.

【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】

<http://tinyurl.com/gis-words> makes each class slideshow available to anyone, anywhere.

【Prerequisite】

None.

LIN200ZA

Psycholinguistics

Mako ISHIDA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

This course will cover the basic notions of psycholinguistics – how languages are acquired, learnt, used, and understood in daily situations. It primarily focuses on human speech communication – how auditory and visual information is processed and integrated in the human brain. We will explore research findings in linguistics, acoustics, psychology, and neuroscience.

【Goal】

There are three main goals:

- (1) Students understand the basic structures of language.
- (2) Students understand communication strategies including auditory and optical illusion.
- (3) Students understand the basic brain structure and functions for human speech communication.

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

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

【Method(s)】

This course consists of lectures, discussions, pop-quizzes, and midterm/final reviews. 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. Feedback for course contents and assignments will be provided 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	What do we do when we communicate?
2	Language Acquisition	How did we acquire a first language?
3	Speech Communication 1	The basic components of language 1
4	Speech Communication 2	The basic components of language 2
5	Speech Communication 3	The basic components of language 3
6	Speech Communication 4	Ambiguity & Grice's conversational maxims
7	Checkpoint	Review and midterm exam
8	Communication Strategies 1	The cocktail party effect and McGurk effect
9	Communication Strategies 2	Slips of the ear, slips of the tongue, slips of the pen
10	Communication Strategies 3	Polite fictions & Sapir-Whorf hypothesis
11	Vocabulary and Memory	How many words do you need to know?
12	Neuroscience 1	The basic brain anatomy and language processing

13	Neuroscience 2	Short-term memory and long-term memory
14	Checkpoint	Review and final exam

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

Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No textbook will be used. Handouts and worksheets are provided in class.

【References】

Berninger, V.W., & Richards, T.L. (2002). Brain literacy for educators and psychologists. San Diego, CA: Academic Press.
Carroll, D.W. (2008). Psychology of language (5th edition). Belmont, CA: Cengage Learning/Wadsworth.
O'Grady, W., Dobrovolsky, M., & Katamba, F. (1996). Contemporary linguistics: An introduction. Essex: Pearson Education.

【Grading criteria】

Attitude and participation (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

Please be sure to attend every class. Absence three times without prior and reasonable notice will result in the failure of this course. A delay can be counted as an absence. Pop quizzes are “open-notes” (not “open-book”), and they are intended to assess your comprehension of materials.

【Changes following student comments】

No particular change.

【Equipment student needs to prepare】

Not applicable.

【Others】

Students who are interested in human speech communication are welcome.

【Prerequisite】

None.

LIN200ZA

Sociolinguistics

Yutai WATANABE

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

Day/Period : 火 4/Tue.4

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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 or dialect 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. They are not based on purely linguistic considerations, but connected with how people perceive different dialects or accents.

【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 class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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	Linguistics and Sociolinguistics	(1) Definitions of linguistics and sociolinguistics (2) Interaction between linguistic and social variables
3	Languages and Dialects	(1) How many languages are there in the world?
	Regional and Social Variations	(2) Languages and dialects
4	William Labov's Studies	(3) Regional and social variations (1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich

9	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment
10	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
11	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
12	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
13	World Englishes	(1) Three circles of English (2) Hierarchy of Englishes
14	Summary and Final Exam	(1) Review (2) Final examination

【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 sources. Preparatory study and review time for this course 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.

Trudgill, P. (2003). *A glossary of sociolinguistics*. Oxford University Press.

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Wiley Blackwell.

【Grading criteria】

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

【Changes following student comments】

Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】

The lectures are delivered using PowerPoint slides and Internet sources. 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

Sociolinguistics

Yutai WATANABE

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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 or dialect 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. They are not based on purely linguistic considerations, but connected with how people perceive different dialects or accents.

【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 class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture.

【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	Linguistics and Sociolinguistics	(1) Definitions of linguistics and sociolinguistics (2) Interaction between linguistic and social variables
3	Languages and Dialects	(1) How many languages are there in the world?
	Regional and Social Variations	(2) Languages and dialects (3) Regional and social variations
4	William Labov's Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam	(1) Mid-semester examination
	Language and Social Class (Part 1)	(2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment

10	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
11	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
12	Standard and Non-standard English	(1) The standard variety of a language (2) Non-standard English
	Elaborated and Restricted codes	(3) Elaborated and restricted codes
	Pidgin and Creole	(4) Pidgin and creole English (5) Pidgin Japanese
13	World Englishes	(1) Three circles of English (2) Hierarchy of Englishes
14	Summary and Final Exam	(1) Review (2) Final examination

【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 sources. Preparatory study and review time for this course 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.

Trudgill, P. (2003). *A glossary of sociolinguistics*. Oxford University Press.

Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Wiley Blackwell.

【Grading criteria】

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

【Changes following student comments】

Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】

The lectures are delivered using PowerPoint slides and Internet sources. 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 : 春学期授業/Spring | Year : 2~4

Day/Period : 火 2/Tue.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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 class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 (Part 1)	(1) Outlining the course content and instructional methodologies (2) The three-circle model of World Englishes
2	World Englishes (Part 2)	(1) The diasporas of English (2) Development of postcolonial Englishes
3	Limitations of the Three-circle Model	(1) Kachru's (1985) model (2) Other models of World English(es)
4	Introduction to ELF	(1) What is a lingua franca? (2) English as a Lingua Franca (ELF) (3) ELF users
5	English in International Contexts (Part 1)	(1) English in Europe (2) English in international organisations (3) English in business (4) English media for non-L1 English speaking viewers
6	English in International Contexts (Part 2)	(1) English in aviation (2) English in pop culture
7	Phonetic Features of L2 English	(1) German-accented English (2) Spanish-accented English (3) Chinese-accented English (4) Japanese-accented English

8	Mid-semester Exam Core Features of ELF (Part 1)	(1) Mid-semester examination (2) Lingua Franca Core
9	Core Features of ELF (Part 2) Native Speakerhood and Critical Period Hypothesis (Part 1)	(1) Common grammatical features of ELF (2) Interlanguage (3) The characteristics of the native speaker (4) NS/NNS dichotomy
10	Native Speakerhood and Critical Period Hypothesis (Part 2)	(1) The critical period hypothesis (2) The sensitive period hypothesis (3) L1 English speakers' perception of L2 English (4) Passing for native speakers (5) 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) EFL users' accommodation to the ENL norm
13	ELF in Japan	(1) History of ELF/EIL in Japan (2) The <i>Suggested Course of Study in English</i> (3) Assistant Language Teachers (4) English in public transport (5) Language choice on university websites
14	Summary and Final Exam	(1) Review (2) Final examination

【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 sources. Preparatory study and review time for this course 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.

Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). 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%). Attendance at the first class is mandatory. More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】

The lectures are delivered using PowerPoint slides and Internet sources. 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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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-speakerness, 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 class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture.

【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 (Part 1)	(1) Outlining the course content and instructional methodologies (2) The three-circle model of World Englishes
2	World Englishes (Part 2)	(1) The diasporas of English (2) Development of postcolonial Englishes
3	Limitations of the Three-circle Model	(1) Kachru's (1985) model (2) Other models of World English(es)
4	Introduction to ELF	(1) What is a lingua franca? (2) English as a Lingua Franca (ELF) (3) ELF users
5	English in International Contexts (Part 1)	(1) English in Europe (2) English in international organisations (3) English in business (4) English media for non-L1 English speaking viewers
6	English in International Contexts (Part 2)	(1) English in aviation (2) English in pop culture
7	Phonetic Features of L2 English	(1) German-accented English (2) Spanish-accented English (3) Chinese-accented English (4) Japanese-accented English
8	Mid-semester Exam Core Features of ELF (Part 1)	(1) Mid-semester examination (2) Lingua Franca Core

9	Core Features of ELF (Part 2) Native Speakerness and Critical Period Hypothesis (Part 1)	(1) Common grammatical features of ELF (2) Interlanguage (3) The characteristics of the native speaker (4) NS/NNS dichotomy
10	Native Speakerness and Critical Period Hypothesis (Part 2)	(1) The critical period hypothesis (2) The sensitive period hypothesis (3) L1 English speakers' perception of L2 English (4) Passing for native speakers (5) 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) EFL users' accommodation to the ENL norm
13	ELF in Japan	(1) History of ELF/EIL in Japan (2) The <i>Suggested Course of Study in English</i> (3) Assistant Language Teachers (4) English in public transport (5) Language choice on university websites
14	Summary and Final Exam	(1) Review (2) Final examination

【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 sources. Preparatory study and review time for this course 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.

Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). 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%). Attendance at the first class is mandatory. More than two unexcused absences will result in failure of the course.

【Changes following student comments】

Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】

The lectures are delivered using PowerPoint slides and Internet sources. 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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 landscapes,
- (3) Becoming familiar with the basic theories and methodologies of linguistic landscapes, 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, all the literature and extra materials are provided in class or on the course website. The students are encouraged to read the literature before attending a class. 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. Feedback is given both in class and through e-mail. 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	Signage in Tokyo (1)	Terminology (what is linguistic landscapes?)
3	Signage in Tokyo (2)	Methodology (how to classify and analyze signs)
4	Signage in Tokyo (3)	Linguistic soundscapes, braille, and pictograms
5	Previous research (1)	Linguistic landscapes in Bangkok, Thailand
6	Previous research (2)	Linguistic landscapes in Kuala Lumpur, Malaysia
7	Previous research (3)	Linguistic Landscapes in Brussels, Belgium
8	Previous research (3)	Linguistic Landscapes in Montreal, Canada
9	New perspectives on linguistic landscape (1)	Errors in the use of English in LL in overseas
10	New perspectives on linguistic landscape (2)	Errors in the use of English in LL in Japan
11	New perspectives on linguistic landscape (3)	Application of linguistic landscapes as a learning tool in the classroom

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) Summary	Student in-class presentations Review the course

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

Students are expected to read the handouts beforehand 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】

All handouts are posted on the course website.

【References】

Backhaus, P. (2007). *Linguistic landscapes. A comparative study of urban multilingualism in Tokyo*. Clevedon: Multilingual Matters.
 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, ベート・バックハウス, & フロリアン・クルマス. (2009). 『日本の言語景観』. 三元社.
 内山純蔵 (監), 中井精一, ダニエル・ロング (編). (2011) 『世界の言語景観 日本の言語景観-景色のなかのことは』. 桂書房刊.

【Grading criteria】

Class participation and attitude: 20%

Reflection paper: 20%

Presentation: 30%

Research report: 30%

【Changes following student comments】

Student constructive feedback will be taken into consideration.

【Prerequisite】

None.

MAN200ZA

Business Negotiation

Akio YAMAMOTO

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

Day/Period : 火 4/Tue.4

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

The ability to negotiate with greater skill is what makes all the difference in business performance and also career advancement. This course aims to provide basic guidance to students who wish to live and work in a diversified global environment, and to achieve success in cross-cultural business negotiations based on the lecturer's extensive business experience in many countries.

[Goal]

(1) To help students develop skills and knowledge by learning key strategies for successful negotiation through exploring various situations.

(2) To understand each step in the negotiation process chronologically from preparation through performance.

(3) To help students develop negotiation tactics through case studies and role play activities in various business 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)]

In this course, students will learn basic negotiation theories, read and discuss case studies, and study how to react and respond in difficult negotiation scenarios in a diversified culture. Students are required to make an individual presentation based on his/her personal negotiation experience and submit a term paper describing such experiences at the end of the course. Feedback of presentations and term papers will be given to students by the lecturer during the lessons and in the class website. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 of course outline, objectives, goal, teaching method and schedule
2	What is Negotiation?	Meaning and importance of negotiation in business as well as in daily life
3	Preparation for Negotiation (1)	Basic checklist of preparation for negotiation Bargaining power, win/lose options, dealing with difficult people
4	Preparation for Negotiation (2)	Different types of negotiation (position-based/interest-based) BATNA and ZOPA
5	Key strategies and tactics for negotiation (1)	Theory and role-play exercises on (1) Find out what the other party really wants (2) Think logically
6	Key strategies and tactics for negotiation (2)	Theory and role-play exercises on (3) Protect yourself with alternative tactics (4) Propose realistic plans
7	Key strategies and tactics for negotiation (3)	Theory and role-play exercises on (5) The silence is not gold
8	Improving negotiation style in business (1)	Negotiation styles in different countries How to achieve amicable negotiation (Key Point-1, role-play exercises)
9	Improving negotiation style in business (2)	How to achieve amicable negotiation (Key Point 2 & 3, role-play exercises)

10	Case study of business negotiation	Learn various types of claims in business and how to deal with claims in construction industry as a case study.
11	Student Presentations (1)	Individual presentation in English based on his/her personal experience of difficult negotiation (Group 1).
12	Student Presentations (2)	Individual presentation in English based on his/her personal experience of difficult negotiation (Group 2).
13	Student Presentations (3)	Individual presentation in English based on his/her personal experience of difficult negotiation (Group 3).
14	Review, Recap and Feedback	Review and feedback of the overall lessons and individual presentations. All students shall submit a term paper in English based on individual presentations.

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

Students are expected to review class handout materials and find relevant material related to various kinds of negotiation to build arguments for discussions and a Q&A session. Also, each student needs to prepare for an individual presentation based on their personal experience of difficult negotiation. 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]

William Ury. *Getting to Yes with Other Worthy Opponents* New York: Harper One, 2015.

George Siedel. *Negotiating for Success: Essential Strategies and Skills* New York: Van Rye Publishing, LLC, 2014.

Erin Meyer, *The Culture Map: decoding how people think, lead, and get things done across cultures* New York: Public Affairs, 2014.

[Grading criteria]

Participation in class, discussion, mini-presentation and Q&A (40%); individual presentation in English (30%); term paper in English based on individual presentation (30%).

[Changes following student comments]

The lecturer will provide more business negotiation tips based on 20 years of work experiences in various countries.

[Prerequisite]

None.

MAN200ZA

General Topics II: Business Ethics

Maymay HO

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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)】

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System.

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Students will receive feedback on their presentations 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	- 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 Attitudes and Behaviors	- Perception - Work 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 Knowledge Management	- Power - Sources and conditions of power - Knowledge management - Intellectual capital - Organizational memory
12	Leadership Organizational Change	- Traits for leadership - Types of leadership - Process and forces of organizational change
13	Organizational Culture	- 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]

Organizational Behavior (online textbook available at <https://open.lib.umn.edu/organizationalbehavior/>)

[References]

N/A

[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

Strategic Business Management

Takamasa FUKUOKA

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

Day/Period : 月 5/Mon.5

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

Every company, regardless of scale, needs to develop and implement different types of strategies, at different levels of the business cycle, to grow and make sustainable sales/profits in a competitive and changing marketplace. Students will examine both classic and practical theories/frameworks from various business management perspectives (e.g. competitive strategy, team building, and alliances) to explore effective strategies to be taken in different business situations.

【Goal】

The goal of this course is to realize the importance of business strategies to be taken in different situations and to develop basic understanding and knowledge. Students are expected to effectively use the knowledge gained through this course in a future business 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)】

In this course, students will learn a wide variety of theories and frameworks on business strategy for companies to survive in the marketplace with sustainable management through lectures, discussions, and analyses of business cases. Moreover, as a wrap-up, we will also discuss the future outlook of business management as a science.

Feedback can be given verbally, non-verbally or in written form. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 Strategy?	Learn the Definition of “Strategy”
3	Competitive Strategy	Learn Five Forces, Cost leadership, Differentiation, Focus, and Positioning strategy
4	Management Resources and Strategy	Learn Resource Based View and Core Competency
5	Growth Strategy	Learn Product/Market Expansion Grid
6	Supply Chain Strategy	Learn Vertical/Horizontal Integration, Value chain
7	Review and Midterm Exam	Review of what students have learned in the first half of this course and midterm exam
8	Strategic Alliance	<ul style="list-style-type: none"> Learn when and why companies choose strategic alliances Learn some types of strategic alliance
9	Team building and Strategy	Learn how to build/develop a team
10	Emotion and Psychology	Learn EQ/SQ
11	Knowledge creation in organizations	Learn collective intelligence
12	Strategy for Startups	Learn strategies for Startups to sustain business growth
13	Case studies	Learn various strategies through analyses of case studies
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.)】

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】

・ Porter, M.E (1998) *Competitive Strategy* , Free press.

・ Porter, M.E (1998) *Competitive Advantage* , Free press.

・ Barney, J.B (2007) *Resource-Based Theory: Creating and Sustaining Competitive Advantage* , Oxford University Press.

・ Edmondson, Amy C (2012) *Teaming: How Organizations Learn, Innovate and Compete in the Knowledge Economy*, Jossey-Bass.

【Grading criteria】

Class participation (10%)

Assignments (30%)

Midterm exam (30%)

Final exam (30%)

【Changes following student comments】

N/A

【Others】

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

【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

他学部公開： グローバル：○ 成績優秀： 実務教員：○

【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.

Feedback can be given verbally, non-verbally or in written form. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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】

Class participation (20%)

Assignment (20%)

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

【休講】 Event Management

John MELVIN

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

Day/Period :

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【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 incredible 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. This includes important theoretical considerations as well as applied knowledge relating to the factors 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 behind the successful conceptualization and design of 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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 importance of events, 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 and stakeholder networks that events must negotiate 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 contemporary approaches to event marketing marketing and the challenges of marketing an intangible experience
7	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
8	Guest Speaker	A guest speaker experienced in the events industry 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 1	Analysing aspects of event management from an international case study
12	Event Case Study 2	Analysing aspects of event management from an international case study
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.

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

【Changes following student comments】

Rather than an examination, the course will continue to use a term paper as part of the overall assessment.

【Others】

There are no prerequisites, though students are recommended to have taken, or concurrently take, the 100-level Introduction to Tourism Studies course.

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.

MAN200ZA

Principles of Marketing

EYO Shiaw Jia

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

Day/Period : 金 2/Fri.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.

Students who have taken Introduction to Business or other business courses are preferred.

【Prerequisite】

Introduction to Business

MAN200ZA

Marketing Research

Kayhan TAJEDDINI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. 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 materials you will learn more during the discussions and will be successful at the assignments.

Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

【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

【Others】

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

【Prerequisite】

None

MAN200ZA

Entrepreneurship and New Ventures

Sean MICHAEL HACKETT

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

Entrepreneurship & New Ventures (ENV) is an active learning course centered on the fundamentals of entrepreneurship and entrepreneurial management. It is positioned as an entry point for students who think that they might want to start their own business “someday,” and want to learn about the startup process now. Specifically, the course is designed to help students develop a better understanding of how to generate and identify business opportunities, define potential business concepts, refine the business concepts through creativity and business modeling, translate the business concepts into minimum viable product definitions informed by design thinking and lean startup customer development approaches, and then prepare to drive sales of the product through an online presence.

[Goal]

The learning goal of this course is to acquire academic and practical knowledge about the fundamentals of entrepreneurship and entrepreneurial management. The primary learning objective of this course is to develop an entrepreneurial mindset. Additional learning objectives for this course include developing critical thinking, communication, leadership, teamwork, and ethical reasoning 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 is lecture and discussion-based, has an assigned reading every week, requires the use of an online journal, and uses group-driven experiential exercises to reinforce key concepts.

Preparation. Students must complete the assigned reading and write a journal entry about the reading before each class.

Class. In the first half of each class, there is a lecture. After the lecture, students break into groups in order to complete experiential exercises that are aimed at applying key concepts from the lecture and the assigned reading.

Review. After each class students are required to complete a journal entry describing their key takeaways from the class.

The Final Deliverable in the course is a Business Model Canvas and Executive Summary.

Feedback. Feedback is provided via the grade book feature in the Learning Management System (LMS) used by the Professor. Additionally, when warranted, comments are provided by the Professor via the LMS.

[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	In this session we will discuss 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.

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 business models.
7	Design Thinking & New Product Development	In this session we will discuss 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 way that entrepreneurship is taught and practiced.
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 and web services automation and integration.
11	Go-To-Market Strategy	In this session we will consider the go-to-market strategy which is “an action plan that specifies how a company will reach customers and achieve competitive advantage.”
12	Social Media Marketing and Search Engine Optimization	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	Counterfeiting & System D	In this session we will discuss the logic of counterfeiters and the challenge of competing against them and System D (the informal economy).
14	Course Wrap Up	This session is a review of the course.

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

Before each class, participants complete the assigned reading(s) and then write their journal entry in the online journal tool provided by the professor. After each class, students summarize their key takeaways in another online journal entry. In accordance with MEXT guidelines for 2-credit courses, I recommend allocating at least 145 minutes to read the assigned reading, reflect, and write the pre-class journal entry before each class, and at least 145 minutes to review, reflect, and write the post-class journal entry after each class.

[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 (28%)
Journal entries: 48 points (34%)
Group Experiential Exercises: 22 points (15%)
Final deliverable: 25 points (18%)
Total available points: 141 (100%)
(% is rounded)

[Changes following student comments]

N/A

[Equipment student needs to prepare]

- A credit or debit card to pay for the online coursepack.
- A PC & internet connection.

[Others]

• **IMPORTANT:** This course does not use HOPPII. Instead, this course uses CANVAS, a global Learning Management System (LMS). If you would like an invitation to join this course on CANVAS, then, as a first step, please complete the APPLICATION FORM which is located at <https://hackettlabs.com/gis/>

• 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.

発行日：2021/5/1

- IMPORTANT: It is my hope that this course can be taught in person (face-to-face). However, if circumstances require me to teach this course online and you want a link to join the Zoom Live Session 01 (i.e. the first class) then please visit <https://hackettlabs.com/gis/> and complete the APPLICATION FORM before the deadline specified on the website.

【Prerequisite】

None

MAN200ZA

Creative Industries

Stevie Tongshun SUAN

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout).

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 : ○

[Outline and objectives]

Up until the end of 2019, inbound tourism to Japan was experiencing unparalleled growth. An increasingly diverse range of tourists had brought opportunities and challenges to tourism managers, yet 2020 saw a refocus on domestic tourism due to the global coronavirus pandemic.

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 2021 and the impact of UNESCO World Heritage Site designation of Mt. Fuji. We will analyze different management and marketing of tourism in different prefectures. We will consider the factors behind the remarkable recovery of inbound tourism after the 2011 Great East Japan Earthquake and how Japanese tourism may emerge in 2021 and beyond.

[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) Consider destination management and how to harness 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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 destination management, and 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	Analysing 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. The response to the Great East Japan earthquake in 2011 will be considered, as will the potential recovery from the coronavirus.
12	Group Presentations	Presentations on tourism in selected prefectures
13	Tourism Focus: Niche Tourism	Considering different forms of tourism including ecotourism, gastronomic tourism and cultural 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]

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

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.

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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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.

Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube).

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

This course provides a range of perspectives of psychological, linguistic and educational theories for the teaching of English to primary pupils as young learners. Its purpose is to give an insight into the theoretical issues of primary pupils' second language learning (SLL), referring to 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 (L2) education in primary school. It is for students who want to learn about modern EFL pedagogy for young learners; it will encourage the students to develop their own perspectives on primary pupils' SLL with consideration to make consistency in L2 education from the primary to secondary levels.

【Goal】

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

1. Understand the core issues of theories of primary pupils' SLL.
2. Explain different perspectives of the core issues of L2 education in primary school.
3. Examine the connection between the core issues of primary pupils' SLL and PMFL pedagogy.

【Which item of the diploma 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. Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube).

【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 PMFL (1)	Rationales of English Teaching in Primary School
3	Theoretical perspectives of PMFL (2)	Thinking and learning of young learners (1)
4	Theoretical perspectives of PMFL (3)	Thinking and learning of young learners (2)
5	Theoretical perspectives of PMFL (4)	SLL of young learners (1)
6	Theoretical perspectives of PMFL (5)	SLL of young learners (2)
7	PMFL pedagogical approaches (1)	Issues in curriculum development
8	PMFL pedagogical approaches (2)	Issues in four skills development
9	PMFL pedagogical approaches (3)	Issues in dynamics of language choice and use
10	PMFL pedagogical approaches (4)	Issues in assessing primary pupils
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.

【References】

1. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning* (1st ed.). Cambridge University Press.
2. Curtain, H. & Dahlberg, A. C. (2005). *Languages and children: Making the match*. Pearson.
3. Ellis, G., Brewster, J., & Girard, D. (2002). *The primary English teacher's guide*. (New). Penguin English Guides.
4. Nikolov, M. (2009). *Early learning of modern foreign languages: Process and outcomes*. Oxford University Press.
5. 文部科学省 (2001).『小学校英語活動実践の手引き』開隆堂.
6. 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 (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】

More frequent and detailed notices of class activities and tasks will be given in order to allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】

PC

【Others】

None

【Prerequisite】

None.

SOC200ZA

Education and Society

Christpher D. HAMMOND

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

他学部公開： グローバル： 成績優秀： 実務教員：

[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 a 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 academic achievement and student well-being through international comparisons
- Consider the purposes of higher education for individuals and societies
- Explore the role of education as a political tool for the inculcation of national and global identities
- Explore debates about social mobility and reproduction through education in the context of gender, race and social class, and consider the role of cram schools in contributing to social inequality
- Explore the influence of culture on educational pedagogy in early childhood education

In addition to the acquisition of content knowledge, students will develop skills for critical online reasoning, 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 on demand lectures and online 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. Feedback will be given by comments and grading of weekly reflective assignments, and a rubric-based grade and comments on the final research 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 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?	The Grand Challenges of Education: Participation, Relevance, Quality, Flexibility and Funding
3	Measuring education success: excellence and equity in international comparison	The PISA test and student well-being in East Asia
4	Higher Education	Social functions of universities, higher education and the labor market, issues of funding and access
5	Student Activism	Comparing student-led social movements
6	Education and Social Class	Access, achievement, identities, and issues
7	Final Reports Workshop (1)	Information and Literature Searching, Media Literacy
8	Final Reports Workshop (2)	Writing research questions
9	Education and International Development	Education and the Sustainable Development Goals
10	Education and Citizenship	Education for National and Global Citizenship

11	Education and Culture	Preschool in Three Cultures: China, Japan and the USA
12	Cram schools	Shadow education and its social influence
13	School Uniforms	Lecture and discussion on the purposes of school uniforms
14	Final reports due	• Student presentations of final reports

[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 report)

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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)】

In this course we begin with contemporary political theories and trace back through history to the legacy of the ancient Greeks mostly in reverse chronological order. Each class consists of a lecture and class/group discussion to follow. There will be some in-class/take-home tasks to facilitate students' understanding of the topic. Good comments in reaction papers will be introduced in the class and used in deeper discussions.

【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	Contemporaries I	Analytic political philosophy: Rawls, Sen, Nozick, and Sandel
3	Contemporaries II	Continental political philosophy: Weber, Schmitt, and Arendt
4	Socialism	The age of ideologies: Marx, Lenin, Trotsky, Stalin, and Bernstein
5	German Philosophy and Nationstate	Ethical life: Kant, Fichte, and Hegel
6	American Independence and French Revolution	Turn of modern political principles: Jefferson, Hamilton, Burke, and Tocqueville
7	Enlightenment, Liberalism, and Republicanism in France	Development of modern political principles: Montesquieu and Voltaire

8	Enlightenment, Liberalism, and Republicanism in England and Scotland	Formation of modern political principles: Harrington, Bentham, Hume, and Mill
9	Absolutism versus Social Contract Theories	Rise of modern political principles: Bodin, Hobbes, Locke, and Rousseau
10	Renaissance and Reformation	Civic humanism and fall of the Catholic church: Machiavelli, Luther, and Calvin
11	Early and Medieval Christian Thoughts	Corpus Christianum: Augustine and Aquinas
12	Hellenistic to Roman	From Republic to Empire: Cicero, Seneca, and other Hellenistic philosophers
13	Ancient Greek	Polis and politics: Plato and Aristotle
14	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 Hoppii.

【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】

Evaluation will be based on class participation including quizzes, discussions, and reaction papers (40%), in-class/take-home tasks (30%), and final essay (30%). More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】

More detailed instructions will be given for assignments so that students do not misunderstand the scope and focus of them. Also, more effective measures are to be implemented to facilitate classroom discussions.

【Equipment student needs to prepare】

Students should register their email address with Hoppii immediately after they decide to take this course, or before the second class of the semester at the latest. Visit Hoppii regularly for updates and class resources, as well as for the submission of assignments.

【Others】

Students who intend to register for this course are required to attend the first class. A screening survey will be conducted in the class if necessary.

【Prerequisite】

There is no prerequisite for this course.

POL200ZA

Japanese Politics

Jeffrey JAMES HALL

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

Day/Period : 火 6/Tue.6

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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.

Although time will be given in class to answer these questions, the questions will be posted on Hoppii each week. Students will be expected to post answers to these questions.

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 (Hoppii). Feedback: in the case of the in-class midterm exam, the professor will provide written feedback on the exam sheets, which will be returned to students with the grade details. In the case of assignments submitted on Hoppii, feedback will be included online when the assignment is graded.

[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 2021

[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 (Hoppii).

[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: 20%

Midterm exam: 40%

Final Report: 40%

[Changes following student comments]

Greater weight has been added to the non-exam and non-report grades.

[Others]

Students who have completed General Topics II: Japanese Politics can not take this course.

[Prerequisite]

None.

POL200ZA

American Politics and Foreign Policy

Jeffrey JAMES HALL

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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.

There will also be discussion questions for each week's lecture topic. Although time will be given in class to answer these questions, the questions will be posted on Hoppii each week. Students will be expected to post answers to these questions.

Feedback: in the case of the in-class midterm exam, the professor will provide written feedback on the exam sheets, which will be returned to students with the grade details. In the case of assignments submitted on Hoppii, feedback will be included.

[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 (online test via Hoppii)
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]

Weekly Written Discussion Responses: 20%

Documentary Responses: 20%

Midterm exam: 30%

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

[Changes following student comments]

Documentary responses will replace reading responses to reduce the reading load for two weeks.

[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

Xie ZHIHAI

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

Day/Period : 金 3/Fri.3

他学部公開： グローバル： 成績優秀： 実務教員：

【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 to prepare for classes in advance. There will be also time for team discussion in class. Students are also required to do the assignments weekly. Feedbacks and comments for assignments of previous class are given at the beginning of class. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 the 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	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? : China-Japan Relations	This theme deals with China-Japan relations.
14	China's Growing Role in International Organizations & Course Wrap-up; Term Paper Submission Deadline	This theme deals with China's diplomacy related to international organizations.

【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. Students are also required to do weekly assignments and submit by the due time. Preparatory study and assignment time for this course is about three hours per week.

【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 jingping's Challenge: What is behind China's anti-corruption campaign*, Journal of Self-Governance and Management Economics, 5(2), 7-28.

Week 6 Yu, Keping, *What political reform looks like in China*, Huffington Post, https://www.huffingtonpost.com/keping-yu/china-political-reform_b_6075464.html

Week 7: Jakobson (2016), Linda and Ryan Manuel, *How are foreign policy decisions made in China?*, Asia and the Pacific Policy Studies, Vol. 3 No. 1, pp101-110.

Week8: Lu (2014), Rachel, *China's new class hierarchy: A guide*, Foreign Policy, April 25.

Week 9: Pang (2017), Qin, and Nicholas Thomas, *Chinese nationalism and trust in East Asia*, Journal of Contemporary Asia, Vol. 47, Issue 5, pp 815-838.

Week 10: Xie (2014), Zhihai, *China's rising maritime strategy: Implications for its territorial disputes*, Journal of Contemporary East Asian Studies, Vol.3, Issue 2, pp 111-124.

Week 11: Ploberger (2017), Christian, *One Belt, One Road-China's new grand strategy*, Journal of Chinese Economic and Business Studies, Vol. 15, Issue 3, pp 289-305.

Week 12: Bo (2017), Zhiyue, *Xi Jinping's US policy: Building a 'new type of major-country relationship'*, in Bo Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press

Week 13 : Zhao (2016), Suisheng, *China's difficult relations with Japan: Pragmatism, superficial, and historical memories*, Asian Journal of Comparative Politics, Vol. 1, Issue 4, pp335-353.

Week 14: Xie (2011), Zhihai, *The Rise of China and Its Growing Role in International Organizations*, ICCSJournal of Modern China Studies, Vol. 4(1), pp85-96.

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 20%; Weekly Assignments 40%; Term Paper 40%.

【Changes following student comments】

Not applicable.

【Prerequisite】

None

POL200ZA

Politics of Africa

Laiban Kithinji KINYUA

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

Day/Period : 水 5/Wed.5

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course aims to introduce the students to key important concepts, themes, and approaches of politics in Africa. This course has, among others, objectives such as; a) to create awareness and an understanding of major issues of African politics, and b) to familiarise the students with the approaches and theories applied by political scientists in analysing the political development in Africa.

【Goal】

This course will focus on building academic skills by encouraging students to acquire analytical skills on a variety of issues in the discipline of political science through the study of politics in Africa. Furthermore, students will be exposed to readings and discussions that will develop and enhance academic reading and writing skills in social sciences with an aim to create interest in doing research in social issues. Overall, this course will also encourage students to create interest and inclinations towards Africa related issues including areas beyond politics in order to expand students capacity for wider course selection and career prospects.

【Which item of the diploma 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 focus on building an academic exchange and discussions on each week's thematic areas. As an exercise to help students acquire reading and comprehension skills for academic articles, students will be expected to submit 5 key terms and 1 thesis statement from each assigned reading. The key terms and thesis statement will form the basis for in-class discussions. Students are also expected to familiarise themselves with the contemporary political discourse in Africa via BBC Focus on Africa. Although the instructor will use most of the time to explain the content of the class, students are encouraged to bear in mind that the style of the class is not a monologue, but a discussion format. Students input will be through class discussions and research based essay during the evaluation.

For all written assignments, students will receive written feedback with corrections and recommendations from the instructor. Students are also encouraged to consult the instructor after the class session (the instructor will be available for 30 minutes after class), or make an appointment through email. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction I	Africa in global political discourse: How is Africa talked about in the global political discourse, and how should we talk about Africa?
2	Introduction II	Africa is not a country series. Countries, capitals, people groups, languages, historical and contemporary political development.
3	Introduction III	The African political thought.
4	Colonialism and Post-Colonial Legacy	The purpose of colonialism: outcomes of Berlin Conference, origin of the state in Africa, role of the African educated elites in colonial rule and national liberation.
5	The African Political Ideology and Identity	State capitalism. African nationalism, ethnicity, and social class.
6	Political Parties, Elections, and Democracy	Rise of multiparty democracy in Africa. Role of clientelism, and ethnicity in multiparty political systems in Africa.

7	Political Protest and Revolt	African civil wars. Military coup d'état in post-independent African states. Conflicts resolution and peace building.
8	Review & Mid-term	In-class examination.
9	Africa and International Politics	Economic and political relations. The new scramble for Africa.
10	Continental, Regional Cooperation, and External Bilateral Relations	Intra-African relations (AU, SADC, ECOWAS, and NEPAD). Pan-Africanism and regional integration. Former colonial rulers and the European Union, USA, and the international organisations. Case study: African Growth & Opportunity Act (AGOA)
11	China and India in Africa	The African resource question. Case study: Forum on China - Africa Cooperation (FOCAC).
12	Japan in Africa	Foreign aid policy and the TICAD process. Case study: TICAD IV-VII.
13	Politics, theories, and models of development in Africa	How the youthful population in Africa is becoming key actor in ICT revolution and new investments models. M-Pesa revolution in Kenya.
14	End-term	End-term evaluation report.

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

In order for the students to participate and express thought in class and in written examinations, they need to make adequate preparations. The instructor will issue guiding questions at the end of every class for the next reading. Attempting to answer these questions will help the students to grasp the main theme of assigned readings. At least twice in the semester, students will be asked to watch recommended news items and documentaries outside of class.

【Textbooks】

Thomson, A. (2016). *An introduction to African politics* (4th ed.). London: Routledge.

Englebert, P., & Dunn, K. (2014). *Inside African politics*. Cape Town: UCT Press.

【References】

A wide range of diverse materials and recommended readings will be provided in class for every session.

【Grading criteria】

10% Identification of key terms and the main claim of the assigned readings.

40% Pop Quizzes.

25% Mid-Term Examination.

25% End-Term Evaluation Report.

The purpose of pop quizzes is to enhance students' comprehension of key concepts covered in the class in addition to preparing them for mid and end term exams. There will be five pop quizzes. The dates and timing for the pop quizzes will not be disclosed to the students. Out of the five pop quizzes, only the top four will be used for grading. Pop quizzes will be ten short answer identification questions that will cover the contents discussed in the class.

Both mid term and end term evaluation will be a reflection on the topics we have covered in class emphasising the context, causes, and consequences of political themes from the lecture materials and required readings. Whereas the preview of the questions will not be encouraged, the theme for essays will be given before hand to allow students to make prior research.

【Changes following student comments】

The size of the class will be considerably reduced to facilitate meaningful discussions.

【Equipment student needs to prepare】

Students personal learning materials such as A4 folders, pens, and pencils.

【Prerequisite】

None.

POL200ZA

World Politics

TAKESHI YUZAWA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course examines enduring questions of world politics, including rivalry and competition among great powers, rising ethnic and religious conflicts, the role of international law and organizations, growing economic interdependence and the effects of globalization, the rise of non-state actors and their challenges to state sovereignty, and the prospects of world order.

【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 world politics, e.g., the state, war, rising ethnic and religious conflicts, the role of international law and organizations, globalization, the rise of non-state actors and the prospects of world order; (2) To enable students to acquire the ability to form their own answers to enduring questions in world 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 course consists of three major sections. In the first section, students will learn various analytical tools indispensable for deeply understanding enduring questions of world politics. Students then will utilize those analytical tools to examine the origin and process of major wars during the twenty century, namely World Wars I and II, and the Cold War. In this task, students will be required to give a group presentation. In the final section, students will examine contemporary issues, including rising intrastate conflicts in the post-Cold War era, the roles of international law and organizations, the rise of non-state actor, and the prospects of world order.

Comments for assignments are given during class and office hours.

“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 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	Analytical tools I I	Learning analytical tools for examining world politics.
3	Analytical tools II	Learning analytical skill for examining world politics.
4	World War I (1)	Analyzing the causes of World War I from theoretical perspectives
5	World War I (2)	Analyzing the process of World War I from theoretical perspectives
6	World War II (1)	Analyzing the causes of World War II from theoretical perspectives
7	World War II (2)	Analyzing the process of World War II from theoretical perspectives
8	The Cold War (1)	Analyzing the origin of the Cold War from theoretical perspectives
9	The Cold War (2)	Analyzing the end of the Cold War from theoretical perspectives
10	International Conflicts in the Post-Cold War Era	Analyzing the causes and nature of contemporary international conflicts
11	The Roles of International Law and Organization	Examining the roles of international law and organization in the maintenance of international order
12	Non-state actors and challenges to sovereignty	Examining the roles and effects of non-state actors in world politics
13	Prospects for a World Order I	Examining prospects for a world order
14	Prospects for a World Order II/The final essay preparation	Examining prospects for a world order/preparing to write the final essay

【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.

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.

Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.

Dunne, Tim, Kurki, Milja and Smith, Steve (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition. Oxford University Press, 2016.

【Grading criteria】

Contribution to class discussion and group presentation(45%), Final Essay (55%)

Regarding a group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

【Changes following student comments】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Some course materials will be provided via the Hoppii.

【Others】

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”.

【Prerequisite】

None.

POL200ZA

Religion and Politics

Christopher KAVANAGH

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course is designed to introduce students to the complex relationships between religion and politics drawing on cross-cultural case studies that range from the premodern to the contemporary period. The course takes a cross-disciplinary approach examining research from anthropology, sociology, psychology, and history. "Religion," as defined in the course, refers not only to doctrinal beliefs and formal institutions also to informal supernatural beliefs, ritual practices, and the various subcultures and social aspects associated with religious communities. The principal aim of the course is to explore how religions as cultural systems interact and affect political systems and nation-states. By the end of the course, students will have a greater understanding of the role that religious individuals, groups, and larger traditions play in politics.

[Goal]

By the end of the course, students will be able to: (1) analyze and discuss the roles that religion has played historically and cross-culturally in politics and public life; (2) understand the complex and diverse ways that religion and politics can interact; (3) critically evaluate scholarly research and media accounts that explore issues of 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, class discussion, and small group discussion. Each class will include a lecture followed by a class/group discussion based on related readings. Over the course of the semester, students will be required to give two short oral presentations related to the topics covered during the classes. Presentations should be submitted with a script and students will receive written feedback.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Religion and Politics: Course Introduction and Overview	Introduction to the course and review of the syllabus.
2	The evolutionary role of religion in society	Defining religion and politics. Exploring the role of religion in human societies from a cultural evolutionary perspective. Discussing its role in enabling large scale cooperation.
3	Religion and the State: Compatibility, Conflict, and Convergence	An examination of the varied relationships between religions and states, drawing on historical and contemporary examples.
4	Secularization Thesis & Resurgent Religiosity	A critical assessment of the Secularization Thesis and alternative theories
5	Religious Identity & Intergroup Conflict (1)	Exploring the role of Buddhist nationalism and Hindu minority identities in Sri Lanka
6	Religious Identity & Intergroup Conflict (2)	Examining the role of religious identity in the Israel/Palestine conflict & Northern Irish 'Troubles'
7	Review & Mid-term Exam	Review and Midterm Exam
8	Religion and Social Issues: Evolution, Abortion, and Same-Sex Marriage	Investigating the role that religion plays in controversial social issues. Focusing on debates surrounding the teaching of evolution, abortion, and same sex marriage.
9	Religious Activism and Social Protest	Exploring the ability for religion to function as a source of activism including as an anti-state counter-hegemonic, emancipatory force.

10	Student Round Table: Buddhism, Shinto, and the role of religion in the Japanese State	Group presentation and follow up discussion exploring Buddhism and Shinto's role in Japanese Statecraft.
11	State Religion & War	Examining the role of state religions through a case study of State Shinto & Buddhist institutions involvement in WW2
12	Religious Extremism & Terrorism	A critical examination of the role that religious doctrines and personal beliefs play in terrorism.
13	Online Gurus, Conspiracy Cults, & New Political Movements	Reviewing new interactions between religion and politics in the contemporary world, especially in the online sphere.
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 two group presentations. Preparatory study and review time for this class is estimated to be at least 4 hours.

[Textbooks]

All readings will be distributed by the instructor.

[References]

Not Applicable

[Grading criteria]

Presentations 20%

Mid-term exam 20%

Final exam 30%

Weekly in-class responses 15%

Active participation 15%

[Changes following student comments]

The course content has been entirely revised due to a new teacher taking over the course.

[Equipment student needs to prepare]

Students will need to complete readings before each class. At various points in the semester, students should be prepared to lead and participate in 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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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 armed conflicts, arms trade and military competition, nuclear proliferation, genocide and mass killings, and terrorism. Submission of assignments and feedback will be via the Learning Management System.

【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	Review and Mid-term essay preparation	Review of week 2-7
8	The Evolution of Modern Warfare	Examining changes in warfare
9	The Arms Trade	Examining the key aspects of the contemporary arms trade
10	Nuclear Proliferation	Examining the important aspects of nuclear proliferation
11	Humanitarian Intervention	Providing an overview of the heated debate in terms of the validity of humanitarian intervention
12	Terrorism	Analyzing the threat that terrorism poses to countries and the world
13	Review and Preparation for the final exam	Review of major topics covered by week 9-13
14	Final Exam	Written test

【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 (10%), mid-term essay (45%), final examination (45%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Some course materials will be delivered via the Hoppii.

【Others】

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】

none.

POL200ZA

International Organizations

Ayako KOBAYASHI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course provides students with fundamental knowledge of International Organization, with a focus on the United Nations (UN), and the organization's three founding pillars, i.e., peace and security, human rights, and development.

[Goal]

At the end of this course, participants will be able to explain basic theories of International Organization, historical background, organizational development, and challenges in the crisis of multilateralism.

[Which item of the diploma 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 a combination of lecture and discussion sessions. It is reading-intensive, and students are expected to keep up with reading assignments to be prepared for lectures, in-class discussions, short essays, and a final report.

Participants are asked to do group activities in the part of human rights and development, as an expert describes we can learn these issues through experience.

The lecturer will give a feedback on a short essay in class one week after the submission deadline unless there is an emergency.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction: Why Do We Study International Organizations?	Course Introduction Course Contents Syllabus Overview Grading Criteria
2	Peace and Security (1)	Collective Security
3	Peace and Security (2)	Peacekeeping in the Cold War and its aftermath
4	Peace and Security (3)	Peace and Security since 1999 Protection of Civilians Robust Peacekeeping
5	Peace and Security (4)	Contemporary Challenges How to Search UN Documents
6	Human Rights (1)	The UN, Human Rights, and Humanitarian Affairs
7	Human Rights (2)	Classroom Activity 1 Mapping Human Rights
8	Human Rights (3)	Applying Human Rights Standards, and the Role of Experts and NGOs
9	Human Rights (4)	International Criminal Court Classroom Activity 2 Coffee and Human Rights (to be decided) Human Rights in the Future
10	Development (1)	Theories of Development in the UN
11	Development (2)	Human Development
12	Development (3)	Sustainable Development as a Process
13	Development (4)	Classroom activity 3
14	Conclusion	Revisiting the Three Pillars of the UN

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

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

[Textbooks]

Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease, The United Nations and Changing World Politics [8th edition, Revised and Updated with a New Introduction], Routledge, 2020.

[References]

The lecturer will introduce helpful articles, books, and official documents in class.

[Grading criteria]

Short essays 45% (15% per essay x 3), Final report 55%

(1) Short essays: We will study three main pillars of the UN: peace and security, human rights, and development. Participants will write one short essay (400-800 words) on each pillar. Pick one important concept/theory/framework discussed in the lectures and explain it with specific examples.

(2) Final report: Pick one of serious global challenges (natural disaster, armed conflict, pandemic, poverty, climate change ...), and discuss it with a theory/framework/concept you learn in this course and/or specific examples either in the past or the present in a 1,000- to 2,000-word essay excluding references/bibliography. You should include UN or NGO documents, academic articles, and books. Do not depend exclusively on the internet for your research material. The final report should be analytical, not be descriptive.

*The instructor will have a preparation session on the final report at one of the class meetings in November, in which she will give detailed instructions and answer students' questions. Also, participants can ask questions by email before the deadline.

[Changes following student comments]

No feedback as this course starts in 2021.

[Others]

Office hours available by an email appointment.

[Prerequisite]

None.

POL200ZA

Public Policy

Nathan GILBERT QUIMPO

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

Day/Period : 火 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course provides an introduction to public policy, which Thomas R. Dye defines simply, as “whatever governments choose to do or not to do.” As a field of study, public policy is a subdiscipline of political science. This course examines the nature of public policies, how they are made, implemented and evaluated, and the central institutions and actors involved in policy-making. While exploring how politics determines public policy and how the latter draws from political theories and concepts, the course pays particular attention to the theoretical approaches to policy-making. It delves into the stages of the policy process: problem definition and agenda-setting; policy formulation and adoption; implementation; and evaluation. The course also covers governance and policy-making; public policies beyond the nation-state; and policy change and policy convergence. To help develop analytical and critical thinking on public policy, students will be asked to form groups that would conduct their own analysis of policies undertaken by the Japanese government in certain policy areas, such as economic, welfare, health, education, immigration, gender, defense or environmental policy. Policy analysis, as Dye puts it, is “finding out what governments do, why they do it, and what difference, if any, it makes.” In the latter part of the course, the groups will be asked to submit written reports and to make powerpoint presentations on the policies studied and policy outcomes and impacts.

[Goal]

The course seeks:

- To acquaint students with public policy as an academic sub-discipline.
- To introduce students to key theories, concepts and/or approaches used in policy-making, policy implementation and policy evaluation.
- To help students examine public policies more critically.

[Which item of the diploma 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. Feedback on assignments will be provided during class discussions, by email or through individual consultations. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction (Knill and Tosun, Chapter 1)	What Is a Public Policy? Analytical Perspectives on the Policy-Making Process Opportunities and Challenges for Policy-Making
2	The Nature of Public Policies (Knill and Tosun, Chapter 2)	Typologies of Public Policies Policy Dimensions Policy Styles
3	The Context for Policy-Making: Central Institutions and Actors (Knill and Tosun, Chapter 3)	National Institutions: Defining the Rules of the Political Game Intergovernmental Organizations: Global Public Policy Key Actors
4	Theoretical Approaches to Policy-Making (Knill and Tosun, Chapter 4)	Structure-Based Models Institution-Based Models Interest-Based Models Overview of the Models
5	Problem Definition and Agenda-Setting (Knill and Tosun, Chapter 5)	Problem Definition: The Path to Agenda-Setting Analytical Concepts of Agenda-Setting Actors and Interests in the Agenda-Setting Process

6	Decision-Making (Knill and Tosun, Chapter 6)	Determinants of Policy Formulation Institutional and Procedural Dimensions of Decision-Making Decision-Making in The United Kingdom, Australia, Canada and The United States
7	Review & Midterm Exam	Assess to what degree students understand topics discussed; Midterm Exam
8	The Policy-Making Process in Japan	Institutional Arrangements and Bureaucratic Supremacy Decentralization within the LDP The 1994 Electoral Change Hashimoto's Reform to Strengthen the Cabinet Top-Down Fiscal Policymaking under Koizumi Failed Attempts by the DPJ Governments Developments under the Second Abe Government
9	Implementation (Knill and Tosun, Chapter 7)	Who Is Involved in Policy Implementation? Analytical Perspectives in Implementation Research Implementation Success: Criteria and Determinants
10	Evaluation (Knill and Tosun, Chapter 8)	Types and Methods of Evaluation Research Designs for Scientific Policy Evaluation The Political Dimension of Policy Evaluation
11	Governance: A Synoptic Perspective on Policy-Making (Knill and Tosun, Chapter 9)	Central Concepts and Modes of Governance Four Ideal Types of Governance When Is Governance Good?
12	Public Policies beyond the Nation State (Knill and Tosun, Chapter 10); Policy Analysis Group Presentations	Public Policies beyond the Nation State: General Assessment Policy Formulation: Typical Interest Constellations and Interaction Policy Implementation
13	Policy Change and Policy Convergence (Knill and Tosun, Chapter 11); Policy Analysis Group Presentations	Policy Change: Theories, Measurement and General Patterns Cross-National Policy Convergence: Concept, Measurement and Dimensions Causes and Conditions of Cross-National Policy Convergence
14	Theoretical Insights and Practical Advice (Knill and Tosun, Chapter 12); Final Exam	What Have We Learned? Comparative Research on Public Policy Final Exam

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

Before class, students should study the required readings and work on any written assignment 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 is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

[Textbooks]

Christoph Knill & Jale Tosun, Public Policy: A New Introduction, 2nd edition, London: Red Globe Press, 2020.

Tomohito Shinoda, “The Policy making Process in Japan,” in Robert J. Pekkanen & Saadia M. Pekkanen (eds.), The Oxford Handbook of Japanese Politics (online publication), Oxford: Oxford University Press, 2020.

[References]

Thomas R. Dye, Understanding Public Policy, 15th edition, London and New York: Pearson Education, 2017
Anneliese Doods, Comparative Public Policy, Houndmills and New York: Palgrave Macmillan, 2013.

[Grading criteria]

Participation in class discussions and debates, and fulfillment of assignments: 40% of overall course mark.

Midterm examination: 30%

Final examination: 30%

[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

他学部公開 : グローバル : ○ 成績優秀 : 実務教員 :

[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.

Comments for assignments are given during class and office hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 I: The Cuban Missile Crisis	Case studies based on a group presentation and discussion
10	Case Studies II: The United States and the Iraq War	Case studies based on a group presentation and discussion
11	Case Studies III: The United Kingdom and the Iraq War	Case studies based on a group presentation and discussion
12	Case Studies IV: The Yom Kippur War	Case studies based on a group presentation and discussion

13	Case Studies V: The Syrian Civil War	Case studies based on a group presentation and discussion
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]

Contributions to class discussion and group presentations (45%), Final examination (55%).

Regarding a group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

[Changes following student comments]

Handouts to be provided in a timely manner.

[Equipment student needs to prepare]

Some course materials will be delivered via the Hoppii.

[Others]

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

[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

Notes : < GIS students > 2019 年度までの入学者は配当年次 1~4 年

他学部公開： グローバル： 成績優秀： 実務教員：

[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 and multilateral 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, Japanese proposals for fostering regionalization in Asia, and its efforts to tackle the growing global climate crisis.

[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 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.

Students are required to hand in discussion points for the reading before each class, which will be the basis for the in-class discussion.

Teacher feedback will be given during the discussions and after the optional presentations; comments on the results of the two examinations will be given in written form in a timely manner. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	International Relations Theory, East Asia, and Japan	Understanding "International Relations" and Japan's policies theoretically
3	Main Determinants of Japanese Foreign Policy	Overview over the domestic and international factors that shape Japan's foreign policy
4	Main Issues of Japan's Post War Diplomacy	Turning points and continuous characteristics of Japan's foreign policy after 1952
5	Japan and Regionalism in East Asia	Japan's efforts to influence the emerging regional political and economic order in East Asia
6	Japan and the United States	The shifting alliance between Japan and the United States
7	Mid-Term Exam	Exam and summary of the course content so far
8	Japan and China	Japan's relations with China
9	Japan and the Korean Peninsula	Japan's relations with North and South Korea

10	Japan and Russia	Japan's relations with the Russian Federation
11	Japan and ASEAN	Japan's relations with Southeast Asia
12	Japan and International Cooperation	Japan's policies in international organizations
13	Japan and Climate Security	Japan's policies in tackling different dimensions of climate change
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: 30%

Mid-term exam: 30%

Final exam: 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.

ECN200ZA

Development Economies

Upalat KORWATANASAKUL

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

Day/Period : 木 1/Thu.1

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course is an introduction to economic development with a particular emphasis on economic issues in East and Southeast Asia. Economic development is concerned with the advancement of the common good, the effective management of social problems, the meeting of human needs, and the equitable distribution of society's resources. As such, this course explores the economic and social factors that promote or hinder economic development and how these factors affect the well-being of individuals and communities in contemporary societies. This course will cover issues such as economic growth, agricultural development, food security, population, education, migration, poverty reduction, health and aging, and more.

【Goal】

1. To introduce students to the field of economic development with a strong emphasis on East and Southeast Asia;
2. To provide students with an understanding of the key concepts and issues related to economic development such as economic growth, agricultural development, food security, population, education, migration, poverty reduction, health and aging, among others; and
3. To encourage students to explore alternative paths of economic development that promotes the well-being of individuals and communities.

【Which item of the diploma 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 analyse real-life cases and make presentations to the class. Feedback will be given to students at the end of each presentation. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 and Overview
2	Growth and development over the long term	- Growth and development over the long term - Trade, growth, and distribution in Southeast Asia, 1500 - 1940 - A century of growth, crisis, war and recovery, 1870 - 1970 (Ch1-3)
3	Growth and development over the long term	Internal and external sources of Southeast Asian growth since 1970 (Ch4)
4	Food, agriculture, and natural resources	The dynamics of agricultural development and food security in Southeast Asia (Ch5)
5	Food, agriculture, and natural resources	Natural resources, the environment and economic development in Southeast Asia (Ch6)
6	Trade, investment, and industrialisation	- Global production sharing, trade patterns, and industrialization in Southeast Asia - Foreign direct investment in Southeast Asia - Regional trade agreements and enterprises in Southeast Asia (Ch7, 8, 9)

7	Review & Midterm Exam	Assess students' understanding of the 1st half of course materials (Week 1-6)
8	Population, labour, and human capital	The population of Southeast Asia (Ch10)
9	Population, labour, and human capital	Education in Southeast Asia: investments, achievements, and returns (Ch12)
10	Population, labour, and human capital	Internal and international migration in Southeast Asia (Ch13)
11	Poverty and political economy	The drivers of poverty reduction (Ch14)
12	Poverty and political economy	The political economy of policy reform: insights from Southeast Asia (Ch15)
13	Twenty-first-century challenges	Dual-burdens in health and aging: emerging population challenges in Southeast Asia (Ch16)
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】

Coxhead, Ian, "Routledge Handbook of Southeast Asian Economics" (Abingdon: Routledge, 18 Dec 2014), Routledge Handbooks Online.
Print ISBN: 9780415659949
eBook ISBN: 9781315742410
Adobe ISBN: 9781317586050

【References】

Additional references will be provided in the class.

【Grading criteria】

1. Class participation: 50%
2. Midterm exam: 25%
3. Final exam: 25%

* Class participation includes class attendance, group discussion, and presentation.

【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.

【Prerequisite】

None

SES200ZA

Environment and Development

Gregory TOTH

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

Day/Period : 火 6/Tue.6

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

We will first define “development” and “environment” from the most prominent perspectives (noting theory) and trace their formations, the overlapping portions of which will guide our exploration of related ethics and norms and their translation into international law. From this base, we will analyze the intersection of environment and development in various sectors and international efforts. After noting detractors, we will look forward towards the continued evolution (including potential divergence and convergence) of these concepts.

【Goal】

The purpose of this course is to introduce students to topics related to environment and development, including the contextual background and recent trends. Students will develop critical thinking and policy analysis skills through discussion of the various topics, as well as understandings of elements related to: international relations, international law, sustainability, socio-economic and political division, and related theory 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)】

The course follows a lecture-discussion method. After the material for each unit has been introduced, students will have an opportunity to ask questions and make comments about the material. Feedback will be provided directly during discussion sessions in the form of leading (Socratic-esque) questions and in summaries of the common trends in the completed assignments. Individualized feedback will be given in response to final assignment and upon request.

【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	Development Theory	Classical / contemporary in the context of the National, Regional, and International
3	The Environment	Values/Valuation, Eastern/Western perspectives, converging ethics
4	Environmental Law	Philosophical underpinnings, North/South perspectives, converging norms
5	Sustainable Development	United Nations et al., and implementing the precautionary principle
6	Official Development Assistance	Premises and politics, USAID, JICA, etc.
7	Global Institutions	World Bank, International Monetary Fund, etc.
8	Foreign Direct Investment	Purposes, pluses, and protections
9	Trade and Development	World Trade Organization, environmental impacts and protections
10	Agriculture and Development	World Food Program, Food and Agriculture Organization, sustainable technology, etc.
11	Anti-globalization and Post-development	Beyond detraction, proposed alternatives, theories, successes, and false starts
12	Environmental Law (revisited)	Fragmentation and convergence in environment and development (compatibility)
13	Presentations	Group format, Zoom presentations
14	Conclusion	Course retrospective (remaining presentations, as necessary)

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

Reading of materials identified (and often provided) by the instructor; preparation of discussion talking points and questions; group report/presentation.

【Textbooks】

There are no textbooks for this course.

【References】

Various references will be noted within the course materials.

【Grading criteria】

Students will be evaluated on the basis of class participation (40%) and a final review report/presentation (30/30%). Class participation will be judged based on attendance, preparation of questions/comments for discussion, and peer review during group work scenarios.

【Changes following student comments】

Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】

None

【Others】

Instructor reserves the right to adapt this syllabus as they deem fit during the course.

【Prerequisite】

None.

SES200ZA

Society and Environmental Change

Ayami OTSUKA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course considers various interactions between human being and the surrounding environment, including living forms within it. Such interaction eventually forms various cultures, and those cultures advanced human society in history. However, we have allowed the unprecedented Great Acceleration to occur, while we were enjoying such advancement. In this course, culture is considered as one of the domains as well as base layers of a society, and students are introduced to various culture and its environmental implications, which in turn affects the culture of the society. By looking at the connections to political and economic aspects, resolutions to building a sustainable society will be explored.

【Goal】

Students will be able to

- understand oneself as being shaped by the interaction between the socio-cultural context and resulting environmental changes;
- gain knowledge about the historical background on how the current unsustainable society has been shaped;
- acquire knowledge and insights about environmental implications on which our “sophisticated” lives are based; and
- acquire the basic concept and perspectives for future visioning for achieving sustainable society.

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

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

【Method(s)】

The course will be conducted in mixture of lecture-based learning and more active involvement of students in class discussions and group work. Students also have the opportunity to work in a group project towards the end of the course. More specific instructions are given in class for group work. Feedbacks to students work (on assignments and group work, etc.) are given in class and/or through the Hosei Learning Management System.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course guidance	What is environment? What is culture & society?
2	Our everyday life and the environment	Conceptual development of environment and history of environmental problems
3	Background issues for change 1	Urbanization and cultural transformation
4	Background issues for change 2	Population, economic development and limits to growth
5	Background issues for change 3	Sustainable development and globalization
6	Food culture and its environmental implications	Shrimp, Tuna, and Mushroom [group work]
7	Fordism as cultural imperialism	Fordism and consumerism, “Auto-pia,” fast-fashion, ICT
8	Counterculture and future visioning	Back-casting and typologies of social futures
9	Different cultures	Forest, Ladakh, and green capital and Islamic society
10	Social futures I	Transition town, de-growth, and benefits of inconvenience
11	Social futures II	Smart cities/Society5.0 and rural revitalization
12	Designing sustainable society I	Energy slave, norm culture, cultural evolution
13	Designing sustainable society II	Student presentation
14	Final exam & wrap-up	End of semester examination & course review

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

Reading and other assignments will be given as preparation for classes. Students are also expected to review class materials after each class. Preparatory study and review time for this class are 2 hours each. There will be additional group work for group presentation.

【Textbooks】

No textbook is specified. Handouts and other relevant materials will be distributed by the instructor.

【References】

Routledge international handbook of social and environmental change (1st ed.) edited by Stewart Lockie, David A. Sonnenfeld and Dana R. Fisher: Oxon-New York, 2014.

Others will be introduced in class.

【Grading criteria】

Evaluation will be based on

1. Class participation & homework assignments/quizzes (35%)
2. Group project and presentation (30%)
3. Final exam (35%).

Students are required to satisfy at least 2/3 of each element to pass. The group project is assessed on an individual basis, which combines your self- and peer evaluation.

【Changes following student comments】

n/a

【Prerequisite】

None.

LIT300ZA

Advanced Topics in American Literature: US Southern Literature

Gregory KHEZRNEJAT

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. 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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments.

【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 and Midterm Examination	A review of topics covered in the first half of the course
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 KHEZRNEJAT

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

Day/Period : 月 5/Mon.5

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 and Midterm Examination	A review of topics covered in the first half of the course
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 Htetudes 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

Creative Writing

Gregory KHEZRNEJAT

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Changes following student comments】

None.

【Prerequisite】

None.

【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. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on drafts of their story.

【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%)

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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.

[Others]

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

[Prerequisite]

none.

ART300ZA

Advanced Topics in Contemporary Art

Utako SHINDO

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

他学部公開：○ グローバル： 成績優秀： 実務教員：

【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 understand the key developments from the modern art to the contemporary.

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. The last 5 to 10 minutes at each presentation will be set aside for discussions with other students and for the feedback given by the instructor. The written comments will be also provided to each student for her/his research paper.

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	Modern to Contemporary 1	Rays of Modernism; Impressionism & Post Impressionism, Symbolism
3	Modern to Contemporary 2	Full bloom of Modernism; Surrealism, Cubism, Russian Constructivism, Orientalism, Invention of Photography
4	Modern to Contemporary 3	Spread of modernism, then Wars; Industrial production, Bauhaus, Interdisciplinary art education/commune (Art, Design, Architecture, Textile, Theater, Dance)
5	From Europe to America	Abstract Expressionism, Action Painting, Minimalism, Mexican muralista art, Art Informel; Mondrian, Rothko, Pollock, Stella
6	Post Minimalism 1	Post minimalism, Land Art, Earth Work, Combine Painting, Installation Art; Post Modernism, Robert Smith, Agnes Martin, Lee-U-Fan
7	Post Minimalism 2	Video Art & Performance; Warhol, Acconci, Paik, Abramovič, Beuys, Cage, Cunningham, Gutai, Fluxus
8	Post Minimalism 3	Conceptual Art, Pop Art; Duchamp, Lewitt, Art & Language, Dematerialization, Broodthaers, Hi-Red Center, Nouveau réalisme, Warhol, Lichtenstein
9	From Feminism Art, Gender Art to Queer (Race-conscious) Art	Sherman, Kruger, Emin, Morimura, Felix Gonzales=Torres, Dumb Type, Transbody, Barney, Stelarc, Ryudai Takano

10	Movements since the 80s	New Painting, Site Specific, Cultural Intervention, Political activism, Relational Art, Participatory Art, Socially Engaged Art, Cinema; Basquiat, Tadashi Kawamata, Haake, Matta-Clark, Tiravaniya, McQueen, Shizuka Yokomizo, Koki Tanaka
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.

ART300ZA

Art in the Real World

Suzanne Carol MOONEY

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

Day/Period : 金 1/Fri.1

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

Despite art being a part of human culture and civilisation for millennia, the art world is often looked upon as something outside of everyday life. In this course, we will examine how art and everyday life are intertwined. This will be followed by study on the forms art takes in contemporary society, the value of art, spaces for art, and case studies on how artists live and work in contemporary society.

[Goal]

Through this course, students will gain an understanding of the role of contemporary art in society.

An important aspect of this study is to comprehend the processes of creation and exhibition, the multifaceted approaches of artists, and also the infrastructure of the world of contemporary art in Japan and abroad, and how the art world is not distinct from the "real" 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)]

In addition to lectures on relevant topics, students will take part in practical exercises to gain first-hand knowledge and experience of the process involved in contemporary art-making. Students are guided through the practical creative processes of making original artworks such as:

- Drawing to communicate
- Curating a series of images to create a narrative
- Combining text and images to change meaning

Students will also research an artist working now, in the 21st century, and will make a presentation on the results of this research.

In addition to the above, students must keep track of their weekly learning by collating images and text in a class notebook, 2 pages (minimum) per week that are relevant to the course material.

For this class, preparatory study is 2 hours and review time is 2 hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction	Introduction to the class outline and explanation of expectations. Workshop and group discussion on what art is and why it is important.
2	Art as communication	Sharing experiences through drawing. Practical activity to explore the communicative qualities of images.
3	Worthless art(?)	Artists with subversive approaches to value: Marcel Duchamp, Andy Warhol, Jeff Koons, Tracy Emin, etc.
4	Art with value	Group and class discussion on artworks with value for the 21st century
5	Connecting with the land	Artists who work directly in the landscape: Robert Smithson, Richard Long, Christo and Jean Claude, Nancy Holt, etc.
6	Originality: It's all been done before	Tracing the thread of an idea in art
7	Art as action	Performance art and happenings, activism as art, and the importance of documentation
8	A working artist	A visit from (or case study of) an artist, discussing their works and career

9	Text and Images: Making meaning	Study of examples from art and online media. Practical exercises in making meaning
10	Outside of the gallery system	Artist-led initiatives and unconventional art spaces in Japan and abroad
11	Curation as practice	How curation creates meaning. Planning a fictional exhibition.
12	Student Presentations I & discussion	On each student's artist of choice working in the world today
13	Student Presentations II & discussion	On each student's artist of choice working in the world today
14	Final discussion and review	Presentation of notebooks and group discussion on art in the real world

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

Students are expected to prepare a notebook and basic writing and drawing materials. Reading and preparation activities will be assigned on a weekly basis.

Students are also expected to visit at least one art exhibition and conduct research in preparation for a presentation (suggestions will be provided).

Students are also expected to use their notebook to keep a record ideas, samples of artworks, and other experiences throughout the semester. Preparatory study and review time for this class is 2 hours each.

[Textbooks]

No textbook will be used. Lecture slides/notes/other materials will be provided online.

[References]

Berger, John. *Ways of Seeing*, Penguin Books (1972)
 Sontag, Susan. *On Photography* (1977)
 Benjamin, Walter. *Art in the Age of Mechanical Reproduction* (1935)
 Debord, Guy. *The Society of the Spectacle* (1967)
 Krauss, Rosalind. *Sculpture in the Expanded Field* October, vol. 8, 1979, pp. 31 - 44.
 Shifman, Limor. *Memes in Digital Culture*, The MIT Press (2013)
 Foster, Hal. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. London: Thames & Hudson (2004)

[Grading criteria]

Participation:

This applies to class activities, assigned readings, exhibition visit and regular contribution to the group discussions.

Weekly submitted responses:

This is a requirement to submit weekly assignments. Examples of weekly assignments are: Pages from your workbook; a written response to class contents, evidence of activities completed in class that week.

Presentation: each student must make a short presentation on a working artist within the context of the course.

The final grade is calculated as follows:

Participation 40%

Weekly submitted responses: 30%

Presentation 30%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

Students will need a laptop, a notebook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors).

Details of other items required will be given as required.

[Others]

You do not need to be "good at art" or have previous practical experience in art to take this class.

What is essential for this class is to be curious and open-minded about what art can be, and to be willing to engage in discussions on topics that are new and, at times, challenging.

Students are expected to be punctual, participate in group discussions often, and to submit weekly responses on time through an online system.

[Prerequisite]

None.

ART300ZA

Film Studies

Andree LAFONTAINE

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

Day/Period : 土 2/Sat.2

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 (50%), film clips (30%), and discussion (20%). There will also be two film screenings. Feedback on quizzes will be provided in class; feedback on written assignments will be sent via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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, the Studio System, and Mise-en-scène	<i>Cleopatra</i> (Cecil B. DeMille, 1934, US); <i>Casablanca</i> (Michael Curtiz 1942, US).
4	Soviet montage, Russian Cinema, and the Kuleshov Effect	<i>Potemkin</i> (Sergei Eisenstein, 1925, USSR); <i>October</i> (Sergei Eisenstein, 1927, USSR).
5	Cinematography, Composing the Frame, and Authorship	Selection of Alfred Hitchcock clips.
6	Narrative Form I and Information Control	<i>Citizen Kane</i> (Orson Welles, 1941, US).
7	Narrative Form II, Camera Angle	<i>Do the Right Thing</i> (Spike Lee, 1989, US); <i>Seven Samurai</i> (Akira Kurosawa, 1954, Japan).
8	Editing, and Camera Movement, and the Long Take	Clips from <i>Touch of Evil</i> (Orson Welles, 1958) and <i>Spectre</i> (Sam Mendes, 2015).
9	New Hollywood and the Blockbuster Economy	Selections of short clips from early Martin Scorsese films. For their mid-term, students will watch a film in class and write a scene analysis to be submitted the following week.
10	Art Cinema and the Festival Circuit	Selection of clips from Michelangelo Antonioni films; <i>The Great Beauty</i> (Paolo Sorrentino, 2013, Italy).

11	Genre I: Melodrama, Colour, Affect	<i>Written on the Wind</i> (Douglas Sirk, 1945, US); <i>Far From Heaven</i> (Todd Haynes, 2002, US).
12	Genre II: Film Noir and Lighting	<i>Double Indemnity</i> (Billy Wilder, 1944, US).
13	Sound, Cinephilia, Discontinuity Editing, and the French New Wave	<i>Cléo de 5 à 7</i> (Agnès Varda, 1962, France).
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 time 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); Maria Pramaggiore and Tom Wallis, *Film: A Critical Introduction*, second edition (Pearson, 2008).

【Grading criteria】

Quizzes (5x10%): 50%

Scene analysis: 20%

Final analytical essay: 30%

【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.

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

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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.

Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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

[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.

SOC300ZA

Social Theory: Perspectives on Inequality

Yuki NAKAMURA

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 金 5/Fri.5

Notes : < 成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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.

After the active learning section, the instructor will give feedback to each student personally in verbal or written form.

【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) Yet Another View?	Emile Durkheim on the division of labor in society Ralph Dahrendorf's theory of the origin of inequality
5	Norms and Inequality The Cultural Turn in Social Theory?	Pierre Bourdieu's <i>Distinctions</i> and the significance of taste and lifestyle
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 Race, Ethnicity and Inequality (1)	Theories related to racial inequality: The work of W.E.B. Du Bois, Michael Omi & Howard Winant, Joe Feagin
8	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	It's All Together Now: Race, Class and Gender	Black Feminist Standpoint Theory: Patricia Hill Collins Intersectional Theories: understanding multiple inequalities
12	Global Inequality	Dependency Theory and World-Systems Theory: Fernando Henrique Cardoso, Enzo Faletto and Immanuel Wallerstein
13	Basic Concepts and Theories	Student presentation based on theories introduced in class.
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.

Aslo, 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.

【Prerequisite】

None

SOC300ZA

Race, Class and Gender II: Global Inequalities

Kukhee Choo

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

Day/Period : 火 6/Tue.6

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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, and class discussions based on readings and videos.

Comments/feedback for assignments (tests and reports, etc.) are given during office hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 (RCGS)	Requirements and topics for RCGII Discussion of news items and students' experiences with respect to RCGS
2	Theoretical understanding of Race, Class, Gender, and Sexuality	Articles on RCGS
3	Family in the Global Context: Changes and Stability (1)	Gender gaps around the world (World organization reports)
4	Family in the Global Context: Changes and Stability (2)	Transnational adoption <i>First Person Plural</i> (on transnational adoption)
5	Work: Opportunity, Mobility and Exploitation (1)	Globalization and the reproduction of inequality (on globalization and labor), "The ideological tensions of Capitalism: Universalism versus Racism and Sexism"
6	Work: Opportunity, Mobility and Exploitation (2)	Migrant workers: Domestic and care workers (migrant domestics in the U.S.)
7	Midterm review	Review of the RCGS theories and articles
8	War and Violence (1)	War, masculinity and gender violence <i>God Sleeps in Rwanda</i> (on mass rape and ethnic cleansing)
9	War and Violence (2)	Mass rape as war crime 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)	How Scandinavian countries eradicated illegal prostitution

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? Final review

【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 Martin, and Eduardo Mendieta. "Identities: race, class, gender, and nationality." (2003); Weber, Lynn. Understanding race, class, gender, and sexuality: A conceptual framework. McGraw-Hill Humanities, Social Sciences & World Languages, (2001).

【Grading criteria】

Class participation (10%)

Class readings summaries/presentation (or equivalent evaluation)(20%)

Speaking up during class discussions (20%)

Midterm research exam/project (20%)

Final research exam/project (30%)

【Changes following student comments】

Students have found the class useful and thought-provoking, but some have found the workload too heavy. The instructor has reduced and revised the assignments so as to allow students to delve more deeply into the topics in each.

【Prerequisite】

To take this class, students are expected to have passed Race, Class and Gender I. This prerequisite may be waived if a student has the equivalent academic background.

SOC300ZA

Migration and Diaspora

Chris Hyunkyung PARK

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 5/Thu.5

Notes : < 成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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.

In addition, it is possible that some comments from the reaction papers may be introduced in class to elaborate on each lecture and to facilitate discussions.

Comments for assignments and the final reports are given through email.

Please check your university email account and Hoppii regularly to keep yourself updated.

[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	Film: Liem, Deann Borshay, First Person Plural (2000)
11	Diasporic Homecoming	Homecoming experiences: Japanese Brazilians v. Japanese Americans
12	Between Home and Homeland	Film: Yang, Yonghi. Dear Pyongyang (2005)
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.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Final submission comprises a photo book and evidence of participation (12 submitted contact sheets). Attendance is recorded weekly using visual media (e.g. photograph). Feedback is given through ongoing dialogue between students and instructor during production of the contact sheets and photobook.

[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 Photobook	Making preparations for producing a booklet.
13	Photobook Review	Reviewing reflection and notation in workbooks.
14	Final Photobook Review	Making final improvements to books 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. 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 Hoppii or distributed in class.

[References]

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 12) More than 2 unexcused absences will result in failure of this course.
 Photo book: each student must produce a small photo book (min. 96 pages) that communicates ideas relating to the city and time.
 The final grade is based on: Participation 40% and Photo book 60%. As a variety of predictable and unpredictable factors are involved in the process of creating a photobook, evaluation considers a blend of concept, research, originality, visual communication ability and tenacity.

[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 with photo-editing software and a camera. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera (and wish to use it), 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.

CUA300ZA

Comparative Media

Stevie Tongshun SUAN

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

Day/Period : 金 2/Fri.2

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 Tongshun SUAN

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout).

[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 Tongshun SUAN

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

Day/Period : 木 1/Thu.1

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Students will receive feedback in class and in written form, based on a grading rubric provided to the students (by email or a handout). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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.

CUA300ZA

Media Research

Kukhee Choo

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

Day/Period : 火 5/Tue.5

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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.

Comments/feedback for assignments (tests and reports, etc.) are given during office hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 Final research project & wrap-up & 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'Brian "Top 1% of Mobile Users Use Half of World's Wireless Bandwidth"
 Vinton G. Cerf "Internet Access Is Not a Human Right"

[Grading criteria]

Class participation (10%)
 Class readings summaries/presentation (or equivalent evaluation)(20%)
 Speaking up during class discussions (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.

[Others]

The content of this syllabus may be subject to change.

[Prerequisite]

None.

MAN300ZA

Impact of Artificial Intelligence

Maymay HO

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

Day/Period : 木 4/Thu.4

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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)]

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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

Ai FUKUZAWA

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

Day/Period : 木 3/Thu.3

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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.

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

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.

【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】

Not applicable.

【Prerequisite】

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 : 春学期授業/Spring | Year : 3~4

Day/Period : 水 2/Wed.2

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【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, if classes held face-to-face)”, (c) Biography Paper, (d) Learning Logs (x2), (e) a take-home final. Feedback will be provided via individual face-to-face sessions and/or the Hoppi System.

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 3 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.

Jason, L. A. et al. (2019). Introduction to community psychology. Downloadable free of charge from <https://press.rebus.community/introductiontocommunitypsychology/>

【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” (25%); (c) Biography Paper (15%); and (d) Learning Logs (30%), and (e) Take-Home Final (30%).

【Changes following student comments】

From time to time during class sessions, ideas and opinions are solicited from students re the class structure and format.

【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 assumed and desirable, but not required.

【Prerequisites】

None.

PSY300ZA

Clinical Psychology

Keiko ITO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 火 6/Tue.6

Notes : < 成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[Outline and objectives]

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)]

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. 1. Final Project -presentation

The final 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.

Insightful comments from reaction papers will be introduced in class and used in deeper discussions.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & Guidance.	What do clinical psychologists think and what models do we use?
2	History	The history of psychiatry and clinical psychology.
3	Group project discussion / Library research	Assessment of psychopathology and personality
	Overview of Assessment (1)	Projective tests personality test
4	Overview of Assessment (2)	Intelligence testing
		Neuropsychological assessment, behavioral assessment
		DSM & ICD 10

5	Major Psychiatric Disorder (1)	Anxiety disorder(includes panic/ OCD / PTSD)
6	Major Psychiatric Disorder (2)	Mood disorder (depression / bipolar)
7	Major Psychiatric Disorder (3)	Schizophrenia
8	Developmental Disorders	ADHD Learning disorder Autistic syndrome
9	Culture Issues in Clinical Psychology	Multicultural counseling Therapists' culture identity development
10	Stress management	Stress and its coping methods
11	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.

PSY300ZA

Psychology of Morality

Christopher KAVANAGH

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

This course is designed to introduce students to the major theoretical perspectives and empirical research on the psychology of morality. In recent decades there has been a renaissance in research exploring morality and its associated psychological aspects. Accordingly, this course will focus primarily on psychological research on morality from a variety of fields (including cognitive psychology, comparative psychology, social psychology, developmental psychology, and evolutionary psychology) but will also include discussion of related work in philosophy, animal behavior, economics, and neuroscience. The course is intended to provide an introductory overview to the psychology of morality while also addressing core questions, such as: What is morality? Where does it come from? Do humans have core innate moral intuitions or are they socially learned and culturally dependent? Is there evidence of morality in any other species? By the end of the course, the students will have a greater appreciation of potential answers to these questions and then ongoing debates that surround them.

[Goal]

By the end of the course, students should be able to: (1) recognise and understand the key terms and major theoretical approaches in the psychology of morality; (2) discuss relevant studies and identify the strengths and weaknesses in their methodology and theoretical models; (3) compare and contrast different psychological theories of morality and discuss their application to selected scenarios; (4) critically evaluate the key theoretical approaches and their potential relevance to everyday life and moral judgments.

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

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

[Method(s)]

This course will be taught primarily through a combination of lectures and group discussion. In the first part of the class the lecture will introduce key topics and theories and the group discussions will focus on related readings and issues of debate that will be provided in advance. Over the course of the semester, students will be required to give two oral presentations exploring selected topics on the psychology of morality. The mid term and final exams will consist of questions that will evaluate what you have learnt from this course. Exam feedback will be provided via the Learning Management System.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to Psychology of Morality	Introduction to the course and review of the syllabus. Defining morality.
2	What is morality?	Introducing key psychological theories of morality, including moral foundations theory.
3	Where does morality come from?	Exploring the evolutionary origins of morality.
4	Morality and religion	Examining the complex relationship between religion and morality.
5	Developmental Psychology and Morality (I)	Addressing the evidence for innate moral intuitions in infants.
6	Developmental Psychology and Morality (II)	Examining moral development trajectories through childhood and whether this varies cross culturally.
7	Mid-Term Exam & Review	Mid-Term Exam & Review
8	Emotions and Moral Judgments	Examining the role that emotional responses, especially disgust, play in determining moral judgments

9	Is morality unique to humans?	An examination of comparative studies of morality and what it tells us about human moral systems.
10	Acts vs. Persons, Intentions vs. Consequences	Exploring how we judge the morality of others and the role that intentions and consequences can play.
11	The role of punishment in morality	Examining the role of punishment in moral systems and how it influences psychological responses
12	Mind Perception and Moral Judgment	Examining the role that perceptions of mentality play in morality.
13	Morality and Politics	Exploring the role that moral sentiments play in determining political beliefs.
14	Final Examination & Wrap-up	The final exam covers all the topics from Week 1.

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

Students are expected to complete weekly reading assignments, participate in class discussions, and prepare two group presentations. Preparatory study and review time for this class are at least 4 hours.

[Textbooks]

All readings will be distributed by the instructor.

[References]

Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.
Valerie Tiberius (2014). *Moral Psychology: A Contemporary Introduction* (First Edition), Routledge Contemporary Introductions to Philosophy).

[Grading criteria]

Presentations 20%

Mid-term exam 20%

Final exam 30%

Weekly in-class responses 15%

Active participation 15%

[Changes following student comments]

The course content has been revised due to a new teacher taking over the course.

[Equipment student needs to prepare]

The lecture may be taught online. Student needs to make sure that they have the proper equipment (PC/tablet etc.) to join the meeting.

[Others]

None.

[Prerequisite]

You must have taken and received credits in at least 2 courses in psychology.

LIN300ZA

Syntactic Theory

Peter EVANS

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

Day/Period : 水 5/Wed.5

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

The study of syntax (in particular that of English) via investigation 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 a textbook 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.

Students both submit work for assignments and get comments on this work via “Hoppii”.

【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	Hypothesized Grammars	Grammars as hypothesized by linguists; testing hypothesized grammars
4	Comparing Rules and Theories	Comparing rules that have different implications; comparing grammars that seem to have the same implications
5	Constituency	What constituency is and how to test for it
6	Trees and Tree Relations; Category	Syntactic trees; proforms; antecedents; c-command; categories of words (parts of speech) and of phrases, and category determination
7	Revising Grammars	Refresher in logic; experimentation; bug-fixing and refinements
8	Introducing the Lexicon; Features, Heads and Phrases	The categorial and the subcategorial; features and feature inheritance; exocentric phrases; theta-roles; modification

9	Complements and Adjuncts	Diagnostics for and complications in the distinction between complements and adjuncts
10	Complement Sentences (i)	Embedded sentences; the complementizers <i>that</i> and <i>whether</i> ; clauses versus sentences
11	Complement Sentences (ii)	Finiteness and the Tense feature; TP and CP
12	Invisible Lexical Items	Hidden subjects; dummy subjects; thematic structure
13	Noun Phrase Structure	Noun phrases with quasi-objects and subjects; N-bar and noun complements and modifiers/adjuncts
14	X-bar Theory	Preposition phrase modifiers and P-bar; generalizing across T-bar, N-bar, and P-bar for an abstract X-bar; implications of X-bar for language acquisition

【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. Allow two hours a week for this. Also, weekly assignments, which consolidate what has been covered in class. An assignment might, as an example, ask students to think through the implications of two candidate syntax trees (diagrams of constituent structure) for the same one sentence, and thus to point out why one of the candidates should be discarded. Allow two hours a week for the assignment too.

【Textbooks】

Richard K Larson, *Grammar as Science* (Cambridge, MA: MIT Press, 2010; ISBN 978-0-262-51303-6)

【References】

No additional reading is required.

【Grading criteria】

Work done for assignments: 100%

【Changes following student comments】

Dropping the section on formal arguments (valuable but inessential), dropping the exercises-only weeks, and having not just part of evaluation by weekly assignments but all of it. This frees up a lot of class time: we can slow down in some places but nevertheless cover more material in the course as a whole than in previous years.

【Others】

● <http://tinyurl.com/theoretical-syntax> makes each class slideshow available to anyone, anywhere.

● Though the course has no formal prerequisite, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.

【Prerequisite】

None.

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[Outline and objectives]

The formation of words, with particular reference to English. At first the subject may sound like etymology (the history of words), but it is not: native speakers have a considerable unconscious knowledge of word formation, even without 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. Students both submit work for assignments and get comments on this work via “Hoppii”.

[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, bound bases, formatives, etc
4	Lexeme Formation (ii)	Compounding: headedness, endo-/exocentricity, subordinate/attributive/coordinative compounds
5	Lexeme Formation (iii)	Conversion, infixes, internal stem changes, reduplication, etc

6	Productivity and Creativity	How a prefix or suffix may be newly added to a word or stem inconspicuously and successfully; how new words are created jokily (but rarely with lasting success)
7	Lexeme Formation (iv)	Infixes, circumfixes, parasynthesis, internal changes, reduplication, templatic morphology, subtractive processes
8	Inflection (i)	What inflection is; inflection for number, person, gender, case; accusative vs ergative case systems
9	Inflection (ii)	Inflection for tense, aspect, voice, mood, etc; inflectional classes; inflection versus derivation
10	Typology	How languages differ in morphology, and how they resemble each other
11	Words and Sentences	The relationship between morphology and syntax in certain kinds of construction; clitics; phrasal verbs
12	Sounds and Morphemes	The relationship between morphology and phonology in allomorphs; lexical strata (different phonological and morphological rules for different large sets of words)
13	Theories of Morphology (i)	What morphological rules are; “lexical integrity” (the immunity of morphology from syntactic operations)
14	Theories of Morphology (ii)	Blocking, affix ordering, bracketing (tree) paradoxes, affixal polysemy

[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. Allow two hours a week for this. Also, weekly assignments, which consolidate what has been covered in class. As an example, the assignment for the fourth week in 2020 asked students to do two things. First was to find nouns (such as *uncountry*) created by prefixing a noun with *un*. (This in turn required registering for, using, and familiarizing themselves with english-corpora.org.) Secondly, they had to consider the prefixes *re* and *de* in *report*, *deport*, *receive*, *deceive*, *remit* and *demit*, and decide whether these were the same as those in *rewash*, *rewind*, *reload*, or *debug*, *de-ice*, *derail*; and why they were or weren’t. Allow two hours a week for the weekly assignment too.

[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】

Work done for assignments: 100%

【Changes following student comments】

Evaluation not by examination but instead by weekly assignments. This frees up a lot of class time, thereby allowing us to cover the course material in less of a rush.

【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】

● <http://tinyurl.com/gis-morpho> makes each class slideshow available to anyone, anywhere.

● Though the course has no formal prerequisite, students will need an interest in language, of course; also, a very basic understanding of linguistics (word categories, etc).

【Prerequisite】

None.

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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.**

Submitted assignments and tests are reviewed in detail and commented on in the following week's lecture. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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.

LNG300ZA

English in Asia

Megumi KOBAYASHI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[Outline and objectives]

In this course, students will learn how English is used in Asia. The characteristics or features of English in selected countries in Asia are explored from the perspectives of World Englishes with special reference to socio-historical contexts and educational policies.

[Goal]

Upon completion of this course, students will:

- 1) Become aware of some of the major varieties of Asian Englishes.
- 2) Be able to understand some historical contexts for how English came to be used in Asia.
- 3) Be able to understand some educational contexts for how English is taught in Asia.
- 4) Be familiar with the idea of World Englishes.
- 5) Be able to reflect on their own use of English more objectively.

[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)]

You will be assigned a set of reading materials in advance, which will provide some background information about the issues in focus. A comprehension quiz based on the reading will be given at the beginning of the class to make sure you have a basic understanding of the topic. Then the topic is further explored with additional lectures as well as through pair/group discussions. Audio-visual materials (including movies) will also be introduced to provide actual samples. Toward the end of the semester, students will select a topic/country of their interest and make a presentation in class. Feedback for assignments will be given either individually (paper/LMS) or shared during the class. Actual lesson plans and contents may be modified based on students' progress.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation	Course guidance What is "World Englishes"?
2	English in Asia (1)	Overview (Southeast Asia and ASEAN)
3	English in India	Languages in India, historical background and the role of English, Samples of Indian English (e.g., English Vinglish)
4	English in Singapore	Languages in Singapore, historical background and the role of English, samples of Singlish
5	English in the Philippines	Languages in the Philippines, historical background and the role of English, samples of Filipino English (e.g., Bride for Rent)
6	English in Asia (2)	Overview (East Asia), Comparison of China, Korea, and Japan, introduction to the presentation
7	English in China/Hong Kong	Historical background and the role of English in China, English education, samples of Chinese English (e.g., Rush Hour)
8	English in Korea	Historical background and the role of English in Korea, English education, samples of Korean English (e.g., Please Teach Me English)
9	English in Japan	Historical background and the role of English in Japan, English education, samples of Japanese English (e.g., Last Samurai)
10	Presentation (1)	Student groups will give presentations

11	Presentation (2)	Student groups will give presentations
12	Presentation (3)	Groups of students will make a presentation
13	Presentation (4)	Student groups will give presentations
14	Review	Submit summary, summing up

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

Students are expected to complete the reading assignments before class. Much of the preparation for the end of the term presentation must be done outside of class. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Reading assignments and handouts will be provided by the instructor.

[References]

Kachru, B.B., Kachru, Y., Nelson, C.L. (Eds.) (2006). *The handbook of world Englishes*. Malden, MA, USA: Blackwell.

Murata, K., and Jenkins, J. (Eds.) (2009). *Global Englishes in Asian contexts: current and future debates*. New York, NY: Palgrave.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK: Cambridge University Press.

[Grading criteria]

The final grade will be based on the following criteria: class participation 20%, quizzes 25%, reflection paper 25%, presentation 30%.

[Changes following student comments]

N/A

[Equipment student needs to prepare]

N/A

[Others]

Having a basic understanding of English dialects and sociolinguistics would be useful.

[Prerequisite]

None.

LIN300ZA

Language Policy

Geraldo FARIA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Note that the suggested topics may vary slightly depending on the number of registered students and their interests. Finally, submissions of assignments and their feedback will be via Google.docs (unless students are notified previously).

[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.
8	National Policies on Foreign Language Studies	Mid-term review quiz 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%), assignments 30%, and participation 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.

[Others]

An enthusiasm to investigate (in)formal language policies that affect social justice globally.

[Prerequisite]

None

MAN300ZA

International Business

EYO Shiao Jia

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

Day/Period : 火 3/Tue.3

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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. Feedback is given during class time or through tools such as HOPPII or email. Interactive class participation is encouraged. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 (15%), group presentation (20%) 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.

Knowledge of business or economics is desired.

【Prerequisite】

None

ECN300ZA

International Economics

Ayako SAIKI

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

Day/Period : 火 1/Tue.1

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

This class is an advanced level course of that focuses on the concept of international economics. International economics is concerned with the consequences of international differences in productive resources and consumer preferences and the international institutions (the IMF, WTO, etc.) that oversee and regulate them. It seeks to explain the patterns and consequences of transactions and interactions between the inhabitants of different countries, including trade, investment and transaction. In this class, we focus on trade, but will also touch upon international finance.

Some knowledge of Economics is desired, but not required as long as you will put an extra effort. If you don't understand any concepts, please ask me immediately before falling behind.

I will make a detailed PPT so that you can understand the material. It is important that you do not fall behind. During the semester, there will be 4 quizzes (not pre-announced easy-so-solve mini test) which carries 5 points each (20 total) either before or after the class, depending on the schedule.

【Goal】

The intention of this course is to integrate theory and application of International Economics. At the end of the course, students should be able to read The Economist (UK) and understand the key concepts. Why trade occurs, how it affects our day-to-day lives, why countries sometimes take protectionist measure and who will gain/hurt from those measures, etc. I encourage active discussion in the class, and those who make comments and questions by raising hands during the class would get an extra one point.

【Which item of the diploma 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 evaluation of your performance is based on the exam, an essay, and importantly, in-class participation (active engagement of the class). Submission of essays and feedback will be via the Learning Management System.

Students are expected to participate actively in class. The originality and critical thinking is highly welcome. 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.) Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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	Overview of International Economics and key subjects to cover in this class.
2	Overview of International Trade	Chapter 2 + Handout (TBA)
3	Ricardian Model	Chapter 3: We learn the first generation of theory of why trade occurs using the concept of relative productivity.
4	Specific Factors and Income Distribution	Chapter 4: We learn the income distribution effect of trade based on Ricardian Model
5	Heckscher-Ohlin Model	Chapter 5: We learn how relative factor abundance determines the trade.
6	Standard Trade Model	Chapter 6: We study standard trade model using relative supply and demand

7	Wrapping up	We re-learn the three trade models we covered
8	New trade model (1)	Chapter 7: We study new models of trade using network effect, increasing returns to scale. We also discuss the role of telecommunication and how they reduced the transaction cost.
9	New trade model (2)	Chapter 7: We study the importance of intra-industry trade; vertical integration/horizontal integration; global value chains, etc.
10	The impact of trade on income distribution	We study the real-world example of how trade affects income distribution using an example from India. Reference: Topalova (1999)
11	Trade and exchange rate	Chapter 17: We study how trade affect exchange rate, and vice versa.
12	Trade policy	Chapter 8: We study various tools countries employ to govern international trade (preferential trade agreement, tariffs, import quotas), and how WTO handles them.
13	The infant industry argument	Chapter 11: We learn how developing countries often protect certain industries they want to grow and succeed sometimes (fail sometimes)
14	Political economy and controversy of trade policy	Chapter 10 and 12: We will learn various political aspects of trade policy and discuss their pros and cons.

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

The total study time outside of the class will be about 4 hours.

Two days before the lecture, I will post detailed PowerPoint slides and/or relevant materials of the lecture. You are expected to have a look at the slide before the class (you'll probably need approx. 1.5 hour) – no need to be able to understand everything, but it helps if you identify which part you have difficulties understanding, because other students might be having the same problem at the same part. If you Email me the day before the lecture which part you don't quite understand and you want me to focus on, I highly appreciate it. Then, after the class, you will need approx. 2.5-3 hours (it may have some fluctuation depending on the difficulty of the materials covered and your English proficiency). If you have any questions, do ask me anytime.

【Textbooks】

Required textbook: Krugman, Paul, Maurice Obstfeld and Marc Melitz. International Economics: Theory & Policy 10th ed. (Essex: Pearson Education Limited, 2015) There will be some copies of this textbook in the library.

(for Chapter 10) Topalova, P. (2010) Factor Immobility and Regional Impacts of Trade Liberalization: Evidence on Poverty from India, American Economic Journal: Applied Economics, vol. 2 (4) Oct 2010. Downloadable from <https://www.aeaweb.org/articles?id=10.1257/app.2.4.1>

*this will be used as a benchmark to get an idea of distributional impact of trade, and you do not have to understand all the Econometrics details.

【References】

There will be handout which will be distributed as the course progresses. But here is some interesting link you might want to check from time to time.

<https://www.imf.org/en/Publications/WEO> (IMF: World Economic Outlook

)

• <https://www.cia.gov/the-world-factbook/> (CIA World Factbook)

For those of you who are interested in more advanced reading, I would recommend:

- Caves, Frankel and Jones, "World Trade and Payments," Pearson College Division (Used in Kennedy School of Government, Harvard university (MA Level))

- Rogoff and Obstfeld (MIT Press) "Foundations of International Economics," The MIT Press. (Ph.D. Level, requires advanced math skills)

【Grading criteria】

There will be four non-preannounced mini test (not difficult), which carries 5 points each (20 Total)

Essay (30 points): deadline is the end of the semester, but I encourage you to start early, I will be happy to help you choosing a topic, finding a reference, structuring the paper, etc. PLEASE do not plagiarize. There is a software to detect plagiarized material and when there is a sufficient evidence, you will fail from the class.

Final exam (30 points),

Active participation in the discussion in the class (20 points, 1 point each time you make discussions/questions (needs to be a valid and relevant for the class, of course) It can go up to 30 points).

【Changes following student comments】

Students are strongly encouraged to provide feedback and suggestion regarding the course, either during the class or by Email/during office hours.

【Others】

(1) Attendance

Attendance is important in this course. There will be four quizzes (not pre-announced mini tests) during the semester.

(2) Academic Integrity

You are expected to be honest in all of your academic work. Allegations of alleged academic dishonesty will be subject to sanctions, including failing.

(3) Disability Statement

If you are a student who needs accommodations, please talk with me and present your letter of accommodation as soon as you can. In order to provide test accommodations, I need the documentation over 48 hours in advance; accommodation cannot be made retroactively. If you have questions about documenting a disability or requesting accommodations, please contact the Administration Office and talk to me immediately as the class starts.

【Prerequisite】

None

MAN300ZA

International Finance

Ayako SAIKI

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[Outline and objectives]

The course is an advanced class to learn key concepts of international finance. We cover topics such as foreign exchange market, exchange rate fluctuation, exchange rate regime, national income, the balance of payments, money flows and price levels; capital flows and rapidly internationally integrated financial markets; monetary and fiscal policy in open economies; international macroeconomic interdependence and policy coordination; supply relationships, inflation, and nominal anchors for monetary policy; currency unions, the determination of exchange rates in international money markets; and international portfolio diversification.

[Goal]

You should be able to apply theories we learn in the class in a real-world phenomenon, such as exchange rate movement, balance of payment crisis, financial globalization (goal: being able to understand the semi-annual IMF's World Economic Outlook, Chapter 1-3 for example)

[Which item of the diploma 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 evaluation of your performance is based on the exam, an essay (Submission of assignments and feedback will be via the Learning Management System) and importantly, in-class participation (active engagement of the class). Students are expected to participate actively in class. The originality and critical thinking is highly welcome. 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 to the class	Overview of International Finance; The importance of studying this course; The key concepts that we will learn in this class.
2	National Income and Balance of Payments	Chapter 13: We will learn the basic concept of international accounting exercise; foreign transactions (BoP) and NIPA (dealing with both foreign and domestic account).
3	Exchange Rate Regimes (1)	Chapter 18: We will learn different exchange rate systems and how they have developed over time since the end of the World War II. - Relevant cases
4	Exchange Rate Regimes (2)	Chapter 19: We will assess to the benefits and costs of the world's largest currency union, Euro; Dollar's dominance and Chinese Renminbi's ambition to become the International Currency. Supplementary Reading: Frankel, J. (1999), No Single Currency Regime is Right for All Countries or At All Times, NBER WP, Downloadable from https://www.nber.org/papers/w7338
5	Exchange Rate Determination: An Asset Approach (1)	Chapter 14: We will learn the relationship between interest rate and exchange rate under the floating exchange rate regime. (No-Arbitrage Condition, Covered Interest Parity Condition)

6	Exchange Rate Determination: An Asset Approach (2)	Chapter 15: A continuation of Week 5.
7	Exchange Rate Determination: Purchasing Power Parity	Chapter 15: A continuation of Week 5. Chapter 16: We will learn one of the most popular and intuitive models to assess the long-term direction of exchange rate movement.
8	Purchasing Power Parity (2)	We learn the most basic and widely used model to assess the current exchange rate is over-valued or under-valued. Additional reading: The Economist, Burganomics https://www.economist.com/big-mac-index
9	Fixed exchange rate system	We learn how the central bank fix exchange rate, and why some countries adopt currency substitution.
10	Financial Globalization: Opportunity and Crisis	We will learn how the global financial markets are strongly connected, and its pros (such as being able to borrow from abroad) and cons (contagious financial crisis)
11	How to Regulate Financial Globalization	Sometimes excessive capital flows cause problem later on, especially for emerging economies. Material: Habermeier, K. Kokenyne, A & Baba, C (2011). "The Effectiveness of Capital Controls and Prudential Policies in Managing Large Inflows," IMF Staff Discussion Notes 2011/014, International Monetary Fund.
12	Digital Currencies and the Future of Global Monetary System	The prevalence of digital currency such as Libra imposes policy challenges on policymakers around the globe. We will learn what they are and how they try to tackle the problem. Materials: https://www.imf.org/en/News/Articles/2020/10/30/sp103020-new-forms-of-digital-money https://www.youtube.com/watch?v=Qs-i_EO6OI&authuser=1 (watch only introductory part before the class)
13	Financial markets in advanced and emerging economies; the dollar's dominance in the world financial market	We will learn key differences between advanced and emerging economies' financial markets, focusing specially on the role of the dollar.
14	The Digital Disruption (Future of Finance)	- Cryptocurrencies - AI and automation - Universal Income - Brexit

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

Two days before the lecture, I will post detailed PowerPoint slides and/or relevant materials of the lecture. You are expected to have a close look at the slide before the class (approximately 1.5 hour or so) – no need to be able to understand everything, but it helps if you identify which part you have difficulties understanding, because other students might be having the same problem at the same part. If you Email me the day before the lecture which part you don't quite understand and you want me to focus on, I highly appreciate it. Then, after the class, you will need approx. 2.5-3 hours (it may have some fluctuation depending on the difficulty of the materials covered and your English proficiency). If you have any questions, do ask me anytime.

[Textbooks]

Required textbook: Krugman P. R., Obstfeld M. and Melitz M. (2018). International Finance: Theory and Policy (11th Edition). Pearson Education. Some copies will be available from the library.

[References]

IMF: World Economic Outlook (semi-annual), especially Chapter 1-3
CIA World Factbook (Useful when writing an essay): <https://www.cia.gov/the-world-factbook/>
For students who want to study more:
- Caves, Frankel, & Jones (2007). World Trade and Payments (10th Ed)
- Rogoff and Obstfeld (1996), Foundations of international macroeconomics (standard Ph.D. level textbook, requires math skills).

I strongly recommend to subscribe/read The Economist (UK) and the Financial Times (UK)

[Grading criteria]

Quizzes (20 points), Essay (20 points: deadline is the end of the semester, but I encourage you to start early), Final exam (40 points), participation in the class (for every questions and comments, you will get one point).

When writing an essay, please do not plagiarize. There is a software for plagiarism detection, and when you do plagiarize, you will get the failing grade for this class.

[Changes following student comments]

Your feedback will be highly appreciated, either during the class, during my office hours (TBA), or Emails.

[Equipment student needs to prepare]

Not applicable.

[Others]

(1) Attendance is important in this course. There will be four quizzes (not pre-announced mini tests) during the semester.

(2) Academic Integrity

You are expected to be honest in all of your academic work. Allegations of alleged academic dishonesty will be subject to sanctions, including failing.

Disability Statement

If you are a student who needs accommodations, please talk with me and present your letter of accommodation as soon as you can. In order to provide test accommodations, I need the documentation over 48 hours in advance; accommodation cannot be made retroactively. If you have questions about documenting a disability or requesting accommodations, please contact the Administration Office and talk to me immediately as the class starts

Students who have taken Macroeconomics I or equivalent are preferred.

[Prerequisite]

None.

MAN300ZA

Supply Chain Management

Kayhan TAJEDDINI

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 木 5/Thu.5Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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 will be lecture, case, and discussion based. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. 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 materials you will learn more during the discussions and will be successful at the assignments.

Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

[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	Midterm Exam
8	Layout Strategies	Layout Strategies
9	Human Resources, Job Design, and Work Measurement	Human Resources, Job Design, and Work Measurement
10	Supply-Chain Management	Supply-Chain Management
11	Outsourcing as a Supply Chain Strategy	Outsourcing as a Supply Chain Strategy
12	Inventory Management	Inventory Management

11	Aggregate Planning Material Requirements Planning (MRP) and ERP	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, Pearson 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

MAN300ZA

【休講】 Services Marketing

John MELVIN

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【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, the service experience, 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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【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 for organizations in developing new services
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 in facilitating consumer value creation, including intercultural sensitivity
11	Case Study	Exploring the impact on tourism of the coronavirus and possible recovery paths
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.

The Week 10 lecture on service delivery now considers staff intercultural sensitivity.

【Others】

Although not essential, students are strongly encouraged to have taken at least one other tourism-related courses, such as the 100-level 'Introduction to Tourism Studies', the 200-level 'Event Management' and 'Tourism Development in Japan' courses or 300-level 'Cultural Tourism' course.

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.

MAN300ZA

Corporate Social Responsibility

Sairan HAYAMA

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

他学部公開： グローバル： 成績優秀： 実務教員：

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

[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.

MAN300ZA

Corporate Social Responsibility

Sairan HAYAMA

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

他学部公開： グローバル： 成績優秀： 実務教員：

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

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【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】

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

【Others】

Although not essential, this course will be easier for students who have taken other tourism-related courses, such as the 100-level 'Introduction to Tourism Studies' or the 200-level 'Event Management' course.

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.

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 how children learn to read and write.
2. Understand how to link picture books with curriculum.
3. Develop curriculum of CLIL using picture books.

【Which item of the diploma 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 how children learn to read and write in the learning language and how teachers should design foreign language class to facilitate them to read and write by using picture books and CLIL. Each students are to create and submit lesson plans and demonstrate it in class. Feedback will be given on students' performance through the whole process of creating the lesson plan and conducting the micro-teaching session in each class, and its effectiveness will be reflected on by all students in class. The final assignment for the completion of this course is required to revise the lesson plans. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 Children Learning L2: Literacy (1)	Phonological awareness and children's development
3	Issues in Children Learning L2: Literacy (2)	For starting to read and write in English
4	Issues in Children Learning L2: Picture books	Development of Children's literacy-picture books
5	Issues in Children Learning L2: Stories (1)	Learning through stories
6	Issues in Children Learning L2: Stories (2)	Language and stories

7	Lesson Planning (1)	Curriculum development (1)
8	Micro-teaching (1)	Micro-teaching (1), review and discuss(1)
9	Issues in Children Learning L2: CLIL	Introduction of CLIL
10	Issues in Children Learning L2: CLIL with picture books	CLIL and picture books
11	Issues in Children Learning L2: Assessment	CLIL and assessment
12	Lesson Planning (2)	Curriculum development (2)
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.

【References】

1. Coyle, D., Hood, P., Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge.
2. Dale, L. and Tanner, R. (2012). CLIL Activities: A resource for subject and language teachers. Cambridge University Press.
3. Mehisto, P. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. MacMillan Education, Limited
4. Jalongo, M. R. (2004). Young children and picture books. Naeyc.
5. Fresch, M. J. and Hakins, P. (2009). The power of picture books: Using content area literature in middle school. NCTE.
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

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 弘典・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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【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.

Comments for assignments are given during class and office hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 United States and the Asia-Pacific	Examining US foreign and security policies with special reference to the Asia-Pacific region
3	China and the Asia-Pacific I	Examining China's foreign and security policies with special reference to the Asia-Pacific region
4	China and the Asia-Pacific II	Examining China's foreign and security policies with special reference to the Asia-Pacific region
5	Japan and the Asia-Pacific I	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
6	Japan and the Asia-Pacific II	Examining Japan's foreign and security policies 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	Review and 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】

Yahuda, Michael. *The International Politics of the Asia Pacific*. Fourth and revised edition. Routledge, 2019.

Connors, Michael K., Davison Rémy and Dosch, Jorn (eds), *The New Global Politics of the Asia-Pacific*. Third edition. Routledge, 2017.

Dent, Christopher M. *East Asian Regionalism*. Second edition.

Routledge, 2016.

Shambaugh, David and Yahuda, Michael (eds), *International Relations of Asia*. Second edition. Rowman & Littlefield Publishers, 2014.

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.

【Grading criteria】

Contribution to discussion (10%), Mid-term Examinations (45%), Final Essay (45%)

【Changes following student comments】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Course materials will be delivered via the Hoppii.

【Others】

none.

【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 : 春学期授業/Spring | Year : 3~4

Day/Period : 金 4/Fri.4

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 and political systems, democratic and authoritarian regimes; political development; political culture; political processes; 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 constitutions, branches of government, subnational government, elections and political parties. Government and politics, together with brief histories, of the following countries will be studied and compared: Japan, United Kingdom, Germany, United States, France, Russia, China, India, Mexico, Nigeria, Iran and possibly also Turkey.

【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 - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 & 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	Politics in Turkey; Exam	Ch. 11, McCormick + recent article on Turkey; final exam

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

Before class, students should study the required readings and work on the assignment (individual or group) 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 is 2 hours for each class session, but group work may entail an additional 30 minutes.

【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.

【Others】

It is recommended that participants have taken at least a basic course in politics or an introductory course in comparative politics in previous semesters.

【Prerequisite】

None.

POL300ZA

Globalization and Political Change

Jenny De Asis BALBOA

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course aims to shed light on the current global political trends and transformations. In the second half of the decade of 2010s, we had seen an unexpected stream of political changes. It includes the election of Trump as US President and its costly legacy in the domestic and global politics, the emergence of populist and authoritarian leaders in Europe and Asia, the UK's vote for Brexit and the uncertainty after the referendum, the resurgence 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 implications on the political structure. Recently, the COVID-19 pandemic and the health and economic crisis it generated significantly changed our lives, while deepening the economic equality and tensions that we experienced before, and potentially exacerbating global divisions. These issues need thorough examination and reflection since they significantly affect our future, the future of democracy, and the rules-based international order. 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 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.

This course will help you develop deeper understanding of contemporary political issues, and strengthen your ability in analyzing the political impact of crucial global events. In relation to these, we will engage in exercises that will improve your critical thinking skills, as well as help you effectively communicate your ideas and personal reflections of reading materials and current events. You will be writing reflective essays for your mid-terms and final examinations. We will also have Active Learning Tasks composed of class debates and individual student report to apply what you learned, and enhance your presentation skills.

To receive credit from the class, you need to attend the lectures, participate in the Active learning tasks, and pass the mid terms and final examinations, which require you to read and reflect on the materials provided.

【Which item of the diploma 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, such as debates and discussions. To make the class more lively and interesting, you are encouraged to participate actively and share your opinion regarding the topic of the day and the reading materials. The first half of the course tackles the nature, impact and consequences of globalization. The second half of the course examines the recent trends and future direction of globalization and politics.

Submission of assignments and feedback will be via the Learning Management System. Insightful comments from reflective essays will be introduced in class and used in deeper discussions.

【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.
2	Impact and Consequences of Globalization (a)	Definitions of globalization Debates on the nature and consequences of globalization.
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: Class Debate on the Impact of Globalization
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)	Post-truth politics
9	Individual student report	Active learning task 2: Student Report
10	The Future of Globalization and Politics	Globalization in the Post-Covid World
11	New Policy Strategies (a)	Social Protection as a Critical Agenda in the Post-Covid World/ New Normal
12	New Policy Strategies (b)	Active learning task 3: Round Table Discussion on Globalization, the Pandemic and government strategies in handling the health and economic crisis
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	【Equipment student needs to prepare】 None. 【Prerequisite】 None.
	<p>【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.</p> <p>【Textbooks】 Class materials will be provided by the Instructor.</p> <p>【References】 Arendt, Hannah. 1967. Truth and Politics. The New Yorker. February 25, 1967. Accessed at https://www.newyorker.com/magazine/1967/02/25/truth-and-politics Frieden, Jeffry. 2017. The Politics of Globalization and Backlash: Sources and Implications. Conference Paper, American Economics Association, January 6, 2018. https://institute.global/policy/high-tide-populism-power-1990-2020 https://scholar.harvard.edu/files/jfrieden/files/the_political_economy_of_the_globalization_backlash.pdf Huntington, Samuel. 1991. Democracy's Third Wave. Journal of Democracy. Spring 1991. Huntington, Samuel. 2011. "The Clash of Civilizations?" In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics. (pp. 159-166) Kyle, Jordan and Brett Meyer. 2020. High Tide? Populism in Power, 1990-2020. Tony Blair Institute for Global Change. Accessed at https://institute.global/policy/high-tide-populism-power-1990-2020 Milanovic, Branko. 2016. Global Inequality. Cambridge, Massachusetts, London: The Belknap Press of Harvard University Press. Chapters 1& 3. Milner, Helen. 2018. Globalization and its Political Consequences: The Effects on Party Politics in the West. APSA Conference Paper, 2018. https://scholar.princeton.edu/sites/default/files/hvmilner/files/milner_globalization_political_consequences.pdf Rodrik, Dani. 2000. "Has Globalization Gone Too Far?". In The Global Transformations Reader. David Held and Anthony McGrew (Eds). Polity Press. Chapter 28. Sen, Amartya. 2004. "How to Judge Globalism." In The Globalization Reader. Frank Lechner and John Boli (Eds). Blackwell Publishing Sen, Amartya. 2004. "Universal Truths: Human Rights and Westernizing Illusion". In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics. Zakaria, Fareed. 1997. The Rise of Illiberal Democracy. Accessed at https://www.foreignaffairs.com/articles/1997-11-01/rise-illiberal-democracy</p>		
	<p>【Grading criteria】 Grading Criteria: 1) Midterms examination - 30% 2) Final examination - 30% 3) Active Learning Tasks - 30% 4) Class participation - 10% Notes: a) 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. b) 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.</p> <p>【Changes following student comments】 The active learning tasks may change depending on class size.</p>		

POL300ZA

Peace Building

Aigul KULNAZAROVA

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

Day/Period : 水 4/Wed.4

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course explores the emerging field of peacebuilding in international relations, with a focus on the social, economic and political dynamics of war and peace, conflict prevention and resolution, use of force, and others. The course is designed for upper-level undergraduate students specializing in global studies, international relations, security and similar programs. Building on lectures, seminar discussions and conceptual/analytical reflections on the weekly readings, it aims to enhance understanding of critical issues and challenges related to international peacebuilding processes, as well as their transformation in today's global politics. Course readings are mainly selected from academic journals and research monographs. This is a student-centered course in which the student learning experience forms the core of each class.

【Goal】

By the end of the course, successful students will be able to link theory with policy issues. In particular, they will be able to:

- Explain various conceptual and theoretical frameworks of peacebuilding in international relations;
- Analyze the legal, political and ethical aspects of armed conflicts and their resolution in accordance with international law;
- Identify links between humanitarian interventions and prospects for sustainable peacebuilding;
- Understand the growing role of humanitarian factors as well as their specific challenges and constraints in post-conflict peacebuilding;
- Integrate knowledge, skills and competences in peace and conflict studies, international relations, international law, and the emerging field of peacebuilding;
- Enhance independent research skills, including academic writing, critical thinking and analytical presentation 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 teaching methods of this course will combine lectures and seminar discussions with active learning tools designed for each class. In addition, feedback will be provided after student presentations, discussions, debates, and group work (“good”, or “what needs to be improved”, etc.). Detailed written comments for the discussion and final term papers will be provided individually. These comments will be sent by email or posted on the designated course website within 1-3 weeks of submission. The class will meet once a week for 100 minutes. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 the course syllabus: weekly readings, assignments, grading requirements, etc. What is peacebuilding? Elements of peacebuilding
2	Peace and Peacebuilding in International Relations	Positive and negative peace Theoretical diversity (realism, liberalism, constructivism, cosmopolitanism, critical theory) Practical approaches to peace: preventive diplomacy, peacemaking, peacekeeping and peacebuilding
3	Conflicts	Definition of armed conflicts under international law Civil conflicts in the post-Cold War period Conflict analysis and conflict complexes
4	Prevention	What is conflict prevention? Early warning signs Instruments for conflict prevention
5	Mediation and Negotiation	Mediation Negotiation Peace agreements
6	Use of Force	General prohibition of the use of armed force Special cases of the use of armed force in response to mass atrocities: - UN Security Council: Chapter VII - UN General Assembly: "Uniting for Peace"
7	Humanitarian Intervention	Political and legal issues of humanitarian interventions - de lege lata and de lege ferenda Moral and ethical aspects of humanitarian interventions Structural problems of humanitarian interventions
8	Coercion and Enforcement	Sanctions Peacekeeping operations Peace enforcement: R2P Case study: The "New UN Peacekeeping" in Cambodia
9	Peacebuilding: International and Regional Frameworks	Role of international organizations The UN in peace processes Regional peacebuilding architectures
10	Peacebuilding: Local Contexts and Development	Role of "The Local" in peacebuilding Resources and processes Dilemmas of humanitarian relief
11	Peacebuilding: Human Security, Human Rights and Governance	Human security - human rights synergy: article 28 of the UDHR Dimensions of human security: UNDP Human Development Report 1994 Human security - peacebuilding nexus

12	Peacebuilding: Women and Security	Feminist approaches to peace and peacebuilding Human security, women's security and gender justice UN Security Council resolution 1325
13	Challenges of Peacebuilding for the 2020s and Final Case Study Presentations	New forms of violence Terrorism, revolution and unconventional warfare Gendering international affairs Climate challenges Global health: era of pandemics? Peer evaluation of final presentations
14	The Future of Peacebuilding and Final Case Study Presentations	Group discussion of course topics Peer evaluation of final presentations

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

Preparatory study and review time for this class are 2 hours per week. In addition, each assignment will require 2 to 5 hours of preparation each week, including discussion papers, final term projects and other activities.

[Textbooks]

There are no required textbooks for this course. Handouts and readings such as journal articles, primary and other texts will be posted on the department's website.

[References]

- Richard K. Betts, *Conflict After the Cold War: Arguments on Causes of War and Peace*, 5th ed. (Routledge, 2017).
- Henry F. Carey, *Peacebuilding Paradigms: The Impact of Theoretical Diversity on Implementing Sustainable Peace* (Cambridge University Press, 2020).
- Mary Kaldor, *New and Old Wars*, 3rd ed. (Cambridge : Polity, 2012).
- Aigul Kulnazarova and Vesselin Popovski, *The Palgrave Handbook of Global Approaches to Peace* (Palgrave Macmillan, 2019).
- Roland Paris, *At War's End: Building Peace after Civil Conflict* (Cambridge University Press, 2004).
- Oliver P. Richmond, *Peace in International Relations* (Routledge, 2006).
- Peter Wallensteen, *Understanding Conflict Resolution*, 5th ed. (Sage, 2019).

[Grading criteria]

Participation: 25%

Participation does not mean only attendance. It includes both consistent attendance and good preparation for class discussions based on weekly readings, lecture topics, and contributions to group activities. Active participation in class discussions, as well as critical assessment of the assigned course reading and peer interpretations are essential to ensure the success of the course and its learning outcomes.

Discussion Paper: 25%

In addition to weekly regular reading, each student will have to discuss 1-2 journal articles on designated days. Each student should critically discuss selected journal article(s) and submit core points on 3 double-spaced pages. The discussion paper should focus on the theoretical knowledge and empirical evidence related to the argumentation of the article(s), assess whether the author succeeds in his/her goals, and establish links to other topics.

Final Case Study Project: 50% (20% for presentation, 30% for paper)

The final case study project will have two parts: an in-class analytical presentation of the case study and a research paper. The presentation will be evaluated based on (1) content, (2) use of class readings and other literature, and (3) time management. Presentations will be scheduled for the 13th and 14th week of the semester. The research paper should focus on a specific aspect of conflict - prevention, intervention, resolution, post-conflict peacebuilding. It will be assessed based on (1) clear statement of the research question and argument, (2) ability to use evidence, (3) presentation of counter-arguments, counter-facts, etc. in support of the main thesis using both course materials and other sources. The paper format is 10 double-spaced pages, including references and notes. Final case study papers must be submitted by week 14. For each day of late submission of the paper, the grade will be reduced by 0.25 points.

[Changes following student comments]

Not applicable

[Equipment student needs to prepare]

PC for class use when needed (no smartphones and other digital devices will be allowed without permission)

[Others]

Final grade:

Please note that your final grade will be calculated based on your participation, discussion paper and final case study project (see, "Grading Criteria"). In no case will your final grade be assessed for just one component. In addition, failure to complete one of the components will result in course failure. Remember that your final grade is the accumulation of points earned during the semester. Please plan your learning goals ahead of time, including expected grades for the course.

Course syllabus:

This is an abridged version of the syllabus for prior reference. A detailed syllabus with weekly readings and assignments will be shared at the beginning of the semester.

Previous course participation:

Although no prerequisites are required for the course, previous participation in international relations and/or international law, international security, human rights, global politics is highly recommended.

[Prerequisite]

No course prerequisites are required.

POL300ZA

International Development Policy

Ippaita NISHIDA

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

Day/Period : 火 4/Tue.4

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Insightful comments from papers will be introduced in class and used in deeper discussions.

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. This year, we aim to assess the impact of COVID-19 on SDGs. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 *on-line
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)

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.

But, access to PC/electric device and Wi-Fi may be required, as the class may need to be held on-line (e.g. first class).

[Others]

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.

Also, week 1 attendance is mandatory to register for this class.

[Prerequisite]

None(see “Others” for recommended classes).

SES300ZA

International Environmental Policy

Gregory TOTH

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 3~4
Day/Period : 月 6/Mon.6

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

The world continues to face global environmental challenges – climate change, deforestation, biodiversity loss and pollution, among others. As a response, different international initiatives are being implemented, resulting in a variety of agreements, laws, regulations and other policy mechanisms. This course focuses on international environmental policy (IEP), and explores the motivations, challenges and opportunities of IEP actions, taking into consideration the role of multilateral organizations (e.g. the United Nations), governments, corporations, NGOs and local communities. The course includes in-depth analysis of particularly relevant IEP arrangements in the areas of agriculture, forestry, biodiversity, climate, urbanization and trade.

【Goal】

The main goals of the course are to:

- provide a basic understanding of current global environmental problems
- develop critical thinking regarding international policy mechanisms to tackle environmental problems
- enhance students' ability to understand the risk, uncertainty and complexity embedded in IEP
- to cultivate students' capacity to critically assess the motivations, challenges and opportunities related to IEP actions
- learn to work collaboratively with other classmates in the elaboration and presentation of a group project.
- improve basic professional skills regarding self-organization, planning, time management, and respect for diversity in points of view.

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

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

【Method(s)】

The course consists of short lectures and interactive class discussions and presentations in which students address, from a critical perspective, the topics covered each week (prepared prior to class). At the end of the course, students have the opportunity to present their (group) project and discuss it in class. Feedback will be given through class discussion and in response to submitted assignments and individual requests.

【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	Environment	Background of global environmental issues and efforts to curb them; local and indigenous communities
3	Environmentalism	History of environmental movement and significant milestones
4	Policy	What and how of policy analysis
5	Env. Policy -Government I	Role of global institutions, e.g., United Nations; WTO; etc.; Sustainable Development
6	Env. Policy -Government II	Deeper exploration of environmental treaties, agreements, conventions, etc., e.g., Convention on Biological Diversity, carbon credits
7	Env. Policy -Government III	International Environmental Law in action
8	Env. Policy - Private	Corporate Social Responsibility; Environment, Social, and Governance; Greenwashing
9	Env. Policy -Nongovernment	Importance of non-governmental organizations, e.g. CGIAR (Consultative Group on International Agricultural Research); Certification schemes

10	Agroforestry	Policy analysis of sustainable farming model and development impacts; carbon sequestration
11	Review	Preparations for presentations; question and answer
12	Student Presentations I	Students present their (group) project and discuss it with the class
13	Student Presentations II	Students present their (group) project and discuss it with the class
14	Conclusion	Reflections on the course and the way forward for int. env. policy

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

Reading of materials identified (and often provided) by the instructor; Preparation of discussion talking points and questions; Group report/presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Global Environmental Politics 8th Edition,
by Pamela S. Chasek (Author), David L. Downie (Author)
(available and recommended in electronic format)
ISBN 9780367227623 / ASIN : B08P63C8G3
Published by Routledge

【References】

Various references will be noted within the course materials.

【Grading criteria】

Students will be evaluated on the basis of class participation (40%) and a final review report/presentation (35/25%). Class participation will be judged based on attendance, preparation of questions/comments for discussion, and peer review during group work scenarios.

【Changes following student comments】

Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】

Computer

【Others】

Instructor reserves the right to adapt this syllabus as they deem fit during the course of the semester.

【Prerequisite】

none

POL300ZA

Global Political Economy

Nathalie CAVASIN

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

Day/Period : 水 1/Wed.1

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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 new political economy landscape of the Covid-19 pandemic, on climate change and energy policy among others topics. 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 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 report every two weeks 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 feedback (eventually oral feedback and mini-discussion with the professor in class or through video conferences (using Zoom), depending on the numbers of students) by the professor. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 - 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	Economic development (Chap. 11)

9	Discussion and debate Submission of the Book Review Essay - Submission (group 1)	Gender (Chap. 10)
10	What are the most challenging environmental issues today in the world? Essay-Presentation (group) Essay - Submission (group 2) Ideas on global political economies	Global environmental changes (Chap. 12)
11	Essay-Presentation (group) Looking at the security in political economy Essay - Submission (group 3)	Security (Chap. 14)
12	Essay-Presentation (group) How the domestic and international politics determine have an impact on the global economy is functioning Essay - Submission (group 4)	Theoretical perspectives on global political economy (Chap. 13)
13	Essay-Presentation (group) Submission of the last assignment (critical review of an academic paper)	Governing the global political economy I (Chap. 15)
14	Discussion on how the domestic and international politics determine have an impact on the global economy is functioning	Governing the global political economy II (Chap. 15)

[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(15%)

Participation (news debriefing report and one news report presentation) (20%)

Book Review (20%) (Submission by email on Class 9)

Essay (30%) (Submission by email from Class 9 to to 12(according to group number)

(Final: Written assignment- critical review of an academic paper) to be submitted by email during the class 13 (15%)

[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.

発行日：2021/5/1

【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

Kiyoshi ADACHI

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

Day/Period : 月 2/Mon.2

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブ
サイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注
意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

This course aims to provide students with a basic understanding of international law, with a particular emphasis on the impact that international law instruments and practices have on national laws and policies. The course begins with an introduction to general principles of international treaty and customary law, examining important cases and doctrines that have developed over time. The first part of the course will conclude with a framework of analysis that students may consider in assessing both the respective merits and limitations of international law instruments. The second part of the course will look at how international law has attempted to shape the world we live in by examining selected areas where it has tried to influence human behavior, including security, human rights, the environment, health, trade/investment and other commercial issues, and the global commons.

【Goal】

At the end of the course, students should be able to have a basic understanding of international law instruments, with an emphasis on recognizing the impact and limitations of treaties in their historical, economic, social and political contexts.

【Which item of the diploma 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 conducted using lectures, group discussion and one negotiation simulation exercise. Students are encouraged to submit paper outlines and drafts of the term paper for feedback by the end of June. The class will have the opportunity to provide feedback to each other after the simulation exercise. Students will need access to the Internet in order to access some of the cases, treaties and articles. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to International Law	How Does International Law Differ from National Law? Sources of International Law Codified Treaty Law – By Whom, and How, are Treaties Made? Customary International Law – The <i>Paquete Habana</i> case
2	Treaties	A Brief History of Treaties The Vienna Convention Key Elements of Treaties – a Framework for Analysis
3	Treaties	A Brief History of Treaties The Vienna Convention Key Elements of Treaties – a Framework for Analysis
4	Treaties Related to Security and Humanitarian Issues	Treaties and Wars – Versailles, Potsdam and San Francisco The UN Charter The Geneva Convention The 1951 Refugee Convention and 1967 Protocol The Comprehensive Nuclear-Test-Ban Treaty

5	Treaties Related to Security and Humanitarian Issues	Treaties and Wars – Versailles, Potsdam and San Francisco The UN Charter The Geneva Convention The 1951 Refugee Convention and 1967 Protocol The Comprehensive Nuclear-Test-Ban Treaty Universal Declaration of Human Rights
6	Human Rights	International Covenant on Economic and Social Rights International Covenant on Civil and Political Rights Convention on the Elimination of All forms of Discrimination against Women
7	Mid-Term Examination	In-class examination
8	Health-related Treaties	The UN Drug Control Conventions (1961, 1971 and 1988) Framework Convention on Tobacco Control
9	Treaties on Economic, Commercial and related Issues	The WTO Agreements Multilateral Agreement on Trade in Goods Agreement on Trade-related aspects of Intellectual Property Rights Policy Space and Developing Countries Bilateral and Plurilateral Preferential Trade and Investment Agreements US, Japanese and European Bilateral Agreements, CPTPP Interface between Commercial and other Issues Case Study: Plain Packaging of Tobacco Products in Australia
10	Treaties on Economic, Commercial and related Issues	The WTO Agreements Multilateral Agreement on Trade in Goods Agreement on Trade-related aspects of Intellectual Property Rights Policy Space and Developing Countries Bilateral and Plurilateral Preferential Trade and Investment Agreements US, Japanese and European Bilateral Agreements, CPTPP Interface between Commercial and other Issues Case Study: Plain Packaging of Tobacco Products in Australia
11	Environmental Treaties	CITES, Convention on Biological Diversity, UNFCCC <i>Group Simulation Exercise</i>
12	Environmental Treaties	CITES, Convention on Biological Diversity, UNFCCC <i>Group Simulation Exercise</i>
13	Global Commons	Law of the Sea – UNCLOS and ongoing negotiations Outer Space, Antarctica
14	Wrap-Up	The Possibilities and Limits of International Law

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

Students are expected to attend classes and read weekly assignments ahead of the session for which it is assigned.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Klabbers, *International Law*, Cambridge University Press.
case readings, treaty text, articles as assigned

【References】

Suggested reference material will be provided in class

【Grading criteria】

1 Mid-Term Examination 35%

1 Paper 40%

Group Work and Participation 25%

Class attendance will be reflected in the score for group work and participation.

【Changes following student comments】

n/a

発行日：2021/5/1

【Prerequisite】
None.

SOC300ZA

Law in a Globalizing World

Gregory TOTH, Kelesha NEVERS

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

Day/Period : 月 6/Mon.6

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[Outline and objectives]

As nations and peoples continue the trend of globalization, legal issues become increasingly more complex. This course provides an overview of this trend, investigating similarities, differences, changes, and challenges experienced by an array of stakeholders as new issues arise and views on existing issues converge in some ways and diverge in others. Specific discussion topics include, but are not limited to, human rights, crime, the environment, international institutions, and conflict of laws.

[Goal]

Upon completion of this course, students should be able to discuss and analyze the legal aspects of specific problems in a globalizing world. Through discussion and debate, students will develop their ability to grasp and analyze different opinions, as well as predict counter-arguments. Through the creation of a final report and related presentation, students will enhance their ability to develop and logically present their ideas, while reflecting on peer 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 will be taught through a combination of lecture- and seminar-style classes. Students are required to attend class prepared to participate in discussion. Students are also required to make one main and one or more smaller presentations and submit a final report on the topic of their main presentation, which should reflect class discussion and peer feedback. Instructor feedback will be given during class discussions, through commentary on errors and correct responses found in the assignments, and in response to individual requests. Assignments submitted on the online dashboard will receive individualized comments on the strengths and weaknesses of the submissions.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction (Toth)	Course guidance and general introduction to the role of law in a globalizing world. Overview of the discussion topics.
2	What is Law? What is Globalization? (Toth)	Defining law and globalization; What are the causes and impacts of globalization? International organizations
3	How does globalization of the law affect national legal systems? (Toth)	Hard law versus soft law; international organizations; reputational harm
4	Freedom of Expression and Religion (Toth)	Comparative analysis of free speech and the right to worship (or not) as one chooses.
5	Right to Life (Nevers)	Comparative analysis -death penalty; International declarations
6	Gender Issues (Nevers)	How does globalization change/impact gender roles? Empowerment; disenfranchisement
7	Crime and Enforcement (Nevers)	Comparison of criminal justice systems; Are we more or less safe in a globalizing world?
8	Humanitarian Law (Nevers)	Crime and punishment in war time
9	Right to a Healthy Environment (Toth)	Global treaties and other agreements protecting the environment; sustainable development
10	Freedom to Trade (Toth)	WTO and investment treaties; local and regional impacts; detractors

11	What does the future hold for globalization? (Nevers and Toth)	Fragmentation / Convergence; inevitability vs nationalization.
12	Presentations (Nevers and Toth)	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
13	Presentations (Nevers and Toth)	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
14	Wrap-Up the semester (Nevers and Toth)	Discussion and peer feedback

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

Students are required to complete the reading assignments and prepare before class. Students are also required to do independent and collaborative work for their assignments. Preparatory study and review time for this class are two hours each.

[Textbooks]

No textbook will be used. The readings are available online.

[References]

Reading materials are available on the classroom dashboard.

[Grading criteria]

Detailed requirements concerning assignments will be given in class. The final grade is calculated based on preparation (20 %), participation (20 %), presentation (30 %), final report (30 %).

[Changes following student comments]

N/A.

[Equipment student needs to prepare]

Internet access (smartphone, tablet, laptop).

[Others]

Slight alterations might be made to this syllabus, taking into account the number and specific interests of students who decide to take this course.

[Prerequisite]

None

MAN300ZA

Financial Statement Analysis

Maymay HO

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

Day/Period : 水 3/Wed.3

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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)]

At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

Submission of assignments and feedback will be via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

[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. Feedback on the students' performance in the assignments during the course will be given regularly. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Basic financial statements and accounting standard setters ①	Review and discuss the basic financial statements (handouts/slides)
3	Basic financial statements and accounting standard setters ②	Understand global politics of accounting standard setting (handouts/slides)
4	Various financial statements and conceptual framework for financial reporting ①	Learn the basic conceptual basis for financial reporting (handouts/slides)
5	Various financial statements and conceptual framework for financial reporting ②	Discuss and analyze the conceptual framework for financial reporting (handouts/slides)
6	Various financial statements and conceptual framework for financial reporting ③	Discuss and analyze the conceptual framework for financial reporting (handouts/slides)
7	Time value of money and fair value accounting ①	Learn the theoretical basis of time value of money and fair value accounting (handouts/slides)
8	Time value of money and fair value accounting ②	Discuss and analyze the application of time value of money and fair value accounting (handouts/slides)

9	Time value of money and fair value accounting ③	Discuss and analyze the application of time value of money and 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 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 (2020), *Intermediate Accounting: IFRS Edition* 4th 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 30%,

Class participation / discussion 30%, Review exam 20%, and Final presentation 20%

[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

EYO Shiao Jia

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

Notes : <成績優秀者の他学部科目履修制度利用者> 制度ウェブサイトより 3. 科目別の注意事項 (1) GIS 主催科目の履修上の注意を参照すること

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Feedback is given during class, using tools such as HOPPII or email. 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)	Snapshot of the market
4	Basics of Stock Investing (3)	Investing for growth and income
5	Investment Strategies (1)	Decoding company documents
6	Investment Strategies (2)	Analyzing industries
7	Investment Strategies (3)	Technical analysis (SMA, MACD)
8	Investment Strategies (4)	Technical analysis (Momentum, Volume and RSI)
9	Investment Strategies (5)	Portfolio discussion
10	Investment Strategies (5)	Ten signs of stock price increase and decrease
11	Financial Markets and Institutions	Types of financial markets
12	Distribution to Shareholders	Dividends versus capital gains
13	Stock Market Discussion	Stock market booms and crashes
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.

【Prerequisite】

Foundations of Finance or any Accounting classes.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6401, A6402 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Feedback is given by Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Reading Literature	
3	Country and People 1	Students' presentations, inquiries and discussion
4	Reading Literature	
4	Country and People 2	Students' presentations, inquiries and discussion
5	Religion	Students' presentations, inquiries and discussion
6	Reading Literature	
6	Politics	Students' presentations, inquiries and discussion
7	Reading Literature	
7	Government and Regions	Students' Presentations, inquiries and discussion
8	Reading Literature	
8	Economy	Students' presentations, inquiries and discussion
9	Reading Literature	
9	Class	Students' presentations, inquiries and discussion
10	Reading Literature	
10	Welfare	Students' presentations, inquiries and discussion
11	Reading Literature	
11	Education	Students' presentations, inquiries and discussion
12	Reading Literature	
12	Family	Students' presentations, inquiries and discussion
13	Reading Literature	
13	Media	Students' presentations, inquiries and discussion
14	Reading Literature	
14	Course Review	Course review, students' inquiries, and discussion
	Reading Literature	

[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 4 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 Storry. (eds.) (1999). *Encyclopedia of Contemporary British Culture*. Abingdon: Routledge.

For detailed timeline in Britain 1947-2005 : http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml

[Grading criteria]

Grades are based on class participation (50%), and 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

Notes : <成績優秀者の他学部科目履修制度利用者> ウェブサイトの 3. 科目別の注意事項> (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6403,A6404 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Feedback is given by Hoppii.

【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	Reading Literature Cultural Timeline after the 1980s 1	Students' presentations, inquiries and discussion
3	Reading Literature Cultural Timeline after the 1980s 2	Students' presentations, inquiries and discussion
4	Reading Literature Heritage and Britishness	Students' presentations, inquiries and discussion
5	Reading Literature Literature 1	Students' presentations, inquiries and discussion
6	Reading Literature Literature 2	Students' presentations, inquiries and discussion
7	Reading Literature Literature 3	Students' presentations, inquiries and discussion
8	Reading Literature Literature 4	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 4 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

【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.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6405, A6406 はセットで受講すること。

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 :

【Outline and objectives】

With estimated 2.3 billion users, the global dominance of the English language is in no dispute. However, the language has developed 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 speakers' language attitudes and ideologies. We start the spring semester by reviewing Kachru's (1985) three-circle model and Schneider's (2007) Dynamic Model of Postcolonial English. Then we focus on New Zealand English (NZE), one of the youngest Inner Circle varieties, examining how it is distinguishable from UK, US and Australian 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 materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 citations and references (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	Sound Change of NZE in Progress (Part 1)	(1) Rhoticity (2) /l/ vocalisation (3) TR-affrication (4) Flapping /t/
6	Sound Change of NZE in Progress (Part 2)	(1) TH-fronting (2) Short front vowels (3) The NEAR/SQUARE merger

7	Formation of NZE Based on Schneider's Dynamic Model (Part 1)	(1) Outline of the model (2) Phase I (1790s-1840) (3) Phase II (1840-1907)
8	Formation of NZE Based on Schneider's Dynamic Model (Part 2)	Phase III (1907-1973)
9	Formation of NZE Based on Schneider's Dynamic Model (Part3)	(1) Phase IV (1973-1990s) (2) Phase V (1990s-)
10	NZ Accents in Films	Phonetic features observed in NZ films
11	English in the Expanding Circle	(1) Scandinavian-accented English and English in Scandinavia (2) Spanish-accented English and English in Spain/Latin America (3) Japanese-accented English
12	Indexicality of L2 accents	(1) Indexicality of Japanese-accented English in NZ (2) Identification of the provenance of speakers (McKenzie, 2015)
13	Attitudes towards L1 and L2 English	(1) Japanese students' attitudes (Sasayama, 2013) (2) Thai students' attitudes (McKenzie et al., 2016) (3) Norwegian students' attitudes (Rindal & Piercy, 2013)
14	Conclusion	(1) Review and final discussion (2) Preparation for seminar papers

【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 4 hours each.

【Textbooks】

Hay, J., MacLagan, M., & Gordon, E. (2008). *New Zealand English*. Edinburgh University Press.

Swan, M., & Smith, B. (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). 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.). Routledge.

Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Routledge.

【Grading criteria】

Evaluation will be based on presentation (70%) and class discussion (30%). 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 presentations are delivered using PowerPoint slides and Internet sources. The handouts 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

Notes : <成績優秀者の他学部科目履修制度利用者> ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6407,A6408 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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 Japan. 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, 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 unusual, 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 materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation. Each student is expected to write a short or extended essay on their chosen topic towards the end of the 3rd or 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	Native-speakerism and ELF	(1) Native-speakerism (Holliday, 2006) (2) Disadvantages of native-speakerism in ELT (Kirkpatrick, 2007) (3) ELF and reconceptualisation of English (Seidlhofer, 2011) (4) EFL vs. ELF (Seidlhofer, 2011)
4	Review	Review of previous studies
5	English in International Context	(1) English in international organisations (2) English in aviation and pop culture

6	Euro-English and Attitudes towards English in Mainland Europe	(1) Euro-English (Jenkins et al., 2001) (2) Conceptualising English in Europe (Motschenbacher, 2016) (3) EU teachers' views on ELF (Groom, 2012) (4) German and Swedish teachers' attitudes (Mohr et al., 2019)
7	English Education in Japan	(1) <i>The Suggested Course of Study in English</i> (2) CEFR and private-sector English tests for university admission (3) Sample analysis of high school textbooks (4) English as a medium of instruction (EMI) in universities
8	Current Use of English in Japan	(1) Business and employment (2) Media and show business (3) Linguistic landscapes
9	Preparation for seminar papers	Questions and suggestions
10	Students' Presentation (Part 1)	Oral presentation and discussion
11	Students' Presentation (Part 2)	Oral presentation and discussion
12	Editing (Part 1)	Support for writing papers
13	Editing (Part 2)	Support for writing papers
14	Conclusion	(1) Final discussion and future perspectives (2) Submission of the seminar papers.

【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 4 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*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.

【Grading criteria】

Evaluation will be based on class discussion (10%), presentation (30%) and a submitted essay (60%). More than two unexcused absences per semester will result in failure of the course.

【Changes following student comments】

The schedule and contents may be modified based on students' interests and needs.

【Equipment student needs to prepare】

The presentations are delivered using PowerPoint slides and Internet sources. The handouts 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.

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6409,A6410 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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. Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube). Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Motivation and language learning (1)	The overview of the development of the L2 motivational studies
3	Motivation and language learning (2)	The overview of the L2 motivational studies of L2 learners: good learners
4	Motivation and language learning (3)	The overview of the L2 motivational studies of L2 learners: young learners
5	Motivation and language teaching (1)	Studies of L2 teachers (1)
6	Motivation and language teaching (2)	Studies of L2 teachers (2)
7	Motivation and language teaching (3)	Studies of L2 motivational strategies (1)
8	Motivation and language teaching (4)	Studies of L2 motivational strategies (2)
9	Motivation and language teaching (5)	Studies of L2 motivational strategies (3)
10	Motivation and language teaching (6)	Studies of creating lessons based on L2 motivational strategies (1)
11	Motivation and language teaching (7)	Studies of creating lessons based on L2 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. Preparatory study and review time for this class are 4 hours each.

[Textbooks]

Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.

[References]

1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
2. Dörnyei, Z. (2005). *The psychology of the language learner*. LEA.
3. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
4. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Cambridge UP.
5. Kyriacou, C. (2009). *Effective teaching in schools: Theory and practice*. Oxford UP.
6. Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford UP.
7. 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 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.
3. Preparatory study and review time for this class are 4 hours each.

[Prerequisite]

All or at least one of the courses presented below:

1. TESOL I, II, III, & IV
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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6411, A6412 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Submission of the final requirements and feedback will be on the learning management systems (HOPPII and OATube).

【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 motivation and L2 learners
3	Exploring L2 Motivation Research Studies (2)	Original text reading (2): review of the theoretical perspective of motivation and L2 teachers
4	Exploring L2 Motivation Research Studies (3)	Original text reading (3): review of motivation and curriculum development
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. Preparatory study and review time for this class are 4 hours each.

【Textbooks】

1. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Pearson Education.
2. Creswell, W. J. & Creswell, J. D. (2018). *Research Design*. (5th ed). SAGE.

【References】

1. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing*. Routledge.
2. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
3. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
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.
3. Preparatory study and review time for this class are 4 hours each.

【Prerequisite】

1. Seminar: Language Teaching and Learning I
2. All or at least one of the courses presented below:
 - a. TESOL I, II, III, & IV
 - b. Comparative education
 - c. English teaching in primary school or advanced

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6413,A6414 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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 related to race, class, gender, sexuality, nationality and so on, 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. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 other students. Preparatory study and review time for this 4-credit class are at least 4 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. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
 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 (8%)

Reading presentations and discussant presentation (18%)

Critiques on readings (20%)

Research topic presentation and research paper presentation (14%)

Research paper (40%)

[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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6415, A6416 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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 related to race, class, gender, sexuality, nationality and so on, 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. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted.

[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 4-credit class are at least 4 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. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
 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 (8%)

Reading presentations and discussant presentation (18%)

Critiques on readings (20%)

Research-in-progress presentation, peer critique, and research paper presentation (14%)

Research paper (40%)

[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 3/Mon.3, 月 4/Mon.4

Notes: < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6417, A6418 はセットで受講すること。

他学部公開: グローバル: 成績優秀: ○ 実務教員:

[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, by drawing on empirical literature in social and cultural psychology. Throughout the year, the seminar will meet twice a week. In the spring, class time will be devoted to group discussions on assigned readings that examine how research in social psychology can help improve societies afflicted with the current pandemic. Students will gain a comprehensive knowledge on factors that explain compliance with various restrictions, the psychology behind panic buying, how tension emerges between ingroups vs. outgroups, how people process self-threatening information, and how to alleviate stress, and increase well-being of the self and others, during the pandemic.

[Goal]

Upon completion of the course, students are expected to achieve the following goals:

- (a) to learn how social psychology can help understand our behaviors and decisions 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 discussions, presentations, and small group projects. Students will receive written feedback on their weekly reaction papers. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Share course overview, expectations, & requirements
2	What can social psychology do to help manage the current pandemic?	Identifying topics and theories that can help understand and improve people's behaviors during a pandemic
3	What encourages people to comply with the restrictions?	Identifying personality and situational factors associated with compliance with social-distancing
4	Panic buying	Identifying the psychological causes and consequences of panic buying
5	To wear or not to wear masks	Explaining the motivation behind mask-wearing behaviors
6	Getting the right information	Explaining why people become defensive and skeptical about health-threatening information
7	What have you learned so far?	Students report on what they have learned so far and proposal for intervention research
8	Ingroups vs outgroups	Identifying why stressful situations cause tension between ingroups and outgroups
9	Making difficult decisions	Discussing how people make decisions about priorities
10	What helps us feel better?	Identifying factors that promote well-being during a pandemic

11	What helps others feel better?	Identifying factors that help promote others' well-being
12	Students' paper 1	Discussing students' research proposals
13	Students' paper 2	Discussing students' research proposals
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 discussions 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 4 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 (30%), leading the discussion (20%), quality of research project (10%), and a final research paper (20%).

[Changes following student comments]

Some students felt rushed during the discussion. We will meet 2 periods in a row to allow more time for in-depth discussion.

[Equipment student needs to prepare]

Students must get the login information for PsycINFO database from the library.

[Prerequisite]

Students must have successfully completed one or more from the following: Statistics, Social Psychology I or II, and Quantitative Research Methods (Social Research Methods). 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

Notes : <成績優秀者の他学部科目履修制度利用者> ウェブサイトの 3. 科目別の注意事項> (1) GIS 主修科目の履修上の注意を参照。授業開始前に事前面談が必要。A6419,A6420 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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., JASP, 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. Students will receive feedback on their research design in class, during the discussion. They will also receive written feedbacks on their papers.

【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 4 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.

【Prerequisite】

Students must have successfully completed one or more from the following: Statistics, Social Psychology I or II, and Quantitative Research Methods (Social Research Methods). Instructor's permission is required.

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

Notes: < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6421, A6422 はセットで受講すること。

他学部公開: グローバル: 成績優秀: ○ 実務教員:

[Outline and objectives]

This is an annual seminar course, examining major contemporary challenges and questions in international relations (IR). The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that the relative power and influence of the United States over world politics are declining vis-à-vis new rising states, most notably China. 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 rising authoritarian states. This trend has been further reinforced by rising public distrust of existing political systems in many of western democracies (in particular the United States), mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, multinational corporations, and terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant 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) The political effects of economic globalization (The rise of populism and the decline of democracy in major countries)
 - 5) 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 spring 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 fall 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 (only in the spring semester) and one research paper during the course (submitting a research paper by the late January 2022). 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.

Comments for assignments are given during class and office hours. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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	Seminar Topic 1	Discussion on the assigned topic
4	Seminar Topic 2	Discussion on the assigned topic
5	Debate 1	Debate
6	Seminar Topic 3	Discussion on the assigned topic
7	Seminar Topic 4	Discussion on the assigned topic
8	Debate 2 and the Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 6	Discussion on the assigned topic
10	Seminar Topic 7	Discussion on the assigned topic
11	Debate 3	Debate
12	Seminar Topic 8	Discussion on the assigned topic
13	Seminar Topic 9	Discussion on the assigned topic
14	Debate 4/Final Research Proposal Presentation (Fourth-year students)	Presenting 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 4 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 (45%), Presentations and Discussions (35%), Debate (20%). Fourth year students: Class Contributions (20%), Mid-Term and Final Presentations (35%), Research Proposals (45%).

[Changes following student comments]

Handouts to be provided in a timely manner.

[Equipment student needs to prepare]

Course materials will be delivered via the Hoppii.

[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

Notes : <成績優秀者の他学部科目履修制度利用者> ウェブサイトの 3. 科目別の注意事項> (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6423,A6424 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

This is an annual seminar course, examining major contemporary challenges and questions in international relations (IR). The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that America's relative power and influence over world politics are declining vis-à-vis new rising states, most notably China. 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 rising authoritarian states. This trend has been further reinforced by rising public distrust of existing political systems in many of western democracies (in particular the United States), mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, multinational corporations, and terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant 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) The political effects of economic globalization (The rise of populism and the decline of democracy in major countries)
- 5) 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 spring 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 fall 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 (only in the spring semester) and one research paper during the course (submitting a research paper by the late January 2022). 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.

Comments for assignments are given during class and office hours.

【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 4 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】

Handouts to be provided in a timely manner.

【Equipment student needs to prepare】

Course materials will be delivered via the Hoppii.

【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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6425, A6426 はセットで受講すること。

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 : ○

【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. From 2021, the post-coronavirus recovery offers a rare chance for the tourism industry to consider unsustainable business practices.

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 the 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 giving presentations & 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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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 destination management
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 4 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
Pike, S. (2018) *Tourism Marketing for Small Businesses*. London: Goodfellow Publishers

【Grading criteria】

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and Final Paper (50%).

【Changes following student comments】

Case studies will vary year to year depending on students' interests. While our 2020 field trip and summer trip were cancelled, hopefully the situation in 2021 will improve and we will be able to go. Students must submit weekly reports on the reading and self-assessing their seminar performance.

【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; Marketing Management. Seminar students must concurrently enroll 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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6427, A6428 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：○

[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. These will vary from year to year based on students' research interests.

[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.

Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

[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 4 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
Pike, S. (2018) *Tourism Marketing for Small Businesses*. London: Goodfellow Publishers

[Grading criteria]

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).

Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and Final Paper (50%).

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. While our 2020 field trip and summer trip were cancelled, hopefully the situation in 2021 will improve and we will be able to go.

Students must submit weekly reports on the reading and self-assessing their seminar performance.

[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 & Innovation I

EYO Shiao Jia

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

Day/Period : 火 1/Tue.1, 火 2/Tue.2

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6429,A6430 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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”, “DP 3”, 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. Feedback is given during class time, using tools such as HOPPII and email. Students give presentations on selected readings as well as on their own research. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【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
4	Innovation Theories, Dimensions and Innovation Models (3)	Case studies
5	Disruptive Innovation (1)	Understanding disruptive innovation and its impact
6	Disruptive Innovation (2)	Case studies Photography industry Medical industry
7	Disruptive Innovation (3)	Case studies Retail industry Entertainment industry
8	Disruptive Innovation (4)	Case studies Telecommunication industry
9	Open Innovation (1)	Understanding open innovation
10	Open Innovation (2)	Case studies
11	Open Innovation (3)	Case studies
12	Open Innovation (4)	Case studies
13	History's Best Examples of Business Transformation (1)	Final presentation and discussion
14	History's Best Examples of Business Transformation (2)	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 4 hours each.

【Textbooks】

No textbook will be used

【References】

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015
 Christensen, Clayton. *The Innovation Dilemma*, Harvard Business Review, 2013
 Chesbrough, Henry. *Open Innovation: The New Imperative for Creating And Profiting from Technology*, Harvard Business Review, 2006
 Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley, 2016
 Other case studies from Harvard Business Publishing and journal articles.

【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 & Innovation II

EYO Shiao Jia

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

Notes : < 成績優秀者の他学部科目履修制度利用者> ウェブサイトの 3. 科目別の注意事項> (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6431,A6432 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

[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”, “DP 3”, 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. Feedback is given during class time, using tools such as HOPPII and email.

[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	Industry Analysis (1)	Industry attractiveness and Porter's Five Forces
3	Industry Analysis (2)	Case studies
4	Resources and Capabilities (1)	Case studies
5	Competitive Advantage	Case studies
6	Blue Ocean Strategy (1)	How to create uncontested market space and make the competition irrelevant
7	Blue Ocean Strategy (2)	Case studies
8	Technology-based Industries (1)	Strategies in technology-based industries
9	Technology-based Industries (2)	Case studies
10	National Innovation System (1)	Understanding innovation at a nation's level
11	National Innovation System (2)	Innovation and competitiveness
12	National Innovation System (3)	Case studies
13	Final presentation (1)	Presentations and discussion
14	Final presentation (2)	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 4 hours each.

[Textbooks]

No particular textbook.

[References]

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015
Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley. 2016
Other case studies from Harvard Business Publishing and journal articles.

[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]

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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6433,A6434 はセットで受講すること。

他学部公開 : グローバル : 成績優秀 : ○ 実務教員 : ○

[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.

Feedback can be given verbally, non-verbally or in written form. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

[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 4 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

Notes : < 成績優秀者の他学部科目履修制度利用者 > ウェブサイトの 3. 科目別の注意事項 > (1) GIS 主催科目の履修上の注意を参照。授業開始前に事前面談が必要。A6435,A6436 はセットで受講すること。

他学部公開： グローバル： 成績優秀：○ 実務教員：

【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. Necessary feedback will be given for the diversified academic activities at the class meetings.

【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 4 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

<div>CAR100LA</div> <div>Introduction to Career Design</div> <div>Tomokazu OYAGI</div> <div>Credit(s) : 2 Semester : 春学期授業/Spring Year : 1</div> <div>Day/Period : 火 5/Tue.5</div> <div>Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門</div> <div>他学部公開 : グローバル : 成績優秀 : 実務教員 :</div>	<div>2</div> <div>大学での学び</div>	<p>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】</p>						
<div>【Outline and objectives】</div> <p>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。</p> <p>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。</p> <div>【Goal】</div> <p>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。</p> <p>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。</p> <p>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。</p> <div>【Which item of the diploma policy will be obtained by taking this class?】</div>	<div>3</div> <div>激変する社会環境と直面する課題</div>	<p>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 SDGs 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。</p> <p>【キーワード：SDGs、少子高齢化、パンデミック】</p>						
<div>【Method(s)】</div> <p>【この授業はハイブリット型（教室での対面授業+一部オンライン）で実施します】</p> <p>基本的には教室での対面で授業を実施しますが、一部の授業回や課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定期間内において指示された課題レポートの作成に組み、学習支援システムを利用して提出してください。</p> <p>授業内では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）。ただし、新型コロナウイルス感染症の状況によっては参加型授業の実施について一部変更となる可能性があります。</p> <p>また、リアクションペーパー等におけるコメントや課題に関しては、授業内で紹介するなどしてフィードバックをします。</p> <div>【Active learning in class (Group discussion, Debate.etc.)】</div> <p>あり / Yes</p> <div>【Fieldwork in class】</div> <p>なし / No</p> <div>【Schedule】</div> <table border="1"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>オリエンテーション</td> <td>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！】</td> </tr> </tbody> </table>	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！】	<div>4</div> <div>働き方と多様性</div>	<p>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。</p> <p>【キーワード：ダイバーシティ】</p>
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！】						
	<div>5</div> <div>働くことの意味</div>	<p>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】</p>						
	<div>6</div> <div>結婚、家族、ジェンダーを取り巻く諸問題</div>	<p>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】</p>						
	<div>7</div> <div>グローバル化社会と異文化理解</div>	<p>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】</p>						

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、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【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】
9	思考のメカニズム	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】	<p>【Work to be done outside of class (preparation, etc.)】</p> <p>本授業の準備・復習・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によっ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。</p> <p>【Textbooks】</p> <p>特に定めません。</p> <p>【References】</p> <p>授業内において、必要に応じて副読本、参考文献等を紹介しします。</p> <p>【Grading criteria】</p> <p>毎回の課題レポートの記述内容の評価を点数化し、その全14回分を合計した総合点で評価（100％）します。記述内容の評価においては、記述内容のオリジナリティ、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課題レポートの期限内提出率が70％以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。</p> <p>【Changes following student comments】</p> <p>本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。</p> <p>【Equipment student needs to prepare】</p> <p>当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PCやタブレットを用意されることをお勧めします。</p> <p>【Others】</p> <p>新型コロナウイルスの拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。</p> <p>【】</p> <p>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.</p>		
10	意思決定と認知バイアス	いま身の回りで起きていることから、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】			
11	仕事と幸福	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PERMAモデルを取り上げて、幸福（ウェルビーイング）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：ウェルビーイング、PERMAモデル、自己効力、幸福経営】			
12	チャンスを広げるための行動様式の改革	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4S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】			
13	学生生活と就職の準備	本学の学生は、卒業後の進路として9割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【キーワード：自己理解、就職活動】			

CAR100LA

Introduction to Career Design

Minoru TAKAHASHI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
 Day/Period : 月 2/Mon.2
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門
 他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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?】

【Method(s)】

■授業方式

オンデマンド授業（コンテンツ配信）とオンライン（リアルタイム配信）の併用を行います。（コロナ禍のため、対面の授業は行わない予定です）

■授業形態

講師による講義と、学生参加型の授業スタイル（オンライン上でのディスカッション、学習支援システム、メールを活用します）となり、教員や学生同士のコミュニケーション機会を多く持ちます。

■課題等の提出

・学習支援システムを利用して行います。
 ・講義後のリアクションペーパーの提出、最終レポート、その他講師が講義で指定した課題等の提出となります。

■フィードバック方法

・提出された課題については、学習支援システムを通じてフィードバックを行います。
 ・講師とのメールも活用してフィードバックを行います。
 ・提出された課題を、授業内で取り上げる場合があります。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	オリエンテーション	【オンデマンド授業】企業の人事部長経験、現役の人事パレルワーカー（複業者）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。

2	大学での学び	【オンライン授業（リアルタイム配信型）】「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。
3	社会に出るといいうトランジション	【オンデマンド授業】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。そこで何がかわるのかを学び、自分自身のキャリアで何を考え、行動していくかを解説します。
4	働くことの意味	【オンライン授業（リアルタイム配信型）】「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「働きがい」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か？ 大人でも悩むこのテーマをみなさんと一緒に考えます。
5	外部環境と個人のキャリア	【オンデマンド授業】世界が未曾有のコロナ禍に直面し、大きく変化してきています。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。未来の日本でこれからどんなことが起こるのか？ そして、その中でどのように生きていくべきなのか。皆さんを取り巻く社会の外部環境について解説します。
6	働き方と多様性	【オンライン授業（リアルタイム配信型）】女性は無給、外国人、高齢者、障害者、LGBTQ 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。企業の人事部長経験や現役のパレルワーカー（複業者）の視点から、これからの社会の変わりゆく多様性の解説と、「多様性とは何か」をみなさんと考えます。
7	なぜ企業は採用をするのか	【オンデマンド授業】なぜ企業は「採用」を行うのでしょうか？ 現役の企業人事だからこそ話せる、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、自分のこれからのキャリアを考えます。

- 8 組織におけるコミュニケーション 【オンライン授業（リアルタイム配信型）】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。組織におけるコミュニケーションを解説しつつ、みなさんと考えていきます。
- 9 キャリアモデルケーススタディ 【オンデマンド授業】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。
- 10 「評価される」とはどのようなことか 【オンライン授業（リアルタイム配信型）】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解説を交えながらみなさんと考えます。
- 11 インターンシップ（キャリアセンター担当） 【オンデマンド授業】インターンシップとひとことで言っても多様なタイプがあり、それぞれに期待できる効果も異なります。インターンシップは大学に在学しながら社会人の体験ができる貴重な機会。本授業では大学キャリアセンター職員が先輩の事例や参加の注意点を解説します。
- 12 ポストコロナのオンライン時代に向けてやるべきこと 【オンライン授業（リアルタイム配信型）】コロナ禍で、世界中の環境が激変しました。大変なこともあります。一方でテクノロジーや働き方の変化は大きく進むこととなります。個人の自由度や選択肢は高まっていますが、その分求められるものが高度化しています。ポストコロナ時代の未来をみなさんが幸せに生きていくためにやるべきことを解説しつつ、みなさんと考えていきます。
- 13 学生生活と就職の準備（キャリアセンター担当） 【オンデマンド授業】就職はキャリアのゴールではないですが、大学生活に重なる就職活動とはどのようなものか、そのために準備しておくことを大学キャリアセンター職員が解説します。
- 14 学生生活の過ごし方 【オンライン授業（リアルタイム配信型）】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「本授業専用のキャリアマイノート」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積極的に受け付けます（自主的な取り組みは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。積極的に読んでみてください。

【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 70%。期末レポートが 30%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、以下の点を求めます。

①考察をする

「考察」とは「物事を明らかにするために調べて考えること」です。授業で伝えた内容をもとに、さらに「考察」してもらうことが必要です。

②自分自身に向き合う

本授業は「自らのキャリアを考える」ことを主眼に置いています。授業内容をもとに必ず自分自身に照らした考察を求めます。

③自身の行動に落とし込む

本授業で伝えた知見は、それをもとに自身の行動が変わることが必要です。

また、提出を求める課題以外でも、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、随時任意で提出することができます。その場合、提出内容を精査した上で、加点評価として加味します。積極的に提出してください。

【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。自分自身と向き合うためには、時間と熟慮が必要です。積極的な受講意識が必要になります。

【Equipment student needs to prepare】

本授業専用「キャリアマイノート」を必ず準備して、毎回の授業に臨んでください。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マイ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を行ってきた。

現職は「マイクロ人事部長」として、複数社の企業の組織改革や人事に携わっている。

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://www.dodadsj.com/content/180403_takahashi/
<https://bizhint.jp/report/398484>

【】

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.

	<p>CAR100LA</p> <p>Introduction to Career Design</p> <p>Tomokazu OYAGI</p> <p>Credit(s) : 2 Semester : 春学期授業/Spring Year : 1 Day/Period : 木 1/Thu.1 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門 他学部公開 : グローバル : 成績優秀 : 実務教員 :</p> <p>【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。</p> <p>【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。</p> <p>【Which item of the diploma policy will be obtained by taking this class?】</p> <p>【Method(s)】 【この授業はハイブリット型（教室での対面授業+一部オンライン）で実施します】 基本的には教室での対面で授業を実施しますが、一部の授業回や課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定期間内において指示された課題レポートの作成に組み、学習支援システムを利用して提出してください。 授業内では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）。ただし、新型コロナウイルス感染症の状況によっては参加型授業の実施について一部変更となる可能性があります。 また、リアクションペーパー等におけるコメントや課題に関しては、授業内で紹介するなどしてフィードバックをします。</p> <p>【Active learning in class (Group discussion, Debate.etc.)】 あり / Yes</p> <p>【Fieldwork in class】 なし / No</p> <p>【Schedule】</p> <table border="1"> <thead> <tr> <th>No.</th><th>Theme</th><th>Contents</th></tr> </thead> <tbody> <tr> <td>1</td><td>オリエンテーション</td><td>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！】</td></tr> </tbody> </table>	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！】	<p>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】</p> <p>3 激変する社会環境と直面する課題 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 SDGs 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、パンデミック】</p> <p>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】</p> <p>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】</p> <p>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】</p> <p>7 グローバル化社会と異文化理解 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】</p>
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！】						

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、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【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】
9	思考のメカニズム	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】	<p>【Work to be done outside of class (preparation, etc.)】</p> <p>本授業の準備・復習・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によっ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。</p> <p>【Textbooks】</p> <p>特に定めません。</p> <p>【References】</p> <p>授業内において、必要に応じて副読本、参考文献等を紹介しします。</p> <p>【Grading criteria】</p> <p>毎回の課題レポートの記述内容の評価を点数化し、その全14回分を合計した総合点で評価（100％）します。記述内容の評価においては、記述内容のオリジナリティ、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課題レポートの期限内提出率が70％以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。</p> <p>【Changes following student comments】</p> <p>本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。</p> <p>【Equipment student needs to prepare】</p> <p>当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PCやタブレットを用意されることをお勧めします。</p> <p>【Others】</p> <p>新型コロナウイルスの拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。</p> <p>【】</p> <p>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.</p>		
10	意思決定と認知バイアス	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】			
11	仕事と幸福	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PERMAモデルを取り上げて、幸福（ウェルビーイング）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：ウェルビーイング、PERMAモデル、自己効力、幸福経営】			
12	チャンスを広げるための行動様式の改革	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4S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】			
13	学生生活と就職の準備	本学の学生は、卒業後の進路として9割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【キーワード：自己理解、就職活動】			

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
 Day/Period : 木 2/Thu.2
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門
 他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【Method(s)】

【この授業はオンライン（オンデマンド型）で実施します】
 基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回各授業回に関連した音声付の授業資料と課題を提示するので、授業が予定されている日程から一定の期間内（1週間程度）の内で、各自が自由に時間を確保して、大学の「学習支援システム」にアクセスして授業を受講するシステムによって行われます。学習支援システムの利用法については別途案内があるので、各自利用方法について学んでおいてください。また、各回の課題レポートについては、基本的に次々回の授業資料においてフィードバックしていきます。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	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直面する課題	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 SDGs 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、パンデミック】
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】
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】
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】
7	グローバル化社会と異文化理解	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】
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、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【キーワード：インターンシップ】

- | | | |
|----|--------------------|--|
| 9 | 思考のメカニズム | 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】 |
| 10 | 意思決定と認知バイアス | 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ところの動き（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】 |
| 11 | 仕事と幸福 | 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 PERMA モデルを取り上げて、幸福（ウェルビーイング）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：ウェルビーイング、 PERMA モデル、自己効力、幸福経営】 |
| 12 | チャンスを広げるための行動様式の改革 | 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 4S 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、セレンディビティ】 |
| 13 | 学生生活と就職の準備 | 本学の学生は、卒業後の進路として 9 割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【自己理解、就職活動】 |
| 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・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によっ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、参考文献等を紹介しします。

【Grading criteria】

毎回の課題レポートの記述内容の評価を点数化し、その全 **14** 回分を合計した総合点で評価（**100** %）します。記述内容の評価においては、記述内容のオリジナリティ、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課題レポートの期限内提出率が **70** % 以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】

本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】

授業資料は「学習支援システム」に一定期間公開するので、各自パソコン、タブレット等を利用して受講、学習してください。できればスマートフォンではなくパソコン、タブレットを使用されることをお勧めします。

【Others】

新型コロナウイルスの拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【】

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.

CAR100LA

Introduction to Career Design

Azusa MIYAKI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
Day/Period : 金 1/Fri.1Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts
Center (ILAC): キャリアデザイン入門

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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、フィードバック等）。

●大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行います（オンデマンド型・オンライン型等の組み合わせた形態で進めていく予定）。授業実施形態の詳細は、別途「学習支援システム」よりお知らせします。

●課題・リアクションペーパーの提出は「学習支援システム」を通じて行う予定です。

●課題・リアクションペーパー等における良いコメントは授業内で紹介し、さらなる議論に活かします。適宜「学習支援システム」にて個別フィードバックを実施します。

【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。 キャリアとは？ キャリアデザインとは？ 語源や定義、さまざまな捉え方についても解説します。 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触れていきます。
第2回	大学での学び	

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、社会人基礎力やライフスキルなどを理解することで、現在の自分の強みや将来にむけて強化すべき力を考えていきます。

第4回 ストレスとレジリエンス（復元力）

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。

第5回 学生生活と就職の準備

本学の学生は、卒業後の進路として9割が就職をします。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつ頃から始まり、どのような準備が必要かを卒業生のデータを踏まえながらキャリアセンター職員が解説します。

第6回 働き方と多様性

変化の激しい社会において自分らしく働くには、多様な選択があります。労働の領域におけるダイバーシティ（多様性）、多様な雇用形態、パラレルキャリア、テレワークなど、新しい働き方のあり方について考えていきます。

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泉を見つけていきます。

第8回 セルフマネジメント

自分自身が掲げた目標やビジョンを実現するために必要な行動、セルフマネジメントを学んでいきます。自分を成長に必要なサポートやコーチの存在などについても考えていきます。

第9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 激変する社会環境と課題

世の中はどのように変化していくのか、見通しが立てにくい時代を生きていく上で、私たちが活用できるプラントハプンスタンス理論・意思決定理論などを紹介していきます。またどのような人材として成長していくのが望ましいかについて考えていきます。

第12回 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様なタイプがあり、それぞれに期待できる効果も異なります。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積極的な参加を期待しています。本授業では窓口であるキャリアセンター職員が過去の先輩の事例や参加する際の注意点などを解説します。
第13回 企業や組織を知る	今気になっている会社や公共機関、各種団体などについて情報収集します。また、皆さんがこれまで知らなかった会社や組織についても情報収集し、結果について議論します。
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。

The aim of this course is to cultivate attitudes that you can think and act by yourself.

【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。

【Textbooks】

特に定めない。学習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】

・毎回のリアクションペーパー＜70 %＞、期末試験での成績＜30 %＞
・リアクションペーパーは、各授業テーマについての理解度や新たな気づきなど、記述内容・論理構成等を評価します。

【Changes following student comments】

・昨年度の授業は、学生同士のグループディスカッション・学生と担当教員との対話・社会で活躍するゲストスピーカーの講演と質疑応答など、オンラインでも双方向のコミュニケーションを活発に行っていました。
・学生の意見を踏まえて、今年度も、学生と教員・学生同士・学生と先輩社会人と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】

・オンライン授業用の通信端末機器
・筆記用具
・本授業用の専用ノート（デジタルも可）

※他に必要なものがあれば、授業の中で適宜指示をします。

【Others】

●担当教員は、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。現在はメーカーに勤務しています。

●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ものってきました。相談件数は数千件に及びます。フリーランスのキャリアコンサルタントとしても仕事を請け負っています。

●授業では、これまでの私自身の経験や企業・組織の実態なども共有し、社会に出ていく準備期間にあたる大学時代でのキャリアデザインの重要性などを伝えていきます。

【】

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.

CAR100LA

Introduction to Career Design

Hiromi FUJISAWA

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
 Day/Period : 集中・その他/intensive・other courses
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【Method(s)】

授業方式は、オンデマンド授業（コンテンツ配信）とオンライン（リアルタイム配信）の併用で実施し、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）。なお、リアクション・ペーパーにおけるコメント等に関しては、授業内で紹介するなどしてフィードバックをします。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	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。
2	キャリアとは	キャリアとは何か、大学生にとってのキャリアとは何か、なぜキャリアデザインが必要なのか、検討します。また、自身の価値観を探るワークを行います。
3	働くことの意味	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、社会の中で自分自身がどのような役割を担っていくのか、ワークを通して検討します。
4	自己理解を深める	キャリアデザインの枠組みと自己理解の基本姿勢を学び、あなた自身が見ている「今の自分」について分析するワークを行います。

5	他者との関わり	コミュニケーションのプロを招いて、他者との関わり方やコミュニケーションの基礎等について学びます。他者との関わりは、自己理解を深め、自身の可能性をひらくことに繋がります。
6	多様なキャリアの捉え方	多様なキャリアに関する理論を学び、長期的なキャリアを歩むために必要となる考え方の修得を目指します。
7	偶然と転機を活かすキャリア	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を味方につける方法を検討します。
8	キャリア・ストーリー	ゲストスピーカーにご登壇いただきキャリア・ストーリーをお話いただきます。これまでの学んできたキャリアに関する理論が実際のキャリアのなかで説明できるのか探っていきます。
9	働き方と多様性	多様な雇用形態、パラレルキャリア、短時間労働化、テレワークなど、これからの変化の激しい社会における働き方について考えていきます。
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・イベントに関するゲストスピーカーの事例をもとに検討します。
11	学生生活と就職の準備	本学の学生は、卒業後の進路として9割が就職します。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつ頃から始まり、どのような準備が必要かを卒業生のデータを踏まえながらキャリアセンター職員が解説します。
12	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様なタイプがあり、それぞれに期待できる効果も異なります。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です。本授業では窓口であるキャリアセンター職員が過去の先輩の事例や参加する際の注意点などを解説します。
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）： 60 %、レポート： 40 %

【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.

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year : 1
 Day/Period : 火 4/Tue.4
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門
 他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【Method(s)】

【この授業はオンライン（オンデマンド型）で実施します】
 基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回各授業回に関連した音声付の授業資料と課題を提示するので、授業が予定されている日程から一定の期間内（1週間程度）の内で、各自が自由に時間を確保して、大学の「学習支援システム」にアクセスして授業を受講するシステムによって行われます。学習支援システムの利用法については別途案内があるので、各自利用方法について学んでおいてください。また、各回の課題レポートについては、基本的に次々回の授業資料においてフィードバックしていきます。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	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直面する課題	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 SDGs 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、パンデミック】
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】
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】
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】
7	グローバル化社会と異文化理解	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】
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、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【キーワード：インターンシップ】

- | | | |
|----|--------------------|--|
| 9 | 思考のメカニズム | 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】 |
| 10 | 意思決定と認知バイアス | 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ところの動き（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】 |
| 11 | 仕事と幸福 | 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 PERMA モデルを取り上げて、幸福（ウェルビーイング）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：ウェルビーイング、 PERMA モデル、自己効力、幸福経営】 |
| 12 | チャンスを広げるための行動様式の改革 | 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 4S 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、セレンディビティ】 |
| 13 | 学生生活と就職の準備 | 本学の学生は、卒業後の進路として 9 割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【自己理解、就職活動】 |
| 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・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によって自分自身の知識やスキルの向上を目指すことを期待します。

【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、参考文献等を紹介します。

【Grading criteria】

毎回の課題レポートの記述内容の評価を点数化し、その全 **14** 回分を合計した総合点で評価（**100** %）します。記述内容の評価においては、記述内容のオリジナリティ、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課題レポートの期限内提出率が **70** % 以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】

本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】

授業資料は「学習支援システム」に一定期間公開するので、各自パソコン、タブレット等を利用して受講、学習してください。できればスマートフォンではなくパソコン、タブレットを使用されることをお勧めします。

【Others】

新型コロナウイルスの拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【】

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.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織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・働き方と企業等での組織活動と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?】

【Method(s)】

【この授業はオンライン（オンデマンド型）で実施します】

基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回各授業回に関連した音声付の授業資料（一部動画）と課題を提示するので、授業が予定されている日程から一定の期間内（1週間程度）の内で、各自が自由に時間を確保して、大学の「学習支援システム」にアクセスして授業を受講するシステムによって行われます。学習支援システムの利用法については別途案内があるので、各自利用方法について学んでおいてください。また、各回の課題レポートについては、基本的に次々回の授業資料においてフィードバックしていきます。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	オリエンテーション 仕事研究① 「公務」	本講義の目的、達成目標、授業の進め方、成績評価方法の周知、授業に臨む姿勢、カリキュラムについての概要を説明する。併せて、この講義受講の意義について解説する。 ついで、公務の仕事について学んでいく。公務員は基本的には行政機関で働く人々を指すが、ここでは、公務員の仕事内容と役割、民間企業との働き方の違いに焦点をあてて学んでいく。

2	仕事研究② 「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」の仕事について事例をもとに作成した教材視聴を通じて理解を深めていく。 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教材視聴を通じて理解を深めていく。
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4	仕事研究④ 「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教材視聴を通じて理解を深めていく。
5	仕事研究⑤ 「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教材視聴を通じて理解を深めていく。
6	仕事研究⑥ 「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教材視聴を通じて理解を深めていく。
7	仕事研究⑦ 「海外市場でのビジネス」	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「海外市場でのビジネス」について事例をもとに作成した教材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 「モチベーション」	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」「モチベーションの高め方」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、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。 |
| 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
「自己実現に近づくための行動様式変革戦略」 | 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、自分のキャリアの可能性を少しでも拡大していく行動が必要である。そのため、各自が行動様式を見直し、また行動様式を変革していく戦略を考えていく。 |

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

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【Textbooks】

特に定めません。

【References】

授業内で都度紹介します。

【Grading criteria】

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【Others】

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【】

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.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開： グローバル： 成績優秀： 実務教員：

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【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・働き方と企業等での組織活動と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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【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

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7	仕事研究⑦ 「海外市場でのビジネス」	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。
8	働き方研究① 「チームワーク」	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アップにも言及し、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。
9	働き方研究② 「リーダーシップ」	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」「モチベーションの高め方」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。
10	働き方研究③ 「モチベーション」	

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| 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、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。 |
| 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。 |
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【Work to be done outside of class (preparation, etc.)】

本授業の準備・復習・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によっ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】

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【Changes following student comments】

本年度より課題の記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本に書いてある考えではなく、みなさんが自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」考えを記述内容を期待します。

【Equipment student needs to prepare】

授業資料は「学習支援システム」に一定期間公開するので、各自パソコン、タブレット等を利用して受講、学習してください。できればスマートフォンではなくパソコン、タブレットを使用されることをお勧めします。

【Others】

新型コロナウイルスの拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

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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.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織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・働き方と企業等での組織活動と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?】

【Method(s)】

【この授業はハイブリット型（教室での対面授業+一部オンライン）で実施します】

基本的には教室での対面で授業を実施しますが一部の授業回や課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定の期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。また、課題レポート等におけるコメントに関しては、授業内で紹介するなどしてフィードバックをします。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	オリエンテーション 仕事研究① 「公務」	本講義の目的、達成目標、授業の進め方、成績評価方法の周知、授業に臨む姿勢、カリキュラムについての概要を説明する。併せて、この講義受講の意義について解説する。 ついで、公務の仕事について学んでいく。公務員は基本的には行政機関で働く人々を指すが、ここでは、公務員の仕事内容と役割、民間企業との働き方の違いに焦点をあてて学んでいく。
2	仕事研究② 「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教材視聴を通じて理解を深めていく。

3	仕事研究③ 「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教材視聴を通じて理解を深めていく。
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「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、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。 |
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【Textbooks】

特に定めません。

【References】

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CAR100LA

Career Design Advanced

Tomokazu OYAGI

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

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5	仕事研究⑤ 「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教材視聴を通じて理解を深めていく。
6	仕事研究⑥ 「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教材視聴を通じて理解を深めていく。
7	仕事研究⑦ 「海外市場でのビジネス」	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「海外市場でのビジネス」について実例をもとに作成した教材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 「モチベーション」	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」「モチベーションの高め方」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、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。 |
| 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
「自己実現に近づくための行動様式変革戦略」 | 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、自分のキャリアの可能性を少しでも拡大していく行動が必要である。そのために、各自が行動様式を見直し、また行動様式を変革していく戦略を考えていく。 |

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

本授業の準備・復習・課題レポートの作成等に要する時間は、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、インターネットや文献等の活用による自発的学習によっ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】

毎回の課題レポートの記述内容の評価を点数化し、その全 14 回分を合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、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課題レポートの期限内提出率が 70 % 以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木）と相談してください。

【Changes following student comments】

本年度より課題の記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本に書いてある考えではなく、みなさんが自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」考えを記述内容を期待します。

【Equipment student needs to prepare】

授業資料は、「授業支援システム」に一定期間公開するので、各自パソコン、タブレット等によってを受講、学習をしてください。

【Others】

新型コロナウイルスの拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【】

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.

LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

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

Day/Period : 木 4/Thu.4

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学 (日本国憲法)

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この授業は、主に初学者を対象に、法と国家及び社会の関係に関する理解を踏まえ、日本国憲法の理念や構成を理解することをテーマとしています。下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的な概念・理解に関する内容を取り上げて解説した上で、以降の期間で日本国憲法に関する講義を行う予定です。①立憲主義や権力分立等憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの3つがその柱となります。受講生が初学者であることを踏まえ、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進めます。

【Goal】

受講生が日本国憲法の基本原理及びそれに基づく内容構成、特徴等の「正しい理解」を通じ、憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けることで、民主的な国家の市民として、また主権者として必要な法的・制度的知識及び資質を習得することを目標としています。それと同時に、現実の社会における様々な法関係に対し、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指します。

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

【Method(s)】

「学習支援システム」上で教材配信型のオンライン授業を行い、毎回配信するレジュメ及び資料を受講生が読む形で授業を進めます。また計5回の授業内小レポートを課し、それに対するフィードバックは第14回授業のまとめに際して包括的にを行います。なお対面授業に復帰することになった場合、「授業の進め方と方法」の変更は「学習支援システム」上に掲示します。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

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第3回	憲法の特徴	法律等との関係 国際法との関係 憲法の分類
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第5回	日本の憲法の歴史	大日本帝国憲法の制定及び特質 日本国憲法の制定
第6回	日本国憲法の特徴	日本国憲法の構成 日本国憲法の理念及び基本原則
第7回	統治機構①	国会及び選挙 議院内閣制 内閣
第8回	統治機構②	裁判所 違憲審査制 財政及び地方自治
第9回	統治機構③	象徴天皇制 憲法保障 憲法改正
第10回	基本的人権①	人権総論 包括的基本権
第11回	基本的人権②	法の下での平等 身体的自由権 精神的自由権
第12回	基本的人権③	経済的自由権 社会権 参政権及び国務請求権
第13回	平和主義	国民の三大義務 規定の背景 規定の内容及び解釈 安全保障

第14回 まとめ及び学期末レポート 総復習並びにレポートの作成及び提出

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

授業前後に参考書の該当部分を併せて読むことを勧めます。この授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】

テキストは使用しません。

【References】

伊藤正己・加藤一郎編『現代法学入門〔第4版〕』（有斐閣双書、有斐閣、2005年）
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【Grading criteria】

学期末レポート（80％）及び授業内小レポート（20％）によって評価します。なお対面授業に復帰することになった場合、「成績評価の方法と基準」の変更は「学習支援システム」上に掲示します。

【Changes following student comments】

特にありませんが、法学部の専門科目ではなく、ILAC科目であることに留意します。

【】

The aim of this course is to help students acquire an understanding of the basic concepts related to law in general, and the history, principles and contents of the Constitution of Japan.

LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 4/Thu.4
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学（日本国憲法）
 他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この授業は、主に初学者を対象に、法と国家及び社会の関係に関する理解を踏まえ、日本国憲法の理念や構成を理解することをテーマとしています。下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げて解説した上で、以降の期間で日本国憲法に関する講義を行う予定です。①立憲主義や権力分立等憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの3つがその柱となります。受講生が初学者であることを踏まえ、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進めます。

【Goal】

受講生が日本国憲法の基本原理及びそれに基づく内容構成、特徴等の「正しい理解」を通じ、憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けることで、民主的な市民として、また主権者として必要な法的・制度的知識及び資質を習得することを目標としています。それと同時に、現実の社会における様々な法関係に対し、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指します。

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

【Method(s)】

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

なし / No

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LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

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

Day/Period : 木 5/Thu.5

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学 (日本国憲法)

他学部公開： グローバル： 成績優秀： 実務教員：

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第5回	日本の憲法の歴史	大日本帝国憲法の制定及び特質 日本国憲法の制定
第6回	日本国憲法の特徴	日本国憲法の構成 日本国憲法の理念及び基本原則
第7回	統治機構①	国会及び選挙 議院内閣制 内閣
第8回	統治機構②	裁判所 違憲審査制 財政及び地方自治
第9回	統治機構③	象徴天皇制 憲法保障 憲法改正
第10回	基本的人権①	人権総論 包括的基本権
第11回	基本的人権②	法の下での平等 身体的自由権 精神的自由権
第12回	基本的人権③	経済的自由権 社会権 参政権及び国務請求権
第13回	平和主義	国民の三大義務 規定の背景 規定の内容及び解釈 安全保障

第14回 まとめ及び学期末レポート 総復習並びにレポートの作成及び提出

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

授業前後に参考書の該当部分を併せて読むことを勧めます。この授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】

テキストは使用しません。

【References】

伊藤正己・加藤一郎編『現代法学入門〔第4版〕』（有斐閣双書、有斐閣、2005年）
伊藤正己『憲法入門〔第4版補訂版〕』（有斐閣双書、有斐閣、2006年）
末川博編『法学入門〔第6版補訂版〕』（有斐閣双書、有斐閣、2014年）
初宿正典・高橋正俊・米沢広一・棟居快行『いちばんやさしい憲法入門〔第6版〕』（有斐閣アルマ、有斐閣、2020年）
その他の参考書は、必要に応じてその都度紹介します。

【Grading criteria】

学期末レポート（80％）及び授業内小レポート（20％）によって評価します。なお対面授業に復帰することになった場合、「成績評価の方法と基準」の変更は「学習支援システム」上に掲示します。

【Changes following student comments】

特にありませんが、法学部の専門科目ではなく、ILAC科目であることに留意します。

【】

The aim of this course is to help students acquire an understanding of the basic concepts related to law in general, and the history, principles and contents of the Constitution of Japan.

LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 1~4
 Day/Period : 木 5/Thu.5
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学（日本国憲法）
 他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この授業は、主に初学者を対象に、法と国家及び社会の関係に関する理解を踏まえ、日本国憲法の理念や構成を理解することをテーマとしています。下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げて解説した上で、以降の期間で日本国憲法に関する講義を行う予定です。①立憲主義や権力分立等憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの3つがその柱となります。受講生が初学者であることを踏まえ、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進めます。

【Goal】

受講生が日本国憲法の基本原理及びそれに基づく内容構成、特徴等の「正しい理解」を通じ、憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けることで、民主的な国家の市民として、また主権者として必要な法的・制度的知識及び資質を習得することを目標としています。それと同時に、現実の社会における様々な法関係に対し、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指します。

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

【Method(s)】

「学習支援システム」上で教材配信型のオンライン授業を行い、毎回配信するレジュメ及び資料を受講生が読む形で授業を進めます。また計5回の授業内小レポートを課し、それに対するフィードバックは第14回授業のまとめに際して包括的に行います。なお対面授業に復帰することになった場合、「授業の進め方と方法」の変更は「学習支援システム」上に掲示します。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
第1回	オリエンテーション	講義概要（シラバス）の説明
第2回	法の特徴	法と社会及び国家との関係 道徳等との関係 権利義務との関係
第3回	憲法の特徴	法の分類 法律等との関係 国際法との関係 憲法の分類
第4回	近現代国家の憲法	近代憲法の成立 立憲主義及び基本原理 現代憲法の特徴
第5回	日本の憲法の歴史	大日本帝国憲法の制定及び特質
第6回	日本国憲法の特徴	日本国憲法の制定 日本国憲法の構成 日本国憲法の理念及び基本原則
第7回	統治機構①	国会及び選挙 議院内閣制
第8回	統治機構②	内閣 裁判所 違憲審査制 財政及び地方自治
第9回	統治機構③	象徴天皇制 憲法保障 憲法改正
第10回	基本的人権①	人権総論 包括的基本権 法の下での平等
第11回	基本的人権②	身体的自由権 精神的自由権 経済的自由権
第12回	基本的人権③	社会権 参政権及び国務請求権 国民の三大義務
第13回	平和主義	規定の背景 規定の内容及び解釈 安全保障
第14回	まとめ及び学期末レポート	総復習並びにレポートの作成及び提出

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

授業前後に参考書の該当部分を併せて読むことを勧めます。この授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】

テキストは使用しません。

【References】

伊藤正己・加藤一郎編『現代法学入門〔第4版〕』（有斐閣双書、有斐閣、2005年）
 伊藤正己『憲法入門〔第4版補訂版〕』（有斐閣双書、有斐閣、2006年）
 末川博編『法学入門〔第6版補訂版〕』（有斐閣双書、有斐閣、2014年）
 初宿正典・高橋正俊・米沢広一・棟居快行『いちばんやさしい憲法入門〔第6版〕』（有斐閣アルマ、有斐閣、2020年）
 その他の参考書は、必要に応じてその都度紹介します。

【Grading criteria】

学期末レポート（80％）及び授業内小レポート（20％）によって評価します。なお対面授業に復帰することになった場合、「成績評価の方法と基準」の変更は「学習支援システム」上に掲示します。

【Changes following student comments】

特にありませんが、法学部の専門科目ではなく、ILAC科目であることに留意します。

【】

The aim of this course is to help students acquire an understanding of the basic concepts related to law in general, and the history, principles and contents of the Constitution of Japan.

HSS100LA

Physical Education

Shigeharu AKIMOTO

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): Elementary Health and Physical Education

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

【Goal】

1. Learning about various ways of exercising.
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?】

【Method(s)】

This class is comprised of 8 lectures and 6 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.

Also, Due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

When reaction papers are submitted by students, the teacher will comment or give feedback on those reaction papers at the beginning of the next session.

【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	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Diet and Nutrition (Lecture)	Learning about basic nutrition and healthy lifestyle.
4	Principles of Training (Lecture)	Learning the basic principles of training.
5	Sport and Injury (Lecture)	Learning about various risk of injuries in sport and their prevention and recovery.

6	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.
7	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
8	The Olympics and Paralympics (Lecture)	Learning about the Olympic and Paralympic Games.
9	Sport and Society (Lecture)	Learning about the role of sport in society.
10	Disability Sport (Lecture)	Learning the outline of disability sports.
11	Football & Boccia (Lecture & Practical Lesson)	Learning the outline of Football and Boccia.
12	Volleyball & Sitting Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball and Sitting Volleyball.
13	Adaptation in Sport (Lecture)	Learning about adaptation in Sports.
14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.

【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. Also, each student is required to study for 2 hours before and after each lesson accordingly.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

【Grading criteria】

Attitude and Active Participation in Discussions and Practical Lesson: 60%

Understanding of the contents, Reports & Reaction Paper: 40%
*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

【Changes following student comments】

- 1) The target of each lesson will be introduced at the begging of each lecture in order for students to understand the importance of each lesson.
- 2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.
- 3) The contents of next lesson will be introduced in order for students to prepare and be ready.

【Others】

- ・Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.
- ・ The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.
- ・ 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.

【】

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

IDN100LA

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 大学を知ろう <法政学>への招待

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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なに、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、創立から 140 年以上となる本学の歴史、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見つめ、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?】

【Method(s)】

毎回、科目責任者 2 名のコーディネートのもと、総長以下、本学教員、卒業生等が、学部やキャンパスの垣根を超えて担当します。講義の途中や最後に内容を確認するクイズ、グループワークなどで参加型・双方向型授業にしています。毎回の Hoppii のコメントに書かれた質問のなかから講義担当者が重要なものを選んで翌週にペーパーにして応答します。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	「山の手」の市ヶ谷キャンパス～法政大学と地域社会	ガイダンスとして授業の概要を説明したのち、市ヶ谷キャンパス周辺地域の歴史・地理環境、本学の地域連携活動を紹介する。(科目責任者＝小倉淳一)
2	市民社会の開明とノンエリートの夢～法政大学と日本近現代史①	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講義する。(浜村彰)
3	ボアソナードと梅謙次郎～法政大学と日本近現代史②	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を学ぶ。(岡孝)
4	アジアからみつめる～法政大学と国際社会	20 世紀初頭に始まる留学生の受け入れをはじめ、本学の国際関係を概観する。(高柳俊男)
5	リベラリズムの潮流～法政大学と日本近現代史③	本学で教えた夏目漱石門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。図書館にある旧蔵書も紹介。(衣笠正晃)
6	学生生活の今昔	写真や映像を交えて学生文化史を振り返る。戦時下の学徒出陣にも触れる。(古俣達郎)
7	校歌「よき師よき友つどひ結び」	成立背景や作詞・作曲者、歌詞の意味などについて知り、応援団のパフォーマンスを見ながら歌唱指導を受ける。(児美川孝一郎)

8	大内総長とその時代～法政大学と日本近現代史④	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	法政大学のスポーツ	戦前よりさまざまな部活動が行われ、オリンピックを含め数々の名選手を輩出した本学のスポーツの特徴を考える。(ゲスト講師)
10	ユニークな研究所	多数の研究所のうち他大に類例がなく、研究実績で世に知られる能楽研究所、沖縄文化研究所、大原社会問題研究所について知る。
11	先輩からのエール	社会で活躍する卒業生の体験を聞き、本学で学ぶ意義や可能性を考える。今年度はおなじみの LINE で 31 歳にして執行役員となった奥井麻矢さん(キャリアデザイン学部卒)をお招きする予定。
12	近年の発展～法政大学と日本近現代史⑤	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。(職員・各学部教員)
13	「自由と進歩」と法政大学憲章～「法政らしさ」を考える	法政大学の学風として掲げられてきた「自由と進歩」から「法政大学憲章」へ、この講義の内容をふり返りつつ「法政大学らしさ」を考える。(科目責任者＝小林ふみ子)
14	まとめのワーク	「法政大学と自分たちの未来」を話しあい、将来の法政大学への提言をする。廣瀬克哉総長の講評を受け、もっとも優れた発表に総長賞を授与する。(廣瀬克哉総長・科目責任者＝小林)

【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。昨年オープンしたばかりの 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。さらに充実したバージョンはテキストとして生協で販売します。

【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】

毎回の Hoppii のコメントにみえる取り組み 70 %、期末レポート 30 % で総合的に評価します。

【Changes following student comments】

開設 11 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、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 more than 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.

IDN200LA

Hosei Studies A

Tatsuroh KOMATA, Toshio TAKAYANAGI

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法政学の探究 L A

他学部公開： グローバル： 成績優秀： 実務教員：

【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取り上げます。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?】

【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。なお、質問やリアクションペーパーに対するフィードバックは授業中に行います。

* 各回のオンラインでの実施形式・実施方法は学習支援システムを通じて、事前にお伝えします。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	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=高柳俊男、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)
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)
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。今回は、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)
6	夏目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:久保田彦穗)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	作家井本健作とその日記	野上豊一郎の推挙で本学教員になり、戦前・戦後にかけて、予科長、第二中学校長(初代)、図書館長を歴任するなど大学運営にも深くかかわった作家・俳人の井本健作。井本が長年にわたり書き残した日記(「自省録」)を紐解き、知られざる戦前期法政大学の歴史を明らかにする。(北口由望)
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	「不安の時代」を代表する思想家	西田幾多郎を中心とする「京都学派」随一の俊才とされ、昭和前期のアカデミズムとジャーナリズムの双方で幅広く活躍しながら、第 2 次大戦直後に悲劇的な獄死をとげた哲学者・三木清の生涯と思想を紹介・検討する。(衣笠正晃)
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)

- | | | |
|----|-------------------|--|
| 12 | 近代スキー発展の礎を築いた福岡孝行 | 白馬スキー場を切り拓いた法政大学教授の福岡孝行。近代日本のスキー文化を形作った先駆者であり、法政スポーツの発展に尽力したその功績を振り返る。(福岡孝純) |
| 13 | 戦後法政大学の歴史と人物 | 『法政大学百年史』(1980年)、『法政大学と戦後五〇年』(2004年)など、長年にわたり法政大学の歴史の編纂に携わられている飯田泰三法政大学名誉教授をお招きし、戦後の法政大学の歴史を形作った様々な人物についてお話いただく。(飯田泰三) |
| 14 | 学生の目と教員の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。
(小倉淳一、明田川融、古俣達郎) |

【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および同ミュージアムデジタルアーカイブ (<https://museum.hosei.ac.jp/archives/Users/Top>) 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（もしくは学習支援システム）でお知らせします。この成績評価の方法をもとに、本授業の到達目標の 60%以上を達成した者を合格とします。

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。学習支援システムを積極的に活用します。

【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。

【I】

This intermediate class aims to explore the history and the spirit of Hosei University, by following the achievements and personality of several specific individuals.

IDN200LA

Hosei Studies B

Tatsuroh KOMATA

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

Day/Period : 火 4/Tue.4

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法政学の探究 L B

他学部公開： グローバル： 成績優秀： 実務教員：

[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?]

[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。報告（発表）や質問、リアクションペーパー等に対するフィードバックは授業中に行います。

[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行います。
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行います。
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行います。
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.

LANf200LA

French C I

Tamio OKAMURA

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

Day/Period : 火 3/Tue.3

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

言語と社会は切り離せない。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時事的文章を読み、翻訳することを通して、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、関連する簡単な作文ができるようになること。フランス語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?】

【Method(s)】

毎回、フランス時事が紹介された文章を読む。意味や文法を確認し、音読する。練習問題や短い会話練習をする。
宿題に関するフィードバックは、授業ないし hoppii を通じて行う。

【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	教科書・授業・成績評価に関する説明
第2回	1章 名前と姓	文法復習 本文読解 指示代名詞
第3回	1章 名前と姓	本文読解 受動態
第4回	2章 ジャック・シラク	本文読解 複合過去
第5回	2章 ジャック・シラク	本文読解 半過去
第6回	3章 黄色いヴェスト運動	本文読解 最上級
第7回	3章 黄色いヴェスト運動	本文読解 最上級
第8回	4章 気候変動	本文読解 接続法
第9回	4章 気候変動	本文読解 接続法
第10回	8章 本物のカマンベール7	本文読解 中性代名詞
第11回	8章 本物のカマンベール	本文読解 中性代名詞
第12回	10章 ケンゾー	本文読解 現在分詞とジェロンディフ
第13回	10章 ケンゾー	本文読解 現在分詞とジェロンディフ
第14回	期末試験	期末試験

【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】

石井洋二郎、ミシェル・サガズ『時事フランス語 2021年版 (À la plage 2021)』(朝日出版社、1900円+税)
文法事項に関しては随時プリントを配布する。

【References】

『プチ・ロワイヤル仏和辞典』
電子辞書

【Grading criteria】

平常点(宿題を含む) 50 %

期末試験 50 %

【Changes following student comments】

授業内で答え合わせをしなかった宿題に関しては、hoppii を通じて正答配布ないし添削配布をする。

【】

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 society and culture. There will also be ample time to review grammar points learned in previous class.

LANf200LA

French C I

Masahisa INAGAKI

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

Day/Period : 月 2/Mon.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

簡単なフランス語のテキストを訳読することを通して、1年時に学習した文法事項に対する理解を深め、語学力の向上を目指します。また、仏和辞典の使い方も徹底的に鍛えていきます。

【Goal】

仏和辞典があればフランス語の文章をある程度理解できるようになるレベルに到達すること。

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

【Method(s)】

出席者一人一人、担当の文章を訳読してもらいます。

提出物は添削したうえで次の授業で返却します。

質問等は授業の前後に受け付けます。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
第1回	第1課	名前と性
第2回	第2課	ジャック・シラク
第3回	第3課	黄色いヴェスト運動
第4回	第4課	気候変動
第5回	第5課	電動キックスケーター
第6回	第6課	アンヌ・イダルゴ
第7回	第7課	L214
第8回	第一回小テスト（予定）	第一回小テスト（予定）
第9回	第8課	本物のカマンベール
第10回	第9課	睡眠不足
第11回	第10課	ケンゾー
第12回	第2回小テスト（予定）	第2回小テスト（予定）
第13回	予備日	予備日
第14回	総括	まとめと期末試験

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

予習の必要はありません。毎回宿題が出ますから、必ずやってくる。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】

『時事フランス語 2021年度版』（朝日出版社）を使用します。

【References】

参考書は授業中に指示します。

仏和辞典を毎回必ず持参すること。

【Grading criteria】

期末試験（50％）と二回の小テスト（各25％）に平常点を加味して評価を下します。

詳しくは第一回授業で説明します。

【Changes following student comments】

学生に理解度を考慮し、進度を調整していくよう努める。

【】

lecture of simple text in French language

LANf200LA

French C I

Mio NAKAMURA

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

Day/Period : 水 5/Wed.5

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

フランス語で書かれた時事問題の記事を読む、講読の授業です。

【Goal】

初見のフランス語でも正しく発音ができ、辞書で単語の意味を調べれば内容を理解することができるレベルを目指します。

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

【Method(s)】

各章のテーマについての解説を読んだから、音読練習をして、日本語に訳してみよう。読んだ内容を発展させてより詳しく調べた結果を、各回 2 名ずつパワーポイント等により発表してもらいグループディスカッションを行います。Zoom 使用の同時配信型で授業を行う場合は、音読のパートではビデオをオンにして教員の口元を確認しながら復唱してみよう。対面で授業ができるようになった場合にも、音読・日本語訳は一人ずつで行いますが、発表とその内容についてのディスカッションは 4~5 名のグループで行います。質問のやり取りや訳文の提出、発表を終えた掲示資料の提第 1 回目の授業は、Zoom を使ったオンライン上で授業と同じ時間帯に行われます。「お知らせ」に ID とパスワードを提示しますので、そちらを使って参加してください。出は、初回の授業でお伝えするメールアドレスをお願いします。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1 回目	1. 名前と姓	指示代名詞
2 回目	2. ジャック・シラク	格調高い言い回し
3 回目	3. 黄色いヴェスト運動	中性代名詞
4 回目	4. 気候変動	動詞から名詞への変換
5 回目	5. 電動キックスケーター	無生物主語の文
6 回目	6. アンヌ・イダルゴ	序数
7 回目	7. L214(完全菜食主義団体)	比較表現
8 回目	8. 本物のカマンベール	数量を伴う代名詞
9 回目	9. 睡眠不足	「～すること」という表現
10 回目	10. ケンゾー	過去時制
11 回目	11. コロナウイルス	期間をあらわす表現
12 回目	12. 学校での携帯電話禁止	助動詞
13 回目	13. 共和制と君主制	形容詞
14 回目	期末試験	試験または課題

【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。ストーリーミングの音声を使って、授業までに発音を練習しておきましょう。単語の意味を調べて、内容がきちんと伝わる訳を準備しておきましょう。テーマから発展させて調べた結果をプレゼン形式で発表できるように準備しましょう。

【Textbooks】

『時事フランス語 2021 年度版』石井洋二郎、ミシェル・サガズ著 (朝日出版社)

【References】

特にありません

【Grading criteria】

授業中の音読・和訳・プレゼンなどの平常点 50%、期末課題または期末試験 50%で総合的に評価します。

【Changes following student comments】

読んだ内容やプレゼンに対するグループでの意見交換の時間をもう少し増やします。

【】

This is a reading class for articles on current affairs written in French.

LANf200LA

French C II

Tamio OKAMURA

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

Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 II

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

言語と社会は切り離せない。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、関連する簡単な作文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?】

【Method(s)】

毎回、フランス文化や社会の側面が紹介された文章を読む。意味や文法を確認し、音読をする。多くの練習問題や短い会話練習をする。宿題に関するフィードバックは、授業ないし **hoppii** を通じて行う。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
第 1 回	11 章 コロナウィルス	本文読解 複合過去
第 2 回	11 章 コロナウィルス	本文読解 複合過去
第 3 回	14 章 マルセル・ブルースト	本文読解 半過去
第 4 回	14 章 マルセル・ブルースト	本文読解 序数
第 5 回	15 章 レフェットリオ：連帯、エコロジー、美食	本文読解 中性代名詞 y その 1
第 6 回	15 章 レフェットリオ：連帯、エコロジー、美食	本文読解 その他の中性代名詞
第 7 回	16 章 理想宮殿 ne … ni ~ ni ~	本文読解 ne … ni ~ ni ~
第 8 回	16 章 理想宮殿	本文読解 その他の否定表現
第 9 回	18 章 パリ万国博覧会	本文読解 分詞構文
第 10 回	18 章 パリ万国博覧会	本文読解 絶対分詞構文
第 11 回	19 章 30 年前：雲仙	本文読解 単純未来
第 12 回	19 章 30 年前：雲仙	本文読解 前未来
第 13 回	補習	大過去、時制の一致等、文法の補い
第 14 回	期末試験	期末試験

【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】

石井洋二郎、ミシェル・サガズ『時事フランス語 2021 年版 (À la plage 2021)』(朝日出版社、1900 円 + 税)

【References】

プチ・ロワイヤル仏和辞典
電子辞書

【Grading criteria】

平常点 (宿題を含む) 50 %
期末試験 50 %

【Changes following student comments】

授業内で答え合わせをしなかった宿題に関しては、**hoppii** を通じて正答配布ないし添削配布をする。

【Others】

初回への出席をもって受講資格としますので、初回に欠席しないように。

【】

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 society and culture. There will also be ample time to review grammar points learned in previous classes.

LANf200LA

French C II

Masahisa INAGAKI

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 月 2/Mon.2
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 II
 他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

簡単なフランス語のテキストの訳読を通して、1年時に学習した文法事項の理解を深め、語学力の向上を目指します。また、仏和辞典の使い方も徹底的に鍛えていきます。

【Goal】

仏和辞典があれば、ある程度のフランス語の文章を理解することのできるレベルに到達すること。

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

【Method(s)】

出席者一人一人、担当する文章を訳読してもらいます。
 提出物は添削したうえで次の授業で返却します。
 質問等は授業の前後に受け付けます。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
第1回	第11課	コロナウイルス
第2回	第12課	学校での携帯電話禁止
第3回	第13課	共和制と君主制
第4回	第14課	マルセル・ブルースト
第5回	第15課	レフェットリオ ―連帯、エコロジー、美食
第6回	第1回小テスト（予定）	第1回小テスト（予定）
第7回	第16課	理想宮殿
第8回	第17課	カンカド
第9回	第18課	パリ万国博覧会
第10回	第19課	30年前 ―雲仙
第11回	第20課	モンレアル
第12回	第2回小テスト（予定）	第2回小テスト（予定）
第13回	予備日	予備日
第14回	総括	まとめと期末試験

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

予習は必要ありません。毎回宿題が出ますので、必ずやってきてください。
 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】

『時事フランス語 2021年度版』（朝日出版社）

【References】

教室で指示します。
 仏和辞典を毎回必ず持参すること。

【Grading criteria】

期末試験（50％）と二回の小テスト（各25％）に平常点を加味して評価を下します。
 詳しくは第一回授業で説明します。

【Changes following student comments】

授業の進度に注意します。

【】

lecture of simple texts in French language

LANf200LA

French C II

Mio NAKAMURA

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

Day/Period : 水 5/Wed.5

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語 4 II

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

フランス語で書かれた時事問題の記事を読む、講読の授業です。

【Goal】

初見のフランス語でも正しく発音ができ、辞書で単語の意味を調べれば内容を理解することができるレベルを目指します。

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

【Method(s)】

各章のテーマについての解説を読んだから、音読練習をして、日本語に訳してみよう。読んだ内容を発展させてより詳しく調べた結果を、各回 2 名ずつパワーポイント等により発表してもらいグループディスカッションを行います。Zoom 使用の同時配信型で授業を行う場合は、音読のパートではビデオをオンにして教員の口元を確認しながら復唱してみよう。対面で授業ができるようになった場合にも、音読・日本語訳は一人ずつで行いますが、発表とその内容についてのディスカッションは 4~5 名のグループで行います。質問のやり取りや訳文の提出、発表を終えた掲示資料の提出は、初回の授業でお伝えするメールアドレスをお願いします。

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1 回目	14. マルセル・ブルースト	半過去・複合過去時制
2 回目	15. レフェットリオ	「前者」「後者」の言い方
3 回目	16. 理想宮殿	否定表現
4 回目	17. カンカド	前置詞
5 回目	18. パリ万国博覧会	過去分詞・現在分詞
6 回目	19. 30 年前	形容詞から副詞への変換
7 回目	20. モンレアル	人称代名詞・中性代名詞
8 回目	政治記事 1	条件法
9 回目	政治記事 2	間接話法 (時制の一致)
10 回目	社会記事 1	接続法
11 回目	社会記事 2	現在分詞・ジェロンディフ
12 回目	文化記事 1	疑問詞を使う間接話法
13 回目	文化記事 2	同格・列挙の方法
14 回目	期末試験	試験または課題

【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。ストーリーミングの音声を使って、授業までに発音を練習しておきましょう。単語の意味を調べて、内容がきちんと伝わる訳を準備しておきましょう。テーマから発展させて調べた結果をプレゼン形式で発表できるように準備しましょう。

【Textbooks】

『時事フランス語 2021 年度版』石井洋二郎、ミシェル・サガズ著 (朝日出版社)

【References】

特にありません

【Grading criteria】

授業中の音読・和訳・プレゼンなどの平常点 50%、期末課題または期末試験 50%で総合的に評価します。

【Changes following student comments】

読んだ内容やプレゼンに対するグループでの意見交換の時間をもう少し増やします。

【】

This is a reading class for articles on current affairs written in French.

LANf200LA

French D I

Gaillard NICOLAS

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

Day/Period : 木 3/Thu.3

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語コミュニケーション (初級) I

他学部公開： グローバル： 成績優秀： 実務教員：

【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。原則として、教室における対面授業を予定しています。ただし、大学から対面授業方針の変更が伝えられた場合はこの限りではありません。また、東京および日本全国における感染拡大状況を考慮に入れつつ、教室で行う対面授業の回数とオンラインで行う遠隔授業の回数は学期開始後に調整します。

【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?】

【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。基本的に授業時間内にフィードバックを行うが、LMS などを活用する場合もある

【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	予約する ホテルで
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	アポを取る 病院で

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

前の授業の勉強したことを生かし会話を書いて提出します。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】

平常点 100 % (授業中の発言 50%や宿題の提出 50 %)。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.

LANf200LA

French D II

Gaillard NICOLAS

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語コミュニケーション (初級) II

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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.)】

前の授業の勉強したことを生かし会話を書いて、提出します。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】

平常点 (授業中の発言 50%や宿題の提出 50%)。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もっと話します。

【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.

LANe200LA

Chinese C I

Koon ko

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

Day/Period : 金 4/Fri.4

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語作文初級 I

他学部公開： グローバル： 成績優秀： 実務教員：

【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、翻訳が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?】

【Method(s)】

プリントを事前に配り、予習してもらいます。授業中にチェックします。必要に応じて授業後の指導もできます。
社会情勢に合わせてオンデマンドとオンライン授業（リアルタイム）を実施する場合があります。その時、お知らせします。
課題等へのフィードバックは授業時間またはメールを通じて行います。

【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し 40 % にします。ふだんの成績は 60 % にします。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。

【Equipment student needs to prepare】

オンライン授業を受講するため通信環境・PC の準備をしてください。

【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.

LANe200LA

Chinese C II

Koon ko

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

Day/Period : 金 4/Fri.4

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語作文初級Ⅱ

他学部公開： グローバル： 成績優秀： 実務教員：

【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、翻訳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?】

【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。必要に応じて授業後の指導もできます。

社会情勢に合わせてオンデマンドとオンライン授業（リアルタイム）を実施する場合もあります。その時、学習支援システムでお知らせします。

課題等へのフィードバックは授業時間またはメールを通じて行います。

【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】

プリント添付

【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し、40 %にし、ふだんの成績は 60 %にする。再開されなかった場合には、毎回の課題の出来具合によって評価する。

【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。

【Equipment student needs to prepare】

オンライン授業を受講するため通信環境・PC の準備をしてください。

【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.

LANe200LA

Chinese D I

Kebing LIU

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

Day/Period : 木 2/Thu.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語視聴覚初級 I

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。

課題等へのフィードバックは授業時間またはメールを通じて行う。本授業はハイブリッド（オンラインと対面を併用）で行います。授業についての詳細は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	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】

課題提出 授業への参加度 60% 期末レポート試験 40%

【Changes following student comments】

特に無し。

【Equipment student needs to prepare】

オンライン授業を受講するための通信環境、PC 等を準備して下さい。

【】

In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.

LANc200LA

Chinese D II

Kebing LIU

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

Day/Period : 木 2/Thu.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語視聴覚初級Ⅱ

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。

課題等へのフィードバックは授業時間またはメールを通じて行う。

【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】

課題提出 授業への参加度 60% 期末レポート試験40%

【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.

LANs200LA

Spanish C I

Osno Illanes DE SASAKUBO H

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

Day/Period : 火 2/Tue.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語 4 I

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【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	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

【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。本授業の宿題・復習時間は、あわせて1時間を標準とします。

【Textbooks】

Entre amigos 2, 2da. edición,(総合スペイン語コース中級一改訂版一)

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 50 %

小テスト 20 %

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.

LANs200LA

Spanish C I

Osno Illanes DE SASAKUBO H

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

Day/Period: 金 3/Fri.3

Notes: < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語 4 I

他学部公開: グローバル: 成績優秀: 実務教員:

【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。

【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?】

【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。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introducción al curso	スペイン語で紹介、挨拶、授業の説明
2	Elena se prepara para ir a verle	再帰動詞・代名詞
3	Elena se prepara para ir a verle	日常生活、習慣、日課
4	Ya ha llegado a Valencia	現在完了形・頻度を表す副詞・
5	Ya ha llegado a Valencia	近い過去・習慣について話す
6	Iremos a Peñíscola	未来形、関係代名詞、副詞
7	Iremos a Peñíscola	友人を紹介する、仮定の話をする、他
8	El partido de fútbol. ¿ Qué está pasando?	比較級と最上級、現在進行形
9	El partido de fútbol. ¿ Qué está pasando?	アドバイス、同時進行する言動、今行っていることを話す
10	Antes todo era diferente	線過去、旅行しながら過去を思い出す
11	Antes todo era diferente	過去の状態、行動、日常について述べる
12	El año pasado fui a...	点過去、時を表す副詞
13	El año pasado fui a...	過去のある時点での出来事、過去の重要事項について話す
14	期末テスト	まとめ、テスト

【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。本授業の宿題・復習時間は、あわせて1時間を標準とします。

【Textbooks】

Te Veo,nivel intermedio. Editorial DTP

楽しく覚えるスペイン語「改訂版」

スペイン語中級

【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 50 %

小テスト 20 %

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

LANs200LA

Spanish C I

Etsuko MIYATA

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

Day/Period : 水 2/Wed.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語 4 I

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。 ser, estar, hay 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。期末テストで60%取得しないと単位は取れない。

【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。特にわからない単元や確認したい文法について記入してください。質問などについては授業内で復習するなどの対応を行います。

【】

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.

LANs200LA

Spanish C II

Osno Illanes DE SASAKUBO H

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語 4 II

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	家具	家具と調度品 / 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/ 条件文 I
12	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
13	後悔	条件文 II
14	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。本授業の宿題・復習時間は、あわせて1時間を標準とします。

【Textbooks】

Entre amigos 2, 2da. edición, (総合スペイン語コース中級-改訂版-)

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 50 %

小テスト 20 %

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.

LANs200LA

Spanish C II

Osno Illanes DE SASAKUBO H

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 2~4
Day/Period : 金 3/Fri.3Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts
Center (ILAC): スペイン語 4 II

他学部公開： グローバル： 成績優秀： 実務教員：

【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。

【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?】

【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。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	¿ Dónde nos conocimos?	時を表す語句とそれに合った 3 つの過去（現在完了形・線過去・点過去）
2	¿ Dónde nos conocimos?	歴史上の出来事と伝記、レシピ、料理
3	La paella.Enséname	命令法
4	La paella.Enséname	命令・アドバイス・指示の仕方、待ち合わせをする、他
5	Ya había estado aquí.	過去完了形、時を表す副詞
6	Ya había estado aquí.	過去・大過去の出来事について話す、時の表現の復習
7	映像	ラテンアメリカの映画
8	Quiero que venga mucha gente	接続法現在
9	Quiero que venga mucha gente	願望・要求・許可・禁止
10	Un regalo para mi madre. ¿ Qué le comprarías?	過去未来形、接続法過去形
11	Un regalo para mi madre. ¿ Qué le comprarías?	願い・憧れ・夢について話す、洋服・プレゼントを買う
12	La fiesta. ¡ Dice que saques unas cervezas!	間接語法、金言・名言集
13	La fiesta. ¡ Dice que saques unas cervezas!	他者の言葉を再現する、他者のメッセージを伝える
14	期末テスト	まとめ、テスト

【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。本授業の宿題・復習時間は、あわせて1時間を標準とします。

【Textbooks】

Te Veo. Nivel intermedio.

Editorial DTP

スペイン語中級

楽しく覚えるスペイン語

【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 50 %

小テスト 20 %

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.

LANs200LA

Spanish C II

Etsuko MIYATA

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

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語 4 II

他学部公開： グローバル： 成績優秀： 実務教員：

【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?】

【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。ポトシ（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。ポトシ（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。ガラバゴス諸島（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。ガラバゴス諸島（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。

期末テストで 60% 取得しないと単位は取れない。

【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。質問したい単元や確認したい文法などを記入してください。質問などについては授業内で復習するなどの対応を行います。

【】

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.

LANs200LA

Spanish D I

Aurora URITANI

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

Day/Period : 水 2/Wed.2

Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語コミュニケーション I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この講座はオンラインで実施する。**Zoom** を通じてリアルタイムで行う。身近な話題を相手に伝える練習をする。モデル文章を作って重要な表現解説と置き換え練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】

身近な話題について、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す。

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

【Method(s)】

モデルの重要な表現解説と置き換え練習後、学んだ表現を暗記し、**Break Out Room** で仲間と練習する。次に暗記した表現を利用してモデル文章を書き換えて **Break Out Room** で発表する。最後にその日に学習した内容の理解度を確認するためにリスニングの小テストを行う。授業後提出する宿題がない。自分で書き換え文章のフィードバックは毎回 **Break Out Room** の練習中の時にその場で行う。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Mi nombre 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
2	Mi nombre 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
3	Mi familia 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
4	Mi familia 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
5	Mi ciudad 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
6	Mi ciudad 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
7	Mi universidad 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
8	Mi universidad 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
9	Un día normal 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
10	Un día normal 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
11	Descripciones 1	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	Descripciones 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
13	まとめ	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
14	期末理解度の確認	リスニングと発話

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

前の週の復習から始まる。履修者は **Break Out Room** で練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した短文を次の講義までに確認し、完璧に暗記すること。次の授業で確認のための簡単な口頭試験を行う。学習の目安は毎回 60 分程度である。

【Textbooks】

なし

【References】

なし

【Grading criteria】

1. 授業内で指された時の返事に基づく点数。又、授業での態度や積極的な参加度など。
出席点ではありません → 30 %
2. 毎回の小テストに基づく点数 30 % →
3. 期末の理解度確認テストに基づく点数 → 40 %

【Changes following student comments】

特になし

【Equipment student needs to prepare】

ZOOM を使って授業を行うので、**ZOOM** に滞りなく参加ができるように機器環境を整えること。

【Others】

なし

【】

This course will be conducted online in real time through Zoom. You will practice communicating familiar topics to the other party, make model sentences and practice important expression explanations and replacements. The goal is to be able to write your own sentences by replacing expressions based on model sentences.

LANs200LA

Spanish D II

Aurora URITANI

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 2~4
 Day/Period : 水 2/Wed.2
 Notes : < GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語コミュニケーションⅡ
 他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この講座はオンラインで実施する。**Zoom** を通じてリアルタイムで行う。身近な話題を相手に伝える練習をする。、モデル文章を作って重要な表現解説と置き換え練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】

身近な話題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す。

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

【Method(s)】

モデルの重要な表現解説と置き換え練習後、学んだ表現を暗記し、**Break Out Room** で仲間と練習する。次に暗記した表現を利用してモデル文章を書き換えて **Break Out Room** で発表する。最後にその日に学習した内容の理解度を確認するためにリスニングの小テストを行う。授業後提出する宿題がない。自分で書き換え文章のフィードバックは毎回 **Break Out Room** の練習中の時にその場で行う。

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Mi mejor viaje 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
2	Mi mejor viaje 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
3	Mis gustos 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
4	Mis gustos 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
5	Mi mejor regalo 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
6	Mi mejor regalo 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
7	Mi personaje preferido 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
8	Mi personaje preferido 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
9	Después de mi graduación 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
10	Después de mi graduación 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
11	Navidad 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
12	Navidad 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
13	Mi opinión	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
14	Examen	リスニングと発話

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

前の週の復習から始まる。履修者は **Break Out Room** を使ってペアで練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した20個程度の短文を次回の講義までに確認し、完璧に暗記すること。次回の授業で確認のための簡単な口頭試験を行う。学習の目安は毎回 60 分程度である。

【Textbooks】

なし

【References】

なし

【Grading criteria】

1. 授業内で指された時の返事に基づく点数。又、授業での態度や積極的な参加度など。

出席点ではありません → 30 %

2. 毎回の小テストに基づく点数 30 % →

3. 期末の理解度確認テストに基づく点数 → 40 %

【Changes following student comments】

特になし

【Equipment student needs to prepare】

ZOOM に滞りなく参加ができるように機器環境を整えること。

【Others】

なし

【】

In this course, you will practice communicating familiar topics to the other party. Make model sentences and practice important expression explanations and replacements. The goal is to be able to write your own sentences by replacing expressions based on model sentences.

HIS300LE

Modern and Contemporary History of Japan

Marco TINELLO

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

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【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.

Comments for assignments are given during office hours.

【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% (Student's participation in class is evaluated weekly)

Class contribution and discussion questions: 30%

Final examination: 50%

【Changes following student comments】

Not applicable.

【Others】

Office Hours: By appointment

SOC300LE

Families and Sexualities in Japan

Saori KAMANO

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

Day/Period : 火 4/Tue.4

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course gives an overview of contemporary family lives, systems, policies, as well as pertinent historical facts in Japan.

【Goal】

Through the course, students will obtain knowledge of how family life and sexuality are experienced and organized in contemporary Japanese society. They will acquire an understanding of the historical backgrounds of 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)】

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. Feedback is given orally in class after discussion and presentation. Comments are also given in a written form to presenters and written assignments submitted.

*Note : This course will be conducted fully online.

【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 kongaiishi
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, lesbians 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 and reaction papers
45% Take-home final examination

【Changes following student comments】

Have reduced material to be covered, in response to student request.

【Equipment student needs to prepare】

Students are expected to download class materials through Google Classroom and/or HOPPI.

【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.

SOC300LE

Japanese Social Problems

Sachiko HORIGUCHI

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

Day/Period : 木 3/Thu.3

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

[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, gender, work, 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)]

Classes will primarily be based on 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) or write a paper on a chosen topic. Feedback will be given on the Learning Management System for assignments submitted on the Learning Management System, and in class for work done in class (e.g. presentations).

*Note : This course will be conducted fully online.

[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 (self introduction due)
3.	Approaches to Japanese Society: <i>Nihonjin-ron</i>	Overview of key concepts in <i>Nihonjin-ron</i>
4.	Critical Approaches to Japanese Society	Overview of critiques against <i>Nihonjin-ron</i>
5.	A Case Study of a Japanese Social Problem: <i>Hikikomori</i> (Youth Social Withdrawal)	Lecture of instructor's research on <i>hikikomori</i>
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article assignment 1)
7.	Rethinking Motherhood and the Japanese Family	Examining gendered division of labor in the home through a case study of child abuse
8.	Suffering School-children	Examining <i>ijime</i> (bullying), <i>futoko</i> (school non-attendance), and violence in schools
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges
10.	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of <i>otaku</i> subcultures
11.	LGBTQ: Accepted or Not?	Examining shifting perspectives on LGBTQ issues

12.	Gender & Work	Examining the <i>salaryman</i> masculinity through a case study of <i>karoshi</i> (death due to overtime work)
13.	Challenges of an Aging Society	Examining "good death" and care for the elderly
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 a self introduction of 200 words or 2-3 minute recording, including reasons for taking this course, topics of interest, and goals for the course. 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 prior to class. They will also use a significant amount of time outside class in preparation for an individual/ group presentation or a paper on a topic of their choice. They will also be expected to share 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 (participation in class discussions/completion of in-class tasks) 42%; reading notes (checked in 10 sessions, minimum A4 half page notes including key arguments, key terms & definitions, and a discussion question) 20%; self introduction 4% (200 word text or 2-3 minute recording, including reasons for taking this course, topics of interest, and goals for the course); 2 article assignments (5% each, sharing 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/paper 20% (5-minute presentation or 1000-word paper on a topic of choice); end of semester essay reflection (200 words) on what you learned in the course 4%

[Changes following student comments]

Students commented that they would like to have more time for group/class discussions, so ample time for discussion is allocated. Students' preferences for assignments and topics have been incorporated into the course.

[Equipment student needs to prepare]

Hosei Learning Management System/Google classroom 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 minimum 3-10 pages of academic text, to facilitate and join discussions, to make a presentations or 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.

SOS300LE

Global and Transnational Japan

Kei TAKATA

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

Day/Period : 木 3/Thu.3

Notes : < GIS students > Cross-listed in ESOP

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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.

*Note : This course will be conducted fully online.

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

【Method(s)】

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 a presentation 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.

The instructor will provide feedback to the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

【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)
- Preparation for reading presentation
- Preparation for 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: 20%

Presentations (Reading & Project): 30%

Final Paper: 50%

【Changes following student comments】

This is a new course and has not yet received student evaluations.

【Others】

- The schedule and detail may be subject to change.
- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【None】

None

【None】

None

【None】

None

【None】

None

【None】
None

SOC300LE

Journalism in Japan I

Robert Sakai IRVINE

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

Day/Period : 金 5/Fri.5

Notes : < GIS students > Cross-listed in ESOP

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

This course 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 good" 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. Like any good journalist, be curious and critical.

【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)】

In Class

Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.

We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about the role and responsibility of journalism in each situation.

This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.

After Class

By the end of the Monday after each class, students will post their personal thoughts on the topic discussed in the course discussion forum on Hoppii, and comment on at least one other student's reflections, to keep the discussion fresh and moving forward. The instructor will also read and comment on the students' posts.

Final Paper and Presentation

The final project is a research paper (approx. 3,000 words) plus presentation to the class on a major issue of journalism, information literacy or freedom of expression. For the presentation, the instructor will be looking at the quality of the argument, strong evidence, and the student's ability to answer questions on their topic.

Other Written Work

The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade.

*Note : This course will be conducted fully online.

【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. Short essay due.
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	Access Journalism	What is "access journalism", and can it be used to strangle free reporting? We will also explore Japan's kisha clubs.
7	Essay consultations	Individual consultations with the instructor on your final paper.
8	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."
9	Hot Potato Topics II	Presentations to the class on specific hot potato topics. Group discussion.
10	Hot Potato Topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
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	Essay Presentations I	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback. Rough draft of final paper due by class time.
13	Essay Presentations II	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback.
14	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to the role of freedom of speech in a democratic society? Final paper due by class time.

【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.
 - Post personal reflections to the Hoppii course discussion forum on the topic of the previous class. Posts are due by the end of the Monday after each class, to give other students and the instructor time to respond.
 - 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%

Weekly reflections on Hoppii discussion forum: 10%

Final Essay Presentation: 20%

Final Essay: 20%

Your team will be required to submit its opening statement, arguments and evidence, and an annotated bibliography (15%). You will also need to submit a short paper on your own position on your topic (15%), 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 topic for Class 6 has been changed from "kisha clubs" to access journalism more broadly. Kisha clubs will still be used as a case study.

【Equipment student needs to prepare】

A computer or mobile device capable of running Zoom.

【Others】

This class will be held on Zoom.

SOC300LE

Journalism in Japan II

Robert Sakai IRVINE

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

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【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, This course asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and coying 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)】

In Class

Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.

We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about what it means to behave as an ethical journalist, editor or publication in each situation.

This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.

Articles

The bulk of the written work for this course is made up of three news articles the students will have to write based on provided information and, for the last two, their own research. The articles will rise in complexity from basic news report to a news feature on a major social issue. The instructor will be looking for structure, efficient presentation of information, and adherence to newswriting ethics such as source accreditation.

Other Written Work

The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade (where applicable).

【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. Due in Class 4.
4	Sources	Goldmines and landmines. Article 1 due.
5	Access journalism and Japan's kisha clubs	What is "access journalism"? And what are kisha clubs, a fairly unique feature of reporting in Japan? 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.

I have also changed the topic of Class 5 to Access Journalism, to broaden the discussion of the issue out from kisha clubs.

【Others】

This is a practically focussed sister class to JiJ I: Journalism and the Power of the Press in Japan, though it may be taken on its own with no problem. Some foundation material is shared with Power of the Press, but the core focus and tasks are different.

SOS300LE

Media Representations

Zeliha MUGE IGARASHI

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

Day/Period : 木 3/Thu.3

Notes : < GIS students > Cross-listed in ESOP

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【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 COVID-19 situation around the world?

Countries have dominant ideologies that are formulated through institutions of power and diffused through mainstream media. 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 and in which way. This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender in Japan.

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 in Japan.

Through this class, students will gain academic skills to identify these stereotypical media representations and to examine these from a critical perspective.

【Goal】

Each class will start with a theoretical introduction from either cultural studies, media studies or gender, followed by discussion on the media chosen by students.

The analysis of media will allow students to understand dynamics of media representations in Japan and to differentiate between mainstream ideology versus minorities and subcultures.

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 and how mainstream ideas are reproduced and strengthened through media representations.

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

【Method(s)】

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 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 actively participate in discussion throughout the semester.

General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPPII should contact the lecturer to receive feedback during office hours or by e-mail.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the media.
3	Media Literacy	Media Literacy Worksheet 1. Description 2. Analysis 3. Interpretation 4. Evaluation 5. Engagement
4	Gender I	Femininity in Japan.
5	Gender II	Masculinity in Japan.
6	Gender III	Gender roles and child rearing in Japan.
7	Gender IV: Sexuality	Sexualization in the Media. Japan vs. the "West"
8	Discussion Session I	Social Construction of Gender in Japan and the Gender Gap. Mainstream representations in the media.
9	Race and Ethnicity I	Theory. Benedict Anderson, "Imagined communities." Representation of Japanese-ness in the media.
10	Race and Ethnicity II	Representation of foreign workers in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Race and Ethnicity IV	Media Representations of Muslims in Japan
13	Discussion Session II	Group Discussions 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 two hours.

There is homework every week, students are asked to bring a media that is relates to the topic to be covered in each lecture.

【Textbooks】

There will be no single textbook.

Lectures will rely on diverse books and texts, these will be made available to students through HOPPII as well as Google Classroom.

【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/>

Students are more than welcome to share other media outlets in class.

【Grading criteria】

Participation10%

Homework10%

Discussion Sessions30%

Mid-term Exam25%

Final Exam25%

Grading criteria is subject to change in accordance with the number of students registered.

【Changes following student comments】

None.

【Others】

I recommend taking "Cultural Studies" or "Media Studies" classes during Fall semester and "Media Effects" class in Spring semester before taking this class.

ARSe300LF

East Asian Media

Kukhee Choo

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year : 2~4

Day/Period : 火 6/Tue.6

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of Hong Kong films since the 1950s, the dissemination of Japanese popular culture during the 1970s-90s, and the recent popularity of Korean Wave.

【Goal】

Students will also develop an understanding of the processes that enabled Asian entertainers to become part of the larger Western media flows. Students will develop a critical awareness of how visual media and cultural globalization has engaged with the East Asian region and how the local visual media flow has influenced the global.

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

- understand the historical development of visual media flows within East Asia
- learn through examples of East Asian visual media flows how culture and socio-political forces help shape hybridized trans-national identities
- cultivate a better understanding how East Asian visual cultural flows border cross and interact with globalization

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

【Method(s)】

This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section
Comments/feedback for assignments (tests and reports, etc.) are given during office hours.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Lecture about popular culture in Asia.
2	Nationalism and Popular Culture	"National Identity, Popular Culture and Everyday Life", "Conceptualizing East Asian Popular Culture"
3	Early "Asian" Cinema	"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry", "The Early Development of East Asian Cinema in a Regional Context"
4	Transnational Hong Kong Films	"Transnational imagination in action cinema: Hong Kong and the making of a global popular culture", "Transnational collaborations, local competitiveness: Mapping the geographies of filmmaking in/through Hong Kong"
5	Postcolonial Japanese Pop Culture	"Consuming Japan: Early Korean girls comic book artists' resistance and empowerment", "Japanese popular music in Hong Kong"
6	Japanese Trendy Drama	"Romancing the Everyday: Hong Kong women watching Japanese Dorama", "Popular Cultural Capital and Cultural Identity: Young Korean Women's Cultural Appropriation of Japanese TV Dramas"
7	Midterm review	Midterm review exam

8	Pan Asian Music Flows	"Go with your feelings: Hong Kong and Taiwan Popular Culture in Greater China", "Reconsidering Transnational Cultural Flows of Popular Music in East Asia: Transbordering Musicians in Japan and Korea searching for 'Asia'"
9	Millennial Flows	"Postcolonial Hong Kong cinema: Utilitarianism and (trans)local", "Promise and perhaps love: Pan-Asian production and the Hong Kong-China interrelationship"
10	Millennial Flows	"Time and the Neighbor: Japanese Media Consumption of Asia in the 1990s", "Globalization and cinema regionalization in East Asia"
11	Korean Wave/ Korean Drama	"Inroads for cultural traffic: Breeding Korea's cinematiger", "Hybridity and the rise of Korean popular culture in Asia"
12	21st Century Cool Japan	"Nationalizing 'Cool': Japan's Global Promotion of the Content Industry", "Akihabara: Conditioning a Public 'Otaku' Image"
13	Rise of China's Soft Power	"The rise of China's soft power", "Courting the world", "Re-imagining China's future"
14	Final review	Final review exam,

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

Keep up with the weekly readings so as to be able to contribute to the class discussions.

Prepare a presentation or reading summaries.

Prepare for midterm exam and final exam.

The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

Reading materials will be provided as handouts or made available on Hoppii. (Each student is responsible for keeping all the readings and bringing the assigned reading to class on the designated day.)

【References】

The instructor will suggest reference materials whenever appropriate.

【Grading criteria】

Class participation (10%)

Speaking up during class discussion (20%)

Class readings summaries/presentation (or equivalent evaluation) (20%)

Midterm test (20%)

Final test (30%)

【Changes following student comments】

Not applicable

【Others】

The content of this syllabus may be subject to change.

MAN300LE

Corporate Finance

Akashi HONGO

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

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【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. Submission of assignments and feedback are to be uploaded on the Learning Management System.

【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	Total Shareholder's Return Expected Return Risk Variance, Standard Deviation
9	Risk Free Rate and Risk Premium	Portfolio Risk Effect of Diversification The Risk Measure for a Diversified Portfolio: Beta CAPM Security Market Line
10	Portfolio Risk and CAPM	Cost of Equity and Cost of Debt Tax Savings Effect of The Risk Measure for a Diversified Portfolio: Beta CAPM Security Market Line
11	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
12	Optimal Capital Structure	Variation of Corporate Financing Capital Structure Doesn't Matter Effect of Tax Savings Costs of Financial Distress
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 (本合巻詩『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, (本合巻詩『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

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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

MAN300LE

Marketing in Japan

Yoshiko SUZUKI

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

Day/Period : 木 4/Thu.4

Notes : < GIS students > 1) Cross-listed in ESOP 2) This course is limited to five students. Please see the GIS website for details : <https://bit.ly/30y9hFc>

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[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.

*Note : This course will be conducted fully online.

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

[Method(s)]

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. In the class, probably the final class of each lecturer, comments and explanation are given for the assignment(reports). Their following brief profiles may help students enrolling in the lecture.

-Yoshiko SUZUKI

Worked 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.

-Norikazu KANAZAWA

Worked for Sumitomo Corp., Sumifru Singapore PTE LTD and Summit Oil Mill engaging in marketing of food industry. Stationed in Canada, U.S.A., Singapore and China for about 15 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	Marketing of Food products in Japan - I (N. Kanazawa)	Overview of Japanese Food industry
Class 10	Marketing of Food products in Japan - II (N. Kanazawa)	Actual Marketing of Vegetable Oils
Class 11	Marketing of Food products in Japan - III (N. Kanazawa)	Case study, Food Safety and Labeling
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.

[Equipment student needs to prepare]

To be informed later if any.

[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.)

POL300LE

Global Governance

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

Notes : < GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course aims at learning the concept, history, nature, and current state of global governance, focusing on six different thematic issues: (a) peace and security; (b) humanitarian aid and the rule of law; (c) human rights; (d) public health; (e) development; and (f) migration and asylum. Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies. Particular emphasis is put on examining how Japan is contributing to global governance.

【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 (if the situation permits); (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 guest speaker), students are to engage in group discussions during each class, conduct case studies, and make at least one (group) presentation.

Detailed and written feedback and comments are provided to individual students on all written assignments including a short mid-term reaction paper and a long academic essay to be submitted at the end of the term.

【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; discussions on presentation plans
2	Peace and security governance I	Concepts, history, institutions, and current state of global peace and security governance
3	Peace and security governance II	Case studies and a (group) presentation on an aspect of global peace and security governance, focusing on cases of Japan
4	Humanitarian governance and the rule of law I	Concepts, history, institutions, and current state of humanitarian governance and the rule of law
5	Humanitarian governance and the rule of law II	Case studies and a (group) presentation on an aspect of global humanitarian governance, focusing on cases of Japan
6	Human rights governance I	Concepts, history, institutions, and current state of human rights governance

7	Human rights governance II	Case studies and a (group) presentation on an aspect of global human rights governance, focusing on cases of Japan
8	Global health governance I	Concepts, history, institutions, and current state of global health governance
9	Global health governance II	Case studies and a (group) presentation on an aspect of global health governance, focusing on cases of Japan
10	Development governance I	Concepts, history, institutions, and current state of development governance
11	Development governance II	Case studies and a (group) presentation on an aspect of global development governance, focusing on cases of Japan
12	Migration and asylum governance I	Concepts, history, institutions, and current state of global migration and asylum
13	Migration and asylum governance II	Case studies and a (group) presentation on an aspect of global migration and asylum governance, focusing on cases of Japan
14	Review	Essay writing on unseen questions or essay assignment

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

Students are required to read reference materials (whose list will be distributed on Hoppii) prior to each class. Students are also to conduct case studies and make a (group) presentation at least once per term, focusing on cases of Japan. 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

Thomas Risse, Tanja A. Borzel, and Anke Draude (eds.) 2018, The Oxford Handbook of Governance and Limited Statehood, Oxford: Oxford University Press

【References】

David Levi-Faur (ed.) 2012, The Oxford Handbook of Governance, OUP: Oxford

(* particularly the section on Global Governance)

Jan Aart Scholte, 2005, Globalization: a critical introduction, second edition, revised and updated, London: Red Globe Press.

Ramesh Thakur 2016, The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect, CUP: Cambridge

Michael Barnett, 2009, The International Humanitarian Order (Security and Governance), Routledge: London

Colin McInnes, Kelley Lee, and Jeremy Youde (eds.) 2018 The Oxford Handbook of Global Health Politics, Oxford: Oxford University Press.

Ahmed Shafiqul Huque and Habib Zafarullah (eds.) 2005, International Development Governance, CRC Taylor and Francis

Brian C. Smith, 2007, Good Governance and Development, Macmillan

Alexander Betts (eds.) 2011, Global Migration Governance, OUP: Oxford

【Grading criteria】

Participation (i.e. active engagement in the discussions at class)

20%

Presentation 20%

Final test/essay 60%

* Students' communication skills, critical analytical skills, and original ideas will be evaluated.

【Changes following student comments】

N/A

【Equipment student needs to prepare】

Access to good internet connection

【Others】

The instructor has practical experience in working for the Japanese government (Ministry of Foreign Affairs and Ministry of Justice) and UN agencies (UNHCR and IOM) 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

ECN300LE

Advanced Economics

Samuel KWABENA OFORI

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

Day/Period : 水 5/Wed.5

Notes : < GIS students > Cross-listed in ESOP, Prerequisite: Microeconomics II and Macroeconomics II

他学部公開： グローバル： 成績優秀： 実務教員：

【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)】

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.

Submission of assignments and feedback are to be uploaded on the Learning Management System.

*Note : This course will be conducted fully online.

【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
Week 13	Japan's Economy I	High Growth Era
Week 14	Japan's Economy II	The Bubble Burst and Recession

【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.

