

# GIS Syllabus 2018



**法政大学**



# GIS Syllabus 2018

## Contents

### Table of courses

Curriculum for students who entered in or after 2016 . . . . .	1
Curriculum for students who entered 2012-2015 . . . . .	9
The cross-listed courses . . . . .	17
Explanation of course curriculums and course registration . .	18
Syllabus . . . . .	19
Office Hours . . . . .	241

### Class hours

1st period	9 : 00~10 : 40
2nd period	10 : 50~12 : 30
Lunch break	12 : 30~13 : 10
3rd period	13 : 10~14 : 50
4th period	15 : 00~16 : 40
5th period	16 : 50~18 : 30
6th period	18 : 35~20 : 15
7th period	20 : 20~22 : 00



# Table of Courses (for students who entered in or after 2016)

## 1. 100-level General Study Courses

### (1) Academic Skills Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6000	Basic Writing Skills	3	1	2		Marcus Lovitt	19
A6001		4	1	2		Marcus Lovitt	
A6002		5	1	2		Robert Edward Witmer	
A6003		6	1	2		Teresa Ann Koide	
A6004		7	1	2		Robert Edward Witmer	
A6005		8	1	2		Olesya Shatunova	
A6006	Academic Writing Skills I	1	1	2		Michael Quiros	20
A6007		2	1	2		Michael Quiros	
A6008		3	1-2	2		Mark Birtles	
A6009		4	1-2	2		Mark Birtles	
A6010		5	1-2	2		Chrystabel Butler	
A6011		6	1-2	2		Chrystabel Butler	
A6012		7	1-2	2		Mark Valley	
A6013		8	1-2	2		Robert Edward Witmer	
A6014	Academic Writing Skills II	1	1-2	2		Sarah Allen	21
A6015		2	1-2	2		Diana Kartika	
A6016		3	2	2		Mark Birtles	
A6017		4	2	2		Mark Birtles	
A6018		5	2	2		Diana Kartika	
A6019		6	2	2		Diana Kartika	
A6020		7	2	2		Chrystabel Butler	
A6021		8	2	2		Daniel Friedrich	
A6022	Reading Skills I	3	1	2		Anthony Fenton	22
A6023		4	1	2		Mark Valley	
A6024		5	1	2		Olesya Shatunova	
A6025		6	1	2		Haruko Miyazaki	
A6026		7	1	2		Alan Meadows	
A6027		8	1	2		Teresa Ann Koide	
A6028	Reading Skills II	1	1	2		Daniel Friedrich	23
A6029		2	1	2		Naomi Hirota	
A6030		3	1-2	2		Daniel Friedrich	
A6031		4	1-2	2		Olesya Shatunova	
A6032		5	1-2	2		Peter Evans	
A6033		6	1-2	2		Haruko Miyazaki	
A6034		7	1-2	2		Haruko Miyazaki	
A6035		8	1-2	2		Teresa Ann Koide	
A6036	English Test Preparation	3, 7	1	2		Marcus Lovitt	24
A6037		5, 8	1	2			
A6038		4, 6	1	2			
A6039	Debate and Discussion	1	1	2		Alan Meadows	25
A6040		2	1	2		John Melvin	
A6041		3	1	2		Mark Birtles	
A6042		4	1	2		Mark Birtles	
A6043		5	1	2		Kazuki Hata	
A6044		6	1	2		Teresa Ann Koide	
A6045		7	1	2		Kazuki Hata	
A6046		8	1	2		Kazuki Hata	
A6047	Freshman English I	7, 8	1	1		Kazuki Hata	26
A6048	Freshman English II	7, 8	1	1		Kazuki Hata	27
A6049	Translation		1-4		2	Sarah Allen	28
A6050	Statistics		1-4		2	Nobuyuki Jincho	29

## (2) Language Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6051	French A I		1-4		1	Shiho Omiya	30
A6052	French A II		1-4		1	Shiho Omiya	31
A6053	French B I		1-4		1	Tamio Okamura	32
A6054	French B II		1-4		1	Tamio Okamura	33
A6600	French C I		2-4		1	Fumihiko Morimoto	17
A6601			2-4		1	Corinne Vallienne	17
A6602	French C II		2-4		1	Fumihiko Morimoto	17
A6603			2-4		1	Corinne Vallienne	17
A6604	French D I		2-4		1	Nicolas Gaillard	17
A6605	French D II		2-4		1	Nicolas Gaillard	17
A6055	Spanish A I		1-4		1	Taiga Wakabayashi	34
A6056	Spanish A II		1-4		1	Taiga Wakabayashi	35
A6057	Spanish B I		1-4		1	Yoshifumi Onuki	36
A6058	Spanish B II		1-4		1	Yoshifumi Onuki	37
A6606	Spanish C I		2-4		1	Osno Illanes De Sasakubo	17
A6607			2-4		1	Hermagenes	
A6608			2-4		1	Etsuo Hasegawa	
A6609	Spanish C II		2-4		1	Osno Illanes De Sasakubo	17
A6610			2-4		1	Hermagenes	
A6611			2-4		1	Etsuo Hasegawa	
A6612	Spanish D I		2-4		1	Aurora Uritani	17
A6613	Spanish D II		2-4		1	Aurora Uritani	17
A6059	Chinese A I		1-4		1	Yuko Takada	38
A6060	Chinese A II		1-4		1	Yuko Takada	39
A6061	Chinese B I		1-4		1	Shota Watanabe	40
A6062	Chinese B II		1-4		1	Shota Watanabe	41
A6614	Chinese C I		2-4		1	Koon Ko	17
A6615	Chinese C II		2-4		1	Koon Ko	17
A6616	Chinese D I		2-4		1	Kebing Liu	17
A6617	Chinese D II		2-4		1	Kebing Liu	17

## (3) Adjunct Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6063	Overseas Academic Study Preparation		1-4		2	Shiaw Jia Eyo	42
A6620	Introduction to Career Design		1		2	Masaki Hirabayashi	17
A6621			1		2	Masaki Hirabayashi	
A6622			1		2	Takahisa Saito	
A6623			1		2	Takahisa Saito	
A6624			1		2	Makoto Tokuyama	
A6625			1		2	Makoto Tokuyama	
A6626			1		2	Noriko Saito	
A6627	Career Design Advanced		1-4		2	Masaki Hirabayashi	17
A6628			1-4		2	Makoto Tokuyama	
A6629			1-4		2	Makoto Tokuyama	
A6630			1-4		2	Masaki Hirabayashi	
A6064	Information Technology I		1-4		2	Niall Murtagh	43
A6065			1-4		2		
A6066	Information Technology II		1-4		2	Niall Murtagh	44
A6067	Physical Education I		1-4		1	Kazuhiko Kunii	45
A6068	Physical Education II		1-4		1	Nemes Roland	46
A6631	Law (Japanese Constitution)		1-4		2	Fumio Matsubara	17
A6632	Hosei University: Its People and History		1-4		2	Fumiko Kobayashi	17
A6633	Hosei Studies A		1-4		2	Toshio Takayanagi	17
A6634	Hosei Studies B		1-4		2	Tatsuroh Komata	17

## 2. 100-level Introductory Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Arts and Literature	A6100	Readings in Drama		1-4		2	Mark Valley	47
	A6101	Introduction to Philosophy		1-4		2	Kazuhiro Watanabe	48
	A6102	Introduction to English Literature		1-4		2	Mitsutoshi Somura	49
	A6103			1-4		2		
	A6104	Readings in World Literature		1-4		2	Michael Bettridge	50
	A6105	Studies in Popular Fiction		1-4		2	Michael Bettridge	51
	A6106	Japanese Art History		1-4		2	Sarah Allen	52
	A6107	Classic Short Fiction		1-4		2	Mark Valley	53
	A6108	Drama Survey		1-4		2	Tony Dani	54
	A6109	Drama Workshop		1-4		2	Tony Dani	55
	A6110			1-4		2		
	A6111	Visual Arts		1-4		2	Gary McLeod	56
	A6112	Music Appreciation		1-4		2	Darren Moore	57
	A6113	(GT I) Fine Arts *		1-4		2	Gary McLeod	58
A6114	(GT I) Visual Communication Design *		1-4		2	Gary McLeod	59	
Linguistics and Language Acquisition	A6121	Introduction to Linguistics		1-4		2	Nobumi Nakai	60
	A6122	English Grammar: The Basics		1-4		2	Peter Evans	61
	A6123	TESOL I: Introduction		1-4		2	Machiko Kobori	62
	A6124			1-4		2		
	A6125	Second Language Acquisition		1-4		2	Yuichi Suzuki	63
	A6126	Contrastive Linguistics		1-4		2	Geraldo Faria	64
	A6127	L2 Education for Children I		1-4		2	Machiko Kobori	65
	A6128	English in the Movies		1-4		2	Megumi Kobayashi	66
	A6129	Language Education in the Digital Era		1-4		2	Robert Paterson	67
Culture and Society	A6140	Introduction to Cultural Anthropology		1-4		2	Shunsuke Nozawa	68
	A6141			1-4		2		
	A6142	Introduction to Psychology I		1-4		2	Takafumi Sawaumi	69
	A6143	Introduction to Psychology II		1-4		2	Dexter Da Silva	70
	A6144	Introduction to Sociology		1-4		2	Diana Khor	71
	A6145			1-4		2		
	A6146	Media Studies		1-4		2	Zeliha Muge Igarashi	73
	A6147	Religious Studies		1-4		2	Daniel Friedrich	74
	A6148	(GT I) Urban Society *		1-4		2	Heide Imai	75
	A6149	(GT I) Introduction to Human Geography *		1-4		2	Heide Imai	76
	A6150	Developmental Psychology		1-4		2	Sayaka Aoki	77
	A6151	UK: Society and People		1-4		2	Mitsutoshi Somura	78
	A6152			1-4		2		
	A6153	Australia: Society and People		1-4		2	Marcus Lovitt	79
	A6154	Information Studies		1-4		2	Alfons Josef Schuster	80
	A6155	Cultural and Ethnic Diversity in Japan		1-4		2	Kyung Hee Ha	81
	A6156	(GT I) Ethics in the Information Age I *		1-4		2	Nguyen Ngoc Binh	82
A6157	(GT I) Ethics in the Information Age II *		1-4		2	Nguyen Ngoc Binh	83	
International Relations and Governance	A6160	Contemporary International History		1-4		2	Hiromi Fujishige	84
	A6161	Japan's Foreign Policy		1-4		2	Hiromi Fujishige	85
	A6162	Introduction to International Relations		1-4		2	Jeffrey Hall	86
	A6163			1-4		2		
	A6164	Introduction to Political Science		1-4		2	Rui Saraiva	87
	A6165			1-4		2		
	A6166	Introduction to Comparative Politics		1-4		2	Nathan Gilbert Quimpo	88
	A6167	History of Modern East Asia †		1-4		2	-	-
	A6168	History of Modern Europe		1-4		2	Markus Winter	89
	A6169	Introduction to Development Studies		1-4		2	Atsushi Yasutomi	90
A6170	Introduction to Environmental Science		1-4		2	Raquel Moreno-Peñaranda	91	

■ Required Elective Classes

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Business and Economy	A6180	Introduction to Business		1-4		2	Shiaw Jia Eyo	92
	A6181			1-4		2		
	A6183	International Business and Employability		1-4		2	Takamasa Fukuoka	93
	A6184	Microeconomics I		1-4		2	Jacinta Shirakawa	94
	A6185	Macroeconomics I		1-4		2	George Wang	95
	A6186	History of Management †		1-4		2	-	-
	A6187	IT in Modern Society		1-4		2	Niall Murtagh	96
	A6188	Introduction to Tourism Studies		1-4		2	John Melvin	97
	A6189			1-4		2		
	A6650	Japan as a Net Community **		1-4		2	Yoshiaki Oshima	17

### 3. 200-level Intermediate Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
	A6200	English Test Preparation Advanced	2, 3, 5	2	2		Takamasa Fukuoka	98
	A6201		4, 6, 8	2	2		Naomi Hirota	
	A6202		1, 7	2	2		Naomi Hirota	
Arts and Literature	A6205	Studies in Poetry		2-4		2	Michael Bettridge	99
	A6206	Comparative Literature		2-4		2	Gregory Kheznejat	100
	A6207	Film Theory and Analysis		2-4		2	Akiko Mizoguchi	101
	A6208	History of Photography		2-4		2	Gary McLeod	102
	A6209	Art History		2-4		2	Sarah Allen	103
	A6210	History of English Studies in Japan		2-4		2	Mitsutoshi Somura	104
	A6211	(GT II) Tokyo Tales-discovering the hidden		2-4		2	Heide Imai	105
	A6212	(GT II) Modern Olympics Movement *		2-4		2	Heide Imai	106
	A6213	Japanese Popular Culture		2-4		2	Akiko Mizoguchi	107
	A6214	Art and Design		2-4		2	Gary McLeod	108
	A6215	Music and Culture		2-4		2	Darren Moore	109
	A6216	American Literature		2-4		2	Gregory Kheznejat	110
	A6660	Culture and Society in Late Meiji and Taisho		2-4		2	Masaaki Kinugasa	17
	A6661	Japanese Literature **		2-4		2	Saida Khalmirzaeva	17
Linguistics and Language Acquisition	A6220	English Grammar Extended		2-4		2	Peter Evans	111
	A6221	The Words of English		2-4		2	Peter Evans	112
	A6223	Sociolinguistics		2-4		2	Yutai Watanabe	113
	A6224	English as a Lingua Franca		2-4		2	Yutai Watanabe	114
	A6225	TESOL II: Teaching Methodology		2-4		2	Machiko Kobori	115
	A6226	TESOL III: Syllabus and Teaching Materials		2-4		2	Machiko Kobori	116
	A6227	Phonetics and Phonology		2-4		2	Mako Ishida	117
	A6228	Semantics and Pragmatics		2-4		2	Nobumi Nakai	118
	A6229	The Psychology of Language		2-4		2	Mako Ishida	119
	A6230	Teaching Pronunciation		2-4		2	Mako Ishida	120
	A6233	L2 Education for Children II		2-4		2	Machiko Kobori	121

■ Required Elective Classes

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018



	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Culture and Society	A6235	Cultural Globalization		2-4		2	Shunsuke Nozawa	122
	A6236	Cultural Studies		2-4		2	Zeliha Muge Igarashi	123
	A6237	Race, Class and Gender I: Concepts & Issues		2-4		2	Diana Khor	124
	A6238	Social Psychology I		2-4		2	Takaaki Hashimoto	125
	A6239	Social Psychology II		2-4		2	Takaaki Hashimoto	126
	A6240	Crime and Society		2-4		2	Diana Khor	127
	A6241	Education and Society		2-4		2	Christopher D. Hammond	128
	A6242	Social Research Methods		2-4		2	Ralph Ittonen Hosoki	129
	A6423			2-4		2		
	A6244	Applied Psychology		2-4		2	Sayaka Aoki	130
	A6245	Educational Psychology		2-4		2	Dexter Da Silva	131
	A6246	Gender, Sexuality and Society		2-4		2	Diana Khor	132
	A6247	Social Problems		2-4		2	Sachiko Horiguchi	133
	A6248	(GT II) Food and Society *		2-4		2	Heide Imai	134
	A6249	(GT II) Urban Sociology *		2-4		2	Heide Imai	135
	A6250	Sociology of Law		2-4		2	Maia Roots	136
	A6251	Sociology of Work and Employment		2-4		2	Allen Kim	137
	A6252	Journalism		2-4		2	Ginger Koto Vaughn	138
	A6253	Media Effects		2-4		2	Ginger Koto Vaughn	139
	A6254	Religion and Politics		2-4		2	Daniel Friedrich	140
	A6255	Science and Technology Studies		2-4		2	Matthew Brummer	141
	A6256	American History and Society		2-4		2	Robert Sinclair	142
	A6257	Asian America †		2-4		2	-	-
	A6258	Intercultural Ethics		2-4		2	Richard Evanoff	143
	A6663	“Gender” in Japanese Society **		2-4		2	Akiko Mizoguchi	17
	A6664	Families and Sexualities in Japan **		2-4		2	Saori Kamano	17
	A6665	Japanese Social Problems **		2-4		2	Sachiko Horiguchi	17
	A6666	Journalism in Japan I **		2-4		2	Robert Sakai-Irvine	17
A6667	Journalism in Japan II **		2-4		2	Robert Sakai-Irvine	17	
International Relations and Governance	A6260	International Security †		2-4		2	-	-
	A6261	Foreign Policy Analysis †		2-4		2	-	-
	A6262	World Politics		2-4		2	Rui Saraiva	144
	A6263	International Organizations		2-4		2	Hiromi Fujishige	145
	A6264	Development Studies		2-4		2	Hiromi Fujishige	146
	A6265	Public Policy		2-4		2	Rui Saraiva	147
	A6266	China's Domestic Politics and Foreign Policy		2-4		2	Zhihai Xie	148
	A6267	Politics of Southeast Asia		2-4		2	Tomotaka Shoji	149
	A6268	Politics of Africa		2-4		2	Kinyua Laban Kithinji	150
	A6269	Japanese Politics		2-4		2	Jeffrey Hall	151
	A6270	Environment and Development		2-4		2	Richard Evanoff	152
	A6271	American Politics and Foreign Policy		2-4		2	Jeffrey Hall	153
	A6272	International Politics of the Middle East		2-4		2	Mari Nukii	154
	A6273	Political Theory		2-4		2	Kazuhiro Watanabe	155
	A6274	European Integration		2-4		2	Markus Winter	156
	A6275	Society and Environmental Change		2-4		2	Raquel Moreno-Peñaranda	157
	A6668	International Cooperation of Japan **		2-4		2	Nobuhisa Takeda	17

■ Required Elective Classes

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Business and Economy	A6280	Principles of Marketing		2-4		2	Shiaw Jia Eyo	158
	A6281	Foundations of Finance		2-4		2	Shiaw Jia Eyo	159
	A6282	Accounting		2-4		2	Noriaki Okamoto	160
	A6283	Event Management		2-4		2	John Melvin	161
	A6284	Business Negotiation		2-4		2	Takamasa Fukuoka	162
	A6285	Brand Management		2-4		2	Takamasa Fukuoka	163
	A6286	Organizational Behavior		2-4		2	Junko Shimazoe	164
	A6287	Marketing Research		2-4		2	Kayhan Tajeddini	165
	A6288	Microeconomics II		2-4		2	Jacinta Shirakawa	166
	A6289	Macroeconomics II		2-4		2	George Wang	167
	A6290	Development Economies		2-4		2	George Wang	168
	A6291	Tourism Development in Japan *		2-4		2	John Melvin	169
	A6292	Entrepreneurship and New Ventures		2-4		2	Sean Michael Hackett	170
	A6669	Japan's Economy ** †		2-4		2	-	-
	A6670	Japanese Economy and Industry ** †		2-4		2	-	-
	A6671	Marketing in Japan **		2-4		2	Hiroshi Hatano	17
	A6672	The Contemporary Japanese Financial System		2-4		2	John Reilly	17
	A6673	The Contemporary Japanese Financial System		2-4		2	John Reilly	17

#### 4. 300-level Advanced Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Arts and Literature	A6300	Topics in Contemporary Art		3-4		2	Akiko Mizoguchi	171
	A6301	Readings in Creative Nonfiction		3-4		2	Michael Bettridge	172
	A6302	Novel Survey		3-4		2	Michael Bettridge	173
	A6303	Fact and Fiction in the Movies		3-4		2	Michael Bettridge	174
	A6304	Modern Japanese Fiction in Translation		3-4		2	Gregory Khezrnejat	175
	A6305	Art in the Real World		3-4		2	Gary McLeod	176
	A6306	(ST I) Photography and Culture *		3-4		2	Gary McLeod	177
	A6307			3-4		2		
	A6308	Readings in Philosophy		3-4		2	Robert Sinclair	178
	A6309	Film Studies		3-4		2	Chie Niita	179
Linguistics and Language Acquisition	A6320	Syntactic Theory		3-4		2	Peter Evans	180
	A6321	Morphology: Building Words		3-4		2	Peter Evans	181
	A6322	English Dialects around the World †		3-4		2	-	-
	A6323	TESOL IV: Testing and Evaluation		3-4		2	Machiko Kobori	182
	A6324	L2 Education for Children III		3-4		2	Tomoko Shigyo	183
	A6325	Language Policy		3-4		2	Geraldo Faria	184
	A6326	English in Asia		3-4		2	Megumi Kobayashi	185

■ Required Elective Classes

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Culture and Society	A6340	Ethnographic Methods		3-4		2	Kyung Hee Ha	186
	A6341	Media Research		3-4		2	Shunsuke Nozawa	187
	A6342	Social Theory: Classic Readings and Concepts		3-4		2	-	-
	A6343	Social Theory: Perspectives on Inequality		3-4		2	Diana Khor	188
	A6344	Race, Class and Gender II: Global Inequalities		3-4		2	Diana Khor	189
	A6345	Migration and Diaspora		3-4		2	Allen Kim	190
	A6346	Law in a Globalizing World		3-4		2	Maia Roots	191
	A6347	(ST I) Sociology of Disaster *		3-4		2	Heide Imai	192
	A6348	(ST I) Cultural Geography *		3-4		2	Heide Imai	193
	A6349	Cultural Psychology		3-4		2	Takafumi Sawaumi	194
	A6350	Clinical Psychology		3-4		2	Keiko Ito	195
	A6351	Psychology of Morality		3-4		2	Gen Ito	196
	A6352	Community Psychology		3-4		2	Toshiaki Sasao	197
	A6353	Contemporary British Culture		3-4		2	Mitsutoshi Somura	198
	A6355	New Zealand Culture and History †		3-4		2	-	-
International Relations and Governance	A6360	International Relations of the Asia-Pacific †		3-4		2	-	-
	A6361	Peace & Conflict Studies I		3-4		2	Hiromi Fujishige	199
	A6362	Peace & Conflict Studies II		3-4		2	Hiromi Fujishige	200
	A6363	Global Political Economy †		3-4		2	-	-
	A6364	International Development Policy		3-4		2	Ippeita Nishida	201
	A6365	International Environmental Policy		3-4		2	Raquel Moreno-Peñaranda	202
	A6367	International Law		3-4		2	Marie Tomita	203
	A6368	Advanced Comparative Politics		3-4		2	Nathan Gilbert Quimpo	204
Business and Economy	A6380	Marketing Management †		3-4		2	-	-
	A6381	Investment		3-4		2	Shiaw Jia Eyo	205
	A6382	International Business		3-4		2	Shiaw Jia Eyo	206
	A6383	Services Marketing		3-4		2	John Melvin	207
	A6384	Corporate Social Responsibility		3-4		2	Sairan Hayama	208
	A6385	International Economics		3-4		2	Jacinta Shirakawa	209
	A6386	Advanced Accounting		3-4		2	Noriaki Okamoto	210
	A6387	Supply Chain Management		3-4		2	Muhammad Mohsin Hakeem	211
	A6388	International Finance		3-4		2	Manish Sharma	212
	A6389	Financial Statement Analysis		3-4		2	May May Ho	213
A6680	Advanced Economics ** †		3-4		2	-	-	

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

## 5. 400-level Seminar Courses

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6400	Seminar: British Culture and Literature I		3-4		2	Mitsutoshi Somura	214
A6401			3-4		2		
A6402	Seminar: British Culture and Literature II		3-4		2	Mitsutoshi Somura	215
A6403			3-4		2		
A6404	Seminar: Language Teaching and Learning I		3-4		2	Machiko Kobori	216
A6405			3-4		2		
A6406	Seminar: Language Teaching and Learning II		3-4		2	Machiko Kobori	217
A6407			3-4		2		
A6408	Seminar: Writing and Magazine Production I		3-4		2	Michael Bettridge	218
A6409			3-4		2		
A6410	Seminar: Writing and Magazine Production II		3-4		2	Michael Bettridge	219
A6411			3-4		2		
A6412	Seminar: Intersectionality I		3-4		2	Diana Khor	220
A6413			3-4		2		
A6414	Seminar: Intersectionality II		3-4		2	Diana Khor	221
A6415			3-4		2		
A6416	Seminar: The Diversity of English I		3-4		2	Yutai Watanabe	222
A6417			3-4		2		
A6418	Seminar: The Diversity of English II		3-4		2	Yutai Watanabe	223
A6419			3-4		2		
A6420	Seminar: Language in the Mind I		3-4		2	Peter Evans	224
A6421			3-4		2		
A6422	Seminar: Language in the Mind II		3-4		2	Peter Evans	225
A6423			3-4		2		
A6424	Seminar: Self and Culture I		3-4		2	Toshiaki Sasao	226
A6425			3-4		2		
A6426	Seminar: Self and Culture II		3-4		2	Toshiaki Sasao	227
A6427			3-4		2		
A6428	Seminar: International Relations AI		3-4		2	Hiromi Fujishige	228
A6429			3-4		2		
A6430	Seminar: International Relations AII		3-4		2	Hiromi Fujishige	229
A6431			3-4		2		
A6432	Seminar: International Relations B I		3-4		2	Rui Saraiva	230
A6433			3-4		2		
A6434	Seminar: International Relations B II		3-4		2	Rui Saraiva	231
A6435			3-4		2		
A6436	Seminar: Entrepreneurship & Innovation I		3-4		2	Shiaw Jia Eyo	232
A6437			3-4		2		
A6438	Seminar: Entrepreneurship & Innovation II		3-4		2	Shiaw Jia Eyo	233
A6439			3-4		2		
A6440	Seminar: Global Strategic Management I		3-4		2	Takamasa Fukuoka	234
A6441			3-4		2		
A6442	Seminar: Global Strategic Management II		3-4		2	Takamasa Fukuoka	235
A6443			3-4		2		
A6444	Seminar: Culture and Globalization I		3-4		2	Shunsuke Nozawa	236
A6445			3-4		2		
A6446	Seminar: Culture and Globalization II		3-4		2	Shunsuke Nozawa	237
A6447			3-4		2		
A6448	Seminar: Tourism Management I		3-4		2	John Melvin	238
A6449			3-4		2		
A6450	Seminar: Tourism Management II		3-4		2	John Melvin	239
A6451			3-4		2		
-	Independent Study and Essay I		4		2	GIS Full-time Instructors	240
-	Independent Study and Essay II		4		2		

# Table of Courses (for students who entered 2012-2015)

Curriculum 2012-2015

## 1. 100-level General Study Courses

### (1) Academic Skills Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
-	Academic Skills		1	2		Students will be placed by the GIS office in advance.	-
-	Writing Skills I		1	2			-
-	Writing Skills II		1	2			-
-	English Test Preparation		1-4		2	【教職課程履修者で未履修の者のみ】 Please contact GIS office in advance.	-
-	Public Speaking		1-4		2		-
A6049	Translation		1-4		2	Sarah Allen	28
A6050	Statistics		1-4		2	Nobuyuki Jincho	29

### (2) Language Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6500	French A I		1-4		2	Shiho Omiya	30
A6501	French A II		1-4		2	Shiho Omiya	31
A6502	French B I		1-4		2	Tamio Okamura	32
A6503	French B II		1-4		2	Tamio Okamura	33
A6600	French C I		2-4		1	Fumihiko Morimoto	17
A6601			2-4		1	Corinne Vallienne	17
A6602	French C II		2-4		1	Fumihiko Morimoto	17
A6603			2-4		1	Corinne Vallienne	17
A6604	French D I		2-4		1	Nicolas Gaillard	17
A6605	French D II		2-4		1	Nicolas Gaillard	17
A6504	Spanish A I		1-4		2	Taiga Wakabayashi	34
A6505	Spanish A II		1-4		2	Taiga Wakabayashi	35
A6506	Spanish B I		1-4		2	Yoshifumi Onuki	36
A6507	Spanish B II		1-4		2	Yoshifumi Onuki	37
A6606	Spanish C I		2-4		1	Osno Illanes De Sasakubo	17
A6607			2-4		1	Hermagenes	
A6608			2-4		1	Etsuo Hasegawa	
A6609	Spanish C II		2-4		1	Osno Illanes De Sasakubo	17
A6610			2-4		1	Hermagenes	
A6611			2-4		1	Etsuo Hasegawa	
A6612	Spanish D I		2-4		1	Aurora Uritani	17
A6613	Spanish D II		2-4		1	Aurora Uritani	17
A6508	Chinese A I		1-4		2	Yuko Takada	38
A6509	Chinese A II		1-4		2	Yuko Takada	39
A6510	Chinese B I		1-4		2	Shota Watanabe	40
A6511	Chinese B II		1-4		2	Shota Watanabe	41
A6614	Chinese C I		2-4		1	Koon Ko	17
A6615	Chinese C II		2-4		1	Koon Ko	17
A6616	Chinese D I		2-4		1	Kebing Liu	17
A6617	Chinese D II		2-4		1	Kebing Liu	17

## (3) Adjunct Subjects

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6063	Overseas Academic Study Preparation		1-4		2	Shiaw Jia Eyo	42
A6620	Introduction to Career Design		1		2	Masaki Hirabayashi	17
A6621			1		2	Masaki Hirabayashi	
A6622			1		2	Takahisa Saito	
A6623			1		2	Takahisa Saito	
A6624			1		2	Makoto Tokuyama	
A6625			1		2	Makoto Tokuyama	
A6626			1		2	Noriko Saito	
A6627	Career Design Advanced		1-4		2	Masaki Hirabayashi	17
A6628			1-4		2	Makoto Tokuyama	
A6629			1-4		2	Makoto Tokuyama	
A6630			1-4		2	Masaki Hirabayashi	
A6544	International Bussiness and Employability I/II		1-4		2	Takamasa Fukuoka	93
A6064	Information Technology I		1-4		2	Niall Murtagh	43
A6065			1-4		2		
A6066	Information Technology II		1-4		2	Niall Murtagh	44
A6067	Physical Education I		1-4		1	Kazuhiko Kunii	45
A6068	Physical Education II		1-4		1	Nemes Roland	46
A6631	Law (Japanese Constitution)		1-4		2	Fumio Matsubara	17
A6632	Hosei University: Its People and History		1-4		2	Fumiko Kobayashi	17
A6633	Hosei Studies A		1-4		2	Toshio Takayanagi	17
A6634	Hosei Studies B		1-4		2	Tatsuroh Komata	17
A6650	Japan as a Net Community **		1-4		2	Yoshiaki Oshima	17

## 2. 100-level Introductory Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
	-	Global Studies		1	2		Students will be placed by the GIS office in advance.	-
Arts and Literature	A6100	Readings in Drama		1-4		2	Mark Valley	47
	A6101	Introduction to Philosophy		1-4		2	Kazuhiro Watanabe	48
	A6102	Introduction to English Literature		1-4		2	Mitsutoshi Somura	49
	A6103			1-4		2		
	A6105	Studies in Popular Fiction		1-4		2	Michael Bettridge	51
	A6106	Japanese Art History		1-4		2	Sarah Allen	52
	A6107	Classic Short Fiction		1-4		2	Mark Valley	53
	A6108	Drama Survey		1-4		2	Tony Dani	54
	A6109	Drama Workshop		1-4		2	Tony Dani	55
	A6110			1-4		2		
	A6111	Visual Arts		1-4		2	Gary McLeod	56
	A6112	Music Appreciation		1-4		2	Darren Moore	57
	A6113	(GT I) Fine Arts *		1-4		2	Gary McLeod	58
	A6114	(GT I) Visual Communication Design *		1-4		2	Gary McLeod	59
Linguistics and Language Acquisition	A6121	Introduction to Linguistics		1-4		2	Nobumi Nakai	60
	A6512	English Grammar I		1-4		2	Peter Evans	61
	A6513	ESL Education I: Introduction		1-4		2	Machiko Kobori	62
	A6514			1-4		2		
	A6515	The Words of English		1-4		2	Peter Evans	112
	A6125	Second Language Acquisition		1-4		2	Yuichi Suzuki	63
	A6126	Contrastive Linguistics		1-4		2	Geraldo Faria	64
	A6127	L2 Education for Children I		1-4		2	Machiko Kobori	65
	A6128	English in the Movies		1-4		2	Megumi Kobayashi	66
	A6129	Language Education in the Digital Era		1-4		2	Robert Paterson	67
Culture and Society	A6140	Introduction to Cultural Anthropology		1-4		2	Shunsuke Nozawa	68
	A6141			1-4		2		
	A6516	Understanding the Human Mind I		1-4		2	Takafumi Sawaumi	69
	A6517	Understanding the Human Mind II		1-4		2	Dexter Da Silva	70
	A6518	Understanding Society		1-4		2	Diana Khor	71
	A6519			1-4		2		
	A6520	Media Studies I		1-4		2	Zeliha Muge Igarashi	73
	A6147	Religious Studies		1-4		2	Daniel Friedrich	74
	A6148	(GT I) Urban Society *		1-4		2	Heide Imai	75
	A6149	(GT I) Introduction to Human Geography *		1-4		2	Heide Imai	76
	A6150	Developmental Psychology		1-4		2	Sayaka Aoki	77
	A6151	UK: Society and People		1-4		2	Mitsutoshi Somura	78
	A6152			1-4		2		
	A6153	Australia: Society and People		1-4		2	Marcus Lovitt	79
	A6154	Information Studies		1-4		2	Alfons Josef Schuster	80
	A6155	Cultural and Ethnic Diversity in Japan		1-4		2	Kyung Hee Ha	81
	A6156	(GT I) Ethics in the Information Age I *		1-4		2	Nguyen Ngoc Binh	82
A6157	(GT I) Ethics in the Information Age II *		1-4		2	Nguyen Ngoc Binh	83	
International Relations and Governance	A6160	Contemporary International History		1-4		2	Hiromi Fujishige	84
	A6161	Japan's Foreign Policy		1-4		2	Hiromi Fujishige	85
	A6521	Introduction to International Relations I		1-4		2	Jeffrey Hall	86
	A6522			1-4		2		
	A6164	Introduction to Political Science		1-4		2	Rui Saraiva	87
	A6165			1-4		2		
	A6166	Introduction to Comparative Politics		1-4		2	Nathan Gilbert Quimpo	88
	A6167	History of Modern East Asia †		1-4		2	-	-
	A6168	History of Modern Europe		1-4		2	Markus Winter	89
	A6169	Introduction to Development Studies		1-4		2	Atsushi Yasutomi	90
A6170	Introduction to Environmental Science		1-4		2	Raquel Moreno-Peñaranda	91	

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Business and Economy	A6180	Introduction to Business		1-4		2	Shiaw Jia Eyo	92
	A6181			1-4		2		
	A6523	Understanding Microeconomics		1-4		2	Jacinta Shirakawa	94
	A6185	Macroeconomics I		1-4		2	George Wang	95
	A6186	History of Management †		1-4		2	-	-
	A6187	IT in Modern Society		1-4		2	Niall Murtagh	96
	A6188	Introduction to Tourism Studies		1-4		2	John Melvin	97
	A6189			1-4		2		

### 3. 200-level Intermediate Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
	-	English Test Preparation Advanced		2	2		Students will be placed by the GIS office in advance.	98
Arts and Literature	A6205	Studies in Poetry		2-4		2	Michael Bettridge	99
	A6206	Comparative Literature		2-4		2	Gregory Khezrejat	100
	A6207	Film Theory and Analysis		2-4		2	Akiko Mizoguchi	101
	A6208	History of Photography		2-4		2	Gary McLeod	102
	A6209	Art History		2-4		2	Sarah Allen	103
	A6210	History of English Studies in Japan		2-4		2	Mitsutoshi Somura	104
	A6524	Readings in World Literature		2-4		2	Michael Bettridge	50
	A6211	(GT II) Tokyo Tales-discovering the hidden		2-4		2	Heide Imai	105
	A6212	(GT II) Modern Olympics Movement *		2-4		2	Heide Imai	106
	A6213	Japanese Popular Culture		2-4		2	Akiko Mizoguchi	107
	A6214	Art and Design		2-4		2	Gary McLeod	108
	A6215	Music and Culture		2-4		2	Darren Moore	109
	A6216	American Literature		2-4		2	Gregory Khezrejat	110
	A6660	Culture and Society in Late Meiji and Taisho		2-4		2	Masaaki Kinugasa	17
	A6661	Japanese Literature **		2-4		2	Saida Khalmirzaeva	17
Linguistics and Language Acquisition	A6220	English Grammar Extended		2-4		2	Peter Evans	111
	A6223	Sociolinguistics		2-4		2	Yutai Watanabe	113
	A6224	English as a Lingua Franca		2-4		2	Yutai Watanabe	114
	A6525	ESL Education II: Teaching Methodology		2-4		2	Machiko Kobori	115
	A6526	ESL Education III: Syllabus and Teaching		2-4		2	Machiko Kobori	116
	A6227	Phonetics and Phonology		2-4		2	Mako Ishida	117
	A6527	Semantics		2-4		2	Nobumi Nakai	118
	A6229	The Psychology of Language		2-4		2	Mako Ishida	119
	A6230	Teaching Pronunciation		2-4		2	Mako Ishida	120
	A6528	L2 Education for Children		2-4		2	Machiko Kobori	121

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018



	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Culture and Society	A6235	Cultural Globalization		2-4		2	Shunsuke Nozawa	122
	A6236	Cultural Studies		2-4		2	Zeliha Muge Igarashi	123
	A6237	Race, Class and Gender I: Concepts & Issues		2-4		2	Diana Khor	124
	A6529	Interpersonal Relations I		2-4		2	Takaaki Hashimoto	125
	A6530	Interpersonal Relations II		2-4		2	Takaaki Hashimoto	126
	A6240	Crime and Society		2-4		2	Diana Khor	127
	A6241	Education and Society		2-4		2	Christopher D. Hammond	128
	A6242	Social Research Methods		2-4		2	Ralph Ittonen Hosoki	129
	A6423			2-4		2		
	A6244	Applied Psychology		2-4		2	Sayaka Aoki	130
	A6245	Educational Psychology		2-4		2	Dexter Da Silva	131
	A6246	Gender, Sexuality and Society		2-4		2	Diana Khor	132
	A6247	Social Problems		2-4		2	Sachiko Horiguchi	133
	A6248	(GT II) Food and Society *		2-4		2	Heide Imai	134
	A6249	(GT II) Urban Sociology *		2-4		2	Heide Imai	135
	A6250	Sociology of Law		2-4		2	Maia Roots	136
	A6251	Sociology of Work and Employment		2-4		2	Allen Kim	137
	A6252	Journalism		2-4		2	Ginger Koto Vaughn	138
	A6253	Media Effects		2-4		2	Ginger Koto Vaughn	139
	A6254	Religion and Politics		2-4		2	Daniel Friedrich	140
	A6255	Science and Technology Studies		2-4		2	Matthew Brummer	141
	A6256	American History and Society		2-4		2	Robert Sinclair	142
	A6257	Asian America †		2-4		2	-	-
	A6258	Intercultural Ethics		2-4		2	Richard Evanoff	143
	A6663	“Gender” in Japanese Society **		2-4		2	Akiko Mizoguchi	17
	A6664	Families and Sexualities in Japan **		2-4		2	Saori Kamano	17
	A6665	Japanese Social Problems **		2-4		2	Sachiko Horiguchi	17
	A6666	Journalism in Japan I **		2-4		2	Robert Sakai-Irvine	17
	A6667	Journalism in Japan II **		2-4		2	Robert Sakai-Irvine	17
	International Relations and Governance	A6260	International Security †		2-4		2	-
A6261		Foreign Policy Analysis †		2-4		2	-	-
A6531		Introduction to International Relations II		2-4		2	Rui Saraiva	144
A6263		International Organizations		2-4		2	Hiromi Fujishige	145
A6264		Development Studies		2-4		2	Hiromi Fujishige	146
A6265		Public Policy		2-4		2	Rui Saraiva	147
A6266		China's Domestic Politics and Foreign Policy		2-4		2	Zhihai Xie	148
A6267		Politics of Southeast Asia		2-4		2	Tomotaka Shoji	149
A6268		Politics of Africa		2-4		2	Kinyua Laban Kithinji	150
A6269		Japanese Politics		2-4		2	Jeffrey Hall	151
A6270		Environment and Development		2-4		2	Richard Evanoff	152
A6271		American Politics and Foreign Policy		2-4		2	Jeffrey Hall	153
A6272		International Politics of the Middle East		2-4		2	Mari Nukii	154
A6273		Political Theory		2-4		2	Kazuhiro Watanabe	155
A6274		European Integration		2-4		2	Markus Winter	156
A6275		Society and Environmental Change		2-4		2	Raquel Moreno-Peñaranda	157
A6668		International Cooperation of Japan **		2-4		2	Nobuhisa Takeda	17

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Business and Economy	A6280	Principles of Marketing		2-4		2	Shiaw Jia Eyo	158
	A6281	Foundations of Finance		2-4		2	Shiaw Jia Eyo	159
	A6282	Accounting		2-4		2	Noriaki Okamoto	160
	A6283	Event Management		2-4		2	John Melvin	161
	A6284	Business Negotiation		2-4		2	Takamasa Fukuoka	162
	A6532	Brand Strategy		2-4		2	Takamasa Fukuoka	163
	A6286	Organizational Behavior		2-4		2	Junko Shimazoe	164
	A6287	Marketing Research		2-4		2	Kayhan Tajeddini	165
	A6288	Microeconomics II		2-4		2	Jacinta Shirakawa	166
	A6289	Macroeconomics II		2-4		2	George Wang	167
	A6290	Development Economies		2-4		2	George Wang	168
	A6291	Tourism Development in Japan *		2-4		2	John Melvin	169
	A6292	Entrepreneurship and New Ventures		2-4		2	Sean Michael Hackett	170
	A6669	Japan's Economy ** †		2-4		2	-	-
	A6670	Japanese Economy and Industry ** †		2-4		2	-	-
	A6671	Marketing in Japan **		2-4		2	Hiroshi Hatano	17
	A6672	The Contemporary Japanese Financial System		2-4		2	John Reilly	17
	A6673	The Contemporary Japanese Financial System		2-4		2	John Reilly	17

#### 4. 300-level Advanced Courses

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Arts and Literature	A6300	Topics in Contemporary Art		3-4		2	Akiko Mizoguchi	171
	A6301	Readings in Creative Nonfiction		3-4		2	Michael Bettridge	172
	A6302	Novel Survey		3-4		2	Michael Bettridge	173
	A6303	Fact and Fiction in the Movies		3-4		2	Michael Bettridge	174
	A6304	Modern Japanese Fiction in Translation		3-4		2	Gregory Khezrnejat	175
	A6305	Art in the Real World		3-4		2	Gary McLeod	176
	A6306	(ST I) Photography and Culture *		3-4		2	Gary McLeod	177
	A6307			3-4		2		
	A6308	Readings in Philosophy		3-4		2	Robert Sinclair	178
	A6309	Film Studies		3-4		2	Chie Niita	179
Linguistics and Language Acquisition	A6533	Language in the Mind I		3-4		2	Peter Evans	180
	A6321	Morphology: Building Words		3-4		2	Peter Evans	181
	A6322	English Dialects around the World †		3-4		2	-	-
	A6534	ESL Education IV: Testing and Evaluation		3-4		2	Machiko Kobori	182
	A6324	L2 Education for Children III		3-4		2	Tomoko Shigyo	183
	A6325	Language Policy		3-4		2	Geraldo Faria	184
	A6326	English in Asia		3-4		2	Megumi Kobayashi	185

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

	Code	Title	Class	Year	Credit		Instructor	Page
					Compulsory	Elective		
Culture and Society	A6340	Ethnographic Methods		3-4		2	Kyung Hee Ha	186
	A6341	Media Research		3-4		2	Shunsuke Nozawa	187
	A6342	Social Theory: Classic Readings and Concepts		3-4		2	-	-
	A6343	Social Theory: Perspectives on Inequality		3-4		2	Diana Khor	188
	A6344	Race, Class and Gender II: Global Inequalities		3-4		2	Diana Khor	189
	A6345	Migration and Diaspora		3-4		2	Allen Kim	190
	A6346	Law in a Globalizing World		3-4		2	Maia Roots	191
	A6347	(ST I) Sociology of Disaster *		3-4		2	Heide Imai	192
	A6348	(ST I) Cultural Geography *		3-4		2	Heide Imai	193
	A6349	Cultural Psychology		3-4		2	Takafumi Sawaumi	194
	A6350	Clinical Psychology		3-4		2	Keiko Ito	195
	A6351	Psychology of Morality		3-4		2	Gen Ito	196
	A6352	Community Psychology		3-4		2	Toshiaki Sasao	197
	A6353	Contemporary British Culture		3-4		2	Mitsutoshi Somura	198
	A6355	New Zealand Culture and History †		3-4		2	-	-
International Relations and Governance	A6360	International Relations of the Asia-Pacific †		3-4		2	-	-
	A6361	Peace & Conflict Studies I		3-4		2	Hiromi Fujishige	199
	A6362	Peace & Conflict Studies II		3-4		2	Hiromi Fujishige	200
	A6363	Global Political Economy †		3-4		2	-	-
	A6364	International Development Policy		3-4		2	Ippeita Nishida	201
	A6365	International Environmental Policy		3-4		2	Raquel Moreno-Peñaranda	202
	A6367	International Law		3-4		2	Marie Tomita	203
	A6368	Advanced Comparative Politics		3-4		2	Nathan Gilbert Quimpo	204
Business and Economy	A6380	Marketing Management †		3-4		2	-	-
	A6381	Investment		3-4		2	Shiaw Jia Eyo	205
	A6382	International Business		3-4		2	Shiaw Jia Eyo	206
	A6383	Services Marketing		3-4		2	John Melvin	207
	A6384	Corporate Social Responsibility		3-4		2	Sairan Hayama	208
	A6385	International Economics		3-4		2	Jacinta Shirakawa	209
	A6386	Advanced Accounting		3-4		2	Noriaki Okamoto	210
	A6387	Supply Chain Management		3-4		2	Muhammad Mohsin Hakeem	211
	A6388	International Finance		3-4		2	Manish Sharma	212
	A6389	Financial Statement Analysis		3-4		2	May May Ho	213
A6680	Advanced Economics ** †		3-4		2	-	-	

\*Abbreviation Key

(GT I) - General Topics I, (GT II) - General Topics II, (ST I) - Special Topics I

\*\*Cross-listed in ESOP

† Not offered 2018

## 5. 400-level Seminar Courses

Code	Title	Class	Year	Credit		Instructor	Page
				Compulsory	Elective		
A6400	Seminar: British Culture and Literature I		3-4		2	Mitsutoshi Somura	214
A6401			3-4		2		
A6402	Seminar: British Culture and Literature II		3-4		2	Mitsutoshi Somura	215
A6403			3-4		2		
A6404	Seminar: Language Teaching and Learning I		3-4		2	Machiko Kobori	216
A6405			3-4		2		
A6406	Seminar: Language Teaching and Learning II		3-4		2	Machiko Kobori	217
A6407			3-4		2		
A6408	Seminar: Writing and Magazine Production I		3-4		2	Michael Bettridge	218
A6409			3-4		2		
A6410	Seminar: Writing and Magazine Production II		3-4		2	Michael Bettridge	219
A6411			3-4		2		
A6412	Seminar: Intersectionality I		3-4		2	Diana Khor	220
A6413			3-4		2		
A6414	Seminar: Intersectionality II		3-4		2	Diana Khor	221
A6415			3-4		2		
A6416	Seminar: The Diversity of English I		3-4		2	Yutai Watanabe	222
A6417			3-4		2		
A6418	Seminar: The Diversity of English II		3-4		2	Yutai Watanabe	223
A6419			3-4		2		
A6420	Seminar: Language in the Mind I		3-4		2	Peter Evans	224
A6421			3-4		2		
A6422	Seminar: Language in the Mind II		3-4		2	Peter Evans	225
A6423			3-4		2		
A6424	Seminar: Self and Culture I		3-4		2	Toshiaki Sasao	226
A6425			3-4		2		
A6426	Seminar: Self and Culture II		3-4		2	Toshiaki Sasao	227
A6427			3-4		2		
A6428	Seminar: International Relations AI		3-4		2	Hiromi Fujishige	228
A6429			3-4		2		
A6430	Seminar: International Relations AII		3-4		2	Hiromi Fujishige	229
A6431			3-4		2		
A6432	Seminar: International Relations B I		3-4		2	Rui Saraiva	230
A6433			3-4		2		
A6434	Seminar: International Relations B II		3-4		2	Rui Saraiva	231
A6435			3-4		2		
A6436	Seminar: Entrepreneurship & Innovation I		3-4		2	Shiaw Jia Eyo	232
A6437			3-4		2		
A6438	Seminar: Entrepreneurship & Innovation II		3-4		2	Shiaw Jia Eyo	233
A6439			3-4		2		
A6440	Seminar: Global Strategic Management I		3-4		2	Takamasa Fukuoka	234
A6441			3-4		2		
A6442	Seminar: Global Strategic Management II		3-4		2	Takamasa Fukuoka	235
A6443			3-4		2		
A6444	Seminar: Culture and Globalization I		3-4		2	Shunsuke Nozawa	236
A6445			3-4		2		
A6446	Seminar: Culture and Globalization II		3-4		2	Shunsuke Nozawa	237
A6447			3-4		2		
A6448	Seminar: Tourism Management I		3-4		2	John Melvin	238
A6449			3-4		2		
A6450	Seminar: Tourism Management II		3-4		2	John Melvin	239
A6451			3-4		2		
-	Independent Study and Essay I		4		2	GIS Full-time Instructors	240
-	Independent Study and Essay II		4		2		

## The cross-listed courses

The following GIS courses are cross-listed courses that are by other departments.

Please search each syllabus with the codes of other departments at <https://syllabus.hosei.ac.jp/web/show.php>.



GIS		Other departments		
Code	Title	Code	Title	*Offered by
A6600	French C I	R5241	フランス語4 I	ILAC
A6601	French C I	R5243	フランス語4 I	ILAC
A6602	French C II	R5242	フランス語4 II	ILAC
A6603	French C II	R5244	フランス語4 II	ILAC
A6604	French D I	R5273	フランス語コミュニケーション(初級)I	ILAC
A6605	French D II	R5274	フランス語コミュニケーション(初級)II	ILAC
A6606	Spanish C I	R8261	スペイン語4 I	ILAC
A6607	Spanish C I	R8263	スペイン語4 I	ILAC
A6608	Spanish C I	R8265	スペイン語4 I	ILAC
A6609	Spanish C II	R8262	スペイン語4 II	ILAC
A6610	Spanish C II	R8264	スペイン語4 II	ILAC
A6611	Spanish C II	R8266	スペイン語4 II	ILAC
A6612	Spanish D I	R8301	スペイン語コミュニケーション I	ILAC
A6613	Spanish D II	R8302	スペイン語コミュニケーション II	ILAC
A6614	Chinese C I	R7431	中国語作文初級 I	ILAC
A6615	Chinese C II	R7432	中国語作文初級 II	ILAC
A6616	Chinese D I	R7433	中国語視聴覚初級 I	ILAC
A6617	Chinese D II	R7434	中国語視聴覚初級 II	ILAC
A6620	Introduction to Career Design	Q0431	キャリアデザイン入門	ILAC
A6621	Introduction to Career Design	Q0432	キャリアデザイン入門	ILAC
A6622	Introduction to Career Design	Q0433	キャリアデザイン入門	ILAC
A6623	Introduction to Career Design	Q0434	キャリアデザイン入門	ILAC
A6624	Introduction to Career Design	Q0435	キャリアデザイン入門	ILAC
A6625	Introduction to Career Design	Q0436	キャリアデザイン入門	ILAC
A6626	Introduction to Career Design	Q0437	キャリアデザイン入門	ILAC
A6627	Career Design Advanced	Q0451	キャリアデザイン応用	ILAC
A6628	Career Design Advanced	Q0452	キャリアデザイン応用	ILAC
A6629	Career Design Advanced	Q0453	キャリアデザイン応用	ILAC
A6630	Career Design Advanced	Q0454	キャリアデザイン応用	ILAC
A6631	Law (Japanese Constitution)	B1007	法学(日本国憲法)	デ工
A6632	Hosei University: Its People and History	Q0501	法政学への招待	ILAC
A6633	Hosei Studies A	Q0504	法政学の探究LA	ILAC
A6634	Hosei Studies B	Q0503	法政学の探究LB	ILAC
A6650	Japan As a Net Community	A8515	Japan As a Net Community	ESOP
A6660	Culture and Society in Late Meiji and Taisho Japan	A8529	Culture and Society in Late Meiji and Taisho Japan	ESOP
A6661	Japanese Literature	A8520	Japanese Literature	ESOP
A6663	"Gender" in Japanese Society	A8523	"Gender" in Japanese Society	ESOP
A6664	Families and Sexualities in Japan	A8505	Families and Sexualities in Japan	ESOP
A6665	Japanese Social Problems	A8508	Japanese Social Problems	ESOP
A6666	Journalism in Japan I	A8500	Journalism in Japan I	ESOP
A6667	Journalism in Japan II	A8528	Journalism in Japan II	ESOP
A6668	International Cooperation of Japan	A8526	International Cooperation of Japan	ESOP
A6671	Marketing in Japan	A8512	Marketing in Japan	ESOP
A6672	The Contemporary Japanese Financial System I	A8506	The Contemporary Japanese Financial System I	ESOP
A6673	The Contemporary Japanese Financial System II	A8521	The Contemporary Japanese Financial System II	ESOP

\*The courses sponsored by as below.

ILAC・・・Ichigaya Liberal Arts Center

デ工・・・Faculty of Engineering and Design

ESOP・・・Global Education Center

## Explanation of course curriculums and course registration

GIS has introduced a new curriculum commencing Spring 2016. It is applicable to students who enter GIS in Spring 2016 and after. Students who entered GIS prior to Spring 2016 will continue to follow **Curriculum 2012-2015**. Some course titles have been changed for **Curriculum 2016**. Be aware that you cannot take the same course twice, even if the course title and/or level have been changed. Double-check your course choices and titles against your previous course records.

Please refer to the GIS Handbook (履修の手引き) for further details.

This syllabus was published in March 2018. The course information is subject to change.

The Curriculum 2016-2018 course title is listed first.  
(The Curriculum 2012-2015 course title is listed in parentheses.)

13	Syntactic Theory (Language in the Mind I) Peter Evans	Distinguishing complements and adjuncts; attaching complements and adjuncts	Diagnostics for and complications in the distinction between the two; the syntax of complements and adjuncts
14		Exercises (iv)	Ensuring that the fifth section of the textbook is understood
15		Final examination	Assessing the degree of understanding of the second half of the course
<p>Credit : 2   Semester : Spring   Year : 3~4 Day/Period : Thu 1st</p> <p>[Course outline and objectives] The study of syntax (in particular that of English) via examination and experiment.</p> <p>[Course 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.</p> <p>[Course method(s)] We use the first half of a book that requires a good knowledge of linguistics but does not require an intellectual curiosity and a willingness to think for oneself.</p> <p>[Textbooks] Richard K. Larson, <i>Grammar as Science</i> (Cambridge, MA: MIT Press, 2010). ISBN 978-0-262-51303-6. (Unfortunately we shall not be able to cover all the material in this book.)</p> <p>[Work to be done outside of class (preparation, etc.)] Reading with maximum concentration (without background music or other distractions), hard thinking, and probably also discussion of the content with classmates.</p> <p>[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).</p> <p>[Other] This course is a revised (and I hope improved) version of <i>Language in the Mind I</i>. If you have a credits for that course, you can't also register for this one.</p> <p>[Prerequisite] No formal prerequisite. However, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.</p>			
3	Grammars	Sentence-generation rules, phrase structure rules, tree diagrams	in class (also available on the web, for preparation and/or revision).
4	Exercises (i)	Grammars as hypothesized by linguists; testing hypothesized grammars	[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).
5	Comparing rules and theories; constituency	Ensuring that the second section of the textbook is understood	[Other] This course is a revised (and I hope improved) version of <i>Language in the Mind I</i> . If you have a credits for that course, you can't also register for this one.
6	Trees and tree relations; category; revising grammars	Comparing rules that have different implications; comparing grammars that seem to have the same implications; what constituency is and how to test for it	[Prerequisite] No formal prerequisite. However, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.
7	Exercises (ii)	Syntactic trees, proforms, antecedents, c-command; categories of words (parts of speech) and of phrases, and category determination; refresher in logic	
8	Mid-term examination	exercises	
9	Constructing arguments (i)	Ensuring that the fourth section of the textbook is understood	
10	Constructing arguments (ii)	The categorial and the subcategorial; features, feature inheritance, exocentric phrases, theta-roles, modification	
11	Exercises (iii)	Tests for constituency in action	
12	Introducing the lexicon; features, heads and phrases; verbal complements and adjuncts	Ensuring that the fourth section of the textbook is understood	

Please double-check the number of course credits. Please refer to the Table of Courses (p.9-16) to see the number of course credits under Curriculum 2012-2015.

These indicate to which year levels the course is open to. In the Curriculum 2016-2018 it appears on the page of each syllabus. Please refer to the Table of Courses (p.9-16) to see the year levels under the Curriculum 2012-2015.

Please make certain that you meet any course prerequisites.

## Basic Writing Skills

Multiple Instructors

Credit(s) : 2 | Semester : Spring | Year : 1  
Day/Period :

### 【Outline and objectives】

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

### 【Goal】

This course aims to build competence in the following areas:

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

### 【Method(s)】

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

### 【Schedule】

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

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

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

### 【Textbooks】

Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series: 3 - Paragraphs to Essays* (Fourth ed.). New York: Pearson Longman. ISBN: 0132915669

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

### 【References】

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

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

### 【Grading criteria】

Participation: 10%

Assignments: 40%

Final essay: 40%

Final presentation: 10%

### 【Changes following student comments】

Discussions on plagiarism have been added.

### 【Prerequisite】

None.

## Academic Writing Skills I

Multiple Instructors

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~2  
Day/Period :

### [Outline and objectives]

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

### [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

### [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.

### [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	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
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
14	Final Presentations	Final paper presentations

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

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

### [Textbooks]

Oshima, A., & Hogue, A. (2017). *Longman Academic Writing Series: 4 - Essays* (Fifth ed.). New York: Pearson Longman. ISBN: 0134663314

\*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.



## Academic Writing Skills II

Multiple Instructors

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~2  
Day/Period :

### 【Outline and objectives】

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

### 【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

### 【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.

### 【Schedule】

No.	Theme	Contents
1	Course Introduction	Overview of the course
2	Research I	Choosing a topic & organizing a schedule
3	Research II	Creating a reading list
4	Research III	Research skills (library visit to research online databases)
5	Research IV	Collecting and summarizing sources (review citation styles if needed)
6	Essay Structure I	Writing a review of your sources
7	Essay Structure II	Research questions and narrowing your focus
8	Essay Structure III	Introductions and thesis statements
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
12	Editing I	Organization
13	Editing II	Peer editing
14	Final presentations	Presentations of final paper

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

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

### 【Textbooks】

No textbook will be used.

### 【References】

Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series: 5 – Essays to Research Papers* (1st ed.). New York: Pearson Longman.

ISBN: 0132912740

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

ISBN: 110759166X

Lester, J. D., & Lester, J. D. (2011). *Writing Research Papers: A Complete Guide* (14th ed.). New York: Pearson/Longman.

ISBN: 0205059333.

### 【Grading criteria】

Participation: 10%

Assignments: 30%

Final essay: 50%

Final presentation: 10%

### 【Changes following student comments】

Discussions on plagiarism have been added.

### 【Prerequisite】

None.

## Reading Skills I

Multiple Instructors

Credit(s) : 2 | Semester : Spring | Year : 1  
Day/Period :**[Outline and objectives]**

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

**[Goal]**

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

**[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.

**[Schedule]**

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

12	Reading Selection: <i>Grisha Has Arrived</i>	Predicting story events Summarizing a story; internet research (a lesser-known variety of English).
13	Reading Selection: <i>A Memory for All Seasonings</i>	Underlining and marginal glossing; supporting or challenging a hypothesis.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 8 to 13.

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

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

**[Textbooks]**

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

**[References]**

As specified by the instructor.

**[Grading criteria]**

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

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## Reading Skills II

Multiple Instructors

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~2  
Day/Period :**[Outline and objectives]**

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

**[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.

**[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.

**[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).
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.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

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

**[Textbooks]**

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

**[References]**

As specified by the instructor.

**[Grading criteria]**

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

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## English Test Preparation

Marcus Lovitt

Credit(s) : 2 | Semester : Fall | Year : 1  
Day/Period :

**[Outline and objectives]**

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

**[Goal]**

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

**[Method(s)]**

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

**[Schedule]**

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

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

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

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

**[Textbooks]**

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

**[References]**

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

**[Grading criteria]**

This is a pass/fail class. Students are required to take the TOEFL ITP in January, 2018. Assessment will be based on the following:

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

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

**[Changes following student comments]**

Not applicable

**[Others]**

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

## Debate and Discussion

### Multiple Instructors

Credit(s) : 2 | Semester : Fall | Year : 1  
Day/Period :

#### [Outline and objectives]

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

Students will first learn the basics of argumentation, including analysis, the use of evidence, causal reasoning and reasoning from analogy, and refutation. They will then learn the technical aspects of how a debate and a discussion is structured before apply 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.

#### [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.

#### [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.

#### [Textbooks]

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

#### [References]

- Bowell, T., & Kemp G. (2015). *Critical thinking: A concise guide* (4th edition). New York, NY: Routledge.
- Cottrell, Stella. (2011). *Critical thinking skills: Developing effective analysis and arguments*. 2nd Ed. London: Palgrave Macmillan.
- Huber, Robert and Snider, Alfred C. (2006). *Influencing through argument*. Updated Edition. New York: International Debate Education Association. (Downloadable as pdf file.)
- Snider, Alfred & Schnurer, Maxwell. (2006). *Many sides: Debate across the curriculum*. Revised edition. New York: International Debate Association. (Downloadable as pdf file.)

#### [Grading criteria]

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

#### [Changes following student comments]

None.

#### [Equipment student needs to prepare]

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

#### [Prerequisite]

None.

## Freshman English I

Diana Khor, Kazuki Hata

Credit(s) : 1 | Semester : Spring | Year : 1  
 Day/Period : Mon 1st

**[Outline and objectives]**

This module is aimed to enhance your academic prospects and cultivate language proficiency. In particular, this module will provide solid understanding of common academic practices at the international standard, including micro-/macro-level reading, critical-thinking and spontaneous discussion activities.

**[Goal]**

The dominant goal of this module is to a) make you competent at basic academic abilities; and b) improve your English skills. This module also aims at helping you cultivate critical-thinking skills in argumentation that you can apply to university-level debates and discussions.

**[Method(s)]**

This module always prioritises English as a communication tool in use and will be conducted via informal and interactive lectures utilising PowerPoint slides, with a combination of in-class exercises and take-home assignments.

In this module, you will be engaged in a wide variety of interactive practices, such as: a) in-class discussions/debates; b) individual and group presentations; c) small-group meetings; and d) reflective writing tasks.

You are expected to actively participate, in which you mediate their understanding by producing language, and make every effort to contribute meaningfully to both planned and spontaneous activities.

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

**[Schedule]**

No.	Theme	Contents
1	Induction	Module description with general instructions for academic English
2	Implication	Understanding and inferring meanings
3	Reading A	Clarifying key terms; selecting and prioritising information
4	Reading B	Reading in detail and note-taking; generating ideas and reports
5	Controversies	Understanding main ideas and supporting information
6	Evidence A	Reading for evidence; summarising a text
7	Evidence B	Understanding figures and tables
8	Scanning	Predicting the content of a text; scanning for information
9	Academic Misconduct	Recognising and avoiding plagiarism
10	Collaboration	Organising group-work, reaching a consensus in group
11	Discussion Trial A	Practicing critical reading; discussing a journal paper critically (groupwork)
12	Discussion Trial B	Practicing critical reading; discussing a journal paper critically (groupwork)
13	Discussion Trial C	Practicing critical reading; discussing a journal paper critically (groupwork)
14	Final Exam & Wrap-up	(with instruction for final essay )

[Work to be done outside of class (preparation, etc.)]  
 Assigned readings and tasks.

**[Textbooks]**

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

**[References]**

Philpot, S. (2007). *Headway academic skills 1: Reading, writing, and study skills student's book*. Oxford: Oxford University Press.  
 (handouts are distributed in class)

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

**[Grading criteria]**

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

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

You are expected to attend class regularly and to complete weekly assignments. Each week, you are instructed to have a group meeting and handle a question/task sheet, which will be distributed in class and should be submitted in the next class.

I personally respect every effort that you make in class. Those who actively participate and contribute to the class as a volunteer will get extra credit (up to 15%).

**[Changes following student comments]**

FE1 in 2017 included various output activities in accordance with reading. In 2018, on the other hand, the module puts more focus on input tasks and follow-up discussion practices, which reduces the students' workload to a satisfactory level.

**[Equipment student needs to prepare]**

None.

**[Others]**

Analogous to other modules in GIS, your attendance is strictly monitored. Those who make unauthorised absences three times 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.

## Freshman English II

Diana Khor, Kazuki Hata

Credit(s) : 1 | Semester : Spring | Year : 1  
Day/Period : Mon 2nd**[Outline and objectives]**

This module is designed in accordance with Freshman English I, which aims to enhance your academic prospects through practical activities. In this module, you will be provided opportunities to utilise or apply what has been learnt in other modules (in particular, Freshman English I).

**[Goal]**

The dominant goal of this module is to a) make you competent at basic academic abilities; and b) improve your English skills. This module also aims at helping you cultivate critical-thinking skills in argumentation that you can apply to university-level debates and discussions.

**[Method(s)]**

Although many English exams subdivide a language into separated skills (i.e. reading, listening, speaking and writing) for testing purposes, these skills are intricately intermeshed in daily use. This module thus focuses on English as a communication tool, rather than mere grammatical/lexical knowledge, and always prioritises language in use.

Active participation, in that students mediate their understanding by producing language, is crucial for university-level courses. 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. Therefore, this is a great opportunity for those who would like to develop language proficiency within highly communicative contexts.

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.

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

**[Schedule]**

No.	Theme	Contents
1	Induction	Module description (providing a good bridge between FE1 and FE2)
2	Structure	Grasping how essays are organised
3	Academic Expression	Understanding basics in academic writing (pragmatic markers, impersonal it-clauses, and hedges)
4	Linking Texts	Avoiding repetitions, using linking devices in writing
5	Supporting Claims with Evidence	Argumentation
6	Citation and References	Referring to other people's work (in-text references, reporting verbs, tense)
7	Refutation	Understanding how to do refutation
8	Conclusion	Drafting the conclusion to an essay
9	Introduction	Drafting the introduction part
10	Presentation Skills A	1. Writing: the structure and content of reports, a time sequence in writing, cause and effect 2. Grammar: passive voice and past perfect

11	Presentation Skills B	Writing: describing information in (and referring to) figures and tables, referring backwards and forwards
12	Presentation Skills C	Writing: contrasting information, making a stance, showing disagreement
13	Group Presentation	To be announced
14	Wrap-up	(with instructions for the final essay)

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

Assigned readings and tasks.

**[Textbooks]**

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

**[References]**

Philpot, S. (2007). *Headway academic skills 1: Reading, writing, and study skills student's book*. Oxford: Oxford University Press. (handouts are distributed in class)

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

**[Grading criteria]**

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

- Module-final essay (1,500-word essay): 50%;
- Weekly writing: 20%;
- Group presentation (group work required): 30%.

You are expected to attend class regularly and to complete weekly assignments. Each week, you are instructed to have a group meeting and handle a question/task sheet, which will be distributed in class and should be submitted in the next class.

I personally respect every effort that students make in class. Those who actively participate and contribute to the class as a volunteer will get extra credit (up to 15%).

**[Changes following student comments]**

The entire schedule has been clarified from the last one (in 2017/18).

**[Equipment student needs to prepare]**

None.

**[Others]**

Analogous to other modules in GIS (including Freshman English I), your attendance is strictly monitored. Those who make unauthorised absences three times 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.

## Translation

Sarah Allen

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Tue 5th

### [Outline and objectives]

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

### [Goal]

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

### [Method(s)]

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

### [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	In-class oral translation (1); identifying difficult areas
4	Sight Translation	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	In-class oral translation (3); sentence structure
9	Sight Translation	In-class oral translation (4); grammar
10	Kinds of meaning (2)	Types of meaning and ambiguity; register
11	Sight Translation	In-class oral translation (5); idiomatic usage
12	Sight Translation	In-class oral translation (6); editing decisions
13	Discourse Genres	Tenses, clauses, complex sentences, style, structure
14	Summary	In-class final exam

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

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

### [Textbooks]

Handouts will be provided by the lecturer.

### [References]

Hasegawa, Yuko. *The Routledge Course in Japanese Translation*. New York: Routledge, 2011.  
Other references will be given in class.

### [Grading criteria]

(1) Participation 20% (2) Homework 30% (3) Exams 50%

### [Changes following student comments]

Not applicable.

### [Equipment student needs to prepare]

Dictionary

### [Prerequisite]

None.



## Statistics

Nobuyuki Jincho

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Fri 1st

### 【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 ANOVA). Second, practical skills for visualizing data and conducting appropriate statistical tests are introduced and students practice them using statistical programming language.

### 【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 experimental and survey data. Each class combines a lecture with hands-on exercises (the statistical language R and its application Rstudio are used). In addition, an assignment is given after every class. Students are encouraged to ask questions and to be actively involved in the class.

### 【Schedule】

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Descriptive Statistics	Mean, mode, median, and standard deviation
3	Correlation	The relationship between two variables
4	Population and Sample	Random sampling and distribution of population
5	Probability Distribution	Probability distribution and Z-score
6	Hypothesis Testing and Statistical Tests	Testing your hypothesis using statistical tests and sampling distribution
7	Regression Analysis (1)	Single regression analysis
8	Regression Analysis (2)	Multiple regression analysis
9	Student's t-test (1)	Testing if the difference is significant
10	Student's t-test (2)	Related and unrelated t-tests
11	Analysis of Variance	Introducing ANOVA
12	Analyzing Experimental Data	Participating in word processing experiment and analyzing its data
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.

### 【Textbooks】

No textbook.

### 【References】

Field, A., Miles, J., & Field, Z. (2012) *Discovering Statistics Using R* (SAGE)  
Davis, T. M. (2016) *The Book of R: A First Course in Programming and Statistics* (No Starch Press)

### 【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】

Students should have an interest in numbers.

### 【Prerequisite】

None.

Credit(s) : 1 | Semester : Spring | Year : 1~4

Day/Period : Thu 3rd

**【Outline and objectives】**

初修者を対象とします。同じ教科書を二人の教員で分担して進めます。この授業では主に会話表現を学びます。

**【Goal】**

基本的な日常表現を正しい発音で口に出して言えるようになることが目標です。

**【Method(s)】**

基本例文の解説、発音練習、学生同士の会話練習が中心です。使用言語は日本語とフランス語です。

**【Schedule】**

No.	Theme	Contents
1	Initiation 1	授業の説明 挨拶のしかた 自己紹介
2	Initiation 2	国籍、職業をたずねる
3	Leçon 1	名前、住んでいるところについて たずねる
4	Leçon 1	自分の仕事について話す
5	Leçon 2	何語を話すか言う
6	Leçon 2	人についてたずねる
7	Leçon 3	何語を話すか言う (2)
8	Leçon 3	人についてたずねる (2)
9	Leçon 4	好きなものを言う
10	Leçon 4	どちらが好きか言う
11	Leçon 5	好きなことを言う
12	Leçon 5	したいことについて話す
13	Leçon 6	どちらが好きか理由を述べる
14	期末試験と総括	筆記・聞き取り・オーラル試験

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

授業の復習（発音練習、授業内に指示する練習問題）を行ってください。

**【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

**【Grading criteria】**

平常点（小テスト、授業態度）30 %、期末試験 70 %

**【Changes following student comments】**

本年度授業担当者変更によりフィードバックできません。

**【Equipment student needs to prepare】**

特にありません。

**【Others】**

この授業は French BI と同じ教科書を使ってリレー式で進めます。従って French BI も同時に履修してください。

**【Prerequisite】**

None.

Credit(s) : 1 | Semester : Fall | Year : 1~4

Day/Period : Thu 3rd

**【Outline and objectives】**

初修者を対象とします。同じ教科書を二人の教員で分担して進めます。この授業では主に会話表現を学びます。

**【Goal】**

基本的な日常表現を正しい発音で口に出して言えるようになることが目標です。

**【Method(s)】**

基本例文の解説、発音練習、学生同士の会話練習が中心です。使用言語は日本語とフランス語です。

**【Schedule】**

No.	Theme	Contents
1	Leçon 7	科目について話す
2	Leçon 7	時間の使い方・時間割について話す
3	Leçon 8	持っているものについて話す
4	Leçon 8	物を借りる
5	Leçon 9	場所について説明する
6	Leçon 9	場所についての情報を求める
7	Leçon 10	何をするのかたずねる
8	Leçon 10	詳しくきく
9	Leçon 11	趣味・余暇について話す
10	Leçon 11	習慣について話す
11	Leçon 12	家族について話す
12	Leçon 12	過去の出来事について語る
13	Leçon 13	どこに行ったのか詳しく話す
14	期末試験と総括	筆記・聞き取り・オーラル試験

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

授業の復習（発音練習、授業内に指示する練習問題）を行ってください。

**【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

**【Grading criteria】**

平常点（小テスト、授業態度）30 %、期末試験 70 %

**【Changes following student comments】**

本年度授業担当者変更によりフィードバックできません。

**【Equipment student needs to prepare】**

特にありません。

**【Others】**

この授業は French BII と同じ教科書を使ってリレー式で進めます。従って French BII も同時に履修してください。

**【Prerequisite】**

None.

Credit(s) : 1 | Semester : Spring | Year : 1~4

Day/Period : Wed 2nd

**[Outline and objectives]**

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

**[Goal]**

フランス語初級文法の修得。初級レベルのオーラル能力。

**[Method(s)]**

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

**[Schedule]**

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

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

前回の復習。ときどき宿題。各課終了ごとに小テストを出すのでその準備。

**[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 %

**[Changes following student comments]**

小テストを返却する。

**[Others]**

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

**[Prerequisite]**

None.

## 【Outline and objectives】

French BI の継続として、フランス語初級文法を授業する。時間のゆるすかぎり、フランス語圏の社会・歴史・文化に関する情報を紹介する。

## 【Goal】

フランス語初級文法の習得。初級レベルのオーラル能力・読解能力。

## 【Method(s)】

French AII と連動し、『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、文法の体系的学習を補う。各課終了ごとに小テスト（10～20点満点）を行う。

## 【Schedule】

No.	Theme	Contents
1	Leçon 7	French BI の期末テストの返却と答えあわせ -動詞 avoir
2	Leçon 7	-序数 -人称代名詞強勢形
3	Leçon 8	-不定冠詞
4	Leçon 8	-否定文2
5	Leçon 9	-不定冠詞／定冠詞 -c'est / ce sont
6	Leçon 9	-命令法 -場所に関する前置詞
7	Leçon 10	-不規則動詞の活用
8	Leçon 10	-指示形容詞
9	Leçon 11	-faire de スポーツ -jouer à ゲーム
10	Leçon 11	-中性代名詞 en -形容詞 autre
11	Leçon 12	-所有形容詞 -過去分詞1 -avoir を用いる複合過去
12	Leçon 13	-ir 動詞 -過去分詞2 -être を用いる複合過去
13	Leçon 13	-過去分詞2 -être を用いる複合過去
14	期末テストと総括	期末テスト

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

前回の復習。ときどき宿題。各課終了ごとに小テストを出すのでその準備。

## 【Textbooks】

以下、French BI のテキストと同一である。

『Spirale スピラールー日本人初学者のためのフランス語教材 Nouvelle édition』（アシェット・ジャポン、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】

平常点 40% + 期末テスト 60%

## 【Changes following student comments】

小テストを早めに返却する。

## 【Others】

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

2015年度以前に入学した学生は、2単位となります。

## Spanish A I

Taiga Wakabayashi

Credit(s) : 1 | Semester : Spring | Year : 1~4  
Day/Period : Fri 5th

## 【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.

## 【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.

## 【Schedule】

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

13	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
14	Final Exam & Wrap-up	Final exam (written)

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

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

## 【Textbooks】

泉水浩隆 『スペイン語キックオフ』 (白水社)、2011年、2205円

## 【References】

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

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

## 【Grading criteria】

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

Evaluation is as follows:

Class participation and attitude: 30%

Midterm exam: 30%

Final exam: 40%

## 【Changes following student comments】

Progress will be adjusted based on student needs.

## 【Others】

Only this column is described in Japanese, as follows:

必ず Spanish BI と同セメスターで履修すること。  
2015年度以前に入学した学生は、2単位となります。

## 【Prerequisite】

None.

## Spanish A II

Taiga Wakabayashi

Credit(s) : 1 | Semester : Fall | Year : 1~4  
Day/Period : Fri 5th

## 【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.

## 【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.

## 【Schedule】

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

11	Irregular Indicative Conjugation of Verbs (indefinite past tense)	Irregular indicative conjugations of verbs in the indefinite past tense
12	Months	Names of months in Spanish
13	Regular and Irregular Indicative Conjugation of Verbs (preterite past tense)	Regular and irregular indicative conjugation of verbs in the preterite past tense
14	Final Exam & Wrap-up	Final exam (written)

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

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

## 【Textbooks】

泉水浩隆『スペイン語キックオフ』（白水社）、2011年、2205円

## 【References】

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

## 【Grading criteria】

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

Evaluation is as follows:

Class participation and attitude: 30%

Midterm exam: 30%

Final exam: 40%

## 【Changes following student comments】

Progress will be adjusted based on student needs.

## 【Others】

Only this column is described in Japanese, as follows:

必ず Spanish BII と同セメスターで履修すること。

2015年度以前に入学した学生は、2単位となります。

## 【Prerequisite】

None.

## Spanish B I

Yoshifumi Ohnuki

Credit(s) : 1 | Semester : Spring | Year : 1~4  
Day/Period : Tue 4th

## 【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.

## 【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.

## 【Schedule】

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

12	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
13	Numbers II	Numbers from 13 to 30 Questions and concerns about the content of the entire semester will be accepted for the final exam
14	Final Exam & Wrap-up	Final exam (written)

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

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

## 【Textbooks】

『スペイン語キックオフ』 泉水浩隆 (白水社)、2011年

## 【References】

『西和中辞典』 (小学館)

『わかるスペイン語文法』 西川喬 (同学社)、2010年  
授業中の携帯電話やノートパソコンを利用したのオンライン辞書の使用は認められない

## 【Grading criteria】

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

## 【Changes following student comments】

Progress will be adjusted based on student needs.

## 【Others】

Only this column is described in Japanese, as follows:

必ず Spanish AI と同セメスターで履修すること。  
2015年度以前に入学した学生は、2単位となります。

## 【Prerequisite】

None.



## Spanish B II

Yoshifumi Ohnuki

Credit(s) : 1 | Semester : Fall | Year : 1~4  
 Day/Period : Tue 4th

## 【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.

## 【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.

## 【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” Expression of weather I
9	Regular Indicative Conjugation of Verbs (indefinite past tense)	Regular indicative conjugations of verbs in the indefinite past tense
10	Expression of Weather II	Expression of weather II

11	Irregular Indicative Conjugation of Verbs (indefinite past tense) Months	Irregular indicative conjugations of verbs in the indefinite past tense Names of months in Spanish
12	Regular and Irregular Indicative Conjugation of Verbs (preterite past tense)	Regular and irregular indicative conjugation of verbs in the preterite past tense
13	Differences between Indefinite and Preterite Past Tenses	Proper use and differentiation of the indefinite / preterite tenses Questions and concerns about the content of the entire semester will be accepted for the final exam
14	Final Exam & Wrap-up	Final exam (written)

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

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

## 【Textbooks】

『スペイン語キックオフ』 泉水浩隆 (白水社)、2011 年

## 【References】

『西和中辞典』(小学館) 等

『わかるスペイン語文法』 西川喬 (同学社)、2010 年  
 授業中の携帯電話やノートパソコンを利用したのオンライン辞書の  
 使用は認められない

## 【Grading criteria】

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

## 【Changes following student comments】

Progress will be adjusted based on student needs.

## 【Others】

Only this column is described in Japanese, as follows:

必ず Spanish AII と同 Semester で履修すること。  
 2015 年度以前に入学した学生は、2 単位となります。

## 【Prerequisite】

None.

## Chinese A I

Yuko Takada

Credit(s) : 1 | Semester : Spring | Year : 1~4  
 Day/Period : Wed 3rd

## 【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.

## 【Method(s)】

Topics include:

- Pronunciation of Chinese as romanized in *Pī nyī n* (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.

## 【Schedule】

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

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

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

## 【Textbooks】

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

## 【References】

Materials will be provided by the instructor.

## 【Grading criteria】

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

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

## 【Changes following student comments】

Using e-learning every week

## 【Others】

Only this column is described in Japanese, as follows:

必ず Chinese BI と同semesterで履修すること。

2015 年度以前に入学した学生は、2 単位となります。

## 【Prerequisite】

None.

## Chinese A II

Yuko Takada

Credit(s) : 1 | Semester : Fall | Year : 1~4  
 Day/Period : Wed 3rd

**[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.

**[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.

**[Schedule]**

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

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

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

**[Textbooks]**

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

**[References]**

Materials will be provided by the instructor.

**[Grading criteria]**

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

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

**[Changes following student comments]**

Using e-learning every week

**[Others]**

Only this column is described in Japanese, as follows:

必ず Chinese BII と同 Semester で履修すること。

2015 年度以前に入学した学生は、2 単位となります。

**[Prerequisite]**

None.

## Chinese B I

Shota Watanabe

Credit(s) : 1 | Semester : Spring | Year : 1~4  
Day/Period : Thu 4th

## 【Outline and objectives】

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

## 【Goal】

この授業の到達目標は以下の通りである。

- (1) 基本的な中国語を読んだり聞いたりして、相手の意見や情報などを理解することができる。
- (2) 基本的な中国語を書いたり話したりして、自分の考えや経験などを表現することができる。
- (3) 春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養う。

## 【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ことを踏まえ、毎回授業の最初に小テストを行う。また、この授業ではブレンド型学習 (教室での対面学習と自宅でのeラーニングを組み合わせた学習方法) を導入し、教室学習と自宅学習を有機的に連携させつつ行う。

## 【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) [这儿有邮箱吗? ]
10	第十七課あるいは第十八課	動詞述語文 (六) [请再念一次]、 動詞述語文 (七) [去中国干什么? ]
11	第十九課あるいは第二十課	完了態 [这本书你看了吗? ]、 変化態 [快要考试了]
12	第二十一課あるいは第二十二課	経験態 [你去过海边儿吗? ]、 進行態・持続態 [你在做什么呢? ]
13	復習と HSK1 級問題の解説	春学期の学習項目の総復習、 HSK1 級問題の紹介・解説
14	模擬試験と総括	HSK1 級の模擬試験及びこれまでの学習内容の総括を行う

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

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

## 【Textbooks】

大石智良 他『ポイント学習中国語初級 [改訂版]』(東方書店) 2010 年

## 【References】

必ずしも購入する必要はないが、有用な文法書として以下のものをあげておく。

・劉月華 (他) 2001『实用現代漢語語法 (増訂本)』北京: 商務印書館  
・守屋宏則 1995『やさしくくわしい中国語文法の基礎』東京: 東方書店

・相原茂 (他) 2016『Why?にこたえるはじめての中国語の文法書新訂版』東京: 同学社

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

## 【Grading criteria】

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

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

## 【Others】

・本講義は全回の出席が評価の前提である。即ち、欠席は原則的に認めない。体調不良等のやむを得ない事情がある場合は、各種証明書を提出するなど、各自で然るべき対応を取ること。尚、小テストは毎回授業の最初に行うので、遅刻は厳禁。

・授業中に、HSK (中国語版 TOEFL と呼ばれる中国政府公認の中国語検定) の紹介・解説を行う予定。HSK は、就職、留学など様々なシーンで活用できる資格なので、興味のある人はぜひチャレンジしてほしい。詳しくは、HSK のホームページ (<http://www.hskj.jp/>) も参照。

・必ず Chinese A I と同セメスターで履修すること。2015 年度以前に入学した学生は、2 単位となる。

## Chinese B II

Shota Watanabe

Credit(s) : 1 | Semester : Fall | Year : 1~4  
Day/Period : Thu 4th

## 【Outline and objectives】

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

## 【Goal】

この授業の到達目標は以下の通りである。

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

## 【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ことを踏まえ、毎回授業の最初に小テストを行う。また、この授業ではブレンド型学習 (教室での対面学習と自宅での e ラーニングを組み合わせた学習方法) を導入し、教室学習と自宅学習を有機的に連携させつつ行う。

## 【Schedule】

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

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

受講開始後は、既習事項の復習をしっかりと行うこと。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。

## 【Textbooks】

大石智良 他『ポイント学習中国語初級 [改訂版]』(東方書店) 2010 年

## 【References】

必ずしも購入する必要はないが、有用な文法書として以下のものをあげておく。

- ・劉月華 (他) 2001『实用現代漢語語法 (増訂本)』北京: 商務印書館
  - ・守屋宏則 1995『やさしくくわしい中国語文法の基礎』東京: 東方書店
  - ・相原茂 (他) 2016『Why?にこたえるはじめての中国語の文法書新訂版』東京: 同学生社
- これらの本は、いずれも市ヶ谷キャンパス図書館に所蔵がある。『实用現代漢語語法』は和訳 [『現代中国語文法総覧』(くろしお出版) 1996 年] も出ている。**HSK** の勉強などに役立ててほしい。その他の参考書に関しては、授業時に適宜紹介する。

## 【Grading criteria】

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

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

## 【Others】

- ・本講義は全回の出席が評価の前提である。即ち、欠席は原則的に認めない。体調不良等のやむを得ない事情がある場合は、各種証明書を提出するなど、各自で然るべき対応を取る。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。

## Overseas Academic Study Preparation

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Wed 1st**[Outline and objectives]**

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

**[Goal]**

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

**[Method(s)]**

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

**[Schedule]**

No.	Theme	Contents
1	Orientation (Eyo)	Overview of the course, of the topic and activities for each week. Explanation of attendance policy and other procedural matters.
2	Liberal Arts: A Global Perspective (Somura)	The history, philosophy and value at home and abroad of a liberal arts education.
3	Higher Education in the US (Bettridge)	The American university system, the distinction between universities and colleges, access to higher education, and the degree structure in the US.
4	Higher Education in Britain (McLeod)	The characteristics of university education in Britain: who attends, what being a student means, choices among majors, and some British educational terminology.
5	Outgoing Student Exchange Program (OSEP) (Evans)	Students who have studied abroad via OSEP will share their experiences, give advice, and participate in a Q & A.
6	First Encounters (Khor)	Negotiating cultural differences: representing yourself and your home country, understanding others and the host country.
7	Cultural Adjustment and Mental Health (Guest Speaker)	The process of cultural adjustment, strategies for coping with interpersonal and academic stress, and various kinds of support available during study abroad.

8	Reports from GIS OAS Participants (Bettridge)	Students who have studied abroad via OAS will share their experiences, give advice, and participate in a Q & A.
9	Presentation Preparation and Guidance 1 (Melvin)	Search strategies for finding, screening, and putting together information to prepare for a presentation.
10	Study Abroad Accreditation System (Evans)	Looking for what's just right for you (and avoiding degree mills, seedy dorms and other dangers).
11	On and Off Campus (Fujishige)	Integrating the demands of study with the opportunities of life abroad.
12	Presentation Preparation and Guidance 2 (Kobori)	Guidance on finalizing a presentation.
13	Student Presentations 1 (Khor)	A first set of student group presentations, each comparing two universities.
14	Student Presentations 2 (Melvin)	A second set of student group presentations, each comparing two universities.

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

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

**[Textbooks]**

Material will be provided by the instructors and either distributed in class or made available on the web for downloading and printing.

**[References]**

Host country newspapers, magazines and other current reading material.

**[Grading criteria]**

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

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## Information Technology I

Niall Murtagh

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Wed 4th

**[Outline and objectives]**

The course concerns practical application of Information Technology using personal computers and other communication devices. No specialized knowledge is required. Solutions to common problems that occur in 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 technical devices.

**[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.

**[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

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

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

**[Textbooks]**

Notes and online tutorial links will be provided during class.

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

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

**[References]**

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 (10%), exercises (40%) 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.

## Information Technology II

Niall Murtagh

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Wed 5th

**[Outline and objectives]**

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

**[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.

**[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.

**[Schedule]**

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

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

Exercises in Office software, focusing on Word and Excel

**[Textbooks]**

Internet resources will be used instead of textbooks.

Notes will be provided in class.

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

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

**[References]**

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

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

**[Grading criteria]**

Students will be evaluated on the basis of participation in class (20%), and submission of exercises (80%).

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.



**[Outline and objectives]**

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

**[Goal]**

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

**[Method(s)]**

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

**[Schedule]**

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

10	スポーツ実技 (卓球)	卓球の競技特性、ルールを理解し、正しいフォームでフォアハンドのラリーの練習を行う。サーブの基本を身につけ、ゲームを行い卓球の楽しさを理解する。
11	スポーツ実技 (卓球)	バックハンド、カット、スマッシュなどの練習を行い、ゲームを行う。審判法を身につけ、トーナメント形式の試合を実施する。
12	スポーツ実技 (ユニホック)	ニュースポーツの意義およびその一つであるユニホックの競技特性、ルールを理解する。スティック操作、パス、シュートなどの基礎的な練習を行う。簡易ゲームを行うことで、ユニホックの楽しさを理解する。
13	スポーツ実技 (ユニホック)	スティック操作、パス、シュートなどの基礎的な練習を行う。審判法を身につけ、フルコートでトーナメント形式の試合を実施する。
14	総括	これまで授業で行った内容やその関連項目について、質問や意見交換を行い総括とする。

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

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

**[Textbooks]**

特に使用しない。必要に応じて資料を配布する

**[References]**

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

**[Grading criteria]**

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

**[Changes following student comments]**

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

**[Others]**

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

**[Prerequisite]**

None.

## Physical Education II

Nemes Roland

Credit(s) : 1 | Semester : Fall | Year : 1~4  
 Day/Period : Mon 1st

## 【Outline and objectives】

Understanding the various physical activities and their effect on the daily health and/or fitness level.Learning teamwork and personal role in 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 healthy lifestyle
- 3.Learning about basic self control and its importance
- 4.Exercising simple decision making,leadership, communication in a dependent, co-dependent environment
- 5.Creating a demand for future self-education, self- development

## 【Method(s)】

Introducing different type of modern exercising methods,that can be easily carried out at home as well.Introducing the basic principles of team ball-sports,using variation of handball games and small sided games.Learning techniques and tactics as well as interacting with others in the group through game sense approach.

## 【Schedule】

No.	Theme	Contents
1	Guidance	Introduction of the course
2	Practical Lesson (handball 1)	Learning about the rules, playing small sided games
3	Practical Lesson (handball 2)	Learning the basic offensive and defense movements, playing small sided games
4	Practical Lesson (handball 3)	Practicing basic techniques, playing handball games
5	Practical Lesson (handball 4)	Practicing basic techniques, playing handball games
6	Fitness 1	Learning about fitness equipments and warm-up
7	Fitness 2	Bodyweight exercises
8	Fitness 3	Using machines for resistant training
9	Fitness 4	Interval and circuit training
10	Practical Lesson (floorball 1)	Learning about the rules, playing small sided games
11	Practical Lesson (floorball 2)	Learning about floorball and practicing basic skills with the implementation of the handball knowledge
12	Practical Lesson (floorball 3)	Learning the basic offensive and defense movements, playing small sided games
13	Practical Lesson (floorball 4)	Practicing basic techniques, playing floorball games
14	Summarizing the Course	Overviewing the lessons, and summarizing what did the students learned during the course

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

Homework, will be announced during the class

## 【Textbooks】

No particular book

## 【References】

1. ハンドボールルール [http://www.handball.jp/jha/kyogi\\_unei/2015rules\\_of\\_the\\_game.pdf](http://www.handball.jp/jha/kyogi_unei/2015rules_of_the_game.pdf)、または [http://www.ihf.info/files/Uploads/NewsAttachments/0\\_RuleGame\\_GB.pdf](http://www.ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf)
- 2.<http://www.floorball.org/pages/EN/Rules-of-the-game->

## 【Grading criteria】

Attitude(40%),Reports(20%),Active participation(40%)

## 【Changes following student comments】

- 1.The purpose of the class will be explained at beginning of each class
- 2.Ideas and personal opinion are accepted in order to improve the class

## 【Equipment student needs to prepare】

- 1.Proper sports wear
- 2.Indoor shoes (avoid running shoes as much as possible)

## 【Others】

【For GIS students】

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

## 【Prerequisite】

None.

## Readings in Drama

Mark Valley

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Thu 4th

## [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.

## [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.

## [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	<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	Samuel Beckett: A continuation of the study of <i>Waiting for Godot</i> .
4	Arthur Miller	<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	Arthur Miller: A continuation of the study of <i>Death of a Salesman</i> .
6	Edward Albee	<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	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	<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	William Wycherley: A continuation of the study of <i>The Country Wife</i> .
12	William Shakespeare	<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	William Shakespeare: A continuation of the study of <i>Romeo and Juliet</i> .
14	Class Essay Number 2	Class Essay Number 2

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

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

## [Textbooks]

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

## [References]

To be announced.

## [Grading criteria]

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

## [Changes following student comments]

Not applicable.

## [Prerequisite]

None.

## Introduction to Philosophy

Kazuhiro Watanabe

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Wed 4th

## 【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 are 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 just reject as nonsense. Philosophy tells you how to work on those fundamental questions in comprehensive and systematic ways. This course aims at being an introduction to philosophy and helping you become familiar with major branches in philosophy: you will learn how to tackle such questions as "What exists in the world?" "How do we know about them?" and "How should we live?" by acquiring philosophical language and ways of thinking.

Learning 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) knowledge of how to apply philosophical attitude to social and practical issues.

## 【Method(s)】

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

## 【Schedule】

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Metaphysics 1	Mind and its place in the world: Can robots have a mind?
3	Metaphysics 2	Action and free will: Is everything destined in our life?
4	Metaphysics 3	Past, present, and future: Is time travel possible?
5	Epistemology 1	Knowledge of the external world: What really exists out there?
6	Epistemology 2	Scepticism about induction: Will the sun rise in the east tomorrow?
7	Epistemology 3	Self and identity: Who am I?
8	Ethics 1	Bioethics: Is euthanasia morally permissible?
9	Ethics 2	Animal ethics: Is it OK to kill pigs for food? How about dogs?
10	Ethics 3	War and ethics: Is there such a thing as a just war?
11	Special Session 1	Student Presentations
12	Special Session 2	Student Presentations
13	Special Session 3	Student Presentations
14	Review and Tutorial	Review of the course and tutorial for final paper

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

There will be a reading assignment for most classes. Students are expected to read it beforehand and be prepared for discussion.

## 【Textbooks】

No specific textbook is used in this course. Copies of readings (typically snippets from major philosophical works and introductory textbooks) will be provided by the instructor.

## 【References】

Blackburn, S. (1999). *Think: A compelling introduction to philosophy*. New York, NY: Oxford University Press. (New Paperback edition (2013) is also available).

## 【Grading criteria】

Class participation (20%), Reaction papers (10%×2=20%), Presentation (20%), and Final paper (40%)

## 【Changes following student comments】

Last year students made pair/group presentations instead of individual presentations as in previous years, which I think was pretty successful. So this year as well, I will have students do some collaborative works.

## 【Equipment student needs to prepare】

We use the course webpage on H'etudes. Please check it regularly for updates and class resources, as well as for the submission of assignments.

## 【Prerequisite】

None.

## Introduction to English Literature

Mitsutoshi Somura

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Fri 5th, Tue 2nd

## 【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.

## 【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.

## 【Schedule】

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

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

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

## 【Textbooks】

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

## 【References】

Thornley, G. C. and G. Roberts. (1984). *An Outline of English Literature*. London: Longman.  
 Poplawski, Paul. (ed) (2008). *English Literature in Context: From medieval to modern literature - an essential student resource*. Cambridge: CUP.  
 Birch, Dinah. (ed) (2009). *The Oxford Companion to English Literature*. Oxford: OUP.  
 Cuddon, J. A. (1999). *Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin.  
 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.

## Readings in World Literature

Michael Bettridge

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Mon 5th

## 【Outline and objectives】

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

## 【Goal】

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

## 【Method(s)】

Lecture and discussion for comprehension are integral components of this class.

## 【Schedule】

No.	Theme	Contents
1	Introduction of Course	Course content and requirements. Selection exam.
2	Creation Stories	"The Huluppu-Tree" (Sumeria); From Genesis: Chapters 1 and 2 of the Old Testament (Middle East); "The Well-Baked Man" (southwestern United States).
3	Creation Stories	Student researched creation story report; group presentation and discussion of similar elements among the stories.
4	Mythology, Culture and Religion	From <i>The Thief and the Dogs</i> (Egypt); From <i>Sacred Hymn of Sacrifice to Tlaloc</i> (Pre-Columbian Mexico). Comparing mythology and religion.
5	Mythology, Culture and Religion	From <i>Whale Rider</i> (New Zealand); From <i>Antigone</i> (Greece). Comparing culture and myth as dramatized in different cultures.
6	Mythology, Culture and Religion	From <i>Whale Rider</i> (New Zealand); From <i>Antigone</i> (Greece).
7	Review & Mid-term Exam	Exam on lecture, study and reading material from weeks 2-6.
8	Human Transformation	From <i>Bisclavret</i> (France); From "The Metamorphosis" (Czechoslovakia). Comparing stories of transformation, isolation, inadequacy and guilt.
9	Male-Female Relations	"Boys and Girls" (Canada); "The A & P" (USA). Comparison and analysis of tales of class and gender.

10	Struggle for Independence	From <i>Flowers from the Volcano</i> (Nicaragua); From <i>Fire on the Mountain</i> (India); From "Just Lather, That's All" (Colombia). Comparing stories of personal and political struggle.
11	Human Potential	From <i>Rickshaw</i> (China); From <i>Things Fall Apart</i> (Nigeria). Stories of human ambition, success and failure.
12	Coming of Age	From <i>Oliver Twist</i> (England); From <i>No Speak English</i> (USA). Stories of economic and personal hardship.
13	Nature and Humanity	From "To Build a Fire" (USA/Canada); From <i>Out of Africa</i> (Denmark). Stories of loss and the unforgiving forces of nature.
14	Term Exam & Wrap-up	Exam on lecture, study and reading material from weeks 8-13.

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

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

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

*World Literature Today*. University of Oklahoma, 1977. [www.worldliteraturetoday.org](http://www.worldliteraturetoday.org). Accessed 10 January 2018.

## 【Grading criteria】

Class and group participation (20%); midterm exam (40%) and final exam (40%).

## 【Changes following student comments】

More focus on fewer works.

## 【Equipment student needs to prepare】

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

## 【Others】

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

For GIS students who entered in 2008 - 2015:

This course is regarded as 200-level Intermediate Courses.

## 【Prerequisite】

Permission from the instructor to enroll in the course.

## Studies in Popular Fiction

Michael Bettridge

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Mon 4th

## 【Outline and objectives】

A general introduction to popular Western literature and contemporary tastes in reading.

## 【Goal】

To guide students to an understanding and appreciation of popular fiction as a distinctive literary and cultural field.

## 【Method(s)】

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

## 【Schedule】

No.	Theme	Contents
1	Introduction of Course	Introduction of course content and requirements. Selection exam.
2	The Conventions and Attraction of Popular Fiction	The specific settings, characters, events and values that define a genre. Action-Adventure Fiction (1) From: <i>Indiana Jones and The Raiders of the Lost Ark</i> . The hero's special skills; the mentor; the call to adventure.
3	Chick Lit (1)	From: <i>Bridget Jones's Diary</i> . Life quest; character's point of view; the heart and humor of the chick lit story.
4	Chick Lit (2)	From: <i>Confessions of a Shopaholic</i> . Character development; relationships. From: "Why Chick Lit Matters" by E. Merrick.
5	Romance Fiction (1)	<b>Short quiz.</b> From: <i>The Taming</i> . Distinguishing a true romance novel from a novel that includes a love story.
6	Romance Fiction (2)	From: <i>The Taming</i> . The elements that make up a romance story, beginning with the protagonist.
7	Children's Literature	"Stay out of the basement", and other selections. Kids lit: writing from a kid's perspective.
8	Review & Mid-term Exam	Short-answer exam on reading material from weeks 2 to 7.
9	Teen Literature	"The Treasure of Lemon Brown", and other selections. Suspense and the interplay of human relationships.

10	Action-Adventure	From : <i>Last Man Standing</i> . Action and plot over character and theme.
11	Horror & Fantasy	"The Monkey's Paw", and other selections. <b>Short quiz.</b> Horror cliches and plots, and the fear of the unknown.
12	Science Fiction	"Explorer's We", and other selections. Elements of science and technology as a basis for fantasy and conflict.
13	The Western	"The Tin Star", and other selections. Introducing an indigenous American art form.
14	Final Exam & Wrap-up	Paper and small-group presentation.

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

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

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

For final paper formatting:

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

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

[www.feedbooks.com/publicdomain](http://www.feedbooks.com/publicdomain). Accessed 10 January 2018. (Thousands of public domain books, downloadable for free.)

## 【Grading criteria】

Class participation and quizzes. (20%); mid-term exam (40%); final paper and presentation (40%).

## 【Changes following student comments】

A better balance between group work, individual work and lecture.

## 【Equipment student needs to prepare】

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

## 【Prerequisite】

Permission from the instructor to enroll in the course.

## Japanese Art History

Sarah Allen

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Fri 5th

## 【Outline and objectives】

History of art in Japan, 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.

## 【Method(s)】

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

## 【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
8	Meiji Period	Japonisme, museums; nihonga and yōga
9	Taishō and Pre-war Shōwa Periods	Mingei movement, moga/mobo, shin-hanga, war painting
10	Post-war Era	Post-war art (Okamoto Taro, Gutai, photography)
11	Presentations & Critique	Student presentations of final paper projects & feedback
12	Presentations & Critique	Student presentations of final paper projects & feedback
13	Presentations & Critique	Student presentations of final paper projects & feedback
14	Contemporary Art	Contemporary art, “Cool Japan”

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

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

## 【Textbooks】

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

Supplementary materials will be provided by the instructor.

## 【References】

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

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

## 【Grading criteria】

Class participation: 10%

Assignments: 20%

Mid-term Exam: 30%

Presentation: 20%

Final paper: 20%

## 【Changes following student comments】

Not applicable.

## 【Equipment student needs to prepare】

USB for class presentation.

## 【Prerequisite】

None.



## Classic Short Fiction

Mark Valley

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Thu 4th

**[Outline and objectives]**

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

**[Goal]**

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

**[Method(s)]**

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

**[Schedule]**

No.	Theme	Contents
1	Introductions	Explanation about the course and the grading system. Short lecture on the life and work of Alex Garland. Beginning with "The Coma", we will study the first part.
2	"The Mouse"	Saki (H. H. Munro). Short lecture on the life and work of Saki. "The Mouse" by Saki (H. H. Munro).
3	"Shock Tactics"	A continuation of the study of the work of Saki, examining first of all "Shock Tactics", then comparing this with "The Mouse".
4	"An Ideal Family"	Katherine Mansfield. Short lecture on the life and work of Katherine Mansfield. "An Ideal Family" by Katherine Mansfield.
5	"The Singing Lesson"	A continuation of the study of the work of Katherine Mansfield, examining first of all "The Singing Lesson", then comparing this with "An Ideal Family".
6	"The Veteran"	Stephen Crane. Short lecture on the life and work of Stephen Crane. "The Veteran" by Stephen Crane.
7	Class Essay Number 1	Class Essay Number 1
8	"The Invisible Japanese Gentlemen"	Graham Greene. Short lecture on the life and work of Graham Greene. "The Invisible Japanese Gentlemen" by Graham Greene.
9	"The New House"	A continuation of the study of the work of Graham Greene, examining first of all "The New House", then comparing this with "The Invisible Japanese Gentlemen".

10	"Indian Camp"	Ernest Hemingway. Short lecture on the life and work of Ernest Hemingway. "Indian Camp" by Ernest Hemingway.
11	"The Doctor and the Doctor's Wife"	A continuation of the study of the work of Ernest Hemingway, examining first of all "The Doctor and the Doctor's Wife", then comparing this with "Indian Camp".
12	<i>The Catcher in the Rye</i> Chapter 1	J. D. Salinger. Short lecture on the life and work of J. D. Salinger. Overview of <i>The Catcher in the Rye</i> .
13	<i>The Catcher in the Rye</i> Chapter 1	J. D. Salinger. A continuation of the study of the work of J. D. Salinger examining first of all Ch 12 of <i>The Catcher in the Rye</i> , then comparing this with Ch 1.
14	Class Essay Number 2	Class Essay Number 2

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

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

**[Textbooks]**

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

**[References]**

To be announced.

**[Grading criteria]**

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

**[Changes following student comments]**

Not applicable.

**[Others]**

Enrollment is limited to 20-25.

**[Prerequisite]**

None.

## Drama Survey

Tony Dani

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Fri 3rd

**[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 their original character through observation and improvisation.
2. Increased their confidence in working with others.
3. Learnt how to use their imagination more effectively as a tool to create their own dramatic scenes and situations.

**[Method(s)]**

We will take a detailed look at the work of an actor in training from improvisation to character development, into performance. Students will research and create their own unique characters from observation, which will then be presented to the class at the end of the term. There will also be plenty of opportunity for post-presentation discussion with fellow class members and the course instructor. It should be stressed that an open mind, an imagination, a strong sense of commitment to the group and a willingness to have fun are important prerequisites for success in this course!

Please note that it is very difficult to catch up on practical classes, if you are absent. Therefore - where possible - 100% attendance is required.

If possible, students will have the opportunity to attend a professional theatre performance during the term.

**[Schedule]**

No.	Theme	Contents
1	Introduction, Overview and Homework Task	Selection exam. Interested students will also be required to prepare an introduction task for the following class.
2	Presentation of Homework	Individual presentations.
3	Research Assignment	Students will research into, prepare and write an assignment on an actor (of the student's choosing) from film or theatre.
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 at the end.
6	Theatre Games	Students will be taught a series of theatre games aimed at freeing their imaginations.
7	Theatre Games	Students will be taught a series of theatre games aimed at freeing their imaginations.

8	Character Development	Students will be required to go and observe someone in the local area and that observation will then form the basis of their character development.
9	Character Development Research	Students will then be taught how to transform their observations into the creation of a unique character.
10	Character Development Towards Performance	Further character development techniques will be taught.
11	Character Development Rehearsals	Students will rehearse their character performances with another class member.
12	Character Performances Rehearsals	Students will rehearse their character performances with another class member.
13	Character Performances	Working in pairs, performances will be given to the class.
14	Final Performance Feedback	One to one feedback from your instructor will be given on your final performances. There will also be an opportunity for peer group and self evaluations.

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

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

Please note: due to the nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility and keep aware of any changes in deadlines etc.

**[Textbooks]**

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

**[References]**

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

**[Grading criteria]**

Participation: 20%  
Assignment: 20%  
Final presentation: 60%

**[Changes following student comments]**

There will be a class the week following the final performances in which students will be able to receive feedback from each other as well as from their instructor.

Performances will also be able to access a video of their presentations to assist in their evaluations and grading.

**[Prerequisite]**

None.

## Drama Workshop

Tony Dani

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Fri 4th, Fri 3rd

**[Outline and objectives]**

This course provides the student with an introduction to the experiences of an actor in training. This course will focus on the performance of a section of a play or movie, which will be decided at the start of the course.

**[Goal]**

By the end of this course, students will have gained some experience of what it is like to be a student of drama at a British drama school.

**[Method(s)]**

We will take a detailed look at the work of the actor in contemporary theatre training. The emphasis in the course is on the development of character from script. Students will also have the opportunity to select an scene from a movie, play or TV drama of their choice and to rehearse and to present that scene at the end of the course. Students will be required to reinterpret the characters and the scene rather than simply "copying" the scene and performances.

There will also be plenty of opportunity for post-presentation discussion with fellow class members and the course instructor. Please note that a large part of the course is practical based: workshop classes, actor training, rehearsal and so on. Therefore a willingness to participate 100% in all classes is essential for successful completion of this course.

Please note that the script for each group's final performances might also be pre-selected by the instructor, if necessary.

**[Schedule]**

No.	Theme	Contents
1	Introduction and Overview	Selection exam.
2	Student Introductions and First Task	Students will have the chance to get to know each other and their instructor through a series of activities.
3	Mini Presentations	Students will talk about themselves to the class using some personal objects, which they have been requested to bring into class.
4	Research Assignment	Students will research into, prepare and write an assignment on an actor (of the student's choosing) from film or theatre.
5	Text Workshop: the Actor in Training	How to work from a script into performance.
6	Text Workshop: the Actor in Training	Continued: how to work from a script into performance.
7	The Selection of the Final Assessment Text: Decision Deadline	Students will be required to decide and announce their final choice scripts for the end of term performances.
8	Rehearsals Begin	Learning their scripts and will be taught how to create their characters from their scripts.
9	Rehearsals	Students will be taught how to research their plays background and setting.

10	Technical Run-Through	Students will have the opportunity to practice their performances with costume, sound, props and music.
11	Technical Run-Through	Continued: students will have the opportunity to practice their performances with costume, sound, props and music.
12	First Set of Performances	The first group of students will perform to the class.
13	Second Set of Performances	The second group of students will perform to the class.
14	Self and Peer Group Evaluations	Students will have the opportunity to share their self and peer group evaluations with their fellow students and teacher in class. The written & typed-up evaluations will then be submitted at the conclusion of the class.

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

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

**[Textbooks]**

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

**[References]**

A list of reference material will be provided by the instructor in class.

**[Grading criteria]**

Final Assignment: 20%

Participation: 20%

Final presentation: 60%

**[Changes following student comments]**

Students will have a final class following their performances to give feedback to each other as well as receive it from their instructor.

Video recordings of rehearsals and performances will be used to help the instructor and student evaluate the work in this course.

**[Prerequisite]**

None.

## Visual Arts

Gary McLeod

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Tue 3rd

**[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.

**[Method(s)]**

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

**[Schedule]**

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

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

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

**[Textbooks]**

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

**[References]**

Berger, John (2013) *Understanding a Photograph*, Penguin Books.  
Gibson, David (2014) *The Street Photographer's Manual*, Thames and Hudson.  
Heng, Terence (2016) *Visual Methods in the Field: Photography for the Social Sciences*, Routledge.  
Hirsch, Robert (2009) *Seizing the Light*, McGraw-Hill Education.  
Jay, Bill (1992) *Occam's Razor*, Nazraeli Press.  
Lubben, Kristen (2014) *Magnum Contact Sheets*, Thames & Hudson.  
Meyerowitz, Joel and Westerbeck, Colin (2017) *Bystander: a history of street photography*, Lawrence King.  
Ritchin, Fred (2009) *After Photography*, W.W. Norton.  
Sontag, Susan (1977) *On Photography*, Dell Publications.  
Wolfe, Bryon (2007) *Everyday: A Yearlong Photo Diary*, Chronicle Books.

Additional references will be provided by the instructor in class.

**[Grading criteria]**

Participation: this applies to weekly contact sheets (minimum of 10), daily posts to Instagram (minimum of 98). More than 2 unexcused absences will result in failure of this course.

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

Portfolio: each student must produce a portfolio of 8-10 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 template for the portfolio will be provided.

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

**[Changes following student comments]**

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

**[Equipment student needs to prepare]**

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

**[Others]**

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.

## Music Appreciation

Darren G Moore

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Thu 4th

## [Outline and objectives]

Music Appreciation traces the influential genres and musical movements of the twentieth century that have shaped today's global popular music industry. The course will highlight the leading figures, along with technological, socio-economic, political factors that have defined the movements.

## [Goal]

Students will develop a broad understanding of the musical and cultural impact of influential musical genres in the twentieth century and how they have contributed to the development of today's popular music styles.

## [Method(s)]

The course is taught through a combination of lectures, documentary-viewings and group discussions. The course will also facilitate self-learning through required weekly reading and listening assignments that will be assessed through in-class quizzes.

## [Schedule]

No.	Theme	Contents
1	Introduction to Music Appreciation	Overview of the course and requirements; selection exam.
2	Popular Music Roots	Introduction to the roots of today's popular music styles: Blues, gospel, country and folk music.
3	The Birth of Rock and Roll	Examination of the early period of rock and roll in the 1950s, which set the blueprint for the modern popular music industry.
4	Soul Music	Introduction to American soul music and the influential Motown record label.
5	British Invasion	Examination of the impact that 1960s British bands, such as The Beatles and The Rolling Stones, had on popular music.
6	Psychedelic Rock	A look at the short-lived, but influential genre of psychedelic rock.
7	Review & Mid-term Exam	Listening and musical knowledge exam on material covered in wks. 2-6.
8	Brazilian Music	Focus on the development of bossanova, a genre of Brazilian music that reached worldwide popularity in the 1960s.
9	Electronic Music	Tracing the evolution and impact of electronic music on popular music.
10	Reggae	Introduction to the development of reggae, a Jamaican music genre popularised by Bob Marley.
11	Punk Rock	Introduction to the provocative genre of punk music.
12	Heavy Metal	A look at the highly influential, yet marginalised genre of heavy metal.

13	Hip Hop	Tracing the development of hip hop from its beginnings to worldwide dominance.
14	Final Exam & Wrap-up	Listening and musical knowledge exam on material covered wks. 8-13.

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

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

## [Textbooks]

Required weekly reading assignments will be made available for download by the instructor.

## [References]

Borthwick, S and Moy, R. (2004). *Popular Music Genres: An Introduction*. Edinburgh: Edinburgh University Press.  
 Shepherd, J. (ed.). (2012). *Continuum Encyclopedia of Popular Music of the World (Volumes 1-8)*. London: Continuum.  
 Shuker, R. (2005). *Popular Music: The Key Concepts*. New York: Routledge.  
 Shuker, R. (2007). *Understanding Popular Music*. New York: Routledge.

## [Grading criteria]

Class Participation: 20%, In-class quizzes: 20%, Mid-term Exam: 30%, Final Exam: 30%.

## [Changes following student comments]

Not applicable.

## [Equipment student needs to prepare]

Laptop or notebook and writing implement for taking notes.

## [Prerequisite]

None.

**[ERP] General Topics I: Fine Arts**

Gary McLeod

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Tue 1st**[Outline and objectives]**

What makes a painting successful? What makes a photograph move us emotionally? What makes a glass of water into an oak tree? As a very broad subject that encompasses painting, sculpture, concepts, dance, performance, cinema, found objects, photography, software, and coding among others, Fine Art is very inclusive and open to interpretation, but at its core is a process of drawing. We explore different drawing strategies to develop informed observation of the world around us and/or express the workings of an inner creative voice.

**[Goal]**

Acknowledging drawing as a process that enables us to visualize thought, provide instructions, record an event/moment, or express interest, the course aims to employ a range of drawing strategies for visual inquiry. "Taking a line for a walk" in different ways and with different media, students will learn that there is no such thing as a good/bad drawing; only successful/unsuccessful drawings measurable by intention and outcome.

**[Method(s)]**

Students engage in weekly exercises supported by lectures introducing signature artists and artworks. 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 that evidence a range of learnt techniques but also a compelling personal voice. Students also document the classes and activities in a sketchbook. Final submission comprises a presentation, portfolio, and a completed sketchbook. Attendance is recorded weekly using visual media (e.g. drawing).

**[Schedule]**

No.	Theme	Contents
1	Doodling and Noodling	Introducing the course and expectations.
2	Mark-making	Observing and rendering a subject in terms of controlled marks.
3	Tactility	Observing and rendering a subject in terms of line and feeling.
4	Wiping the Slate	Observing and rendering a subject in terms of light, shade and erasure.
5	Never-ending Lines	Exploring the anxiety of permanent drawing media.
6	The Pencil of Nature	Exploring the camera as a drawing instrument.
7	Light-painting	Making drawings using time and light.
8	Pixel Painting	Using computer software/apps for making rasterized drawings in a digital environment.
9	Vectors	Using computer software/apps for making scalable drawings in a digital environment.
10	Black boxes	Looking at code and creative programming as a means of drawing.

11	Portfolio Preparation	Table discussions reviewing drawings produced so far.
12	Presentation Preparation	Preparation for making video presentations about one artist and the role of drawing within their practice.
13	Portfolio Review	Reviewing portfolios prior to submission.
14	The Bigger Picture	Looking at the application of drawing beyond this course.

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

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. Students are expected to maintain a sketchbook describing/reflecting upon their creative activities and experience in each class. The project will also require a number of hours spent outside of class in order to complete drawings and build the portfolio. Visits to at least one art exhibition in Tokyo during the course will help with ideas and inspiration (suggestions will be provided).

**[Textbooks]**

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

**[References]**

Berger, John (1977) *Ways of Seeing*, Penguin Books.  
Dexter, Emma (2005) *Vitamin D: New Perspectives in Drawing*. Phaidon Press.  
Gregory, Danny (2008) *An Illustrated Life: Drawing Inspiration from the Private Sketchbooks of Artists, Illustrators and Designers*, HOW books.  
Hockney, David (2001) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Avery Press.  
Ibara, Anna and Valli, Marc (2013) *Walk the Line: The Art of Drawing*. Lawrence King Publishing.  
Maslen, Mick and Southern, Jack (2011) *The Drawing Projects: An Exploration of the Language of Drawing*. Black Dog Publishing.  
Additional references will be provided by the instructor in class.

**[Grading criteria]**

Participation: this applies to actively taking part in the weekly activities, as well as weekly contribution to your sketchbook (minimum of 3 sketches per week). More than 2 unexcused absences will result in failure of this course.  
Presentation: each student must make a short video presentation (3 minutes) about one artist and how they use drawing in their practice.  
Portfolio: each student must produce a portfolio of 10 drawings selected from drawings made during the course. Each drawing must connect to one chosen subject/theme. A template for the portfolio will be given.  
The final grade is based on: Participation 40%, Presentation 20% and Portfolio 40%.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students should bring a selection of drawing materials (these will be recommended in the first class) as well as general stationary (e.g. pen, pencil, glue, paperclips). Paper and other specific art materials may also be requested although notification will be given. Details about the required sketchbook will be given in the first class.

**[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.

## [ERP] General Topics I: Visual Communication Design

Gary McLeod

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Mon 2nd

### [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.

### [Method(s)]

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

### [Schedule]

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

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

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

### [Textbooks]

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

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

### [References]

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

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

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

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

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

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

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

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

Additional references will be provided by the instructor in class.

### [Grading criteria]

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

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

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

The final grade is based on: Participation 20%, Presentation 30% and Final Project 50%.

### [Changes following student comments]

Not applicable.

### [Equipment student needs to prepare]

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. 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.

## Introduction to Linguistics

Nobumi Nakai

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Fri 2nd

## 【Outline and objectives】

The aim of this course is to provide students with an essential understanding of linguistics, focusing on ideas of syntax and "language and culture" with examples drawn from English and Japanese.

## 【Goal】

By the end of the course, students will:

- (1) Have an understanding of linguistics as a science, distinguished from language learning for practical purposes.
- (2) Understand key terminology, concepts and theories in some of the major fields of linguistics.
- (3) Acquire basic research skills needed in more advanced linguistics courses.

## 【Method(s)】

The course begins by discussing why we study English linguistics and how sentences and other phrases can be constructed out of smaller phrases and words. As an introduction to 200/300 level linguistics-related courses, subsequent lectures will be dedicated to surveying some of the ways in which language can both reflect and influence humanity, society, and culture. The course is a combination of lectures, group discussions, and review exercises.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Basic Ideas of Syntax	Introduces the concept of linguistic expressions and grammaticality, as well as the idea that there are syntactic properties independent of meaning.
3	Syntactic Properties	Introduces two kinds of syntactic properties: word order restrictions and the co-occurrence requirements of expressions.
4	Syntactic Constituency	Introduces the notion of syntactic constituents and presents several general constituency tests.
5	Syntactic Categories	Examines the concept of syntactic category and syntactic distribution and introduces several major syntactic categories in English.
6	Constructing Grammar	Walks the students through constructing a simple descriptive grammar of English.
7	Practice (1)	Provides exercises, discussion questions, and activities.
8	Linguistic Anthropology	Discusses some of the ways in which language interacts with culture and introduces the concepts of communicative competence and indexicality.
9	Language and Thought	Considers the question of how language and thought can influence each other.
10	Language and Power	Introduces how language can be used to exert power or reveal power relationships between individuals or groups.

11	Politeness I	Examines what politeness is and various strategies for being polite in different languages and cultures.
12	Politeness II	Discusses how politeness is culturally defined and differs between languages and cultures.
13	Practice (2)	Provides exercises, discussion questions, and activities.
14	Examination & Wrap-up	Semester-end exam

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

Students are required to read the relevant reading materials carefully in advance so that they can actively participate in discussions. Practice problems will be assigned occasionally.

## 【Textbooks】

No textbooks are used. All reading materials will be provided in the classroom.

## 【References】

Detailed references will be provided in classes.

## 【Grading criteria】

Student evaluations are based on class participation (20%), in-class assignments (20%), and a final exam (60%). More than two unexcused absences will result in failure of the course. Attendance at the first class is mandatory.

## 【Changes following student comments】

N/A

## 【Others】

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

## 【Prerequisite】

None.



## English Grammar: The Basics (English Grammar I)

Peter Evans

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Thu 5th

### [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*.

### [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.

### [Schedule]

No.	Theme	Contents
1	Introduction	Introduction to the course and its rationale
2	Word Categories	Classification among nouns, verbs, adjectives, and the rest
3	Verbs (i)	Verb inflection and paradigms; finite versus non-finite
4	Verbs (ii)	Auxiliary versus lexical verbs; perfective interpretation versus imperfective
5	Verbs (iii)	Primary versus perfect tense; progressive aspect; mood and modality; futurity; irrealis
6	Quick Survey; Mid-term Examination	Rapid reminders; assessing the degree to which students have understood the first half of the course
7	Clauses (i)	Clause structure, complements, and adjuncts; subjects; objects
8	Clauses (ii)	Predicative complements; canonical clause structures; adjuncts
9	Nouns and Noun Phrases (i)	Nouns, noun phrases, pronouns and proper nouns; number and countability; determiners and determinatives; noun complements

10	Nouns and Noun Phrases (ii)	Internal modifiers versus external modifiers; fused heads
11	Nouns and Noun Phrases (iii)	Pronouns; case
12	Adjective and Adverb Phrases (i)	Adjectives as distinguished from other categories; gradability
13	Adjective and Adverb Phrases (ii)	Adjective phrases; postpositional and other adjective use; adverbs; adverb phrases
14	Quick Survey; Final Examination	Rapid reminders; assessing the degree to which students have understood the second half of the course

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

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

### [Textbooks]

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

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

### [References]

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

### [Grading criteria]

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

### [Changes following student comments]

Another slight reduction in the quantity of what's shown on screen during the class, another slight increase in the quantity of annotations that can be examined outside the class.

### [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]

See <http://tinyurl.com/pe-grammar> for the slideshows. These can be used on computers, tablets and many phones.

### [Prerequisite]

None.

**TESOL I: Introduction**  
(ESL Education I: Introduction)  
Machiko Kobori

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
Day/Period : Fri 5th, Tue 4th

**[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 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. 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.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Course guidance on TESOL I
2	Language, Learning and Teaching (1)	Historical overview of EFL education in Japan
3	Language, Learning and Teaching (2)	The course of study for the lower and upper secondary levels in EFL education in Japan
4	Language, Learning and Teaching (3)	Second language learning and L2 learners
5	Second Language Learning Theories (1)	Issues in first and second language acquisition
6	Second Language Learning Theories (2)	Views on second language learning
7	Second Language Learning Theories (3)	Issues in methods and approaches in language education
8	Second Language Learning Theories (4)	Issues in developing four skills
9	Second Language Learning and L2 Teachers (1)	Quality and language proficiency
10	Second Language Learning and L2 Teachers (2)	Skills in language education
11	Presentation (1)	History of EFL education in Japan and world situations: demonstration/observation, review and discussion
12	Presentation (2)	Second language learning theories: demonstration/observation, review and discussion

13	Presentation (3)	English teachers: demonstration/observation, review and discussion
14	Consolidation of TESOL I	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 prepare for their presentation sessions by creating presentation materials.

**[Textbooks]**

Brown, H. D. (2014). *Principles of Language Learning and Teaching*. (6th ed.). Pearson Education.

**[References]**

1. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
2. Long, M. H., & Doughty, C. J. (2011). *The Handbook of Language Teaching*. Wiley-Blackwell.
3. 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.
4. 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
5. 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
6. 文部科学省. 最新版. 『小学校学習指導要領 (外国語)』
7. 文部科学省. 最新版. 『中学校学習指導要領 (外国語)』
8. 文部科学省. 最新版. 『高等学校学習指導要領 (外国語・英語)』

**[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.

## Second Language Acquisition

Yuichi Suzuki

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Tue 3rd

## [Outline and objectives]

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

## [Goal]

By the end of this course, students will:

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

## [Method(s)]

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

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

## [Schedule]

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

7	Attention and Noticing (1) Myth 4: Practice Makes Perfect.	- Attention and noticing - Input enhancement - Processing instruction
8	Attention and Noticing (2)	- Planning - Repetition - Retrieval effect - Distribution of practice - Interleaving effect
9	Explicit and Implicit Learning/ Developmental Sequences (1) Myth 5: Language Students Learn and Retain What They Are Taught	- Interface of explicit and implicit knowledge - Effectiveness of explicit instruction
10	Explicit and Implicit Learning/ Developmental Sequences (2)	- Acquisition order - Developmental sequence - First language transfer
11	Correction and Recasts Myth 6: Language Learners Always Benefit from Correction.	- Oral correction - Written grammar correction - Reflection of receiving corrective feedback
12	Individual Differences (1) Myth 7: Individual Differences are a Major, Perhaps the Major, Factor in SLA.	- Good learner research - Personality - Emotion - Motivation - Willingness to communicate
13	Individual Differences (2)	- Aptitude - Aptitude-treatment interaction
14	Examination	Final exam and wrap-up

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

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

## [Textbooks]

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

## [References]

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

## [Grading criteria]

Evaluations will be based on:

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

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

[Changes following student comments]

Not applicable.

[Prerequisite]

None.

## Contrastive Linguistics

Geraldo Faria

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Wed 1st

### 【Outline and objectives】

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

### 【Goal】

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

### 【Method(s)】

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

### 【Schedule】

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

13	Presentations	Students will give short academic presentations
14	Consolidation	End-of-course assessment

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

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

### 【Textbooks】

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

### 【References】

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

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

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

### 【Grading criteria】

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

### 【Changes following student comments】

No feedback yet received.

### 【Prerequisite】

None.

A willingness to tackle language-related puzzles.

## L2 Education for Children I

Machiko Kobori

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Fri 3rd

## 【Outline and objectives】

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

## 【Goal】

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

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

## 【Method(s)】

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

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on L2 Education for Children I
2	Current Issues in Children Learning L2 (1)	Teaching foreign languages to children as a global issue
3	Current Issues in Children Learning L2 (2)	Why teach a foreign language at primary level?
4	Current Issues in Children Learning L2 (3)	Aims & objectives
5	Theories of Children Learning L2 (1)	Behaviorist views
6	Theories of Children Learning L2 (2)	Innatist views & cognitive developmentalist views
7	Theories of Children Learning L2 (3)	Social interactionist views
8	Learning to Learn L2 (1)	Learning to learn & learner training by language teacher
9	Learning to Learn L2 (2)	Differences in children learning
10	Learning to Learn L2 (3)	Learning styles & multiple intelligences
11	L2 Teaching Theories (1)	Differences in teaching children
12	L2 Teaching Theories (2)	L2 education across the curriculum
13	L2 Teaching Theories (3)	L2 education through CLIL
14	Consolidation of L2 Education for Children I	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 reflective paper.

## 【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 (1st ed.)*. Cambridge University Press.
2. Dale, L., & Tanner, R. (2012). *CLIL Activities: A Resource for Subject and Language Teachers*. Cambridge University Press.
3. Ellis, G., Brewsters, J., & Girard, D. (2002). *The Primary English Teacher's Guide*. (New). Penguin English Guides.
4. Nikolov, M. (2009). *Early Learning of Modern Foreign Languages: Process and Outcomes*. Oxford University Press.
5. 文部科学省. 2001. 『小学校英語活動実践の手引き』 開隆堂
6. 文部科学省. 2008. 『小学校学習指導要領解説 外国語活動編』 東洋館出版社
7. 文部科学省. 最新版. 『小学校学習指導要領解説 (外国語)』

## 【Grading criteria】

Evaluation will be based on:

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

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

PC

## 【Prerequisite】

None.

## English in the Movies

Megumi Kobayashi

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Wed 3rd

## 【Outline and objectives】

Movies are not just a source of entertainment, but can 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, 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

## 【Method(s)】

You will be assigned a set of reading materials in advance, which provides some background information about a topic in focus. A comprehension quiz based on the reading will be given at the beginning of the class to make sure you have the 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 (this will be done in pairs or groups of three). Actual lesson plans and contents may be modified based on students' progress.

## 【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 the lesson 3 (My Fair Lady)
5	Language and Stereotypes	Accent representation in Disney movies (e.g, Lion King), race issues
6	Language and Gender	Female vs male speech (e.g., Legally Blond)
7	Movie Review Workshop (1)	Watch and write a critique about a movie (My Big Fat Greek Wedding)
8	Movie Review Workshop (2)	Compare movie critiques (My Big Fat Greek Wedding)
9	Language and Code	Language play, secret message (e.g., Harry Potter series)
10	Language and Translation	Art of translation, misunderstanding between speakers of different languages (e.g., Lost in Translation, Spanglish)
11	Presentation (1)	Groups of students will make a presentation
12	Presentation (2)	Groups of students will make a presentation

13	Presentation (3)	Groups of students will make a presentation
14	Review	Submitting individual movie critiques, 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.

## 【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, classroom and homework assignments 50%, presentation 30%.

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

## 【Prerequisite】

None

## Language Education in the Digital Era

Robert Paterson

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period :**[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.

**[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.

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

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

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

**[Textbooks]**

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

**[References]**

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

**[Grading criteria]**

Participation - 10%  
Weekly blog work - 10%  
Other weekly homework - 10%  
In class performance - 10%  
Final project work - 60% (website design - 10% / slideshow - 10% / video - 10% / presentation performance - 10% / written report - 20%)

**[Changes following student comments]**

Your comments will be much appreciated.

**[Equipment student needs to prepare]**

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

**[Others]**

This course should be fun as you will be learning many things about technology in education that is not commonly taught to students. So come with an open mind and be ready to learn.

**[Prerequisite]**

None.

## Introduction to Cultural Anthropology

Shunsuke Nozawa

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Fri 3rd

**[Outline and objectives]**

Cultural anthropology examines the variety of ways humans exist in the world as cultural beings; the way they use symbols to interpret themselves and others; the way they organize political and economic systems; the way they think, imagine, feel, and communicate. Analyzing a number of case studies from around the globe, you will learn to think through the lens of "culture" as a way to interpret patterns of human life, sometimes surprisingly similar to, and other times vastly different from, each other. We will explore how anthropological thinking has contributed key concepts such as 'society,' 'politics,' 'nature,' 'communication,' etc. to an understanding of our contemporary world.

**[Goal]**

(1) Introduce you to the basic concepts of cultural anthropology;  
 (2) deepen your critical thinking about cultural differences and similarities;  
 (3) demonstrate cultural anthropology's relevance to the contemporary world.

**[Method(s)]**

The course begins with an introduction to the concept of "culture" and then proceeds through a number of themes integral to cultural anthropology: language, political organization, economic systems, religion, gender, knowledge, and others. Classes consist primarily of a lecture with discussion of case studies to follow. Assessment is based on a midterm exam, a final exam, and a small exercise. Additionally, the class includes a fieldwork assignment with a written reflection.

**[Schedule]**

No.	Theme	Contents
1	Introduction	"Homo sapiens," "humanity," "people"; universal and particular
2	What is Culture?	Society and culture; relations of interdependence; what anthropologists study
3	Language and Communication	Classification, performativity, and the problem of "description"
4	Kinship and Marriage	Modes of social reproduction and connection
5	Economic Systems	Exchange and value
6	Political Systems	Power, authority, legitimacy
7	Gender, Sex, and Power	Gender and sexual ideology
8	Review & Midterm Exam	In-class exam
9	On Fieldwork	Ethnographic methods and the construction of the "field"
10	Magic, Religion, Science	Structures, institutions, and modalities of knowledge
11	Stratification	Hierarchy, mobility, prestige and stigmatization
12	Colonialism	Colonial reality and the condition of anthropology
13	Globalization	Worldwide relations of interdependence
14	Final Exam & Wrap-up	In-class exam

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

Students are expected to complete the readings before class and be prepared to ask questions and contribute to class discussion.

**[Textbooks]**

No textbook is required. Readings will be distributed in class and uploaded to the course website.

**[References]**

Nanda, Serena and Richard L. Warms. 2014. *Culture Counts: A Concise Introduction to Cultural Anthropology*. 3rd Edition. Wadsworth. ISBN: 1285738519  
 Spradley, James and David M. McCurdy. 2015. *Conformity and Conflict: Readings in Cultural Anthropology*. Fifteenth Edition. Pearson. ISBN: 0205990797

**[Grading criteria]**

Participation (15%); small assignment (15%); field assignment (15%), midterm exam (25%) final exam (30%).

**[Changes following student comments]**

Case studies and other readings have been changed or updated.

**[Prerequisite]**

None.



## Introduction to Psychology I (Understanding the Human Mind I)

Takafumi Sawaumi

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Fri 2nd

### [Outline and objectives]

This is an introductory course in psychology. Students will learn the basic theories, research methods, and important findings from various subfields of psychology, and will build an overall understanding of how we think, feel, and act. Introduction to Psychology I will focus primarily on the cognitive aspects of 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 our minds work. Students will acquire the ability to analyze human thoughts and behaviors through a *scientific* mindset. This course will improve students' employability, giving them the skills needed to assess and adapt to new situations.

### [Method(s)]

This course will focus on how people perceive and construct their surrounding "realities". Topics we cover include: perception and sensation, state of consciousness, learning, and memory. Methods of instruction include lectures, films, small group activities, and discussions.

### [Schedule]

No.	Theme	Contents
1	Introduction to the Field of Psychology	What is psychology?
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 do we see?
5	Sensation and Perception II	How do we see?
6	State of Consciousness	Sleep, dreams, and hypnosis
7	Review	Weeks 1-6
8	Exam 1	Midterm exam (multiple choice questions and short essays)
9	Learning I	Classical conditioning
10	Learning II	Operant conditioning
11	Learning III	Observational learning
12	Memory I	Three stages of memory
13	Memory II	How accurate are our memories?
14	Exam 2 & Wrap-up	Final exam (multiple choice questions and short essays)

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

Before each class, students should review their notes from previous classes and be able to explain the major concepts and theories. Students should also do the assigned readings outside class. Students must download and print out handouts prior to each session and bring them to class to take notes.

### [Textbooks]

None.

### [References]

Myers, D. G., & DeWall, C. N. (2015). *Psychology* (11th 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 an earlier edition is in the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

### [Grading criteria]

Students are evaluated based on two exams (70%), 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 (Understanding the Human Mind I and II) can be taken in reverse order (II and then I).

Students are strongly encouraged to take this class if they intend to enroll in Social Psychology I and II.

This class can be counted toward one of the prerequisites for Social Research Methods.

### [Prerequisite]

None.

## Introduction to Psychology II (Understanding the Human Mind II)

Dexter Da Silva

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Fri 5th

### [Outline and objectives]

This is an introductory course in psychology. Students will be introduced to the basic theories, research methods, and important findings from developmental, personality, and clinical psychology.

### [Goal]

This course aims at 1) providing an overview of the concepts, research methods, and empirical findings in the field of psychology and 2) developing a scientific understanding of how the human mind works. I expect students to acquire a dynamic perspective of the human mind, i.e., see how we constantly react and adapt to the external world. This course will improve students' employability skills in assessing and adapting to new situations.

### [Method(s)]

This course will focus on how nature and nurture interact to shape individuals and how people respond and adapt to their environment. Topics covered include human development, personality, emotion, psychological disorders and therapies. Instructional methods include assigned readings, lectures, films, small group activities, and discussions.

### [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	Review	Week 1 - week 5
7	Exam 1	Midterm exam (multiple choice questions and short essays)
8	Emotion	What is an emotion?
9	Personality I	Freudian theory
10	Personality II	Humanistic and trait theories
11	Psychological Disorders I	How do we define psychological disorders?
12	Psychological Disorders II	A few examples
13	Psychological Therapies	How do we treat psychological disorders?
14	Exam 2 & Wrap-up	Final exam (multiple choice questions and short essays)

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

Before each class, students should review their notes from previous classes and be able to explain the major concepts and theories. They also need to do the assigned readings outside class. Students must download and print out the handouts before each class and bring them to class to take notes.

### [Textbooks]

The reference book is available at the library and an earlier edition is in the GIS Reference Room. Handouts are available on the course website.

### [References]

*Psychology*, 11th edition, by David G. Meyers, Worth Publishers, 2015

### [Grading criteria]

Students will be evaluated by means of 2 exams (70%), in-class activities and quizzes (20%), and class participation (10%).

### [Changes following student comments]

Students found this class challenging and fast-paced. I will encourage students to ask more questions in class and will also save some time for review.

### [Others]

Introduction to Psychology I and II (Understanding the Human Mind I and II) can be taken in reverse order (II and then I).

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.

## Introduction to Sociology (Understanding Society)

Diana Khor

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Thu 5th

### [Outline and objectives]

This course gives an overview of the discipline of Sociology, and in particular, the distinctiveness of a sociological perspective. Sociology is a SCIENCE that requires one to use IMAGINATION. Not any imagination, but a "sociological imagination," which is "a quality of mind that provides an understanding of ourselves within the context of the larger society" (C. Wright Mills, 1959, *The Sociological Imagination*).

This course introduces students to the basic concepts and theoretical perspectives of sociology, exploring social interactions, systems of inequality, and major social institutions. Students should expect to be surprised, or even disturbed at times, because in the process of developing a sociological imagination their "common sense" will be shaken and they will realize that "things are not necessarily what they seem" (Peter Berger, 1963, *Invitation to Sociology*).

### [Goal]

Through this course, students will acquire the basic sociological tools to analyze society and social life by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

### [Method(s)]

Lectures are conducted almost weekly to introduce students to key concepts, theories, and research related to each topic. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance.

### [Schedule]

No.	Theme	Contents
1	The "Sociological Imagination"	Introduction to Sociology Class overview
2	Basic Concepts & Theories (1)	Major sociological perspectives
3	Basic Concepts & Theories (2)	Culture and society: basic concepts
4	Discussion: Concepts and Theories The Individual and Society (1)	Review of concepts and theories through discussion of news items Socialization Interaction, social networks and groups
5	The Individual and Society (2)	Deviance and conformity
6	Discussion: The Individual and Society	Exercise and discussion to review "the individual and society" Exchange of ideas on "social differentiation and inequality"
7	Social Differentiation and Inequality (1)	Socio-economic inequality
8	Social Differentiation and Inequality (2)	Race and ethnicity
9	Social Differentiation and Inequality (3)	Gender

10	Discussion on Social Differentiation and Inequality Social Institutions (1)	Exercise and discussion to review "social differentiation and inequality" The Mass Media
11	Social Institutions (2)	Education
12	Social Institutions (3)	Family
13	Discussion: Social institutions Q & A on exam	Exercise and discussion to review "social institutions"
14	Introduction to Sociology: Revisited	What have we understood about society or the sociological perspective? Review of take-home examination

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

In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and read and fill in the blanks in the textbook.

### [Textbooks]

Class materials, including a textbook, weekly handouts and other reading materials, will be uploaded on H'etudes or distributed in class.

### [References]

Berger, Peter L. 1963. *Invitation to Sociology*. New York: Anchor Press.  
Mills, C. Wright. 2002 (1959). *The Sociological Imagination*. Oxford: Oxford University Press.

### [Grading criteria]

Clear instructions and goals are set for each assignment, test and examination to be completed. The grade will be calculated as follows: one essay assignment (15%), assignments to prepare for discussion (20%), one review test (15%), one take-home examination (45%), and participation (5%).

### [Changes following student comments]

Students have generally evaluated the class positively, despite the rather heavy workload. Indeed, some have noted that the course should stay the same. To encourage more active participation, the instructor has changed the format to systematically incorporate small group discussions into the class starting in 2016, and will continue to do so.

### [Prerequisite]

There is no prerequisite for this course, but this course is a prerequisite for intermediate and advanced level sociology courses.

Students who intend to register for this course are required to attend the first class. A screening test based on the lecture and the video shown in class will be conducted.

## Introduction to Sociology (Understanding Society)

Ralph Ittonen Hosoki

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Sat 1st

### [Outline and objectives]

Sociology is an academic discipline, but it is also a “tool box” of ideas and concepts that help us understand the world around us and our own experiences within that world. Topics covered include culture, socialization, deviance, stratification, inequality, gender, race and ethnicity, family, and education. 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. Students will also learn the basic elements of an academic research paper, and will have the opportunity to write a short one (5-pages, double spaced) while seeking feedback. This course will be particularly useful to students who are planning to write a graduation thesis and/or students who are planning to go graduate school and are developing a project for a writing sample. Although Social Research Methods is not required to be taken simultaneously or consecutively, it complements this course.

### [Goal]

Students will (1) learn to use sociological ideas and concepts to critically think about society and social research; and (2) utilize these skills and knowledge to put ideas on paper through academic writing. Students will be graded on demonstration of their understanding of the theoretical and substantive matter covered throughout the course, thoughtfulness and originality in their work, and ability to cogently communicate ideas in writing.

### [Method(s)]

Each class will consist of a lecture, in-class discussions and/or activities, and audiovisual materials. The average reading load is about 10-15 English pages per class. Assignments include: 6 1-page (double-spaced) reading responses (i.e., short-answer questions on the assigned readings and lecture content every 2 weeks, on average), a research paper proposal, and a 5-page research paper. There are no exams.

### [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	Discuss the C. Wright Mills; understand that sociology studies social rather than individual behavior.
3	Classical Sociological Theories	Discuss Conflict Theory (Marx), Functionalism (Durkheim), 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" or "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 race, ethnicity, social privilege, prejudice, and discrimination
11	Race and Ethnicity in Japan	Discuss racial dynamics in Japan
12	Gender and Sexuality	Understand the differences between sex, sexuality, and gender
13	Family	Explore the global revolution 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, students are expected to submit their reading responses (via upload to H'etudes) before the beginning of each class they are due. About a month before the final paper is due, students will submit a research paper proposal, and begin writing their short research paper.

### [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 will be directly accessible to students either via online links in the syllabus or via download through H'etudes.

### [References]

See the "Textbooks" section for all necessary details.

### [Grading criteria]

Participation: 15% (15 points; 1 point/class)  
Reading responses (x6): 30% (30 points; 5 points/response; no late responses accepted)  
Proposal: 15% (no late proposals accepted)  
Research Paper: 40% (no late papers accepted)  
Total: 100%

\*Attendance is mandatory, and there is no extra credit. All assignments must be completed to receive a course grade.

### [Changes following student comments]

In response to student feedback, the readings have been adjusted so that they are a bit shorter and less technical. More in-class discussions/activities will be incorporated, along with short demonstrative video clips.

### [Equipment student needs to prepare]

Students should bring at least a notebook (with loose leaf paper) and a writing utensil to all classes. Print outs of the week's required reading(s) may also be helpful to refer back to during class.

### [Others]

Students who wish to enroll should be prepared to keep up with the assigned required readings.

### [Prerequisite]

Ability to understand, communicate in, and write academic English is highly recommended, although I encourage students that want to challenge themselves to let me know. Students who intend to register for this course must attend the first class. Depending on the number of students and other factors, there may be a screening exercise.

**Media Studies**  
(Media Studies I)  
Zeliha Igarashi

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Fri 2nd

**[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 text, phone, email, Facebook, Twitter, or LINE? The way we interact with the world and its inhabitants is constantly mediated by communication technologies. This course introduces basic theories to aid our understanding of our increasingly media-saturated environments.

**[Goal]**

This course will (1) introduce the history of various media and communication technologies; (2) provide students with theoretical frameworks to understand and interpret media's effects in our lives; and (3) build fundamental skills of media literacy.

**[Method(s)]**

The course begins with an introduction to the basic terms of mass communication and the ways that scholars study media. It then proceeds through a variety of different media forms (print, sound, film, internet), discussing their different histories and impact on culture in the present. Finally, the course spends the last few weeks discussing changing trends in media culture by looking at topics such as advertising, online gaming, and virtual reality. Each class will consist of a lecture and discussion. Classes will also include analyses of various media forms such as film, video games, and advertisements.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Description of the course
2	Overview of the Field	Introduction to the field of mass communication
3	Media Literacy	An introduction to the term and exercise analyzing commercials and music videos
4	Text and Print	The printing press; the publishing industry; books; ebooks
5	News and Journalism	Early history; transformations
6	Sound, Recording, Radio	Early history; the music industry; walkmans and iPods
7	Intellectual Property and Piracy	Downloading and the music industry
8	Early Film	The history of still and moving images
9	Television and Contemporary Film	Genre theory; standardization; the global film industry
10	The Internet	The information revolution and online cultures
11	Video Games	Gaming cultures and virtual worlds
12	Roundtable	Internet Addiction
13	Advertising	Brand logic and the "magic system". Public relations; media buying; social media
14	Final Exam & Wrap-up	In-class final exam

**[Work to be done outside of class (preparation, etc.)]**  
Students should complete assigned readings before each class and regularly review current news in the fields of media and technology (suggested sources to be provided by the instructor).

**[Textbooks]**

Readings will be posted online.

**[References]**

Campbell, Richard, Christopher R. Martin, and Bettina Fabos. 2015. *Media & culture: mass communication in a digital age*. 9th edition. Bedford/St. Martin's. ISBN: 9781457642425

**[Grading criteria]**

Participation (15%); assignments/reports (20%); take-home midterm (25%); final exam (40%).

**[Changes following student comments]**

The course was taught for the first time in Fall 2017.

**[Prerequisite]**

None.

## Religious Studies

Daniel Friedrich

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Fri 3rd

**[Outline and objectives]**

This course is designed to provide an introduction to religious studies. This course examines key themes and issues in major religious traditions while also introducing theoretical and methodological approaches to the study of religion.

**[Goal]**

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

1. Describe and analyze approaches to the study of religion and their significance.
2. Develop an ability to think empathetically and critically about religious traditions and conflicting religious claims.
3. Improve their communication skills through class participation and assignments.
4. Develop the ability to distinguish between fact and opinion and synthesize and integrate information and ideas.
5. Develop skills including listening, reading, viewing, writing, and speaking accurately and purposefully.

**[Method(s)]**

This courses will be taught primarily through a combination of lecture and discussion. In addition, eight short quizzes will be given to check students understanding of key terms. Media viewings will be utilized to highlight the various ways practitioners interpret and utilize religious teachings in a variety of contexts.

**[Schedule]**

No.	Theme	Contents
1	Course Overview and the Need for Religious Studies	Syllabus Overview and Introduction to the academic study of religion and religious literacy.
2	Definitions: What is Religion? What is World Religion?	Who decides what makes a world religion? What is included in that definition? What is left out? And finally, Why does any of this matter?
3	Hinduism 1	Introduction to Hinduism
4	How Hinduism Shapes Society and Hinduism in Texts	1. An on the ground view of Hinduism. 2. Student presentations based on reading and interpretation of a primary text.
5	Buddha, Dharma, and Sangha	Introduction to Buddhism
6	Buddhism in Practice	Buddhism on the Ground
7	Buddha, Dharma, and Sangha in Texts	Student presentations based on reading and interpretation of a primary text.
8	Judaism	Introduction to Judaism
9	Judaism in the World and Text	1. On the ground view of Judaism. 2. Student presentations based on reading and interpretation of a primary text.
10	Christianity	Introduction
11	Christianity on the Ground and in Texts	1. On the ground view of Christianity. 2. Student presentations based on reading and interpretation of a primary text.

12	Islam	Conflicting interpretations regarding spiritual and physical struggles in Islam.
13	Islam on the Ground	Women and Jihad
14	Final Exam & Wrap-up	Final Exam

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

Students are expected to complete weekly reading assignments and media viewings in preparation for in-class discussions, quizzes, and the final exam.

**[Textbooks]**

Readings will be distributed in class or posted/linked online. Students should download them, print them out, and bring the required readings to class each week.

At various times throughout the semester podcasts and video viewings will be assigned. Students are expected to treat these as they would required readings.

**[References]**

Martin, Craig. *A Critical Introduction to the Study of Religion*. London and New York: Routledge, 2012.  
 Miles, Jack, editor. *The Norton Anthology of World Religions*. New York: Norton, 2015. 2 vols. Pp. 4329.

**[Grading criteria]**

Weekly Reflection and Response 20%  
 8 Quizzes 25%  
 Primary Text Presentations 25%  
 Final Exam 15%  
 Participation 10%  
 Selfie/Introductory assignment 5%

**[Changes following student comments]**

Decreased number of pages to read and added student presentations as criteria for grading.

**[Prerequisite]**

None.

## General Topics I: Urban Society

Heide Imai

Credit(s) : 2 | Semester : Spring | Year : 1~4  
 Day/Period : Tue 2nd

## [Outline and objectives]

Cities are major centers of social development. Their concentration of large populations and diverse migrants provide the catalysts for social conflicts and struggles, but also conditions for social innovation. They are the key for increasing social welfare programs for greater numbers while fostering social values. The focus of this course is the sociological study of human interaction, urban life and structural characteristics of social and urban settings. We will examine how culture informs our physical, social, and psychological landscapes. The main task for the students is to develop a sociological understanding - using different concepts, methods and theories - to investigate the urban dynamics of cities.

## [Goal]

After the completion of this course, students will be able to:

- Understand the basic concepts of *Urban Society*, its networks and interactions with other fields.
- Focus on different references to evaluate, judge and measure reports, newspapers and video material to develop skills to describe and conceptualise urban societies.
- Develop a greater understanding of the field to write critically about urban sociology in relation to social processes, their trajectories and complexities.

## [Method(s)]

To begin with, we will discuss the different definitions and theories of *Urban Society*. After this general discussion, we will assess the field via different topics which include basic urban concepts as well as the social study of cities, urban life, scales, places and practices of urban societies in different countries, different metropolitan lifestyles, problems and issues caused by urbanization, sub-urbanization and globalization processes. Summarizing, this course will identify key issues concerning the future of urban societies using diverse materials, developing awareness about ways of looking at and understanding changing global urban settings and how to aim for cities for all people. The course is taught through lectures, group discussions and presentations.

## [Schedule]

No.	Theme	Contents
1	Defining Urban Society	This lecture will introduce the topics and requirements for the course.
2	From Ancient Cities to the Urban World	What are the origins of urban life? This lecture will provide a short historical overview.
3	The Contemporary Urban Society	This section will discuss different places, cultures and ideas of the city.
4	People, Lifestyles and the Cycle of the Metropolis	The study of diverse forms of social interaction is of major importance to understand urban societies.
5	1st Round of Presentations	Students will give their first of three presentations of general urban aspects.
6	Urban Society in China I: Chinese and other Asian Cities	This section will introduce contemporary Chinese key locations, their urban conditions and daily life.
7	Urban Society in China II: Chinese Rural Society and other Asian Cases	This section will introduce Chinese rural landscapes, their conditions and contemporary problems.

8	Urban Society in India	This section will introduce key contemporary Indian locations, their urban conditions and daily life.
9	Metropolitan Problems and Urban Inequalities	Urban life is always producing winners and losers. We will discuss some seen in American Cities.
10	2nd Round of Presentations	Students will give their second of three presentations discussing specific cases.
11	Metropolitan and Environmental Issues	This lecture will discuss contemporary urban and environmental approaches, e.g. urban farming.
12	Urban Innovative Policies for Social Livelihood: Case Study on Africa and South America	We will discuss the importance of improving urban social life through health and education.
13	Cities and Globalization: a new Global Order?	The role of cities has changed in the new global order, what are their new characteristics?
14	Final Presentations	Students will present a specific and self-selected topic in a final presentation.

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

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

## [Textbooks]

Gottdiener, M. (2005) *Key Concepts in Urban Studies*, 1st Edition Sage Publications Ltd.

Flanagan, William G. (2010) *Urban Sociology: Images and Structure*, Rowman & Littlefield Publishers.

Reading material is available for download prior to classes and discussion material will be distributed in class.

## [References]

Bluestone, B, Huff Stevenson, M. and R.Williams (2008) *The Urban Experience: Economics, Society, and Public Policy*, Oxford University Press, New York, Oxford.

Macionis, J. and V. Parrillo (2009) *Cities and Urban Life*, Pearson.

Gottdiener, M. and R. Hutchison's (2010) *The New Urban Sociology*, 4th Edition, Westview Press, New York.

Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge.

## [Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

## Regular and Final Presentations

The course runs for 14 weeks. Every five weeks students are asked to give a short presentation entitled 'Show and Tell', presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic. The presentations counts for 60% of the final course grade.

The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations and Assignments 20% and the Final Presentation 60%.

## [Changes following student comments]

A more practical schedule and connection between theory and case studies.

## [Prerequisite]

This course is a prerequisite for the courses *Urban Sociology* taught in the Autumn term.

## General Topics I: Introduction to Human Geography

Heide Imai

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Tue 3rd

## [Outline and objectives]

Human geography is the study of the complex and dynamic relationships between people and places. Presently the globalization process is homogenizing the world's political, economic, social, cultural, and environmental scenario. However, the diversity and the uniqueness of places do not allow globalization to unfold in the same way everywhere. In this class it is the aim to understand the complex interaction and interdependence of human societies living in different parts of the world. We will learn to use fundamental geographic concepts to make sense of this globalizing world, its implications for our everyday lives and how globalization is shaping the ways the world's places and people interact with each other. Thus, we are concerned with the "who", "what", "where", "why", "when" etc of human society. In summary, this is a course in which students will become familiar with the basic concepts and ideas that underpin the study of the geography of human systems.

## [Goal]

After the completion of this course, students will be able to:

- understand the basic concepts of Human Geography, its network and interactions with other fields.
- develop a greater understanding of the field to write critically about geographical concepts in relation to social and global processes, their trajectories and complexities.
- consider new directions for the field of Human Geography, contemporary global geographies and its impact on human systems to be able to enter a global and interdisciplinary dialogue.

## [Method(s)]

To begin with, we will discuss the different definitions and theories of Human Geography. After this general discussion, we will assess the field of Human Geography via different topics which include basic geographic concepts as well as the spatial study of population, migration, culture, language, religion, ethnicity, resources, settlement, development, agriculture, services, industry, and political divisions, as well as the discussion of different urbanization processes. Summarizing, this course will identify key issues concerning the geography of human systems using diverse materials, and develop awareness about ways of looking at and understanding changing global geographies. The course is taught through lectures, group discussions and presentations.

## [Schedule]

No.	Theme	Contents
1	Human Geography: People, Place and Culture	This lecture will introduce the topics and requirements for the course.
2	Geographies of Population and Migration	This section will discuss the geographical characteristics of the world's population and migration pattern.
3	Cultural Geography: Local Culture and Cultural Landscapes	This lecture will discuss the meaning of a local culture found in different areas.
4	Identity: Race, Ethnicity and Gender	Different aspects are determining our identity. This section will discuss the geographical concept behind.
5	Languages of the World	Next to English, there are more than 6000 languages. This section will introduce their evolution and distribution.
6	Religions of the World	In times of globalization, religion plays an increasing role. We will discuss some of them. Q&A time for the exam.

7	Political Geography	Next to socio- economic geographies, political networks will be discussed in this section.
8	Urban Geography	This lecture will discuss different processes of urbanization.
9	Development and the Geography of Economic Development	How can we define development and specifically the economic development of urban areas?
10	Agriculture and Food	This lecture will discuss different pattern of agriculture and food production worldwide.
11	Industry and Services	What are the characteristics of global companies, industries and services? This section will introduce the most important ones.
12	Global Cities, Urbanization and Globalization:	This lecture will discuss the current situation and role of global cities.
13	The Future of Human Geography	What will be the future of Human Geography?
14	Final Presentations, Submissions & Wrap Up	Students will present, discuss and submit their take-home exam.

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

All students are expected to complete weekly readings prior the lecture introducing the next theme (see class schedule) to have a better grasp of the subject matter and participate in class discussions.

There are more readings at the beginning of the term, to allow students to grasp the different concepts as condensed as possible and to have more time to work on their final presentation/ exam/ paper in the later part off the term (depending on the class schedule). After each lecture/seminar, the instructor will give the students short assignments, e.g. in form of a short statement of max.500 words.

## [Textbooks]

Course Material will be distributed in class.

## [References]

James M. Rubenstein (2013) *Study Guide for The Cultural Landscape: An Introduction to Human Geography*, 11th edition, Prentice Hall, Upper Saddle River, New Jersey

Peter Daniels et al (2012) *An Introduction to Human Geography*, 4th Edition, Pearson Education, Inc., Upper Saddle River, New Jersey;

Paul L. Knox and Sallie A. Marston (2012) *Human Geography: Places and Regions in Global Context*, 6th Edition, Pearson Education, Inc., Upper Saddle River, New Jersey

Detailed reference lists will be distributed after each lecture.

## [Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. In week 13 students receive a take-home exam which they have to submit in week 14, as final exam. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations, Assignments 20% and the Final Take-home-exam 60%.

## [Changes following student comments]

Not applicable.

## [Prerequisite]

None.



## Developmental Psychology

Sayaka Aoki

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Wed 2nd

**[Outline and objectives]**

This course introduces basic topics/theories covered in developmental psychology, specifically focusing on how “typical” individuals develop from infancy to adolescence. The course also aims to help students acquire knowledge about some developmental disorders. Students will also develop skills for analyzing and integrating social phenomena from the perspective of developmental psychology.

**[Goal]**

Through this course, students are expected to:

- understand how “typical” individuals develop from infancy to adolescence, in different aspects (physical, cognitive, and social/emotional)
- learn some fundamental theories proposed by developmental psychologists, such as Piaget, Vygotsky, and Bowlby
- acquire some knowledge about developmental disorders and childhood mental disorders, including autistic spectrum disorders, learning disorders, attention deficit and hyperactivity disorder (ADHD), eating disorders
- develop skills of analyzing daily personal and interpersonal phenomena from perspectives of developmental psychology
- increase skills for expressing ideas about human behavior in English, through oral discussions and reflection papers

**[Method(s)]**

Each week, students will learn concepts/theories of developmental psychology through a lecture and an oral discussion. When sharing ideas during oral discussions, students are expected to integrate knowledge acquired through reading assignments as well as their own insight from daily life experiences. At the end of each class, students are asked to write a brief reflection paper. The contents of the reflection papers are shared anonymously at the beginning of the next class. Exams are held in the middle and at the end of the semester.

**[Schedule]**

No.	Theme	Contents
1	Introduction and Overview	Course overview
2	Typical Development 1	Cognitive development (1): Piaget’s theory
3	Typical Development 2	Cognitive development (2): Vygotsky’s theory
4	Typical Development 3	Cognitive development (3): Development of information processing
5	Typical Development 4	Social emotional development (1): Development of emotional recognition and expression
6	Typical Development 5	Social emotional development (2): Attachment theory
7	Typical Development 6	Social emotional development (3): Development of social interaction
8	Review for the Exam	Review for weeks 2-7
9	Mid-term Exam	Mid-term exam
10	Atypical Development 1	Overview of atypical development& Intellectual disability

11	Atypical Development 2	Autistic spectrum disorders
12	Atypical Development 3	Attention deficit and Hyperactivity disorder
13	Atypical Development 4	Learning disorder and other childhood disorders
14	Final Exam & Wrap-up	Final exam

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

Students are expected to complete assigned work before coming to class so that they can participate in class activities.

**[Textbooks]**

Reading assignments, including journal articles and book chapters, along with links to websites, will be uploaded on the course website.

**[References]**

References will be introduced in some classes.

**[Grading criteria]**

Mid-term exam 35%; Final exam 35%;  
 Reflection paper 20%; Participation and discussion 10%

**[Changes following student comments]**

In response to student’s comments, class contents are modified from those of the last year to some degree.

**[Prerequisite]**

None.

## UK: Society and People

Mitsutoshi Somura

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Tue 2nd, Fri 3rd

## 【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.

## 【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.

## 【Method(s)】

Students will attend lectures, read related materials, write short essays, watch Youtube videos and films, and have two written examinations.

## 【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
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
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

14	Course Review End-term Examination	Students' inquiries and discussions Course review Written examination
----	--	---

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

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

## 【Textbooks】

No textbooks will be used. The lecturer will provide handouts and reading materials.

## 【References】

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn). Cambridge: Polity Press.  
 Leventhal, Fred M. (ed) (2002). *Twentieth-Century Britain: An Encyclopedia* (rev. edn). New York: Peter Lang.  
 Oakland, John. (2015). *British Civilization: An Introduction* (7th edn). London: Routledge.  
 Oakland, John. (2001). *Contemporary Britain: A Survey with Texts*. London: Routledge.  
 Higgins, Michael, et al.(eds) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.  
 O'Driscoll, James. (2009). *Britain For Learners of English*. Oxford: OUP.

## 【Grading criteria】

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

## 【Changes following student comments】

None.

## 【Prerequisite】

None.

## Australia: Society and People

Marcus Lovitt

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Wed 3rd

**[Outline and objectives]**

The purpose of this course is to familiarize students with contemporary Australian society.

**[Goal]**

The course will examine key social issues such as reconciliation, immigration and Australia's cultural links to Europe, the United States and Asia. The course will also present an overview of Australian history in order to provide context for present-day cultural concerns.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Introduction to the course
2	Aboriginal Australia	Who were the first Australians?
3	European Exploration and Colonization	New South Wales: British penal colony
4	Bushrangers, The Gold Rush and Early Immigration	What did the discovery of gold mean for Australia?
5	A New Australia: Federation and Australia's Role in WWI	Australia gains its independence from Britain, but is drawn into the "Great War"
6	"The Lucky Country"	The post-war boom
7	Review & Mid-term Exam	Exam will cover the first half of the course
8	Australian Literature	An overview of contemporary Australian literature
9	The Australian Stage	Theatre and dance in Australia
10	Australia on Film Part I	This class will examine the beginnings of the Australian film industry, and consider where it is today
11	Australia on Film Part II	The class will discuss a film shown in class
12	Culture Wars	Class presentations (I) An examination of the cultural debates of the 2000s (republicanism, reconciliation immigration, etc.) Class presentations (II)
13	Australia and Asia	Australia's relationships with Japan and China Class presentations (III)
14	Review	Essays due

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

1. Reading assignments prior to each class.
2. Research for the class presentation and essay
3. Study for mid-term exam

**[Textbooks]**

No textbooks are assigned for this course. Weekly reading will be provided.

**[References]**

To be announced.

**[Grading criteria]**

Students will be evaluated based on class participation and discussion (20%), presentation (20%), mid-term exam (20%) and a submitted essay (40%). More than 2 unexcused absences will result in failure of this course.

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Thu 5th

#### [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, in its essence, information 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 be able to meet the following objectives: (i) Students should be familiar with the history and evolution of the field of information study, (ii) Students should understand fundamental information processes, (iii) students should acquire an understanding about the notion of information, and (iv) students should be able to reason about modern society and modern technology from an information perspective.

#### [Method(s)]

The main elements of the course are lectures, assignments, discussions, and student presentations. 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 of information studies. During the last few weeks of the semester students are required to make their presentations.

#### [Schedule]

No.	Theme	Contents
1	Introduction	Course overview and course requirements.
2	Information Society and Information Revolution	A brief introduction to information society and the information revolution.
3	Roadmap of Information (1)	Understanding the relationship between data, information, and knowledge.
4	Roadmap of Information (2)	Types of information (e.g., semantic information, biological information, and neural information).
5	Roadmap of Information (3)	Types of information (e.g., physical information and mathematical information).
6	Information Lifecycle (1)	Fundamental information processes. From information production, collection, and storage to information retrieval, usage, and maintenance.

7	Information Lifecycle (2)	Fundamental information processes. From information production, collection, and storage to information retrieval, usage, and maintenance.
8	Modern Information Environment (1)	Big data, artificial intelligence, and new media.
9	Modern Information Environment (2)	Information ethics, culture, and society. Outlook.
10	Special Session	Student presentations.
11	Special Session	Student presentations.
12	Special Session	Student presentations.
13	Special Session	Student presentations.
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 in the course.

(3) Student presentations. Students are required to make a presentation on topics of information study. Specific guidelines related to relevant topics and other issues will be given in class.

#### [Textbooks]

Luciano Floridi, *Information: A Very Short Introduction* (Oxford: Oxford University Press, 2010) ISBN-13: 978-0-19-955137-8.

#### [References]

In addition to the text book mentioned above, we use newspaper and journal articles, science fiction short stories, videos, as well as other materials in this course.

#### [Grading criteria]

Assignments and Class Participation: 20%

Student Presentation: 40%

Final Exam: 40%

#### [Changes following student comments]

Not applicable.

#### [Equipment student needs to prepare]

None.

#### [Others]

None.

#### [Prerequisite]

None.

## Cultural and Ethnic Diversity in Japan

Kyung Hee Ha

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Mon 4th**[Outline and objectives]**

This course discusses and examines cultural and ethnic diversity in Japan as institutional, interpersonal and internalized experiences.

**[Goal]**

Students will critically engage, synthesize, question, deconstruct, discuss and apply the concepts and ideas pertaining to race, ethnicity, nation and diversity in Japan. The course will analyze specific issues faced and overcome by non-Japanese people, namely the indigenous Ainu and Ryukyuan people, former colonial subjects and their descendants, as well as recent immigrants, refugees and asylum seekers. This course will pay particular attention to intersectionality and multiple aspects of the aforementioned groups and individuals. In doing so, we will discuss and analyze various data sources including policies/legislations, historical facts, popular cultural production and personal narratives.

**[Method(s)]**

Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering critical ideas and interpretation. In addition, a small group of 3-5 individuals will work on a project and present findings and analyses on a topic of their choice. Students will also write a final paper expanding their group project. Further directions will be given in class.

**[Schedule]**

No.	Theme	Contents
1	Introduction: Myth of Homogenous Japan	Course overview, racial/ethnic composition of contemporary Japanese society
2	Intersectionality	Identity, positionality, privilege
3	Japan's Imperial Expansion	Ainu and Ryukyuan, Japan's indigenous peoples
4	Japan's Imperial Legacies	Former colonial subjects and their descendants
5	Nationality: Japanese v. Aliens	(Re)making of aliens and nationals, laws and policies
6	Library Practicum	Learning how to conduct research
7	War and Settlement	Refugee policies in Japan and their experiences
8	Globalization and Gendered Migration	Female immigrants in entertainment and care work
9	"Bubble Economy" and New Japanese	Nikkei Brazilians and others from Latin America
10	Post-1990s	Dawn of "multicultural coexistence" (tabunka kyosei) policy
11	Defining Japaneseness	Mixed-race Japanese and returnees
12	Xenophobia and Hate Speech	Rise of nationalism in global age
13	Group Presentation I	Group presentation/evaluation
14	Group Presentation II	Group presentation/evaluation

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

Weekly reading and group project.

**[Textbooks]**

Unless otherwise indicated, reading materials will be available online.

**[References]**

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

**[Grading criteria]**

Participation: 30%

Small Assignments: 20%

Group project/presentation: 30%

Final paper: 20%

3 or more unexcused absences will result in an incomplete grade (marked "E" on grading sheet). Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence.

**[Changes following student comments]**

Not applicable. This course is taught for the first time by this instructor.

**[Equipment student needs to prepare]**

None.

**[Others]**

Slight modifications may be expected. A detailed syllabus will be distributed in class. Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.

**[Prerequisite]**

None.

## General Topics I: Ethics for the Information Age I

Nguyen Ngoc Binh

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Wed 2nd**[Outline and objectives]**

This course explores concepts, rules, principles and activities in ethics for the information age, including a basic understanding of IT history, an awareness of current IT-related issues, and a familiarity with ethics. The course also covers ethical theories used to analyze problems encountered by computer professionals in today's environment. The main issues in this course are the information age, ethics, networked communications, social networking, intellectual property, information privacy, and the impact of IT on the productivity and quality of life.

**[Goal]**

Learning the described contents and issues in this course, students should think critically and draw their own conclusions. The course is to prepare and help students to become responsible, ethical users of future technologies in the information age.

**[Method(s)]**

The classes will consist partly of lectures and partly of discussions/presentations by students. Students will prepare reports/case studies on assigned topics, including information ethical issues in different countries and/or regions.

**[Schedule]**

No.	Theme	Contents
1	Introduction The Information Age I	Introduction to the course Concepts, periods, challenges, problems; catalysts for change: milestones in computing
2	The Information Age II	Milestones in networking, information storage and retrieval; IT issues
3	Introduction to Ethics I	Subjective relativism, cultural relativism, divine command theory, ethical egoism, Kantianism
4	Introduction to Ethics II	Act utilitarianism, rule utilitarianism, social contract theory, virtue ethics, comparing workable ethical theories, morality of breaking the law
5	Discussions / Presentations I	Exercise and discussion to review "The Information Age" and "Introduction to Ethics"
6	Networked Communications	Introduction, email and spam, internet interactions, text messaging, censorship, freedom of expression, children and inappropriate content, breaking trust, internet addiction
7	Social Networking	Social networking, business applications, ethical issues, online virtual worlds
8	Discussions / Presentations II	Exercise and discussion to review "Networked Communications" and "Social Networking"

9	Intellectual Property I	Introduction, intellectual property rights, protecting intellectual property, fair use, new restrictions on use
10	Intellectual Property II	Peer-to-peer networks and cyber-lockers, protections for software, open-source software, legitimacy of intellectual property protection for software, creative commons
11	Discussions / Presentations III	Exercise and discussion to review "Intellectual Property"
12	Information Privacy	Introduction, perspectives on privacy, information disclosure, data mining, examples
13	The Impact of IT on Productivity and Quality of Life	The impact of IT on the standard of living and worker productivity; the impact of IT on health-care costs
14	Summary	Review of lectures and final reports

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

Students will prepare reports on topics to be presented in class by reviewing the lectures' contents, collecting related materials on the topics.

**[Textbooks]**

- Lecture/presentation printouts / handouts and related materials will be provided.
- Online materials

**[References]**

Quinn, Michael J. *Ethics for the Information Age*. Global Edition, 6th Ed., Pearson, 2015. ISBN: 9781292061238  
Reynolds, George W. *Ethics in Information Technology*. 5th Ed., Cengage Learning, 2014. ISBN: 978-1-285-19715-9  
Some other references will be introduced.

**[Grading criteria]**

The instructor assigns topics to the students. The contents and quality of preparations, reports, presentations and discussions/participation will be evaluated for each student. The total evaluation will be based on

1. Class participation and discussions: 30%
2. Two short reports & presentations: 30%
3. Final report: 40%

**[Changes following student comments]**

Reduction of assignments and reports.  
Students' requests and comments will be taken into consideration.

**[Equipment student needs to prepare]**

Some free software and tools can be recommended to download and install on private PC for practices and preparing the presentations.

**[Others]**

Students can take "Ethics for the Information Age I", "Ethics for the Information Age II", or both I and II. However, students are strongly encouraged to take "Ethics for the Information Age I" first if they intend to enroll for "Ethics for the Information Age II".

**[Prerequisite]**

None.  
This course is on general topics for non-IT students, so no prerequisite knowledge is expected.

General Topics I: Ethics for the Information Age II

Nguyen Ngoc Binh

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Wed 2nd

**[Outline and objectives]**

This course explores concepts, rules, principles and activities in ethics for the information age, including a basic understanding of the information age issues, an awareness of current IT-related issues, and a familiarity with ethics. The course also covers ethical theories used to analyze problems encountered by computer professionals in today’s environment. The main contents/topics in this course are an overview on ethics and information society; privacy and the government; computer and network security; computer reliability; professional ethics and responsibilities; work and wealth.

**[Goal]**

Learning the described contents and issues in this course, students should think critically and draw their own conclusions. The course is to prepare and help students to become responsible, ethical users of future technologies in the information age.

**[Method(s)]**

The classes will consist partly of lectures and partly of discussions/presentations by students. Students will prepare reports/case studies on assigned topics, including information ethical issues in different countries and/or regions.

**[Schedule]**

No.	Theme	Contents
1	Introduction and Overview on Ethics and IT Issues	Introduction to the course Main topics in “Ethics for the Information Age I”
2	Privacy and the Government I	Privacy protection and the law, key privacy issues; U.S. Legislation restricting information collection, information collection by the government, covert government surveillance
3	Privacy and the Government II	U.S. Legislation authorizing wiretapping, USA PATRIOT act, regulation of public and private databases, data mining by the government, national identification card, information dissemination, invasion
4	Discussions / Presentations I	Exercise and discussion to review “Ethics and IT Issues” and “Privacy and the Government”
5	Computer and Network Security	Introduction, hacking, malware, cyber crime and cyber attacks, online voting
6	Computer and Internet Crime	IT security incidents: a major concern; implementing trustworthy computing
7	Discussions / Presentations II	Exercise and discussion to review “Computer and Network Security” and “Computer and Internet Crime”
8	Computer Reliability I	Introduction, data entry or data retrieval errors, software and billing errors, notable software system failures

9	Computer Reliability II	Therac-25, computer simulations, software engineering, software warranties and vendor liability
10	Discussions / Presentations III	Exercise and discussion to review “Computer Reliability”
11	Professional Ethics and Responsibilities	Introduction, computing professions, SE code of ethics, analysis of the code, case studies
12	The ACM Code of Ethics and Professional Conduct	Ethical guidelines for computer professionals and IT-related people
13	Work and Wealth	Introduction, automation and employment, workplace changes, globalization, the digital divide
14	Summary	Review of lectures and final reports

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

Students will prepare reports on topics to be presented in class by reviewing the lectures’ contents, collecting related materials on the topics.

**[Textbooks]**

- Lecture/presentation printouts/handouts and related materials will be provided.
- Online materials

**[References]**

Quinn, Michael J. *Ethics for the Information Age*. Global Edition, 6th Ed., Pearson, 2015. ISBN: 9781292061238  
 Reynolds, George W. *Ethics in Information Technology*. 5th Ed., Cengage Learning, 2014. ISBN: 978-1-285-19715-9  
 Some other references will be introduced.

**[Grading criteria]**

The instructor assigns topics to the students. The contents and quality of preparations, reports, presentations and discussions/participation will be evaluated for each student. The total evaluation will be based on

1. Class participation and discussions: 30%
2. Two short reports & presentations: 30%
3. Final report: 40%

**[Changes following student comments]**

Student requests and comments will be taken into consideration.

**[Equipment student needs to prepare]**

Some free software and tools can be recommended to download and install on private PC for practices and preparing the presentations.

**[Others]**

Students can take “Ethics for the Information Age I”, “Ethics for the Information Age II”, or both I and II. However, students are strongly encouraged to take “Ethics for the Information Age I” first if they intend to enroll for “Ethics for the Information Age II”.

**[Prerequisite]**

None.  
 This course is on general topics for non-IT students, so no prerequisite knowledge is expected.

## Contemporary International History

Hiromi Fujishige

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Thu 1st

### 【Outline and objectives】

This introductory course explores 20th century history. (It is highly recommended for students taking or intending to take classes related to International Relations.)

Rather than trying to overview the whole 20th century, this course focuses on the most remarkable events, with special attention paid to World War II and the Cold War.

### 【Goal】

Upon completion of this course, students should have a thorough understanding of the events that have shaped contemporary society.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

### 【Method(s)】

(1) During weeks 2-7, lectures and videos will summarize historical events that have shaped our world.

(2) During weeks 8-13, students present on a topic of their choice (individual and/or group presentations).

(3) During week 14, students sit the final exam.

In addition, students must watch and submit a film critique. (A list of recommended films will be handed out in class.)

### 【Schedule】

No.	Theme	Contents
1	Introduction	Guidance
2	The Beginning of World War II (1)	The rise of Nazi Germany
3	The Beginning of World War II (2)	Sudden attack against Pearl Harbor
4	The End of World War II (1)	The fall of Nazi Germany
5	The End of World War II (2)	Atomic bombing against Japan
6	The Cold War Era (1)	The beginning of the Cold War
7	The Cold War Era (2)	The end of the Cold War, atomic bombing
8	Presentation (1)	Students make a presentation on the topic of their choice
9	Presentation (2)	Students make a presentation on the topic of their choice
10	Presentation (3)	Students make a presentation on the topic of their choice
11	Presentation (4)	Students make a presentation on the topic of their choice
12	Presentation (5)	Students make a presentation on the topic of their choice
13	Presentation (6)	Students make a presentation on the topic of their choice
14	Final Exam & Wrap-up	One hour exam

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

Reaction papers, preparation for a group presentation

### 【Textbooks】

No textbook is used.

### 【References】

Antony Best et al., *International History of the Twentieth Century and Beyond* (2nd ed.), Routledge, 2008, ISBN: 0415438969.

[http://www.amazon.co.jp/International-History-Twentieth-Century-Beyond/dp/0415438969/ref=sr\\_1\\_1?ie=](http://www.amazon.co.jp/International-History-Twentieth-Century-Beyond/dp/0415438969/ref=sr_1_1?ie=)

### 【Grading criteria】

Class participation (20%)

Reaction papers (30%)

Film critique (10%)

Presentation (20%)

Final exam (20%).

### 【Changes following student comments】

Student requests and comments will be taken into consideration.

### 【Equipment student needs to prepare】

Internet, DVD

### 【Others】

**Week 1 attendance is mandatory to register for this class.**

### 【Prerequisite】

None.



## Japan's Foreign Policy

Hiromi Fujishige

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Thu 2nd

## 【Outline and objectives】

This course explores Japanese foreign policy since World War II. After a brief overview of historical developments, we will examine foreign policy as it relates to some of the more significant actors of the contemporary era.

## 【Goal】

Upon completion of this course, students should have a basic understanding of key issues in Japanese foreign policy.

This course improves student employability in three ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information. Third, by developing a deeper understanding of the issues that influence Japanese foreign policy, students are better able to interpret the changes happening around them.

## 【Method(s)】

This course consists of three parts:

- (1) Lectures on the historical evolution of Japanese foreign policy since World War II.
- (2) Lectures on contemporary Japanese foreign policy, and, in particular, relations with the United States, China, North Korea, South Korea and the United Nations.
- (3) Student group presentations on topics relating to Japanese foreign policy.

In addition, students must write a film critique and sit the final exam.

## 【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance
2	Lecture (History 1)	The rise of Yoshida Doctrine: defeat, occupation and independence
3	Lecture (History 2)	The transformation of the Yoshida Doctrine: changes after the Cold War
4	Lecture 3 (Major Foreign Relations 1)	The United States
5	Lecture 4 (Major Foreign Relations 2)	China
6	Lecture 5 (Major Foreign Relations 3)	South Korea
7	Lecture 6 (Major Foreign Relations 4)	North Korea
8	Lecture 7 (Major Foreign Relations 5)	The United Nations
9	Presentation 1	The Senkaku Islands issue
10	Presentation 2	The Takeshima issue
11	Presentation 3	The Northern Territory issue
12	Presentation 4	Nuclear-armed Japan?
13	Presentation 5	Development aid
14	Examination & Wrap-up	In-class examination

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

Reaction papers, a film paper preparation for presentation.

## 【Textbooks】

No textbook is used.

## 【References】

Relevant materials will be distributed in class.

## 【Grading criteria】

Class participation (20%)

Film critique (10%)

Reaction papers (30%)

Presentation (20%)

Final exam (20%)

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Others】

**Week 1 attendance is mandatory to register for this class.**

## 【Prerequisite】

None.

Introduction to International Relations  
(Introduction to International Relations I)  
Jeffrey Hall

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
Day/Period : Thu 4th, Thu 1st

**[Outline and objectives]**

This course is designed to provide an introduction to the study of International Relations (IR).

Introduction to IR mainly examines the major theories of IR: such as realism, liberalism, constructivism, economic liberalism, and (neo)marxism.

**[Goal]**

The course objectives are: (1) To enable students to develop a broad understanding of the concepts and theories of IR; (2) To enable students to utilize the concepts and theories of IR for analyzing major events, actors, and structures of international politics such as the state, war, conflict, globalization, the rise of non-state actors and the development of international organizations; (3) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

**[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.

**[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	Case Studies	Examining the realist tradition in IR
6	Liberalism I	Examining the liberal tradition in IR
7	Liberalism II	Examining the liberal tradition in IR
8	Case Studies	Examining the liberal tradition in IR
9	Review & Mid-term Exam	Writing test
10	Constructivism	Providing an overview of constructivist approaches to IR
11	Case Studies	Providing an overview of constructivist approaches to IR
12	International Political Economy I	Discussing classical theories in the study of international political economy, including mercantilism, economic liberalism, and Marxism

13	General Review	A review of major concepts covered in IR
14	Final Exam & Wrap-up	Writing test

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

Students are required to have pored over the required readings before attending the lectures.

**[Textbooks]**

Jackson, Robert and Georg Sorensen. *Introduction to International Relations: Theories and Approaches*, sixth edition (Oxford University Press, 2016)

**[References]**

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

Baylis, John, Steve Smith, Patricia Owens. (eds), *The Globalization of World Politics: An Introduction to International Relations*, seventh edition (Oxford University Press, 2016)

Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*, fourth edition (CQ Press, 2014)

Goldstein, Joshua C. and Jon C. Pevehouse. *International Relations*, tenth edition (Pearson, 2012)

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

Viotti, Paul R. and Mark V. Kauppi. *International Relations Theory*, fifth edition (Prentice Hall, 2011)

**[Grading criteria]**

Contribution to class discussion, (20%), examinations (80%)

**[Changes following student comments]**

Instructor is teaching this for the first time, but I have taken advice from the professor who usually teaches this course.

**[Prerequisite]**

None.

## Introduction to Political Science

Rui Saraiva

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Thu 3rd

## [Outline and objectives]

This course presents an introduction to the basic conceptual and theoretical tools for research and analysis in the field of politics. To understand the core concepts used by political scientists and political theorists, we will be addressing a broad range of issues that cover the nature of politics and the structures of authority and power within political systems. During this course, the students will also explore issues related with the rights and responsibilities in contemporary representative democracies, as well as the diversity of different contemporary political systems and ideas in a regional and global context.

## [Goal]

The goal of this course is to give students grounding in the basic tools of political science so that they can develop the ability to critically examine the political phenomena that structure contemporary societies.

## [Method(s)]

This course will introduce the key concepts, methods, and theories related with the field of politics. In the first half of the course, we will be looking at the foundations of political science and the origins of political ideologies. We will try to develop a critical understanding of the modern state and the structures of government and authority. We will also study constitutions, individual rights, political parties and electoral systems. In the second half, we will examine the differences between democracies and authoritarian regimes the role of mass media in politics, and the role and challenges of the state in the 21st century. We will also define what is political culture, public opinion, and political attitudes. Lectures will include an interactive element, such as discussions or group presentations. I encourage critical thinking and the expression of diverse viewpoints in class and in writing assignments.

## [Schedule]

No.	Theme	Contents
1	Introduction	What is political science? Political concepts and theories
2	Political Ideologies	Liberalism, conservatism, socialism, and nationalism
3	The State (1)	Institutionalized power, effective, weak, and failed states
4	The State (2)	Federalism and unitary governments
5	Constitutions	Constitutions and rights
6	Political Parties and Interest Groups	Parties, party systems, and interest groups
7	Electoral Systems	Majority systems and proportional systems
8	Review & Midterm Exam	In-class midterm exam
9	Political Regimes	Democracy and authoritarianism
10	Political Attitudes	Political culture and public opinion
11	Political Communication	The mass media and politics
12	International Relations	Power and national Interest
13	Political Institutions	The role and challenges of the state in the 21st century

14 Final Exam & Final exam  
Wrap-up

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

Preparing for class by completing the readings will be key to doing well in this course. Students will be expected to discuss textbook materials, readings, and current events.

## [Textbooks]

Students will be required to read several chapters of the books listed in the reference section.

## [References]

Hague, Rod; Harrop, Martin; McCormick, John. *Comparative Government and Politics. An Introduction*, Basingstoke: Palgrave, 2016

Parsons, Craig. *Introduction to Political Science*, Boston: Pearson. 2016

Roskin, Michael G., R. L. (Cord.); Medeiros, J. A. and Jones, W. S. *Political Science: An Introduction*, Longman: Pearson Education International, 2016

## [Grading criteria]

Participation: 10%

Writing assignments: 20%

Midterm exam: 30%

Final exam: 40%

## [Changes following student comments]

None.

## [Prerequisite]

None.

## Introduction to Comparative Politics

Nathan Gilbert Quimpo

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Thu 5th**[Outline and objectives]**

This course introduces students to comparative politics, the study and comparison of politics across countries. One of the major subfields of political science, comparative politics focuses on power and decision-making within national boundaries, comparing these across countries. Taking a thematic approach, the course investigates the central ideas and questions in comparative politics.

**[Goal]**

The course seeks to acquaint students with comparative politics as an academic sub-discipline; to introduce them to the fundamental ideas, concepts and approaches used by political scientists in studying political issues, processes and outcomes in different countries; and to help them cultivate a critical awareness of the world and enhance their ability to analyze and discuss important real-world problems and issues.

**[Method(s)]**

The course will consist mainly of lectures and open discussion. Students will be asked as well as encouraged to express their views on the topic being discussed. Audio-visual aids such as short video clips, photos, maps and illustrations will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate.

**[Schedule]**

No.	Theme	Contents
1	Introduction (O'Neil, Chapter 1)	What is comparative politics? Political institutions, reconciling freedom and equality
2	States (O'Neil, Chapter 2)	Defining the state, origins of political organization, rise of the modern state, comparing state power
3	Nations and Society (O'Neil, Chapter 3)	Ethnic identity, national identity, citizenship and patriotism, political ideology, religion, political culture
4	Political Economy (O'Neil, Chapter 4)	Components of political economy, political-economic systems and the state, rise and fall of liberalism?
5	Democratic Regimes (O'Neil, Chapter 5)	Defining democracy, origins of democracy, contemporary democratization, institutions of the democratic state, parliamentary, presidential, and semi-presidential systems, political parties, electoral systems, civil rights and civil liberties
6	Nondemocratic Regimes (O'Neil, Chapter 7)	Defining nondemocratic rule, totalitarianism, origins, sources of nondemocratic rule, political control, models of nondemocratic rule
7	Review & Exam	Midterm exam

8	Political Violence (O'Neil, Chapter 7)	What is political violence? Explanations, forms of terrorism and revolution, political violence and religion, countering political violence
9	Developed Democracies (O'Neil, Chapter 8)	Defining developed democracy, freedom, equality, contemporary challenges, political, societal and economic institutions
10	Communism and Postcommunism (O'Neil, Chapter 9)	Communism, equality and nature of human relations, revolution and "triumph", putting communism into practice, political economy, societal institutions, collapse of communism, transformation of political, economic and societal institutions
11	Developing Countries (O'Neil, Chapter 10)	Freedom, equality in the developing world, imperialism and colonialism, institutions of imperialism, challenges of post-imperialism, puzzles, prospects for democracy and development
12	Democracy in Crisis?	Populism, nationalism, autocracy and dangers to democracy in the contemporary era
13	Globalization and the Future of Comparative Politics (O'Neil, Chapter 11)	What is globalization? Institutions and globalization, political, economic and societal globalization, taking stock of globalization
14	Exam & Warp-up	Final exam

**[Work to be done outside of class (preparation, etc.)]**  
Students are expected to have studied the assigned reading/s before coming to class.

**[Textbooks]**

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

**[References]**

Arch Puddington & Tyler Roylance, 2017, "Populists and Autocrats: The Dual Threat to Global Democracy," *Freedom in the World 2017*, Freedom House.

Stefan Hall & Ngaire Woods, 2017, "Western Democracy in Crisis?" in World Economic Forum, *Global Risks Report 2017*, 12th edition, ch. 2, pp. 23-29.

Other selected newspaper, magazine or journal articles.

**[Grading criteria]**

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

Midterm examination: 30%

Final examination: 30%

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None

## History of Modern Europe

Markus Winter

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Fri 2nd

## 【Outline and objectives】

The world we live in is a world of sovereign (nation-)states. It seems as if the states as we know them today have always been there, at least in some form. This course will deconstruct this view and look at the major developments in Western history from the 18th to the 20th century. It aims at understanding how the world we see today was shaped by several key developments: 1789, the creation of the modern nation-state; the Industrial Revolution; colonisation and imperialism; 'the balance of power' idea; the onset of mass democracy; and two world wars.

## 【Goal】

1) Identify the major intellectual, economic, and political developments from 1789-1945; 2) Develop your critical reading skills; 3) Train your academic writing skills.

## 【Method(s)】

This course has three components: 1) The main component of the class is a series of lectures. 2) Each class will begin with a discussion part about the previous lecture and to flesh out the larger developments and connections between lectures. 3) Lastly, at the end of the course, you will be asked to hand in a brief essay (instead of a final exam, i.e. there will be no final exam).

## 【Schedule】

No.	Theme	Contents
1	A State in the Middle Ages?	The beginnings of the sovereign state
2	Varieties of Absolutism	Varieties of political organisation in Europe; 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	The Dawn of Mass Democracy	Democracy = democracy? The welfare state: many abortive attempts from below & the final imposition from above; a new political culture in the making
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), due at the end of the term: Pick any European country you like and write about one specific aspect of its historical development that we address in this class.

## 【Textbooks】

Merriman, John. (2010). *A History of Modern Europe* (Volume Two): From the French Revolution to the Present. New York: Norton & Company.

## 【References】

<http://legacy.fordham.edu/Halsall/mod/modsbook13.asp> A very useful collection of primary sources, such as letters from Marie Antoinette, the Declaration of the Rights of Man, or writings from von Metternich. Ordered according to topic (see menu bar on the left) & <http://avalon.law.yale.edu/default.asp> Similar to the Fordham collection, but listed chronologically.

## 【Grading criteria】

Participation: 20%; Mid-term exam: 30%; Country essay: 50%

## 【Changes following student comments】

Each lecture will start with a ca. 20 minute discussion of the main themes of the previous lecture.

## 【Prerequisite】

None.

## Introduction to Development Studies

Atsushi Yasutomi

Credit(s) : 2 | Semester : | Year : 1~4  
Day/Period :**[Outline and objectives]**

Development Studies is a multi-faceted discipline, which draws from different areas of social science. This course is especially designed for students to gain a theoretical understanding of international development. The course will explore the basic concepts applied in international development, in addition to the many ways that development is understood and applied in developing countries. The key stakeholders will also be introduced. This course provides students with an opportunity to construct a substantial foundation in the theories, vocabulary, and concerns of international development.

**[Goal]**

Students should gain from this course:

- Exposure to theoretical issues in international development;
- An understanding of the major stakeholders in international development; and
- Knowledge of challenges and issues in international development.

**[Method(s)]**

The intent of this course is to expose students to a range of ideas and issues in international development. Students will have an opportunity to learn, think, and discuss broadly and deeply about international development issues across systems in both a national and global context.

**[Schedule]**

No.	Theme	Contents
1	Introduction	-Guidance of the course -What is development?
2	Colonialism, Post-colonialism and Development	- Development in Asia, Africa and the Americas - Colonialism - Post-colonial development
3	Measuring Development, Defining and Measuring Poverty	-Economic growth: GDP and GNP -Human development : HDI -Absolute poverty and relative poverty
4	Development Theories and Ideologies 1	Modernization theories
5	Development Theories and Ideologies 2	Non-conventional approaches to development -Marxism -Dependency theories -World-systems theory
6	Multilateral Organizations	-The World Bank -The IMF -The United Nations
7	Review & Exam	Mid-term exam
8	Development Theories and Ideologies 3: Neo-liberalism	-Structural adjustment programmes -Poverty reduction strategies
9	Civil Society and NGOs	-Civil society and democratization -Participatory development and empowerment

10	Development Theories and Ideologies 4	Post-development theory/ Bottom-up approaches
11	Recent Trend of Foreign Aid	Official development assistance
12	International Development Agendas	Millennium Development Goals (MDGs) and post-2015 development agenda / Sustainable Development Goals (SDGs)
13	Review	Review of the course
14	Exam & Wrap-up	Final exam

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

Students are required to have read the relevant chapters for the books listed in the reference section before attending the lecture.

**[Textbooks]**

No textbook will be required, but students are highly recommended to review readings from the reference listed below.

**[References]**

- Potter, R., Conway, D. Evans, R., and Lloyd-Evans, S. 2012. *Key Concepts in Development Geography*. London: Sage Publications.
- Peet, R. and Hartwick, E. 2009. *Theories of Development: Contentions, Arguments, Alternatives*. NY: The Guilford Press.
- Willis, K. 2005. *Theories and Practices of Development*. Oxon: Routledge.

**[Grading criteria]**

The following criteria will be used to evaluate students: Contribution to discussion (20%), mid-term examination (40%), final examination (40%)

**[Changes following student comments]**

Student requests and comments will be taken into consideration.

**[Others]**

Week 1 attendance is mandatory to register for this class.

**[Prerequisite]**

Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

## Introduction to Environmental Science

Raquel Moreno-Peñaranda

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period :

## [Outline and objectives]

This course provides a comprehensive overview of the field of Environmental Science. The course introduces students to the basic functioning of environmental systems, emphasizing the complex interactions between human society and the physical world. The course explores some of the most pressing environmental problems of our time, e.g., climate change, biodiversity loss, pollution, and land degradation, among others. In environmental science it is important to understand the root causes of problems as well as the practical solutions and sustainable alternatives that can be put in place to overcome them, while acknowledging the complexity, uncertainty and risk embedded in environmental problems.

## [Goal]

The main goals of the course are:

- to provide a general understanding of how environmental systems function, encompassing natural and social dynamics;
- to help students identify the root causes of the major environmental problems of today's world by understanding their physical and social dimensions from a systems thinking perspective;
- to cultivate students' capacity to entertain a range of solutions to environmental problems;
- to allow students to comprehend the interdisciplinary approach used in environmental sciences, from analysis to problem solving;
- to enhance students' ability to develop critical thinking regarding the complexity, risk and uncertainty that surround environmental problems.

## [Method(s)]

The course consists of a series of lectures with interactive presentations combining materials from textbooks, academic papers and technical reports with engaging visuals to deliver scientifically rigorous yet accessible explanations.

Besides lectures, students have the opportunity to develop a group project. Towards the end of the course, students deliver a group presentation based on their project on the application of environmental sciences to address an environmental problem of their choice.

## [Schedule]

No.	Theme	Contents
1	Global Environmental Change	The "Anthropocene"; how environmental systems work; major human environmental impacts.
2	What is Environmental Science? Why Do we Need it?	Environmental Science, Environmental Studies and Environmentalism; the scientific method in environmental science; applications and limitations.
3	Biodiversity I	The concept of biodiversity, from genes to organisms to populations; evolutionary mechanisms that originate the diversity of life.
4	Biodiversity II	Biodiversity loss, facts and figures; conservation options; the CBD (Convention on Biological Diversity)
5	Agri-food Systems	Environmental impacts of agriculture and food systems; introduction to agroecological science for sustainable agriculture.

6	Pollution & Waste	Facts and figures; environmental health; remediation and restoration; waste management and waste reduction approaches.
7	Review & Midterm Exam	In class, closed book, multiple choice and short open-ended questions related to the contents covered by the course so far.
8	Water	The role of water in environmental systems, water use, water conservation and problems related to flooding, draught, salinization, etc.
9	Energy	Types, forms and sources of energy; non-renewable and renewable energy sources, environmental impacts.
10	Population and Urbanization	Urbanization and the environment; demographic transitions.
11	Climate Change	Understanding the science of climate change; drivers, impacts, and controversies; mitigation and adaptation strategies.
12	Student Presentations I	Students present their group project in class, followed by Q&A
13	Student Presentations II	Students present their group project in class, followed by Q&A
14	Final Exam & Wrap-up	In class, closed book, multiple choice and short open-ended question covering all the contents of the course.

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

Students are required to read materials and/or watch videos in preparation for the lectures. The textbook used as reference for the course provides a general source of references and additional resources for students to understand the materials explained in the classroom.

## [Textbooks]

Handouts will be distributed by the instructor in preparation for the lectures.

## [References]

Keller E.A. and D.B. Botkin. *Essential Environmental Science* (1st Edition). Wiley, 2008.

## [Grading criteria]

Midterm exam: 20%  
Participation in class: 20%  
Group project and presentation: 20%  
Final exam: 40%

## [Changes following student comments]

Not applicable.

## [Others]

- Ideally students in this class will have:
- A high level of English is required to comprehend basic technical explanations in the environmental field.
  - Interest in the subject.
  - A previous class (e.g., high school) in environmental sciences.

## [Prerequisite]

None.

## Introduction to Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Spring, Fall | Year : 1~4  
 Day/Period : Tue 3rd

**[Outline and objectives]**

Introducing the fundamentals of business. This is an introductory course for students to learn and to understand the principles and functions of business. Students will be exposed to an overview of business trends, corporate social responsibility, entrepreneurship and various functional areas of a firm such as marketing, accounting and finance. The course is recommended for students with interest in business as well as non-business major who would like to “test the water” regarding a possible major in business.

**[Goal]**

The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

**[Method(s)]**

This course is taught primarily through lecture. Interactive class participation is encouraged.

**[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) Review	Creating a flexible organization
7	Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships Creating and pricing products
9	Marketing (2)	Distributing products
10	Marketing (3)	Promoting products
11	Information, Accounting and Finance (1)	Exploring social media and e-business
12	Information, Accounting and Finance (2)	Using management and accounting information
13	Information, Accounting and Finance (3) Review	Understanding financial statements
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 textbook and complete the assignments given.

**[Textbooks]**

Pride, Hughes and Kapoor, *Foundations of Business*, 4th edition, South-Western College Pub., 2014.

You can buy the textbook at Hosei's COOP (生協) or you can borrow the textbook from the library.

**[References]**

Further materials will be provided by the instructor.

**[Grading criteria]**

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

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

Not needed.



**International Business and Employability**

(International Business and Employability I,  
International Business and Employability II)  
Takamasa Fukuoka

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Mon 4th

**[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.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Introduction
2	Multinational Companies	Learn about MNCs (definition, role, etc.)
3	Global Human Resources	Learn about global human resources (definition, required skills, etc.)
4	Internationalization	Learn about internationalization (process, strategy, etc.)
5	Companies and Organizations (1)	Learn about companies and organizations (international dept, etc.)
6	Companies and Organizations (2)	Learn about companies and organizations (global strategy)
7	HQ and Local Offices (1)	Learn about HQ and local offices (control, function, relation, etc.)
8	HQ and Local Offices (2)	Learn about HQ and local offices (local employees and career, etc.)
9	Marketing (1)	Learn marketing basics (4P, 3C)
10	Marketing (2)	Learn marketing basics (SWOT, etc.)
11	Global Leadership	Learn about the global business and leadership
12	Case Study and Discussion (1), (2)	Case study and discussion
13	Case Study and Discussion (3), (4)	Case study and discussion
14	Review & Final Exam	Review & final exam

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

Students should read the assigned chapters in the coursebook to prepare for class discussions.

**[Textbooks]**

No textbook will be used. Handouts will be provided by the instructor.

**[References]**

To be announced.

**[Grading criteria]**

Evaluation is based on class participation (40%) and the final exam (60%).

**[Changes following student comments]**

The lecturer will provide more international business and employability tips.

**[Others]**

This is an introductory course to international business.

[For GIS students who entered in 2008 - 2015]

This course is regarded as 100-level General Study Courses.

If you have credits for both International Business and Employability I and II, you can't register this course. If you have credits for either International Business and Employability I or II, or have not taken these courses, you can register this course.

**[Prerequisite]**

None.

**Microeconomics I**  
(Understanding Microeconomics)  
Jacinta Bernadette R Shirakawa

Credit(s) : 2 | Semester : Spring | Year : 1~4  
Day/Period : Wed 2nd

**[Outline and objectives]**

This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.

In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

**[Goal]**

The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

**[Method(s)]**

This course is comprised mainly of lectures, in-class activities, and discussions. In-class activities, such as discussions or answering problem sets may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups at the latter part of the semester to analyze a case study based on specific theories or concepts discussed in class. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

**[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	Midterm Exam	In class written exam
8	Supply, Demand, and Government Policies (1)	Price controls and taxes (Chapter 6)
9	Supply, Demand, and Government Policies (2)	Taxes (continued) (Chapter 8 and 12)
10	Public Sector (1)	Externalities (Chapter 10)
11	Public Sector (2)	Public goods and common resources (Chapter 11)

12	Supply, Demand, and the Public Sector	Problem sets and practical applications (Chapters 6, 8, 10, 11, and 12)
13	Final exam & Wrap-up	In class written exam
14	Case Studies	Presenting answers to a case study based on specific theories or concepts

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

1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.
3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.

**[Textbooks]**

Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

**[References]**

Other materials will be given by the instructor or shall be announced in class.

**[Grading criteria]**

**[Grading criteria]**

Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)

\*The two lowest-graded assignments will not be included in the calculation of the final grade.

Case Study Analysis: 15%

Midterm Exam: 30%

Final Exam: 30%

**[Changes following student comments]**

Not applicable.

**[Others]**

This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

**[Prerequisite]**

None

## Macroeconomics I

George Y Wang

Credit(s) : 2 | Semester : Fall | Year : 1~4  
 Day/Period : Mon 1st

**[Outline and objectives]**

Macroeconomics has been making news headlines in recent years, with lively debate involving economists and politicians discussing the best response to the global financial crisis, subsequent recession and sovereign debt crisis. This course will provide an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are also discussed. It introduces basic concepts of macroeconomics and illustrates the principles with the experience of the developed and developing economies.

We will first start with the introductions and overviews of economic thoughts, then look at the classical theories of macroeconomics in national income, monetary system, open economy, and unemployment. We will also study the fundamentals of business cycle theories. Some selected topics will be discussed, such as consumer behavior and investment.

**[Goal]**

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

1. Understand the overview of economics and the fundamental framework of macroeconomics
2. Know about policy implications in macroeconomics
3. Apply the knowledge to conduct case studies
4. Relate real-life economic issues to macroeconomic theories and analyze these issues with the tools learned in this course.

**[Method(s)]**

This course will be mainly conducted through lectures, with analysis of appropriate case studies related to each topic. Students will be expected to analyze actual cases and make presentations to the class.

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course (Syllabus) Ten Principles of Economics (Ch1)	Introduction to the course The economy and people
2	Thinking Like an Economist (Ch2)	Economics as science Economists as policy advisors
3	Independence and the Gains from Trade -1 (Ch3)	International trade Absolute and comparative advantages
4	Independence and the Gains from Trade -2 (Ch3)	International trade theory Case study
5	The Market Forces of Supply and Demand -1 (Ch4)	Markets and competition demand
6	The Market Forces of Supply and Demand -2 (Ch4)	Supply Supply and demand together
7	Review & Midterm Exam	Assess students' performance for the 1st half of course materials (Week 1-6).
8	Measuring a Nation's Income (Ch10)	The economy's income and expenditure The components of GDP
9	Measuring the Cost of Living (Ch11)	Inflation, consumer price index, GDP deflator
10	Production and Growth (Ch12)	Economic growth productivity

11	Saving, Investment, and the Financial System -1 (CH13)	Financial institutions in the economy Savings and investment
12	Saving, Investment, and the Financial System -2 (CH13)	Financial institutions in the economy Savings and investment
13	The Monetary System (Ch16)	The meaning of money The Federal Reserve system
14	Final Exam & Wrap-up	Assess students' performance for the 2nd half of course materials (Week 8-13).

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

Students are expected to read assigned materials and to participate in class discussions.

**[Textbooks]**

Mankiw, N. Gregory. *Principles of Macroeconomics*, 6th Edition. Cengage, 2012. (ISBN-13: 9789000021369).

**[References]**

Wheelan, C. *Naked Economics: Undressing the Dismal Science*. WW Norton & Company, 2010. (ISBN: 978-0393337648)

Dasgupta, Partha. *Economics - A Very Short Introduction*. Oxford University Press, 2007. (ISBN: 978-0192853455)

**[Grading criteria]**

1. Participation: 20%
2. Quizzes and/or projects: 30%
3. Midterm exam: 25%
4. Final exam: 25%

**[Changes following student comments]**

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

**[Equipment student needs to prepare]**

A calculator may be needed, depending on chapter contents. Students will be informed to bring a calculator to class in advance.

**[Others]**

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

**[Prerequisite]**

None.

FRI100ZA

## IT in Modern Society

Niall Murtagh

Credit(s) : 2 | Semester : Fall | Year : 1~4  
Day/Period : Wed 5th

[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.

### [Outline and objectives]

The course will give an historical overview of Information Technology, leading to a description of how IT affects us all in the modern world. We 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.

### [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.

### [Schedule]

No.	Theme	Contents
1	Introduction	Background to course and detailed objectives
2	Historical Background	From 19th century beginnings to the electronic age
3	Early Period of IT	From cash registers to the Turing Machine and the Enigma
4	The First Modern Computer	US or UK: where and when modern IT began
5	Silicon Valley (1)	Networks and protocols, DARPA and Unix
6	Silicon Valley (2)	Synergies, funding and mobility
7	Regions of Innovation	World's most innovative countries
8	Corporate Giants (1)	The early years: Apple, Microsoft, IBM, Oracle
9	Corporate Giants (2)	The new giants of the Net: Google, Amazon, Facebook
10	IT and the Humanities (1)	The social generation
11	IT and the Humanities (2)	Technology for language and art
12	Future Trends	Intellectual property
13	Presentations	Topics selected by students
14	Summary	Discussion and conclusions

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

Students will prepare short reports on topics to be presented in class.

Exercises will be given based on topics covered in class.

### [Textbooks]

Notes and online tutorial links will be provided during class.

### [References]

Watson, Ian. *The Universal Machine: From the Dawn of Computing to Digital Consciousness*. Copernicus, 2012.

Levy, Steven. *In The Plex: How Google Thinks, Works, and Shapes Our Lives*. Simon & Schuster, 2011.

Stone, Brad. *The Everything Store: Jeff Bezos and the Age of Amazon*. Little, Brown, and Company, 2013.

### [Grading criteria]

Students will be evaluated on the basis of exercises (40%) and project work (60%).

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

**[Outline and objectives]**

The purpose of this course is to provide students with an understanding of tourism. You will gain an overview of the scale, scope and organisation of the tourism sector and consider the positive and negative impacts of tourism on destinations. We will learn about the development of a destination's natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as group discussions and presentations. As an introductory class, the material covered will be diverse to provide an overview of topics that impact on tourism.

**[Goal]**

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

1. Describe the structure and organisation of the tourism sector and the interrelationships between the private, public and voluntary sectors
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss changes in consumer behaviour and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on tourism

**[Method(s)]**

The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. These are important elements of the course and will aid in your understanding of the material. The group presentation on a given case study will assist your learning through the in-depth research, analysis and presentation of your opinions and recommendations.

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: understanding the significance and complexity of tourism
2	The Structure, Organisation and Different Types of Tourism	Exploring the structure and organisation of the tourism sector and examining strengths, weaknesses, opportunities and threats
3	Tourists: Who, What, Where, Why, When, How	Exploring different typologies of tourists; understanding different motivations, decision-making and behaviours
4	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
5	Tourism: Sustainable Development	Examining approaches on how to manage tourism more sustainably

6	Selling Dreams and Experiences: Tourism Marketing	Examining the strategies and theories of the marketing of services such as tourism, including analysis of different campaigns
7	Tourism and Technology	The impact of technology on the management and organisation of tourism: challenges and opportunities for tourists and organisations
8	Event Tourism	Analysing the various kinds of events and their role in developing a destination brand
9	Issues in Destination Management	Analysing aspects of destination management from an international case study
10	Tourism Crisis and Disaster Management	Analysing the vulnerability of tourism and how destination managers can respond to disasters
11	Tourism in Japan	Examining the past, present and future development of tourism in Japan
12	Group Presentations	Student group presentations (topics will be assigned in class)
13	Future Developments in Tourism	Considering different scenarios how tourism may develop in the future
14	Examination & Wrap-up	End of semester examination

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

Students will be assigned reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class.

**[Textbooks]**

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

**[References]**

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education  
Page, S. and Connell, J. (2014 4th edition) *Tourism: a Modern Synthesis*. Andover: Cengage  
The reference books are available in the university library and in the GIS Reference Room.

**[Grading criteria]**

Evaluation will be based on

1. Class and online participation (20%)
2. Group presentation and report (40%)
3. Exam (40%)

The group work is assessed on an individual basis.

Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.

**[Changes following student comments]**

Following feedback, group work is assessed individually, to encourage and reward cooperation and hard work.

**[Prerequisite]**

None.

## English Test Preparation Advanced

Takamasa Fukuoka, Naomi Hirota

Credit(s) : 2 | Semester : Spring | Year : 2  
Day/Period :

## [Outline and objectives]

ETP Advanced is designed to teach effective test-taking techniques and strategies for the TOEFL ITP and TOEFL iBT.

## [Goal]

This course is designed for students who are interested in studying abroad in the future. The purpose of this course is to help students to attain greater skill in the command of English which shall be reflected in your scores on the TOEFL ITP. (Target score: 577) or on the TOEFL iBT(Target score: 90).

## [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.

## [Schedule]

No.	Theme	Contents
1	Introduction	· Learn the importance of the effective test-taking techniques and strategy of TOEFL ITP and TOEFL iBT
2	Listening Section (I)	· 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)	· V and IE quiz · Learn the effective strategy for “lectures” · TE for the listening section
4	Structure	· 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	· 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)	· V and IE quiz · Learn the effective strategy for reading passages (I) · TE for the reading comprehension section.
7	Reading Comprehension (II)	· V and IE quiz · Learn the effective strategy for reading passages (II) · TE for the reading comprehension section.
8	Mid-term Exam and Writing	· Short exam to test knowledge from weeks 1 – 7 and an overview of the writing section

9	Writing Section (Independent Task)	· V and IE quiz · Learn the basic format for the independent task (30 minute essay) · Learn the effective strategy for the independent task · TE for the independent task
10	Writing Section (Integrated Task)	· 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)	· 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)	· 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)	· V and IE quiz · Practice test of TOEFL iBT is conducted in the class
14	Wrap-up and Review the Course	· Wrap-up and review the course

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

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

## [Textbooks]

- 1) Vocabulary and idiomatic expressions  
Barron's Essential Words for the TOEFL<sup>®</sup> by Steven J. Matthiesen, 7th Edition (2017) (even unit numbers)
- 2) Exercises  
Barron's Practice Exercises for the TOEFL<sup>®</sup> 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, 2018. 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.

## Studies in Poetry

Michael Bettridge

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Mon 3rd**[Outline and objectives]**

A general introduction to poetry, focusing on the works of a variety of poets from different countries and eras.

**[Goal]**

The primary goal of this course is to teach the students an appreciation of poetry, doing so through a close reading of the texts. Additionally, for prospective teachers the study of poetry will deepen their knowledge and understanding of English and English-speaking cultures.

**[Method(s)]**

Students will learn to analyze poetry, studying its formal elements: rhyme and meter, lineation, tone, voice, figurative language, and so on. By studying how poets see, think, and write about themselves and the world, students will improve their critical thinking, reading, speaking and writing skills. Discussion, comprehension and vocabulary activities, essay writing, and a poetry recitation are all part of the course.

**[Schedule]**

No.	Theme	Contents
1	Introduction of Course	Introduction of course content and requirements. Selection exam.
2	Metaphors and Similes 1	Selected poetry: analysis and interpretation (denotation, connotation)
3	Metaphors and Similes 2	Selected poetry: poetry worksheet; reading and identifying poetic techniques and terminology: image, tone, theme
4	Rhyme Schemes	Selected poetry: analysis and marking of rhyme schemes
5	Meter and Scanning	Short quiz on poetic techniques learned weeks 2 - 4. Selected poetry; poetry worksheet; reading and identifying poetic techniques
6	Sonnet	Selected poetry; analysis and marking of the sonnet form
7	Reviw & Mid-term Exam	Examination on material read and poetic techniques learned weeks 2 - 6.
8	Dramatic Narrative and Monologue	Short answer exam on poetry read weeks 2-6.
9	Lyrical Poetry	The ballad; poetry worksheet; reading and identifying poetic techniques
10	Lyrics as Poetry	Selected works: analysis and interpretation
11	Free and Blank Verse 1	Short quiz on poetic techniques learned weeks 8 - 11. Selected works: analysis and interpretation
12	Interpretation and Recital 1	Introduction of selected poet and poem; recital or presentation of poem; peer feedback

13	Interpretation and Recital 2	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
14	(1) Interpretation and Recital 3 (2) Term Paper	3-5 page term paper on recital poem plus one more by that same poet is due.

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

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

**[Textbooks]**

Reading material will be made available for downloading on 授業支援システム (H'etudes).

**[References]**

For term paper formatting:

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

Kelly, Joseph, ed. *The Seagull Reader: Poems*. W. W. Norton & Company, 2008.

*Poetry Out Loud*. 2005. [www.poetryoutloud.org](http://www.poetryoutloud.org). Accessed 10 January 2018. (POL is an organization that promotes poetry recitation and contests.)

**[Grading criteria]**

Quizzes (20%); mid-term (30%); recitals (20%); final exam (30%).

**[Changes following student comments]**

A renewed emphasis on instruction in poetry recitation skills.

**[Equipment student needs to prepare]**

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

**[Others]**

Enrollment is limited to 2nd - 4th year students.

**[Prerequisite]**

Permission from the instructor to enroll in the course.

## Comparative Literature

Gregory Kheyrnejat

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Thu 3rd

## 【Grading criteria】

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

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

## 【Outline and objectives】

An introduction to the fundamental issues of modern comparative literary studies. Distinct from literary history and literary criticism, comparative literature approaches works primarily as nodes within multiple overlapping networks of signification. We will examine how national canons, world literature, translation, and works in other media combine to complicate the reader's impressions of a text.

## 【Goal】

Students will practice critical reading and writing while learning the basic approaches used in comparative literary studies.

## 【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.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	What is Comparative Literature? (1)	Basic definitions of the field
3	What is Comparative Literature? (2)	Historical development of comparative literature
4	Interliterary Theory	Relationships between national and world literature
5	Literature and Colonialism	Postcolonialism and world literature
6	World Literature (1)	Development of the concept of world literature
7	World Literature (2)	The role of world literature today
8	Themes and Images	Relationships between language and interpretation
9	Literature and Translation (1)	The invisibility of translation
10	Literature and Translation (2)	Untranslatable literature
11	Comparative Literary History	Comparing national canons
12	Interartistic Comparison (1)	Modernity and hypertextuality
13	Interartistic Comparison (2)	Literature and other 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.

## 【Textbooks】

Domínguez, César, et al. *Introducing Comparative Literature: New Trends and Applications*. Routledge, 2015.

Additional texts will be provided as handouts in class.

## 【References】

Not applicable.



## Film Theory and Analysis

Akiko Mizoguchi

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Wed 3rd

### [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.

### [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*.

### [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	Themes, narrative
5	Film Topics	Characters, point of view
6	Film Elements	Mise-en-scène and realism
7	Film Elements	Composition and the image
8	How to Research the Movies	Methods and resources of the research on film
9	Approaches to Writing About Films	History and national cinemas
10	Approaches to Writing About Films	Genres, auteurs
11	Approaches to Writing About Films	Formalism and ideology
12	Research Workshop	Student presentations 1
13	Research Workshop	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.

### [Textbooks]

Corrigan, Timothy. *A Short Guide to Writing About Film*. Eighth Edition. NY: Longman, 2011.

### [References]

Monaco, James. *How to Read a Film: Movies Media and Beyond*. Fourth Edition. NY: Oxford University Press, 2009.

Braudy, Leo and Marshall Cohen. (eds.). *Film Theory and Criticism*. Seventh Edition. NY: Oxford University Press, 2009.

Richie, Donald. *A Hundred Years of Japanese Film* Tokyo: Kodansha International, 2001.

Miyao, Daisuke (eds.). *The Oxford Handbook of Japanese Cinema*. Oxford: Oxford University Press, 2014.

Rich, B.Ruby. *New Queer Cinema: The Director's Cut*. Durham: Duke University Press, 2013.

### [Grading criteria]

The final grade will be based on class participation and class discussions (40%), presentation (20%), and the project paper (minimum 800 words) (40%).

### [Changes following student comments]

Theatrically released animation films (anime) can be the subjects of project papers as well as live-action films.

### [Others]

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

Assigned sections from the textbook will be made available on H'etudes or as handouts. Students can also refer to the other sections of the book using the copy in the GIS reference room.

### [Prerequisite]

None.

## History of Photography

Gary McLeod

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Mon 2nd

## [Outline and objectives]

How old is photography? Can you imagine visually recording your lunch without a cellphone camera? How can you share a photograph without Facebook, Instagram or Email? Photography was born out of a desire to remember someone or something, but to many people, it is still “magic” that happens inside a black box. This course looks at the history of photography to help us re-evaluate how digital images have become an integral part of daily experiences.

## [Goal]

Photography was developed through a process of scientific study and creative experimentation. This course will give students an insight into the problems that a large number of photographers overcame to make images. Knowledge gained of methods and approaches during the course will also help students better understand the production of images today, helping them to become informed consumers/producers.

## [Method(s)]

This course uses a practice-based learning approach to guide students through a chronological history of photographic processes. Each week, a workshop is conducted that evokes technological and sociological developments in the medium. These are supported with periodic lectures relating to examples of past and contemporary photographers. Students document class activities using a workbook and create a photo essay that uses one method taught to explore one of three core themes from the class: love, truth, freedom. In addition, students visit at least one photography exhibition in Tokyo to help them prepare for a video presentation. Attendance is recorded weekly using visual media (e.g. photograph).

## [Schedule]

No.	Theme	Contents
1	Early Days	Introducing the course and expectations.
2	Tracing Shadows	Recording memories visually without a camera.
3	DIY Cameras	Making pinhole cameras / camera obscura.
4	Fixing the Shadows	Discussing the history of photography from a technology perspective.
5	Photograms	Making photograms using sunprint paper.
6	Negative / Positive	Printing positive images from negatives.
7	Wet Collodion	Learning about the Wet Collodion process.
8	Burning for Desire	Discussing the history of photography from an art perspective.
9	Consumer Cameras	Working with 35mm film processes.
10	Unique Images	Working with Polaroid / Instax film processes.
11	Objects of Memory	Discussing the cultural history of photography.
12	Analogue or Digital	Exploring similarities and differences between analogue and digital photography.
13	Presentation Practice	Students practice making effective visual presentations.
14	Photo Essay Review	Final review of photo essays prior to submission.

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

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. Students are also expected to visit at least one photography exhibition in Tokyo for the presentation assignment (suggestions will be provided). The final project (photo essay) will require students to make photographs outside of class hours. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class).

## [Textbooks]

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

## [References]

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.  
 Hockney, David (2001) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Avery Press.  
 Hirsch, Robert (2009) *Seizing the Light*, McGraw-Hill Education.  
 Newhall, Beaumont (2009) *The History of Photography: from 1839 to the present*, Museum of Modern Art, NY.  
 Rosenblum, Naomi (1989) *A World History of Photography*, Abbeville Press.  
 Tucker, Jennifer (2013) *Nature Exposed: Photography as Eyewitness in Victorian Science*, John Hopkins 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 actively taking part in the weekly activities, as well as weekly contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short video presentation (3 minutes) about a current or recent photography exhibition.

Final Project: each student must produce a personal photo essay (min. of 5 images) using a method taught in class and explores one of three core themes: love, truth, freedom. Further details will be explained in the first class.

The final grade is based on: Participation 40%, Video Presentation 20%, and Final Project 40%.

## [Changes following student comments]

The course has been modified to encourage more practical engagement with the history of photography.

## [Equipment student needs to prepare]

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required be given each week.

## [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.

## Art History

Sarah Allen

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Tue 4th

**[Outline and objectives]**

20th-century art history, appreciation and interpretation.

**[Goal]**

This course will introduce various 20th-century art movements and help students acquire the theoretical tools necessary to understand and appreciate artwork.

**[Method(s)]**

Classes will consist of lectures on 20th-century art and class discussion. Homework readings will provide students with background in the history and theory necessary to discuss, analyze and write about art. Students will also research and make a presentation on a 20th-century artist, group, or movement of their choice.

**[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 Expressionism	History and influences of 20th-century movements and developments
8	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	Presentations about an artist, work(s), group, or movement
12	Student Presentations	Presentations about an artist, group, work(s), or movement
13	Student Presentations	Presentations about an artist, group, work(s), or movement
14	Art spaces in Tokyo	Art spaces and events

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

Readings, completing worksheets and other written assignments, postings on the class website, preparation for group discussion, exhibition and gallery visit and research. Preparation for class presentation and essay.

**[Textbooks]**

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

**[References]**

Extra readings and materials will be provided by the instructor.

**[Grading criteria]**

Class participation: 20%  
 Homework assignments: 30%  
 Presentation: 30%  
 Essay: 20%

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## History of English Studies in Japan

Mitsutoshi Somura

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Fri 3rd

## [Outline and objectives]

The objective of this course is an introduction of English Studies in Japan in a historical context.

## [Goal]

This course will introduce (1) why and how the Japanese have learned English in several historical case studies, and (2) how Japan and the English-speaking world have come to share common values, ideas, and thoughts. (3) While the Japanese forerunners' attitudes to, purposes, and methods of English studies are examined, students will rethink of and have his/her own reasoning and philosophy.

## [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.

## [Schedule]

No.	Theme	Contents
1	Introduction	The course guidance
2	Encounters with Britain and America	A survey of Japan from the arrival of Perry to globalisation
3	The Journal of Iwakura Embassy	Japan in the age of imperialism and survival of the fittest
4	The Starting Point of English Studies in Japan	From Dejima to Edo: from interpretation to academia
5	Fukuzawa Yukichi	Western Civilization and the progressive thought
6	Natsume Soseki	An archetype of the English teacher in Japan
7	English Studies and the War	Nationalism, English and its education
8	Course Review Mid-term examination	Course review, students' inquiries, and discussion written examination
9	English Studies and Films	Post-war American society and culture in films
10	The Age of America and Japan	From its hegemony in 1950s to Counterculture
11	Pros and Cons of the Anglo-American Way	English and the left intellectuals in Japan
12	Controversy over English Education	The grammar-translation method and the communicative method
13	Globalisation and English as a lingua franca	The age of English and linguistic imperialism

14	Course Review End-term Examination	Students' inquiries, and discussion written examination
----	---------------------------------------	---

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

Students will have to read the materials as instructed and prepare for class.

## [Textbooks]

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

## [References]

Philip Seargeant (2009). *The Idea of English in Japan: Ideology and the Evolution of a Global Language*. Bristol: Multilingual Matters.

Jeff Kingston (2011). *Contemporary Japan: History, Politics, and Social Change since the 1980s*. Oxford: Wiley-Blackwell.

Louis Frédéric (2002). *Japan Encyclopedia*. trans. Käthe Roth. Cambridge Massachusetts: Harvard University Press.

Alan Campbell and David S. Noble (eds) (1993). *Japan Illustrated Encyclopedia*. Tokyo: Kodansha.

Sumio Kawakami (ed) (1988). *Shiryō Eigaku-shi*, v.1. part 1. *Eigaku Kotohajime. (History of English Studies in Japan: A Sourcebook. The Dawn of English Studies)*. Tokyo: Taishukan.

Sumio Kawakami (ed) (1998). *Shiryō Eigaku-shi*, v.1. part 2. *Bunmei-kaika to Eigaku. (History of English Studies in Japan: A Sourcebook. Civilization, Enlightenment, and English Studies)*. Tokyo: Taishukan.

Sumio Kawakami (ed) (1978). *Shiryō Eigaku-shi*, v.2. *Eigo-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.

## General Topics II: Tokyo Tales-discovering the hidden city

Heide Imai

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 3rd

### [Outline and objectives]

This course takes up the challenge of demonstrating what, how and why we can learn from 'Tokyo' and will study the hidden aspects of the city. We will study the past, present and future of the city, discovering, remembering and re-telling the tales and everyday stories from the Edo period to the present day.

### [Goal]

After the completion of this course, students will be able to:

- Understand the general development of the city.
- Develop a greater understanding of analysing, studying and representing the city through different ways and media.
- Consider new directions to understand and re-discover the past, present and future of the city.

### [Method(s)]

Using maps, plans, and photographs, we examine the physical layers of the city – its landscapes, architecture, infrastructure, and technologies. The social and cultural dimensions of urban everyday life are approached and analysed via written, artistic, and cinematic representations. During the course we will focus on the following questions: How has Tokyo grown and transformed over its history? How are memories and stories featuring Tokyo shaping and changing over time? In what ways is the remembered past (and the imagined future) present in contemporary Tokyo? The course is taught through lectures, group discussions and presentations.

### [Schedule]

No.	Theme	Contents
1	Introduction and Overview	Defining Edo and Tokyo, introducing the topics and requirements of the course.
2	Shitamachi: Yamanote Low City, High City	This section will discuss the meaning of both of these terms to understand the city.
3	Walking Tokyo 1	Discovering the neighbourhoods of Nihonbashi and Ginza.
4	Walking Tokyo 2	Discovering the neighbourhoods of Ueno and YaNeSen. (Yanaka/Nezu/Sendagi)
5	Walking Tokyo 3	Discovering the neighbourhoods of Shibuya and Daikanyama.
6	Tsukiji: the Fishmarket of the World	We will discuss the past, present and future of the world's largest fishmarket.
7	The Light and Sounds of Tokyo	We will discuss different aspects of Tokyo's sensual landscape.
8	Mid Term Review and Fieldwork 1	This section will review topics 1-7 and allow students to define their research topics through fieldwork.
9	Tokyo Underworld: Gas, Gangster and everything under the ground	This section will discuss different aspects of Tokyo from 'below'.
10	The Tokyo of Haruki Murakami	We will discuss how Tokyo is featured in different ways in contemporary literature, focusing on Haruki Murakami.
11	Tokyo: the Post-Bubble City	We will discuss theoretical, economical and architectural aspects of the changing cityscape.
12	Food and Kitchens of Tokyo	This section will discuss different types of food production and consumption in Tokyo.

13	Cool Tokyo: Fashion, Fame and Fusion	This section will introduce and discuss Tokyo as a city of fashion, media and design.
14	Final Paper	Presentation and Submission of Research Papers

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

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

### [Textbooks]

Waley, P. (1992) *Fragments of a City: A Tokyo Anthology*. Japan Times.

Reading material is available for download prior to classes and discussion material will be distributed in class.

### [References]

Ashihara, Y. (1989) *The Hidden Order*, Tokyo, New York, London: Kodansha International.

Isabel Coixet (2009) DVD - *Map of the Sounds of Tokyo*

Popham, P. (1985) *Tokyo: the City at the End of the World*, Tokyo, Kodansha International.

Seidensticker, E. (1990) *Tokyo Rising: The City Since the Great Earthquake*, 1st edition, Knopf.

Seidensticker, E. (1991) *Low City, High City: Tokyo from Edo to the Earthquake: How the Shogun's Ancient Capital Became a Great Modern City, 1867-1923*, Boston, Harvard University Press.

Waley, P. (1984) *Tokyo Now and Then: An Explorer's Guide*. New York, Weatherhill.

Waley, P. (1991) *Tokyo, City of Stories*. New York, Weatherhill.

Jinnai, H. (1995) *Tokyo: A Spatial Anthropology*, University of California Press.

Atelier Bow Wow (2002) *Pet Architecture Guide Book*. Tokyo, World Photo Press.

Boontharm, D. (2013) *Tokyo, Bangkok, Singapore: Intensities, Reuse and Creative Milieu*, Tokyo: Flick Studio.

### [Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

Fieldwork and Final Research Paper

Each student must write a research paper, min. 2500 words (not including references), that will count for 60% of the final course grade. The paper must deal with a concrete topic and can be based on fieldwork. The topic of the paper can be decided in agreement with the instructor during the first month of the course. Students are free to choose their own topic.

The final grade is based on: Class Participation 10%, Discussion 10%, Assignments 20%, Research Paper 60%.

### [Changes following student comments]

A better schedule and connection between theory, fieldwork and final reports.

### [Prerequisite]

None.

## General Topics II: Modern Olympics Movement

Heide Imai

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Tue 3rd

### [Outline and objectives]

The Tokyo Olympics in 2020 will be a great opportunity for showcasing a modern, sustainable Japan. This course will investigate the history of the modern Olympic Games and their impact on societies, economies and different places of the ancient and modern worlds.

### [Goal]

After the completion of this course, students will be able to:

- Understand the basic concepts of the ancient and modern Olympic movement.
- Focus on different references to evaluate, judge and measure the recent movement and the term 'Olympism'.
- Develop a greater understanding of the field and will be able to write critically about the movement and its future.

### [Method(s)]

The course will study the origins and phenomenal growth of the modern international Olympic Games. From the turn of the last century the Olympic Games have captured the imagination of an increasing number of people throughout the world as a result of the growth of mass media in the 20th century. In the first International Olympics, held in Athens in 1897, 241 athletes from 14 nations competed, while at the 2004 games over 10,500 athletes from nearly 200 countries competed. Besides the audience and participants, the Olympic Games have grown in the breadth and variety of competitions to include many sports events and forms of tourism. The course is taught through lectures, group discussions and presentations.

### [Schedule]

No.	Theme	Contents
1	Introduction: Ancient Olympics	This section will introduce the general topics starting with the ancient Olympic Movement.
2	Athens 1896/1906/2004	We will discuss the Olympics in the 19th/20th and 21st century in this historical city.
3	Olympics in between Wars	How have Olympics developed between the different wars, including at the beginning of the Cold War?
4	Paris 1900/1924 and Berlin 1916/1936	We will discuss and compare the Olympics in these European Cities.
5	Olympics and Networks of Power	This section will discuss the influence of politics, power and terrorism.
6	Mexico 1968, Munich 1972 and Sochi 2014	What were/will be the aspects which made these events a part of our recent global history?
7	Midterm Review and Presentations	This section will review topics 1-7 and prepare students for the take-home exam.
8	Olympic Urbanization: London 1908/1944 and 2012	We will discuss the urban development of the city which held the Olympics 3 times.
9	Pacific Olympic Movement: Sydney 2000 and Beijing 2008	In this lecture we discuss the meaning and development of the Asian Olympic Movement, incl. Australia, China and India.
10	Latin American 'Olympic Explosion' in the 1920s and Now - Rio de Janeiro 2014 and 2016	We will discuss the development of the Olympic Movement with a special focus on the 2016 Summer Olympics.

11	Japanese Olympic Movement: Winter and Summer Games	This section will discuss the modern Japanese Olympic movement with its specific problems and opportunities.
12	Tokyo 1940/1964/2020	How will Tokyo present itself in 2020 based on the experience of 1940 and 1964?
13	South African and Indian Olympic Movement and the Future of the Olympics	This section will discuss the South African and Indian Olympic movement, asking if and when will an Olympic event be held in this part of the world.
14	Final Presentations, Submissions & Wrap-up	Students will present, discuss and submit their take-home exam.

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

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

### [Textbooks]

John E. Findling and Kimberly Pelle (2004) *Encyclopedia of the Modern Olympic Movement*, Greenwood.

Reading material is available for download prior to classes and discussion material will be distributed in class.

### [References]

U. S. Olympic Committee (2001) *Olympism: A Basic Guide to the History, Ideals, and Sports of the Olympic Movement* (Olympic Guides), Gareth Stevens Publishing.

Christopher Sans (2011) *Olympic Torch: A History of the Olympic Movement from the Ancient Games to Today*, Webster's Digital Services.

Sandra Collins (2008) *The 1940 Tokyo Games: The Missing Olympics: Japan, the Asian Olympics and the Olympic Movement*, London: Routledge.

### [Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

### Final Take-home Exam

The course runs for 14 weeks. After seven weeks, there will be a review of the topics covered to that date. Students can ask and simulate specific questions related to the final take-home exam. In week 13 the take home exam is distributed, which has to be submitted in week 14.

The final grade is based on: Class Participation 10%, Discussion 10%, Assignments 20%, Final Take-home-exam 60%.

### [Changes following student comments]

A better schedule and connection between theory and practical examples.

### [Prerequisite]

None.

## Japanese Popular Culture

Akiko Mizoguchi

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Wed 4th

## 【Outline and objectives】

Theories of visual and cultural studies, scholarly essays on Japanese popular culture, and research on 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.

## 【Method(s)】

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. 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.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Defining visual and cultural studies
2	Theories	Image and ideology, how we negotiate the meaning of images
3	Theories	Encoding/ decoding, reception and the audience
4	Theories	Appropriation and cultural production, gender and the gaze
5	Theories	Producer's intended meanings, reflexivity and postmodern identity
6	Topics in Japanese Popular Culture	The Imperial Family and the media in postwar Japan
7	Topics in Japanese Popular Culture	Sports as popular culture Students hand in the topics of their final research projects
8	Topics in Japanese Popular Culture	Takarazuka and kabuki
9	Topics in Japanese Popular Culture	“Shōjo” in popular culture
10	Topics in Japanese Popular Culture	Anime fandom in the global context
11	Topics in Japanese Popular Culture	Japanese fashion (designer fashion and street fashion)
12	Research Workshop	Student presentations of final paper projects. Feedbacks 1
13	Research Workshop	Student presentations of final paper projects. Feedbacks 2
14	Summary	Revisiting basic theories of visual and cultural studies in relation to Japanese popular culture

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

Students are required to complete reading assignments so that they are ready for class discussions. Students will be asked to speak about the weekly articles at least once during the semester.

Also, students will conduct research, write, and make class presentations.

## 【Textbooks】

Sturken, Marita and Lisa Cartwright. *Practices of looking: an introduction to visual culture*, 2nd ed. NY: Oxford University Press, 2009.

## 【References】

Tobin, Joseph J. ed., *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society*. New Haven and London: Yale University Press, 1992.

Richie, Donald. *The Image Factory: Fads & Fashions in Japan*. London: Reaktion Books, 2003.

Martinez, D.P. (ed.). *The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures*. Cambridge: Cambridge University Press, 1998.

Craig, Timothy J. (ed.). *Japan Pop!: Inside the World of Japanese Popular Culture*. NY: M.E. Sharp, 2000.

## 【Grading criteria】

The final grade will be determined by evaluation in the following areas: (1) Contribution to class discussion (40%), (2) Presentation of the final paper project (20%), (3) Final paper (minimum 800 words) (40%).

## 【Changes following student comments】

We will use a North American university textbook early in the semester in order to learn basic theories before working on examples of Japanese popular culture.

I have added reference books on Japanese popular culture.

I have included fashion as a weekly topic.

## 【Others】

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

## 【Prerequisite】

None.

## Art and Design

Gary McLeod

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Tue 2nd

**[Outline and objectives]**

As digital technologies force mediums and practices to converge, is it possible to talk about art and design as two separate things? This course introduces students to such questions through practical exploration of the “visual book”. Borrowing strategies from remix culture, students take visual and textual fragments from their surroundings, re-shape them and share them back with the world again.

**[Goal]**

Both artist books and zines are products of love, of obsession, of passion, and of curiosity. They are also personal and unique in approach, treatment and style. Viewing art and design as one subject, students will be guided through practical steps to produce an artist book/zine that communicates a subject of personal interest. In doing so, they will gain a working understanding of a shared visual language.

**[Method(s)]**

Supported by lectures with examples of zines and artists’ books, students acquire understanding of visual language common to both art and design (e.g. typography, image editing, layout design). That understanding is then applied to the production of a visual book (artist book/zine), forming answers to key concerns: the aim, the purpose, and the audience it is aimed at. To evidence the creative process, students are expected to document the classes and activities in a workbook. Final submission comprises the visual book, video documentation of it, documentation and a completed workbook evidencing the process. Attendance is recorded weekly using visual media (e.g. photograph).

**[Schedule]**

No.	Theme	Contents
1	Visual Books	Introducing the course and expectations.
2	Image Economy	Talking about image circulation and the need to be curious.
3	Remix Culture	Looking at the notion of remixing to generate content.
4	Proposals	Presenting/discussing students’ ideas.
5	Deciding the Container	Exploring options for format and size.
6	Considering Pages	Exploring layout design and arrangement.
7	Handling Letters	Applying a basic consideration of typography.
8	Working with Images	Exploring the re-purposing/appropriation of images.
9	First Dummy	Getting feedback on first drafts.
10	Knowing your Audience	Discussing how books are experienced.
11	Second Dummy	Getting feedback on second drafts.
12	Final Book / Zine	Documenting final draft using video.
13	Packaging	Exploring and discussing ways to present books.
14	Shelf Life	Discussing the life of a book/zine after publication.

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

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class). The course will also require a number of hours spent outside of class in order to collect interesting content (images and text).

**[Textbooks]**

No textbooks will be used. 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.  
 Castleman, Riva (2002) *A Century of Artists’ Books*, Museum of Modern Art, New York.  
 Ceschel, Bruno (2015) *Self Publish, Be Happy: A DIY Photobook Manual and Manifesto*, Aperture.  
 Drucker, Johanna (2004) *The Century of Artists’ Books*, Granary.  
 Smith, Keith A (2003) *Structure of the Visual Book*, 4th Edition, Keith A. Smith Books.  
 Triggs, Teal (2010) *Fanzines*, Thames and Hudson.  
 Wreck, Alex (2014) *Stolen Sharpie Revolution*, Lunchroom Publishing.

Additional references will be provided by the instructor in class.

**[Grading criteria]**

Participation: this applies to class-activities, assigned readings, collecting visual material, exhibition and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Exhibition: each student must produce a visual book (artist book/zine) with a minimum of 16 pages. Students are free to choose their subject but must discuss this in class during the first month.

Documentation: each student must make a short video (3 mins) documenting their visual book.

The final grade is based on: Participation 40%, Visual Book 40% and Documentation 20%.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required be given each week.

**[Others]**

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.



## Music and Culture

Darren G Moore

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Thu 4th

## [Outline and objectives]

This course is an introductory-level survey of diverse musical cultures from around the world. Through examining musical texts within a historical, geographical and cultural context, the course explores music as human expression in an increasingly interconnected world. The course will look at how music exists as a phenomenon of culture, exploring key ethnomusicological issues such as music and place, spirituality, and transnationalism.

## [Goal]

Borrowing from the disciplines of ethnomusicology, anthropology, sociology, literary criticism, and history, the course aims to introduce a range of musics from different corners of the globe. The goal of course is to study the characteristics of different musics and examine their meaning within a cultural context. The course will enable students to expand their horizons and better appreciate diversity in the contemporary world.

## [Method(s)]

This course is taught through a combination of lectures, documentary-viewings, analysis of musical texts, small-group work and discussions. The course will also facilitate self-learning through required weekly reading and listening assignments that will be assessed through in-class quizzes.

## [Schedule]

No.	Theme	Contents
1	Introduction to Music and Culture	Overview of Music and Culture course and student selection exam.
2	Ethnomusicology and Aural analysis	Introduction to the discipline of Ethnomusicology and the basic tools for analysing and listening to the world's musics.
3	Cultural Considerations	A look beyond the sounds themselves providing an overview of the many aspects and perspectives to consider studying music within a cultural context.
4	Oceania	An examination of the music from the Oceania region focusing on the Australian Aborigine Didjeridu and Papua New Guinean Susap instruments.
5	South Asia	An overview of the music from India focusing on the Carnatic South Indian classical music tradition. In class quiz on weeks 2-4.
6	South East Asia	An introduction to music in South East Asia featuring the gamelan traditions of Java and Bali.
7	East Asia	An overview of the different music traditions of East Asia; contrasting Japanese Gagaku and Mongolian Throat singing.
8	The Middle East	An examination of the role of Islam in the music traditions of the Middle East as well an overview of Iranian and Egyptian music. In class quiz on weeks 5-7.
9	Europe	A look at European traditional music from Spanish Flamenco to Russian Balalaika Ensembles.

10	Sub-Saharan Africa	A focus of the importance of rhythm in African music, looking at West African drumming traditions and Central African pygmy music.
11	The Caribbean	A look at the role of ritual in Haitian music as well as an overview of the influential Cuba music tradition.
12	South America	An examination of the diverse indigenous traditions of the Amazon and Peru. In class quiz on weeks 9-11.

\*Depending on the class size for 2018, week 12 may be used for student presentations.

13	Student Presentations	Student in-class presentation and research project submission: Students will be required to submit a 1500-2000 word written research project and 10 minute presentation in-class on a music tradition from anywhere in the world that has not been covered in class. The presentation should be an overview of the written research project introducing the historical, musical and cultural aspects of the tradition.
14	Student Presentations	As above.

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

Students will be assigned weekly reading and listening assignments from the course textbook that will be assessed through in-class quizzes. The lecturer will also recommend books and recordings for further study on each lecture.

## [Textbooks]

Miller, T.E., Shahriari, A. (2017). *World Music: A Global Journey* (Fourth Edition). New York: Routledge.

## [References]

Bakan, M. (2007). *World Music - Traditions and Transformations*. New York: McGraw-Hill.

Harris, R., & Pease, R. (2015). *Pieces of a Musical World: Sounds and Cultures*. New York: Routledge.

Titon, J. (2009). *Worlds Of Music, An Introduction To The Music Of The World's Peoples*. Los Angeles: Schirmer.

*The Garland Encyclopedia of World Music*. 10 vols. New York and London: Routledge, 1998 - 2002.

Wade, B. (2013). *Thinking Musically: Experiencing Music, Expressing Culture*. London: Oxford.

Broughton, S. and Ellingham, M. et al (2000). *World Music: The Rough Guide, Vol. 2: Latin & North America, Caribbean, India, Asia and Pacific*. London: Rough Guides.

Broughton, S. and Ellingham, M. et al (2006). *World Music: The Rough Guide, Vol. 1: Africa & Middle East*. London: Rough Guides.

## [Grading criteria]

Class participation: 20%, In-class quizzes: 20%, Research in class presentation: 20%, Final written research report: 40%.

## [Changes following student comments]

Not applicable.

## [Equipment student needs to prepare]

Students are to bring notebooks or computers for note taking in class.

## [Prerequisite]

None.

## American Literature

Gregory Khezhnejt

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Thu 5th

## 【Outline and objectives】

The melting pot was a popular metaphor for a fusion of races, cultures, and languages in the United States before falling out of favor in recent decades, but the term is rooted in a historical context stretching from the revolutionary period to the modern day. In this course, we will follow the development of the melting pot image and examine how it reflects a shifting discourse on race, assimilation, and identity in American literature. We will also consider its limitations through contemporary criticism.

## 【Goal】

Students will practice reading and writing critically while exploring the development of melting pot discourse in American literature. Students will also cultivate an understanding of key themes of American literature related to race, identity, and transnational experience.

## 【Method(s)】

Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will write an in-class midterm response paper and submit a final paper.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	Origins of the Melting Pot Metaphor	de Crevecoeur, <i>Letters from an American Farmer</i>
3	Transcendentalist Utopias and the Melting Pot	Emerson, <i>Essays: First Series</i>
4	Critiques of Utopianism	Poe, <i>The Domain of Arnheim</i>
5	Language of the New Man	Whitman, <i>Leaves of Grass</i>
6	The Melting Pot and Immigration	Zangwill, <i>The Melting Pot</i>
7	Race and the Pre-War Melting Pot	Zangwill, <i>The Melting Pot</i>
8	Midterm Exam	No reading
9	Criticism of the Melting Pot	Bourne, <i>Trans-National America</i>
10	Reforging Culture: Authenticity and Appropriation	Walker, <i>Everyday Use</i>
11	Assimilation and Cultural Identity	Kingston, <i>The Woman Warrior</i>
12	Language of the Melting Pot	Kingston, <i>The Woman Warrior</i>
13	Storytelling and Authenticity	Kingston, <i>The Woman Warrior</i>
14	Final Synthesis	Review major themes of the course

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

Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions.

## 【Textbooks】

Kingston, Maxine Hong. *The Woman Warrior*. Picador, 2015.  
 Additional readings will be provided in class as handouts.

## 【References】

de Crèvecoeur, J. Hector St. John. *Letters from an American Farmer and Sketches of Eighteenth-Century America*. Penguin, 1981.

Whitman, Walt. *Leaves of Grass*. Dover, 2013.

## 【Grading criteria】

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

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Tue 1st

### [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.”

### [Method(s)]

Before each class, everyone has to read and digest ten or so pages of the textbook and do related exercises. We’ll discuss that part of the book, and the exercises, in the class. You are very welcome to come up with apparent counterexamples and so forth.

### [Schedule]

No.	Theme	Contents
1	Introduction	A warm-up after a break of months or longer since the end of <i>English Grammar: The Basics</i> .
2	Preposition Phrases (i)	Prepositions, as traditionally and newly understood
3	Preposition Phrases (ii)	Grammaticized uses of prepositions; preposition stranding; structure of preposition phrases
4	Preposition Phrases (iii)	Preposition phrase complements; prepositional idioms and fossilization
5	Negation and Polarity	Subclausal and clausal negation; polarity items; scope of negation
6	Clause Types (i)	Asking, exclaiming, directing: speech acts; interrogatives and questions
7	Clause Types (ii)	Exclamatives; imperatives and directives
8	Quick Revision; Mid-term Examination	Q&A; assessing the degree to which students have understood the first half of the course

9	Subordination and Content Clauses	Subordinate content clauses: declarative, interrogative and exclamative
10	Relative Clauses	Relative clauses as noun modifiers; integrated versus supplementary relative clauses; fused relatives
11	Grade and Comparison	Comparative and superlative; <i>more, most, less</i> and <i>least</i> ; different kinds of comparisons; comparative clauses
12	Non-finite Clauses (i)	Four kinds of non-finite clauses; forms of non-finite clauses
13	Non-finite Clauses (ii)	Functions of non-finite clauses; the catenative construction
14	Quick Revision; Final Examination	Q&A; assessing the degree to which students have understood the second half of the course

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

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

### [Textbooks]

Rodney Huddleston and Geoffrey K Pullum, *A Student’s Introduction to English Grammar* (Cambridge: Cambridge University Press, 2005). ISBN 0-521-61288-8. (Students will have already used this in the 100-level course *English Grammar: The Basics*.)

### [References]

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

### [Grading criteria]

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

### [Changes following student comments]

A further reduction in the quantity of what’s shown on screen during the class, a further increase in the quantity of annotations that can be examined outside the class. And I’ll try harder to speak loudly enough.

### [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]

See <http://tinyurl.com/pe-grammar> for the slideshows. These can be used on computers, tablets and many phones.

### [Prerequisite]

Normally, *English Grammar: The Basics*. Other students may be allowed in at the instructor’s discretion (but will then have to work particularly hard).

## The Words of English

Peter Evans

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Tue 1st

**[Outline and objectives]**

A better understanding of the words of English: primarily their use within the English of today, but also a little about their origins.

**[Goal]**

The course deals with phonology, lexicology, morphology, lexical semantics and lexical acquisition; as all of these are areas within linguistics, the ultimate purpose of this course is that of linguistics: to help give you some insight toward the aim of understanding how the human mind works.

(It's likely that the course will extend your vocabulary a little, but this is true for almost any university course. "Learning more English words" is *not* a goal of this course.)

As for "employability skills", you'll get practice in reading comprehension, gathering information and developing hypotheses; and you'll also get a heightened and informed sensitivity to language (a "metalinguistic knowledge") that should help you in careers as diverse as law and copywriting.

And perhaps you will enjoy language more as well.

**[Method(s)]**

A mixture of simple lectures (with responses from students), and word-related exercises. Active participation is highly encouraged.

**[Schedule]**

No.	Theme	Contents
1	Words: An Introduction	Words, listemes and idioms
2	The Phonology of English	Spelling and pronunciation; the International Phonetic Alphabet
3	Phonological Words	Phonotactics; the syllable; parsing the speech stream
4	Word Origins	Affixation, compounding, and minor morphological processes; widening, narrowing, and other semantic change; conversion
5	Prefixes and Suffixes	Compositionality; function vs content; the free vs the bound; roots vs stems; inflection vs derivation; affixal syntax and phonology; allomorphy; productivity
6	Quick Revision; Midterm Examination	Q&A; assessing the level of understanding of the first half of the course
7	Morphological Oddities	Multiple morphemes for the same job; root alterations; remnants from the past; stress shifting; loss of irregular forms
8	Lexical Semantics (i)	Entailment; meanings of function words; meanings of content words
9	Lexical Semantics (ii)	Meaning and grammar; argument structure
10	Child Word Acquisition (i)	Factors in deciding what a word refers to
11	Child Word Acquisition (ii)	Syntactic frames and semantic roles; influence of function words

12	The History of English Vocabulary	The sources of the words of English
13	The History of English Phonology	Sound change and spelling stasis
14	Quick Revision; Final Examination	Q&A; assessing the level of understanding of the second half of the course

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

After each class, reading and carefully digesting the relevant pages of Heidi Harley's book *English words* (see below) is strongly recommended.

**[Textbooks]**

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

**[References]**

Harley, Heidi. *English Words: A Linguistic Introduction*. Malden, MA: Blackwell, 2006. ISBN 978-0-631-23032-8.

The course is loosely based on this book, although the material in some chapters is dealt with in more depth than is that in others. Whether you want to (i) check that you really did understand something correctly, (ii) read up on something that you realize you didn't understand, or (iii) get a fuller understanding of something you already understand, this book should be your first destination.

Other references are as recommended in Harley's book; also:

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

Google Books Ngram Viewer <https://books.google.com/ngrams>  
*Oxford English Dictionary* <http://www.oed.com> (Access via the Hosei LAN is free of charge.)

**[Grading criteria]**

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

**[Changes following student comments]**

Course materials further revised for clarity and ease of understanding.

**[Equipment student needs to prepare]**

Students aren't obliged to bring a computer, tablet, or smartphone. But their use in class is welcome at particular times and for particular class purposes (which of course don't include websurfing, emailing, tweeting, etc).

**[Others]**

See <http://tinyurl.com/gis-words> for the slideshows. These can be used on computers, tablets and many phones.

**[Prerequisite]**

None.

## Sociolinguistics

(Language in Society (2008-2011 カリキュラム))

Yutai Watanabe

Credit(s) : 2 | Semester : Fall | Year : 2~4

Day/Period : Tue 4th

## [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 devoted to the study of how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the pioneering works of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language, dialect or accent is socially placed and ranked within a community, including multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on multilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. While the attitudes are based on socio-psychological considerations, rather than on purely linguistic grounds, they often influence a listener's impression of a person speaking a particular language or with a particular accent.

## [Goal]

By the end of the course, students will:

- (1) understand key terminology, concepts and theories in sociolinguistics,
- (2) have an awareness of ongoing language changes in society, and
- (3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

## [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.**

## [Schedule]

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course content and instructional methodologies (2) Definitions of linguistics and sociolinguistics
2	Languages and Dialects Regional and Social Variations	(1) How many languages are there in the world? (2) Languages and dialects (3) Regional and social variations
3	William Labov's Studies (Part 1)	The social stratification of the postvocalic /-r/ in NYC
4	William Labov's Studies (Part 2)	(1) The social stratification of <i>-ing</i> in Norwich, UK (2) Centralized diphthongs in Martha's Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Examination Language and Social Class	(1) Mid-semester exam (2) Three Australian accents (3) Three New Zealand accents (4) H-dropping in Bradford and Norwich

8	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment
9	Language Attitudes	(1) Language attitudes (2) Preston's (1989) study (3) New Zealanders' attitudes towards a variety of accents (4) Rubin's (1992) study (5) Approaches to language attitudes
10	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore: A multilingual country (4) Code-switching and code-mixing
11	Diglossia	(1) H and L varieties
12	Minority Languages Standard and Non-standard English	(2) Minority languages in Japan (1) The standard variety of a language (2) Non-standard English
13	Elaborated and Restricted codes Pidgin and Creole	(3) Elaborated and restricted codes (1) Pidgin and creole English (2) Pidgin Japanese
14	World Englishes Summary and Final Examination	(1) The three circles of English (2) English proficiency (3) Hierarchy of English(es) (4) Review (5) Final exam

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

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

## [Textbooks]

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

## [References]

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

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

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

## [Grading criteria]

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

## [Changes following student comments]

Due to the introduction of 100-minute classes, the schedule of topics has slightly changed with video clips updated. The instructor will arrange a session to review the mid-semester exam.

## [Equipment student needs to prepare]

The handouts are downloadable in PDF format.

## [Others]

It is recommended that students have completed 100-level linguistics courses with good grades. This course is cross-listed with 'Global Open Program'. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 79 or IELTS 6.0.

## [Prerequisite]

No prerequisite is required.

## English as a Lingua Franca

Yutai Watanabe

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Tue 4th

## [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 an intense 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.

## [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.**

## [Schedule]

No.	Theme	Contents
1	Course Overview World Englishes	(1) Outlining the course content and instructional methodologies (2) World Englishes (3) Development of postcolonial Englishes (4) The diasporas of English
2	Limitations of the Three-circle Model	(1) Kachru's (1985) model (2) Other models of World English(es)
3	Introduction to ELF	(1) What is a lingua franca? (2) ELF
4	English in International Contexts (Part 1)	(1) English in Europe (2) English in international organisations (3) English in business
5	English in International Contexts (Part 2)	(1) English media for non-L1 English speaking viewers (2) English in public transport (3) English in pop culture
6	Phonetic Features of L2 English (Part 1)	(1) German-accented English (2) Spanish-accented English (3) Chinese-accented English
7	Phonetic Features of L2 English (Part 2) Mid-semester Examination	(1) Japanese-accented English (2) Mid-semester exam

8	Core Features of ELF	(1) The Lingua Franca Core (2) Common grammatical features of ELF interaction (3) Interlanguage
9	Native Speakerness and Critical Period Hypothesis (Part 1)	(1) The characteristics of the native speaker (2) NS/NNS dichotomy (3) The critical period hypothesis (4) The sensitive period hypothesis
10	Native Speakerness and Critical Period Hypothesis (Part 2)	(1) L1 English speakers' perception of L2 English (2) Passing for native speakers (3) L1 English speakers perceived as non-native
11	Bilingualism	(1) What is bilingualism? (2) Types of bilinguals (3) Attitudes towards bilinguals
12	Native Speakerism and Pedagogical Issues	(1) Dominance of native speakers in ELT (2) Disadvantages of native speakerism (3) ELF models (4) EFL users' accommodation to the ENL norm
13	ELF in Japan (Part 1)	(1) History of ELF/EIL in Japan (2) The <i>Suggested Course of Study in English</i> (3) The model of English to be taught
14	ELF in Japan (Part 2) Summary and Final Examination	(1) English in public transport (2) Language choice on university websites (3) Review (4) Final exam

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

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

## [Textbooks]

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

## [References]

Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.  
 Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Abingdon: Routledge.  
 Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.

## [Grading criteria]

Evaluation will be based on pre-assigned quizzes (15%), a mid-semester exam (40%) and a final exam (45%). More than two unexcused absences will result in failure of the course.

## [Changes following student comments]

Due to the introduction of 100-minute classes, the schedule of topics has slightly changed with video clips updated. The instructor will arrange a session to review the mid-semester exam.

## [Equipment student needs to prepare]

The handouts are downloadable in PDF format.

## [Others]

It is recommended that students have completed 100-level linguistics courses with good grades.

## [Prerequisite]

No prerequisite is required.

## TESOL II: Teaching Methodology (ESL Education II: Teaching Methodology)

Machiko Kobori

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 4th

### 【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.

### 【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.

### 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview of TESOL II
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	Consolidation of TESOL II	Final exam and review

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

1. Every week before attending the class, students are required to comprehend the assigned chapters of the text book and references, and to complete the pre-tasks/homework that should be submitted on the weekly basis.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.

### 【Textbooks】

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. (3rd ed.). Oxford University Press, USA.

### 【References】

1. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
2. Erben, T. et al. (2009). *Teaching English Language Learners through Technology*. Routledge.
3. Long, M. H., & Doughty, C. J. (2011). *The Handbook 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. 最新版. 『小学校学習指導要領 (外国語)』
8. 文部科学省. 最新版. 『中学校学習指導要領 (外国語)』
9. 文部科学省. 最新版. 『高等学校学習指導要領 (外国語・英語)』

### 【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

## TESOL III: Syllabus and Teaching Materials (ESL Education III: Syllabus and Teaching Materials)

Machiko Kobori

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Tue 5th

### 【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.

### 【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.

### 【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on TESOL III
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	Consolidation of TESOL III	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. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.

### 【Textbooks】

Cohen, L., Manion, L., & Wyse, D. (2010). *A Guide to Teaching Practice*. (5th ed.). Routledge.

### 【References】

1. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
2. Erben, T. et al. (2009). *Teaching English Language Learners through Technology*. Routledge.
3. Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching (3E)*. Oxford University Press.
4. Long, M. H., & Doughty, C. J. (2011). *The Handbook 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. 最新版. 『小学校学習指導要領 (外国語)』
10. 文部科学省. 最新版. 『中学校学習指導要領 (外国語)』
11. 文部科学省. 最新版. 『高等学校学習指導要領 (外国語・英語)』

### 【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



## Phonetics and Phonology

Mako Ishida

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Fri 1st

**[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]**

To understand the basic physiology: articulatory organs and hearing organs; to understand the physical and mental properties of speech sounds; to understand how speech sounds are produced and understood in daily situations.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Speech communication through sounds (brackets [ ] vs. slashes //)
2	Articulatory System	What kind of speech organs do humans have?
3	Consonants (IPA)	What kinds of consonants do humans have?
4	Vowels (IPA)	What kinds of vowels do humans have?
5	Connected Speech	How are consonants and vowels actually produced?
6	Connected Speech	Reduction, assimilation, deletion
7	Prosody	Segmental and suprasegmental features
8	Checkpoint	Review and midterm exam
9	Acoustics of Speech	Sound waves and propagation
10	Acoustics of Speech	Pitch, loudness, timbre
11	Acoustics of Speech	Vowels and consonants
12	Auditory System	What kind of hearing organs do humans have?
13	Auditory Perception	Foreign accents - stress, intonation, rhythm
14	Checkpoint	Review and final exam

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

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

**[Textbooks]**

No textbook.

**[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]**

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.

**[Prerequisite]**

An interest in speech sounds.

## Semantics and Pragmatics (Semantics)

Nobumi Nakai

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Fri 2nd

### [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.

### [Method(s)]

This course begins by covering some essential issues of semantics. Subsequent lectures will be dedicated to discussing that identifying the semantic contribution of words and sentences gets us only partway to understanding what an utterance means. The course is a combination of lectures, group discussions, and review exercises.

### [Schedule]

No.	Theme	Contents
1	Introduction	Course overview of <i>Semantics and Pragmatics</i>
2	An Overview of Semantics	Describes the components of linguistic meaning and introduces lexical and compositional semantics.
3	Lexical Semantics (1): The Meanings of Words	Examines the different ways that word senses could be represented in the mind of a language user and discusses the types of reference that words can have.
4	Lexical Semantics (2): Word Relations	Discusses the kinds of meaning relationships that exist between words.
5	Compositional Semantics (1): The Meanings of Sentences	Introduces propositions, truth values, and truth conditions, and discusses relationships between propositions.
6	Compositional Semantics (2): Putting Meanings Together	Introduces the Principle of Compositionality in more detail and discusses different ways that lexical meanings combine to give rise to phrasal meanings.
7	Practice (1)	Provides exercises, discussion questions, and activities.
8	Language in Context	Explores several ways in which context can affect the meaning of utterances, and introduces the idea of felicity in discourse.
9	Rules of Conversation	Discusses why conversation needs to follow rules, and introduces Grice's maxims for cooperative conversation.

10	Drawing Conclusions	Shows ways in which language users may employ context to convey or derive meaning that is not part of an utterance's entailed meaning.
11	Speech Acts	Outlines many of the jobs that speakers accomplish with language and the ways in which they accomplish them.
12	Presupposition	Discusses another precondition for felicity.
13	Practice (2)	Provides exercises, discussion questions, and activities.
14	Examination & Wrap-up	Semester-end exam

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

Students are required to read the relevant reading materials carefully in advance so that they can actively participate in discussions. Practice problems will be assigned occasionally.

### [Textbooks]

No textbooks are used. All reading materials will be provided in the classroom.

### [References]

The following books will be helpful for a general understanding of the fields.

- (1) Cruse, Alan (2010)  
*Meaning in language: An introduction to semantics and pragmatics*, Oxford UP.
- (2) Riemer, Nick (2010)  
*Introducing semantics*, Cambridge UP.
- (3) Saeed, John I. (2015)  
*Semantics*, John Wiley Inc.
- (4) Birner, Betty J. (2012)  
*Introduction to pragmatics*, Wiley-Blackwell.
- (5) Senft, Gunter (2014)  
*Understanding pragmatics: An interdisciplinary approach to language use*, Hodder Arnold/Routledge.
- (6) Loebner, Sebastian (2012)  
*Understanding semantics*, Hodder Arnold/Routledge.

### [Grading criteria]

Student evaluations are based on class participation (20%), in-class assignments (20%), and a final exam (60%). More than two unexcused absences will result in failure of the course. Attendance at the first class is mandatory.

### [Changes following student comments]

N/A

### [Prerequisite]

None.

## The Psychology of Language

Mako Ishida

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Fri 1st

### [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]

To understand the basic structures of language; to understand communication strategies, and auditory and optical illusion; to understand the basic brain structure and functions for human speech communication.

### [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.

### [Schedule]

No.	Theme	Contents
1	Introduction	How do we communicate in daily situations?
2	Speech	How did we acquire a first language?
3	Communication	The basic components of language 1
4	Communication	The basic components of language 2
5	Vocabulary and Memory	How many words do you need to know?
6	Communication Strategies	Grice's conversational maxims
7	Communication Strategies	The Sapir-Whorf hypothesis
8	Communication Strategies	Cross-cultural communication
9	Checkpoint	Review and midterm exam
10	Perceptual Integration	The McGurk effect and visual information processing
11	Perceptual Sensitivity	The cocktail party effect and talker identification
12	Neuroscience 1	The basic brain anatomy and language processing
13	Neuroscience 2	Short-term memory and long-term memory
14	Checkpoint	Review and final exam

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

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

### [Textbooks]

No textbook.

### [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.

### [Prerequisite]

An interest in human speech communication.

## Teaching Pronunciation

Mako Ishida

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Wed 1st

**[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 the articulation of English sounds.

**[Goal]**

To understand educational approaches to the teaching of pronunciation; to understand the articulation of a speech sound in isolation and connected speech; to understand the mechanisms of speech perception and production.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Teaching pronunciation
2	World Englishes	Pronunciation variations in the world
3	Teaching Pronunciation for Adults	Possible obstacles: critical period and motor theory
4	Teaching Pronunciation for Kids	Possible obstacles: phonics and sound-letter correspondence
5	Individual Sound: Consonants	Phonetic symbols: pronunciation respelling
6	Individual Sound: Vowels	Phonetic symbols: pronunciation respelling
7	Checkpoint	Review and midterm exam
8	Connected Speech	Sonority hierarchy and phonological hierarchy
9	Connected Speech	Strong forms and weak forms
10	Connected Speech	Reduction, linking, assimilation, deletion, epenthesis
11	Prosody	Stress, rhythm, intonation
12	Speech Pathology	Speech and language impairments
13	Educational Approach	Shadowing and overlapping
14	Checkpoint	Review and final exam

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

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

**[Textbooks]**

No textbook.

**[References]**

Brown, J.D., & Kondo-Brown, K. (Eds.). (2006). *Perspectives on Teaching Connected Speech to Second Language Speakers*. Honolulu HI: University of Hawaii Press.  
 Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. New York: Cambridge University Press.

O'Grady, W., Dobrovolsky, M., & Katamba, F. (1996). *Contemporary Linguistics: An Introduction*. Essex: Pearson Education.

**[Grading criteria]**

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

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

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Not applicable.

**[Others]**

Not applicable.

**[Prerequisite]**

An interest in teaching pronunciation.

## L2 Education for Children II (L2 Education for Children)

Machiko Kobori

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 5th

### [Outline and objectives]

This course is for students who want to know modern approaches based on second language learning (SLL) by children; it gives an insight into the theories and methodology needed for teaching L2 to children. It also encourages students to examine their own teaching of L2 to children 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. Examine the connection between research and pedagogy.
2. Understand what knowledge and skills are required for teaching languages to young learners.

### [Method(s)]

This course provides knowledge on methodology of L2 education for children; it gives the opportunity of creating and demonstrating a lesson to teach L2 to children. Each student must create and submit a lesson plan as well as a course plan. If approved, that student will demonstrate its effectiveness in the form of micro-teaching. After which, the students will reflect on its effectiveness by completing a writing assignment. For completion of this course, the final exam is also required.

### [Schedule]

No.	Theme	Contents
1	Introduction	Course guidance on L2 Education for children II
2	Teaching, Learning and Language Skills (1)	Content and Language Integrated Learning (CLIL)
3	Teaching, Learning and Language Skills (2)	1. From sounds to words to structure 2. Listening and speaking 3. Reading and writing
4	Teaching, Learning and Language Skills (3)	1. Vocabulary and grammar 2. Culture
5	Teaching, Learning and Language Skills (4)	Materials evaluation and materials design
6	Teaching, Learning and Language Skills (5)	Assessment
7	Curriculum Development (1)	Course planning (1): themes and units (topics)
8	Curriculum Development (2)	Course planning (2): themes and units (language focus and activity)
9	Curriculum Development (3)	Course planning (3): themes and units (revision)
10	Curriculum Development (4)	Creating a lesson plan (1): checking contents, materials, procedure and performance
11	Curriculum Development (5)	Creating a lesson plan (2): checking contents, materials, procedure and performance
12	Micro-teaching (1)	Demonstration/observation, review and discussion (1)
13	Micro-teaching (2)	Demonstration/observation, review and discussion (2)

## 14 Consolidation of L2 Final exam and review Education for children II

[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.
3. Students are required to write a reflective paper on their micro-teaching.

### [Textbooks]

1. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. (1st ed.). Cambridge University Press.
2. Dale, L., & Tanner, R. (2012). *CLIL Activities: A Resource for Subject and Language Teachers*. Cambridge University Press.
3. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

### [References]

1. Ellis, G., Brewsters, J., & Girard, D. (2002). *The Primary English Teacher's Guide*. (New). Penguin English Guides.
2. Nikolov, M. (2009). *Early Learning of Modern Foreign Languages: Process and Outcomes*. Oxford University Press.
3. 文部科学省. 2001. 『小学校英語活動実践の手引き』 開隆堂
4. 文部科学省. 最新版. 『小学校学習指導要領 (外国語)』

### [Grading criteria]

Evaluation will be based on:

1. Class participation (10%)
2. Micro-teaching (30%)
3. Teaching materials (10%)
4. Written assignment (30%)
3. 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.
3. More practical and interactive work will be provided.

### [Equipment student needs to prepare]

PC

### [Prerequisite]

L2 Education for Children I

## Cultural Globalization

Shunsuke Nozawa

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Fri 2nd

## 【Outline and objectives】

"Globalization", like "culture", is both abstract and concrete. Processes that drive it are often beyond any one particular person's grasp, while we feel its effects every day in the products we buy, the media we watch, and the languages we hear and use. This course examines the global circulation of culture/the culture of global circulation as a way to understand how our local worldviews are conditioned by processes taking place elsewhere. We will start with a discussion of the very word "globalization" (in English), as well as the diversity of desires and visions signaled by its multiple meanings. We will then explore concrete signs of the globalization of cultures and the culture of globalization. Cases to be examined will potentially include linguistic globalization (in particular, the hegemony of English); McDonald's and Hollywood; pop music; sports and tourism; media and communication technology; environmentalism; and anti-globalization movements. Carefully analyzing these and related cases, you will develop a new intellectual capacity to think about the reality of the contemporary world and cultivate a new ethics of global citizenship to act upon this world.

## 【Goal】

(1) Acquaint students with the primary theories and vocabulary of cultural globalization; (2) introduce major institutions and political bodies engaged with the global administration of culture; (3) develop critical analysis skills enabling students to think beyond categories of national culture.

## 【Method(s)】

The course consists of four interconnected parts/questions. (1) We will examine the multiple meanings indexed by the expression "globalization", and carefully review several influential theories that purport to account for this notion. (2) We will examine a variety of case studies to recognize the multiplicity of forms "globalization" takes. We will also discuss how globalization is inherently a political process, both (3) conditioned by large-scale institutional forces, and (4) made relevant to the everyday reality of local communities (whether through recognition of state authority or through acts of protest).

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course description; introduction of some key concepts of the course
2	What's in a Name? I	Field assignment
3	What's in a Name? II	Genealogy of "globalization" and its rhetoric
4	Theories of the Global I	Wallerstein; Tomlinson; Sassen; Appadurai
5	Signs of the Global I	McDonaldization and sushi
6	Theories of the Global II	Westernization; Americanization; alternative modernities
7	Signs of the Global II	Global creative industry; US, India, Japan, Korea
8	Theories of the Global III; Midterm Exam	Hybridity; crossing; deterritorialization; globalization; midterm exam
9	Signs of the Global III	Music and art

10	Signs of the Global IV	Sports and tourism
11	Signs of the Global V	Ideologies of English
12	Institutional Structures	World institutions
13	Resisting the Global	Anti-globalization movements
14	Recognized by the Global; Final Exam	Multiculturalism and politics of recognition; final exam

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

Students should complete assigned readings before each class and work together preparing for their small-group presentations.

## 【Textbooks】

As readings will be drawn from a variety of sources, no textbook will be used. However, the references listed below serve as useful introductions to cultural globalization. Assigned readings will be distributed in class or made available online.

## 【References】

Lechner, Frank J., and John Boli. 2014. *The Globalization Reader*. 5th edition. Wiley-Blackwell. ISBN: 111873355X  
Tomlinson, John. 1999. *Globalization and Culture*. University of Chicago Press. ISBN: 0226807681

## 【Grading criteria】

Participation (15%); presentation (20%); field assignment (10%); midterm exam (25%); final exam (30%).

## 【Changes following student comments】

Some case studies have been updated.

## 【Prerequisite】

None.

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Fri 3rd

#### [Outline and objectives]

Is Hello Kitty political? Can Japanese rap? Do advertisers make you smoke? Do blue jeans make you cool or thick-rimmed glasses make you smart? What is fashion? Who cares and why does it matter? Cultural studies analyzes the relationship between representation and power. It provides a variety of theoretical perspectives from which to understand how culture in the form of literature, film, advertising, fashion, music, architecture, everyday commodities, and other mediums combines with institutions of power in shaping how we communicate with others, interpret our social world, and fashion our individual identities. In this class we will analyze things such as how music becomes a political tool; how the clothes you wear communicate your social status to others; and how advertising affects your ideas of race, gender, and beauty.

#### [Goal]

(1) Equip students with a variety of theories through which to interpret and critique the language, symbols, and visual images that inundate our everyday lives; (2) provide methods by which to examine how economics, politics, and culture exert power over what and how we think; (3) build students' ability to engage challenging but important texts of social and critical theory.

#### [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. Assessment will be based on quizzes and writing assignments critiquing various cultural artifacts of everyday life.

#### [Schedule]

No.	Theme	Contents
1	Introduction	An introduction to cultural studies.
2	Theory I: Representation	Examination of different understandings of this keyword.
3	Theory II: Language and Linguistics	Ferdinand de Saussure (the signifier and the signified).
4	Theory III: Semiotics	Roland Barthes, semiotics. Four Steps to analyzing cultural objects.
5	Theory IV: Discourse	Michel Foucault and discourse.
6	Culture and Ideology	Louis Althusser and interpellation.
7	Capitalism, Economy, Marxism	Basics of Marxist theory.
8	Consumption and Identity	Relation between consumption and identity formation.
9	Popular Culture and the Culture Industries	Hollywood and Japanese TV Dramas. Quiz
10	Ethnicity, Race, Nation	Self identity and social identity. Typing and stereotyping.
11	Sex, Gender, Body I: Femininities	Music videos and femininity. Documentary – Miss Representation

12	Sex, Gender, Body II: Masculinities	Documentary – The Tough Guise
13	Kawaii Fashion and Culture	What is "kawaii"? What does "kawaii" do?
14	Final Quiz & Wrap-up	Concluding remarks and second quiz

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

Students are expected to complete readings before each lesson and come to class prepared to discuss them.

#### [Textbooks]

Readings will be distributed in class or posted online.

#### [References]

Barker, Chris. 2011. *Cultural Studies: Theory and Practice*. 4th Edition. Sage Publications Ltd. ISBN: 0857024809  
Hall, Stuart, Jessica Evans, and Sean Nixon. 2013. *Representation: Culture Representation and Signifying Practice*. 2nd Edition. Sage Publications Ltd. ISBN: 1849205639  
Lewis, Jeff. 2008. *Cultural Studies: The Basics*. 2nd edition. Sage Publications Ltd. ISBN: 1412922305

#### [Grading criteria]

Participation (15%); writing assignments (45%); quizzes (40%).

#### [Changes following student comments]

The class was taught for the first time in Fall 2017.

#### [Prerequisite]

None.

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

Diana Khor

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Mon 3rd

## [Outline and objectives]

Race, class, gender and sexuality are important aspects of social life that affect us in distinct as well as interrelated ways. In this course, students will be introduced to key concepts, theories and research to explore how race, class, gender and sexuality shape identities and experiences, create differences among people as individuals and groups, and constitute inequalities. Since the field has been developed in the United States, much of the class material will be U.S.-centered. At the same time, research from other countries, including Japan, will also be drawn on.

## [Goal]

Through lectures, discussion and written assignments, students will learn concepts and theories to analyze how race, class, gender and sexuality affect individuals and society. They will learn to apply these analytical tools and knowledge to form critical opinions on current issues related to various bases of inequalities. Students will acquire skills in critical thinking, analysis and writing that can be applied in other academic fields as well as future careers.

## [Method(s)]

This course is taught through a combination of lectures, documentary-viewings, and small-group discussions and presentations.

## [Schedule]

No.	Theme	Contents
1	Overview: Identities and Inequalities	Introducing the “social construction” perspective to understand race, class, gender and sexuality
2	Race as a Social Category	Video viewing and discussion: <i>Race — The Power of an Illusion</i> Racial formation: the historical creation of race
3	Race as a Basis of Inequality	Is “color” still important? Is race still important? Video viewing and discussion: <i>What's Race Got to Do with It?</i>
4	Race: Case Study	White Studies Race and sport "Race" in Japan
5	Race: One More Time	Student presentations and discussion on race and ethnicity
6	Social Class: Social Structure and Lived Experiences (1)	Video viewing and discussion: <i>People like Us</i> Part I Social class as lived experiences and basis of oppression
7	Social Class: Social Structure and Lived Experiences (2)	Video viewing and discussion: <i>People like Us</i> Part II Social class as lived experiences and basis of oppression
8	Social Class: A Theoretical Overview	The concept of “social class” approached from different theoretical perspectives "Social class" in Japan

9	Social Class: One More Time	Student presentations and discussion on social class
10	Gender and Sexuality (1)	Gender inequality: measures and explanations Conceptualization of “gender”
11	Gender and Sexuality (2)	Social construction of gender Sexuality: key concepts Video viewing and discussion: <i>Middle Sexes</i>
12	Gender and Sexuality (3) Case Study: Same-sex Marriage	The concept of “sexuality” Same-sex marriage: arguments for and against
13	Gender and Sexuality: One more time	Student presentations and discussion on gender and sexuality
14	Race, Class and Gender: Revisited	What have we learned about race, class and gender? Review of take-home examination

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

In addition to preparing for discussions and presentations, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings.

## [Textbooks]

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on H'etudes.

## [References]

- Dill, B. T., & Zambrana, R. E. (Eds.). (2009). *Emerging intersections: Race, class, and gender in theory, policy, and practice*. New Brunswick, New Jersey and London: Rutgers University Press.
- Grusky, D. B., & Szélenyi, S. (Eds.). (2006). *Inequality: Classic Readings in Race, Class, and Gender*. Boulder, CO: Westview Press.
- Newman, D. M. (2012). *Identities and inequalities: Exploring the intersections of race, class, gender and sexuality* (2 ed.). New York: McGraw-Hill.
- Ore, Tracy E. 2008. *The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality*. 4/e. Boston: McGraw-Hill.

## [Grading criteria]

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

## [Changes following student comments]

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

## [Prerequisite]

Students who intend to enrol in this class are expected to have passed *Understanding Society* or *Introduction to Sociology*. This prerequisite may be waived if students have taken courses in Cultural Studies or Cultural Anthropology. Students are strongly encouraged to take *Race, Class and Gender II* after completing *Race, Class, Gender I*. Students who have passed *Race, Class and Gender I* will be given admission priority to the seminar, *Intersectionality: Multiple Inequalities*.



## Social Psychology I (Interpersonal Relations I)

Takaaki Hashimoto

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 2nd

### 【Outline and objectives】

This is an introductory course in social psychology, the scientific study of how we view and influence one another. It involves understanding how people understand each other and influence others, and how people are influenced by others around them. Students are introduced to the theories, research methods, and seminal findings of social psychology. We will examine 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, emotion, attitudes, and persuasion.

### 【Goal】

The goals of this course are 1) to introduce students to the perspectives, research methods, and empirical findings in the field of social psychology; and 2) to cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. This course will improve employability, giving students the skills needed to assess and adapt to new situations.

### 【Method(s)】

Instructional methods include lectures, films, individual and small-group activities, and discussions.

### 【Schedule】

No.	Theme	Contents
1	Introduction	Overview of course and requirements; what is social psychology and what are its scientific methodologies
2	Understanding Others I	How we form impressions of others; psychological causes of attraction
3	Understanding Others II	How we explain others' behavior
4	Understanding the Self I	Self-concept, social comparison, self-serving perceptions
5	Understanding the Self II	Self-control and willpower
6	Emotion I	Types of emotions; interpreting emotions
7	Review & Exam 1	Review of weeks 1-6, midterm exam
8	Emotion II	Functions of emotions and mood states
9	Attitudes and Behaviors I	Cognitive consistency, cognitive dissonance
10	Attitudes and Behaviors II	Implicit attitudes
11	Persuasion I	What leads to attitude change
12	Persuasion II	Techniques of persuasion
13	Media Influence	How mass media influence attitudes
14	Review & Exam 2	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.

### 【Textbooks】

No textbook will be assigned. Handouts will be distributed during class.

### 【References】

Myers, David G. *Social Psychology*. 11th edition. McGraw-Hill, 2013.

This text explains the course content in great depth and is highly recommended. It is available in the library and an earlier edition is in the GIS Reference Room.

### 【Grading criteria】

Students are evaluated by means of two exams (50%), in-class activities (30%), and class participation (20%).

### 【Changes following student comments】

Not applicable, due to change in lecturer.

### 【Others】

Students who have successfully completed other psychology courses (e.g., Introduction to Psychology I, II, Developmental Psychology, etc.) in their first year may be given priority during enrollment.

### 【Prerequisite】

None.

## Social Psychology II (Interpersonal Relations II)

Takaaki Hashimoto

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Thu 2nd

### [Outline and objectives]

This is an introductory course in social psychology, where students will learn more about the major theories, concepts, and research findings in social psychology, covering aspects of pro-/anti-social behaviors and group influence. We will examine when and why people help and hurt others; how being in a group influences our performance and decisions; and the causes and cures for prejudices and intergroup conflicts.

### [Goal]

The goals of this course are 1) to introduce students to the perspectives, research methods, and empirical findings in the field of social psychology; and 2) to cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. This course will improve employability, giving students the skills needed to assess and adapt to new situations.

### [Method(s)]

Instructional methods include: lectures, films, individual and small-group activities, and discussions.

### [Schedule]

No.	Theme	Contents
1	Introduction	Overview of course and requirements; what themes are covered throughout the course
2	Prosocial Behavior	When and why we help (or do not help)
3	Aggression	What causes aggression
4	Group Influence I	Task performance in groups
5	Group Influence II	Decision-making in groups
6	Group Influence III	Conformity
7	Review & Exam 1	Review of weeks 1-6, midterm exam
8	Group Influence IV	Minority influence
9	Obedience	Obedience to authority; deindividuation
10	Hierarchy in Groups	Leadership; when is hierarchy effective (and when not)
11	Intergroup Relationship I	What causes intergroup conflict
12	Intergroup Relationship II	What causes prejudice
13	Intergroup Relationship III	How can we reduce prejudice
14	Review & Exam 2	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.

### [Textbooks]

No textbook will be used. Handouts will be distributed during class.

### [References]

Myers, David G. *Social Psychology*. 11th edition. McGraw-Hill, 2013.

This text explains the course content in great depth and is highly recommended. It is available in the library and an earlier edition is in the GIS Reference Room.

### [Grading criteria]

Students are evaluated by means of two exams (50%), in-class activities (30%), and class participation (20%).

### [Changes following student comments]

Not applicable, due to change in lecturer.

### [Others]

Students who have successfully completed other psychology courses (e.g., Introduction to Psychology I, II, Developmental Psychology, etc.) in their first year may be given priority during enrollment.

### [Prerequisite]

None.

**Crime and Society**

(Crime and Deviance (2008-2011 カリキュラム))

Diana Khor

Credit(s) : 2 | Semester : Fall | Year : 2~4

Day/Period : Thu 4th

**[Outline and objectives]**

This course approaches crime from a sociological perspective, exploring how crimes and criminals are socially defined, explained, and regulated.

High profile or heinous crimes are always the fodder for the popular media, and the focus is frequently on the idiosyncratic history of the suspect. While Sociology does not deny the significance of the part played by personal circumstances in any crime, it offers a different perspective by focusing on how social contexts can explain crimes. In addition, we will also look critically at relevant laws and regulations. As much as data allow, a comparative and global perspective will be adopted. The course will begin with an introduction to sociological approaches to crime before exploring in depth various criminal activities.

**[Goal]**

Students will learn concepts and theories on crime and criminal behaviour and apply them to understanding different types of crime. This course will help develop students' skills in applying theories to analyzing social phenomena and in critical thinking, particularly a critical perspective on media representations and reports on the subject matter.

**[Method(s)]**

While this course is taught mostly through lectures and short discussions. In addition, students are also given the opportunity to conduct a survey, do two presentations and participate in discussion after each presentation.

**[Schedule]**

No.	Theme	Contents
1	Overview	What is crime? Why study crime?
2	The Study of Crime: Contexts and Data	Cultural and legal contexts of crime Data on crimes and criminals
3	Concepts and Theories (1)	Biological and psychological theories of crimes
4	Concepts and Theories (2)	Sociological theories of crimes (1)
5	Basic concepts and theories (3)	Sociological theories of crimes (2)
6	Presentation and Discussion 1: Survey on Crime	Student presentations on survey of university students' views on crime and criminal behavior
7	Violent Crimes I	Assault and murder: facts and interpretations Film: <i>The Montreal Massacre</i>
8	Violent Crimes II	Rape and sexual assault: facts and interpretations
9	Presentation and Discussion 2: Film Analysis	Student presentations on analyses of films related to violent crimes
10	Property Crimes	White-collar offence, robbery and shoplifting
11	Organized Crimes and Individual Criminals (1)	Drug abuse and trade
12	Organized Crimes and Individual Criminals (2)	Sex trafficking, prostitution and pornography

13	Presentation and Discussion 3: Film Analysis	Student presentations on analyses of films related to property crimes and organized crimes
14	Crime and Society: Revisited	Review of a sociological approach to crime and deviance Review of take-home examination

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

In addition to conducting a survey and preparing for two presentations, students are expected to review class materials after each class and work on review questions (to be distributed in class) after each group of topics. Students are also expected to keep up with the readings assigned for particular topics.

**[Textbooks]**

No textbook will be used. Handouts, readings and other materials will be distributed in class and uploaded on H'etudes.

**[References]**

Downes, D., & Rock, P. (2011). *Understanding Deviance* (6 ed.). Oxford: Oxford University Press.

Lilly, J. R., Cullen, F. T., & Ball, R. A. (2011). *Criminological theory: Context and consequences* (5 ed.). Los Angeles, London & New Delhi: Sage Publications.

Thio, A., Calhoun, T. C., & Conyers, A. (Eds.). (2008). *Readings in deviant behavior* (5 ed.). Boston, New York & San Francisco: Pearson.

Thio, A., Taylor, J. D., & Schwartz, M. D. (2013). *Deviant behavior* (11 ed.). Boston: Pearson Education inc.

Winslow, Robert and Sheldon X. Zhang. 2008. *Criminology: A Global Perspective*. Upper Saddle River, NJ: Prentice Hall.

**[Grading criteria]**

The grade will be calculated on the basis of one research report (oral (group) (10%) and written (individual) (15%)), one group presentation (15%), one take-home examination (55%), and participation (5%).

Clear instructions and goals are set for each of the tasks to be completed. To excel, students need to meet the goals, as well as maintain excellent records of attendance and punctuality.

**[Changes following student comments]**

Students gave very positive feedback for the course. The instructor started integrating more short discussions into the lectures from 2017 to help students think critically about crime and criminality, and will continue doing so in 2018.

**[Prerequisite]**

Students who intend to enrol in this course are required to have taken and passed *Understanding Society* or *Introduction to Sociology*. This prerequisite may be waived, but interested students should consult the instructor. All students who intend to take this course must attend the first class.

## Education and Society

Christopher D. Hammond

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Wed 1st

**[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 comparative and international perspective, the objectives of the course are to:

- Introduce learners to a range of theories and approaches to critically analyze the roles of education in society
- Examine the relationships between schooling, state formation and economic development
- Understand the challenges and opportunities for education in the developing world
- Explore the role of education as a political tool for the inculcation of national identities
- Explore debates about social mobility and reproduction through education in the context of gender, race and social class
- Investigate issues related to education in the age of globalization, including global competition, policy borrowing and global citizenship education
- Consider the challenges and implications for education systems in a century marked by rapid technological innovation and change

In addition to the acquisition of content knowledge, students will develop skills for understanding lectures given in English, and improve their communication skills through critical engagement with a wide range of topics.

**[Goal]**

By the end of the course, students will gain an understanding of a range of issues related to education and society, and be able to critically engage with debates on education through a solid grounding in education theory and contemporary research.

**[Method(s)]**

The primary mode of instruction will be through in-class lectures and small-group discussions. Emphasis will be placed on critical thinking, group and whole-class discussions, and independent research. Assessment will take the form of written assignments and presentations.

**[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	Education Theory	Modernist theories of education: human capital formation, dependency, and liberation theories
3	Social Theory and Education	Post-modernist and poststructuralist theories of education: feminist, ecological, and critical theories
4	Comparative Education Theories	Comparative education: theories and methods
5	Education and Modernization	Education, state formation, and economic development: the role of education in the development of the UK, the US, and East Asian economies

6	Education in the Developing World	Education and international development: the goals and challenges of Education for All (EFA), the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs)
7	Gender, Race and Social Class	Equality of access and opportunity in education: gender, race and social class
8	The Politics of Education	Education as a political tool: history, citizenship education and national identity formation in East Asian societies
9	Global Citizenship Education	Education in a globalizing world: the politics of Global Citizenship Education
10	Comparing Education Systems	Education in a globalizing world: international rankings and global competition – comparing education systems in Finland and Singapore
11	Higher Education	Higher education: the local, national, and global roles of universities
12	Education in the 21st Century	Education in the 21st Century: the challenges and opportunities of rapid technological change and innovation
13	Student Presentations	Student presentations
14	Student Presentations	Student presentations

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

Preparatory reading for the lecture and willingness to engage in discussion is expected. Students will be required to research specific topics, engage in group and whole class discussions and deliver academic presentations.

**[Textbooks]**

There is no textbook for this class

**[References]**

McCowan, Tristan, and Elaine Unterhalter, eds. *Education and international development: An introduction*. Bloomsbury Publishing, 2015. ISBN: 9781472510686  
Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice*. A&C Black. ISBN: 1847060595  
Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). *Education, globalization, and social change*. Oxford university press. ISBN: 0199272530  
UNESCO Institute for Statistics - <http://uis.unesco.org>  
OECD - <http://www.oecd.org>

**[Grading criteria]**

30% (Active Participation)  
30% (Assignments)  
40% (final research-based presentation)

**[Changes following student comments]**

not applicable (new course)

**[Equipment student needs to prepare]**

NA

**[Others]**

NA

**[Prerequisite]**

None

## Social Research Methods

Ralph Ittonen Hosoki

Credit(s) : 2 | Semester : Spring, Fall | Year : 2~4  
Day/Period : Fri 3rd, Sat 2nd**[Outline and objectives]**

To understand our social world and its complexity, social scientists use various research methods. These include, but are not limited to interviews, ethnographies, surveys, experiments, and secondary data analyses. In addition to learning about the basics of these methods, we will also cover basic theoretical paradigms in the social sciences and the basics of research design, while discussing issues pertaining to research ethics, operationalization, and sampling, among others. We will, however, not get into inferential statistics. The assignments are designed to expose students to each of these methods so that learning takes place through practice, rather than in the abstract; accordingly, please note that some weeks will involve a large time commitment to carry out and complete the assignment (usually followed by a week of relatively less work). The final proposal (in lieu of a final exam) will provide students with the opportunity to challenge themselves to think about and design an academic study that utilizes one (or more) of the social research methods discussed in class (5-pages, double spaced). This course will be particularly useful to students who are planning to write a graduation thesis and/or students who are planning to go graduate school and are developing a project for a writing sample. Although Introduction to Sociology is not required to be taken simultaneously or consecutively, it complements this course.

**[Goal]**

After covering important social research concepts, students will learn about various research methods and their strengths and limitations, before gaining practical experience in carrying out each. Through the final paper, students will engage in academic writing to share their research findings. Students will be graded on demonstration of their understanding of the matter covered throughout the course, thoroughness, thoughtfulness, and originality in their work, and their ability to cogently communicate ideas in writing.

**[Method(s)]**

Each class will consist of a lecture with in-class discussions/activities or a workshop (to review and discuss students' assignments/research). The average reading load is about 10-15 English pages per class. Assignments include: 4 assignments that involve activities pertaining to the method being covered, a research paper proposal, and a final 5-page (double-spaced) paper. There are no mid-term and final exams.

**[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 Philosophy of Science	The foundations of social science, dialectics of social research, and research ethics
3	Social Science Paradigms	Social theories and logical systems (types of reasoning)
4	Research Design 1	Purposes of research, necessary and sufficient causes, units of analysis, longitudinal and cross-sectional designs
5	Research Design 2	Operationalization, sampling, and measurement (reliability and validity)
6	Experiments	Experimental design

7	Survey Research (lecture)	Guidelines and basics for asking questions
8	Qualitative Field Research (lecture)	Qualitative fieldwork paradigms
9	Survey Research (workshop)	Reflections on survey questionnaires (20-25 respondents)
10	Qualitative Field Research (workshop)	Reflections on interviews (2-3 interviews)
11	Qualitative Data Analysis (lecture)	Coding, concept mapping, conversation analysis, content analysis, grounded theory
12	Content Analysis (workshop)	Reflections on content analysis (3 sources)
13	Quantitative Data Analysis (lecture)	Basic concepts of univariate, bivariate, and multivariate analyses
14	Quantitative Data Analysis (workshop)	Reflections on quantitative data analysis (1 set of data)

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

Much of the work will be conducted outside the classroom. To prepare for each class, students are expected to read an average of 10-15 English pages. The assignments involve hands-on activities related to the research method being covered in lecture. About 1 month before the final paper deadline, students will propose (with a short 2-3 source literature review) a topic and design for their research papers.

**[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 will be directly accessible to students either via online links in the syllabus or via download through H'etudes.

**[References]**

See the "Textbooks" section for all necessary details.

**[Grading criteria]**

Participation: 15% (15 points; 1 point/class)

Assignments (x4): 60% (60 points; 15 points/assignment; -5 points per day [24 hours] late [no assignments over 72 hours late accepted])

Research Paper Proposal: 25% (25 points; no late proposals accepted)

Total: 100%

\*Attendance is mandatory, and there is no extra credit. All assignments must be completed to receive a course grade.

**[Changes following student comments]**

This is being taught by a substitute instructor, so there are no previous student comments.

**[Equipment student needs to prepare]**

Students should bring at least a notebook (with loose leaf paper) and a writing utensil to all classes. Print outs of the week's required reading(s) may also be helpful to refer back to during class. For workshop classes, students must bring their assignment. If other devices (e.g., laptop) are needed, the instructor will make an announcement beforehand in class.

**[Others]**

Students who wish to enroll should be prepared to keep up with the assigned required readings.

**[Prerequisite]**

Ability to understand, communicate in, and write academic English is highly recommended, although I encourage students that want to challenge themselves to let me know. Students who intend to register for this course must attend the first class. Depending on the number of students and other factors, there may be a screening exercise.

## Applied Psychology

Sayaka Aoki

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Wed 3rd

**[Outline and objectives]**

This course focuses on how psychology is applied in the field. Students will acquire new perspectives from which to analyze and conceptualize the world. They will also acquire some psychological skills that can be applicable in their daily life.

**[Goal]**

Upon completion of this course, students will have

- (1) a basic understanding of psychological concepts and theories and how they are applied in mental health facilities, schools and workplaces
- (2) a better understanding of how the knowledge and concepts that they have learned in this course are applicable in real settings
- (3) developed an array of skills for conceptualizing and analyzing daily phenomena from a psychological perspective

**[Method(s)]**

This course is taught using different materials, including books, articles, pictures and videos. Students participate in small group discussions. At the end of each class, students write a brief reflection paper, which will be shared anonymously during the beginning of the next class. The class concludes with a final exam.

**[Schedule]**

No.	Theme	Contents
1	Introduction and Overview	Course overview: Description of psychology-based work in different settings
2	Applications in Medical Settings (1)	Psychological assessment (1): cognitive functioning
3	Applications in Medical Settings (2)	Psychological assessment (2): social-emotional functioning
4	Applications in Medical Settings (3)	Psychotherapy(1): cognitive behavior therapy and psychodynamic-based therapy
5	Applications in Medical Settings (4)	Psychotherapy(2): dialectic behavior therapy and family therapy
6	Applications in Medical Settings (5)	Mental disorders
7	Applications in School Settings (1)	Psychoeducational evaluation with special focus on behaviorally oriented assessment
8	Applications in School Settings (2)	Group counseling
9	Applications in School Settings (3)	Work for students with special needs
10	Applications in School Settings (4)	Bullying and peer victimization
11	Applications in Workplace Setting (1)	Career counseling
12	Applications in Workplace Setting (2)	Conflict resolution in organizations
13	Applications in Workplace Setting (3)	Leadership theory
14	Exam & Wrap-up	Final Exam (in-class essay)

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

Students are required to print out and read over the slides for the class in advance, which are uploaded on the class website. Reading assignments, links to relevant websites for the next class, will be also included in the last slide. Students are also expected to consider the answers for the essay questions in the final exam which are shared in the beginning of the course

**[Textbooks]**

No specific textbooks are used; class materials are uploaded in the class website.

**[References]**

- Salvia, J., Ysseldyke, J., & Witmer, S. (2012). *Assessment in special and inclusive education*, 12th ed. Belmont, CA, : Wadsworth/Cengage Learning.
- Spiegler, M. D., & Guevremont, D. C. (2015). *Contemporary behavior therapy*, 6th ed. Belmont, CA, : Wadsworth/Cengage Learning.
- Swanson, J. L., & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies*. 3rd Ed. New York, NY: Sage publications.

**[Grading criteria]**

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

**[Changes following student comments]**

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

**[Equipment student needs to prepare]**

Class materials are uploaded in the class websites

**[Others]**

None

**[Prerequisite]**

None

## Educational Psychology

Dexter Da Silva

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Fri 4th

**[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.

**[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.

**[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	Review	Week 1 – week 6 Student presentations
8	Mid-semester Exam	Multiple choice questions and short essays on content from weeks 1 – 7

9	Motivation	Goal theory; theoretical models of motivation; intrinsic / extrinsic; self-determination theory (SDT); personal investment;
10	Motivation in Foreign Language Learning	Socio-educational model; current theories and constructs – L2 motivational self system; willingness to communicate; motivational strategies. EFL motivation in Japan.
11	Positive Education	Positive psychology applied to education – education for well-being, happiness; praise; personal strengths; individual goals; positive schooling.
12	Creativity	What is creativity and why is it important? 4 C model of creativity; developing and maintaining creativity;
13	Self-Concept	The importance of self-concept for effective learning; the self;
14	Final Exam & Wrap-up	Multiple choice questions and short essays

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

To prepare for each class, students should do the required reading / homework, or watch the recommended websites or video talks. After each class, students should review their notes, rewriting and expanding on them, in order to remember and understand more deeply the important concepts. This may be best done in study groups.

**[Textbooks]**

The textbook is a Noba Project book, Introduction to Educational Psychology, compiled by the teacher, and available for free download from:  
<http://nobaproject.com/textbooks/new-textbook-1b406e3d-5fa2-42be-bba3-d08dbb74741d>

**[References]**

Handouts and reading materials on related topics.  
 Related talks on TED Talks available from: <https://www.ted.com/AnnenbergLearner> 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 as no end-of-semester feedback has been received as yet and 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.

## Gender, Sexuality and Society

Diana Khor

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 3rd

## [Outline and objectives]

This course aims at cultivating students' "sociological imagination" to enable them to critically think about issues related to gender and sexuality in today's society. While a range of issues relevant to gender and sexuality will be taken up, the course is organized analytically, focusing on the perspectives offered by relevant sociological theories and concepts to interpret findings from sociological research. At the same time, sociological theories will also be subjected to critical analysis for their approach to gender and sexuality.

## [Goal]

Students will learn to look at gender and sexuality issues critically and understand the subtle social processes through which taken-for-granted ideas and practices about gender and sexuality are created. Completing the course satisfactorily will equip students with sociological concepts and theories that they can apply not only to gender and sexuality, but also other social phenomena. The knowledge and critical perspective students acquire through the class would help them become a socially responsible and sophisticated global citizen. Since discussion and presentations are integrated into the course, students will also learn to express their opinions effectively and develop excellent communication skills that they can use in any careers they embark on.

## [Method(s)]

The course will be taught through a combination of lectures, discussions and presentations. To hone their sociological sense, students are encouraged, indeed required, to draw on their experiences to connect with the theories and concepts introduced in class.

## [Schedule]

No.	Theme	Contents
1	Overview	Discussion: Why are these issues controversial? (a) Same-sex marriage (b) Harvard Ex-President's comment on women in science Gender, sexuality and sociology Requirements
2	A Sociological Approach to Gender and Sexuality	Sociology vs Essentialism Overview of issues and perspectives to be taken up
3	Inequality and Social Structure I	Problems in early sociological paradigms on gender and sexuality The concept of "sex roles": significance and limitations
4	Inequality and Social Structure II	What is "patriarchy"? Relations of Production: paid and unpaid work
5	Inequality and Social Structure III	Relations of Reproduction: Motherhood and fatherhood Concept of ideology
6	Inequality and Social Structure IV	Gender and sexual inequalities: Change and stability Who are at the forefront of social change?

7	Culture, Ideology and Discourse I	Gender and sexuality as social constructs: cultural basis and scientific justifications of gender and sexual inequality
8	Culture, Ideology and Discourse II	Critical perspectives on knowledge of gender and sexuality: Is knowledge ideological?
9	Culture, Ideology and Discourse III	Gender and sexuality in language Gender, sexuality and race: how connected?
10	Culture, Ideology and Discourse IV	Stereotypes of sexual minorities Changing masculinities?
11	Self, Identity and Agency I	Socialization vs "doing" gender and sexuality
12	Self, Identity and Agency II	Gender and sexual identities
13	Self, Identity and Agency III Q & A on final examination	Globalized gender and sexual selves?
14	Wrap-up	The value of sociological approaches in understanding gender and sexuality

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

Students are expected to review materials after each class, keep up with the readings, complete the assignments and prepare for discussions and presentations.

## [Textbooks]

Handouts, readings and other materials will be distributed in class and uploaded on H'etudes. (The way the course is organized relies quite heavily on Jackson and Rahman (2010). See reference below.)

## [References]

- Jackson, S., & Rahman, M. (2010). *Gender & sexuality: Sociological approaches*. Cambridge & Malden, MA: Polity Press.
- Beasley, C. (2005). *Gender and sexuality: Critical theories, critical thinkers*. Thousand Oaks, Calif.: Sage Publications
- Braithwaite, A., & Orr, C. M. (2017). *Everyday women's and gender studies: Introductory concepts*. New York: Routledge.
- Connell, R., & Pearse, R. (2015). *Gender in world perspective* (3 ed.). Cambridge & Malden, MA: Polity Press.
- Evans, M., & Williams, C. H. (Eds.). (2013). *Gender: The key concepts* (Vol. Routledge): Oxon & New York.
- Jackson, S., & Scott, S. (Eds.). (2002). *Gender: A sociological reader*. London & New York: Routledge.
- Kenschaft, L., Clark, R., & Ciambrone, D. (2016). *Gender inequality in our changing world: A comparative approach*. New York & Oxon: Routledge.
- Richardson, D., & Monro, S. (2012). *Sexuality, equality and diversity*. London: Palgrave MacMillan.

## [Grading criteria]

Clear instructions and goals are set for each assignment to be completed. The grade is calculated on the basis of assignments (40%), take-home examination (55%), and class participation (5%).

## [Changes following student comments]

This is a new course.

## [Prerequisite]

Students who intend to enrol in this course are expected to have passed Understanding Society or Introduction to Sociology. This prerequisite may be waived, but interested students should consult the instructor. All students who intend to take this course must attend the first class.



## Social Problems

Sachiko Horiguchi

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Wed 2nd

## [Outline and objectives]

The aim of this course is to examine social problems surrounding youth in post-war Japan and to gain a nuanced understanding of contemporary Japanese society. We will draw on a “social constructionist” framework and examine how certain social problems surrounding youth have been discovered, defined, and dealt with in post-war Japan. We will explore issues relating to violence, gender, labor, marriage, globalization, and diversity in contemporary Japan.

## [Goal]

By the end of the course, students will be able to apply a “social constructionist” framework for making sense of social problems surrounding youth in post-war Japan. It is expected that students will develop a nuanced understanding of contemporary Japanese society through critically examining youth social problems from sociological/anthropological perspectives.

## [Method(s)]

Classes will primarily be based on presentations and group discussions rather than lectures. It is therefore expected that students come to class having done the assigned reading and ready to discuss them. Every student will make a presentation and write a paper on a chosen topic.

## [Schedule]

No.	Theme	Contents
1	Introduction	Introduction and overview of the course
2	Sociological Approaches to Social Problems	Making sense of youth problems
3	Approaching Contemporary Youth Problems	Discussing media reports on Japanese youth problems (article discussion)
4	<i>Hikikomori</i> (Youth Social Withdrawal): A Social Constructionist and Ethnographic Approach	Instructor’s lecture on how and why <i>hikikomori</i> came to be discussed as a social problem and what has been done to cope with the “problem”
5	<i>Bosozoku</i> (Motorcycle Gangs): An Ethnography of 1980s Subculture	Making sense of <i>bosozoku</i> and “yankee” subcultures in historic context
6	<i>Otaku</i> : From a “Moral Panic” to “Cool Japan”	Examining shifting interpretations of otaku subcultures since the 1980s
7	<i>Ijime</i> (Bullying): Japanese Children and Education in Crisis	Examining the discourses on bullying and educational crisis since the 1980s
8	Precarious Youth in Irregular Labor: Freeters and <i>Haken</i> (Dispatch Workers)	Examining discourses, movements, and practices around irregular labor in 1990s and 2000s Japan
9	Precarious Youth out of Work: NEETs (Not in Education, Employment, or Training)	Examining youth unemployment problems and policy
10	<i>Hattatsu Shogai</i> (Developmental Disabilities) and Youth Who Fail to be “Good Communicators”	Examining discourses and practices around children and youth with “communication problems”

11	“Sexless Youth,” Late Marriage and the Declining Birth Rate	Examining gendered discourses of singlehood and marriage
12	Globalization and Diversity (1): <i>Uchimuki</i> (Inward-looking) Youth and Higher Education	Critically assessing discourses on youth “reluctant to study abroad”
13	Globalization and Diversity (2): <i>Gaikokujin-kenshu-seido</i> (Foreign Trainee System) and Human Trafficking	Exploring Japan’s “hidden” problem of foreign trainees and human trafficking
14	Summing up	Summary and article discussion

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

Every student should submit an A4 1 page self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 3rd session. Students must prepare reading notes on assigned readings (articles/ chapters) prior to class and bring the notes (in either hard/ electronic copy) to class. They will use a significant amount of time outside class in preparation for an individual/group presentation on a topic of their choice, as well as individually writing a paper on the presentation topic within two weeks after the presentation. They will also be expected to bring non-academic articles for discussion in class twice during the semester.

## [Textbooks]

We will not use a textbook.

## [References]

Goodman, Roger, Yuki Imoto, and Tuukka H. I. Toivonen. *Sociology of Japanese Youth: From Returnees to NEETs*. London: Routledge, 2012. Print.

## [Grading criteria]

Active class participation (including class discussions and reflections on presentations) 30%  
Reading notes (checked in 10 sessions) 20%  
Introductory essay (5%) and 2 article assignments (10%) 15%  
Individual/Group Presentation (20%) & an individual paper based on the presentation (15%) 35%

## [Changes following student comments]

Since many students commented that they learned to think critically due to the ample time given for group/class discussion, I will continue to allocate time for group/class discussion. Students expressed their interest in *hikikomori* (youth social withdrawal) as well as *ijime* (bullying), so I have added these topics. In order to encourage students’ autonomous learning, I will continue to incorporate topics that students are interested in pursuing, even if they are not in the original syllabus.

## [Equipment student needs to prepare]

H’etudes elearning system (授業支援システム) will be used.

## [Others]

You must attend the first class if you are interested in the course. You should be ready to read/discuss/present/write for an English-medium class and should be interested in, and committed to learning about youth social problems in Japan.

## [Prerequisite]

None.

## General Topics II: Food and Society

Heide Imai

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Thu 3rd

## [Outline and objectives]

From unhealthy fast food, salmonella in eggs and beef recalls, to an obesity epidemic and new urban community gardens; almost every day, food is in the headlines. Even if eating were not something most humans do several times each day, food would command our attention. Eating is a necessity for living organisms, a biological imperative. However food is about much more than just nutrition. This course views food production, processing, distribution, and consumption as social and cultural phenomena. Particular attention will be paid to the theoretical, historical, and empirical issues of food and society worldwide, discussing the global dimensions of diverse food and farming networks.

## [Goal]

1. Understand the outlines of the industrialized system of food production and recognize and assess alternatives to the system.
2. Discuss and analyze alternative food systems in historical, social and political context.
3. Draw connections between your individual personal eating choices, habits, and tastes and our collective food history.
4. Develop a critical, sociological approach to diverse problems related to food.

## [Method(s)]

In studying the ways food is produced and consumed, we will also discover the ways food shapes and expresses relationships among people. This most basic of human needs is easily taken for granted by those who have plenty, while the causes of hunger are easily dismissed or misunderstood. This course will address such misunderstandings, as well as issues of culture, meaning, identity, power, and ecology, all through a focus on food.

## [Schedule]

No.	Theme	Contents
1	Introduction	How have agriculture and food production changed over the past 100 years?
2	Industrialized Food: Agriculture and Production	What are some of the most important achievements and problems of industrialized food production?
3	Industrialized Food: Distribution and Consumption	How have consumption and eating patterns changed in the world over the past century?
4	Animals and Food Production	What is the place of animal products and especially meat in the contemporary diet?
5	Presentations Round 1	Students give Presentation 1.
6	GMO Foods and Biodiversity: Alleviating Hunger or Opening Pandora's Box?	What are the dangers of GMOs? In what ways are GMOs a modern Pandora's box?
7	Advice from Nutritionists	What do we know about nutrition?
8	Diet, Obesity, Health and Disease	Is there an epidemic of obesity? Should we be worried about obesity?
9	Hunger and Food Policy	How extensive is the problem of hunger and food insecurity?
10	Presentations Round 2	Students give Presentation 2.
11	Farming Culture and Farmer Networks	How are farming networks working, evolving and supporting each other to work sustainably?

12	Social Movements: Going Organic	What is the history of the organic movement?
13	Social Change and Fair Trade: Beyond Organic	Are these alternatives closer to the ideals of the original organics movement?
14	Final Presentations	Students present their final papers in class.

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

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3 questions to produce a short essay of 500 words (max) which has to be submitted the week after.

## [Textbooks]

Amy E. Guptill, Denise A. Copelton, Betsy Lucal. 2012. *Food and Society: Principles and Paradoxes*. Polity. 1 edition.

## [References]

- Marion Nestle. 2002. *Food Politics*. Berkeley: University of California Press.
- Julie Guthman. 2004. *Conventionalizing Organic*, pp. 110-140 in *Agrarian Dreams: the Paradox of Organic Farming in California*. Berkeley: University of California Press.
- Thomas A. Lyson. 2004. *Civic Agriculture*. Medford, MA: Tufts University Press.
- J. Eric Oliver. 2005. *Fat Politics*. Oxford University Press.
- Peter Menzel and Faith D'Aluisio. 2005. *Hungry Planet: What the World Eats*. Material World.
- Michael Pollan. 2006. *The Omnivore's Dilemma*. New York: The Penguin Press.
- Marion Nestle. 2007. *What to Eat*. North Point Pr. 1 edition.
- Barbara Kingsolver. 2007. *Animal, Vegetable, Miracle: A Year of Food Life*. New York: Harper Collins.
- Michael Pollan. 2008. *In Defense of Food*. New York: The Penguin Press.
- Mark Winne. 2008. *Closing the Food Gap*. Boston, MA: Beacon Press.
- Shannon Hays. 2010. *Radical Homemakers: Reclaiming Domesticity from a Consumer Culture*. Richmondville, NY: Left to Write Press.

## [Grading criteria]

Students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. Regular and final presentations. The course runs for 14 weeks. Every five weeks students are asked to give a short presentation entitled 'Show and Tell', presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic. In addition, a short research paper will be prepared and submitted according to a self-chosen topic. The presentations and paper count for 60% of the final course grade. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentation and Assignments 20% and the Final Presentation and Paper 60%.

## [Changes following student comments]

Better structure and connection between theory and case studies.

## [Prerequisite]

None.

## General Topics II: Urban Sociology

Heide Imai

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Tue 2nd**[Outline and objectives]**

This course is an introduction to urban sociology with a focus on urban social problems. Topics covered include classic urban sociological theories, post-industrial urban economies, urban social networks, suburbanization, segregation, poverty, crime, subcultures, schooling, and public policy. Classes will consist mostly of critical discussion, supported by short lectures. The course will focus on cities worldwide but especially selected comparisons between American, Asian and African Cities. The course assumes no background in urban sociology, but basic knowledge of classic sociological theory and basic social science methods would be helpful.

**[Goal]**

After the completion of this course, students will be able to:

- Understand the general development of cities and their current problems
- Develop a greater understanding of analysing, studying and representing the city in applying different theories, methods and media.
- Consider new directions to understand and re-discover the past, present and future of the city.

**[Method(s)]**

To begin with, we will discuss different theories and examples in regards to urban sociology and urbanization, asking questions such as, what processes underlie urban growth pattern? what are the respective roles of political action, economic forces, and culture in shaping urban forms and how do these urban forms influence the experiences of different social groups? How do processes related to increasing economic globalization create "global cities"? How do these processes influence patterns of urban inequality? How does the formation of global cities affect other nearby cities serving a more regional function? How are patterns of uneven development related to decline in urban areas? How does this affect quality of life and access to opportunity for citizens? What strategies are needed to reverse those trends at the local level, since local areas are affected by international, national, state, and regional forces?

**[Schedule]**

No.	Theme	Contents
1	The Rise of Urban Sociology	This lecture will introduce the topics and requirements for the course.
2	Contemporary Urban Sociology	This lecture will provide a short overview of the contemporary situation.
3	Urbanization in the United States, Europe and Japan	This section will discuss urbanization in different cities in the developed world.
4	Urbanization in Developing Nations	This section will discuss urbanization and globalization in the developing world.
5	1st Round of Presentations	Students will give their first of three presentations of general urban aspects.
6	Finding Community in the Modern City	This section will introduce ways to find 'community' in the city.
7	Social Worlds, Public Spaces	This section will introduce different social worlds and concepts of public spaces.
8	Family, Schooling and the Culture of Control	This section will discuss aspects of family, schooling and raising children in the city.
9	Getting Paid: Working in the City	Finding jobs in the city is one of the biggest desires for people moving and living in cities.

10	Playing Together: the Serious Side of Recreation and Leisure in the city	Cities are not just sites of different social settings and networks but also of recreation and leisure.
11	2nd Round of Presentations and Paper Preparation	During this round of presentations students discuss their examples of ethnographies and how they approach their fieldwork topics.
12	Racism, Poverty, Crime, Housing and the Fiscal Crisis	We will discuss the importance of these aspects in the context of the fiscal crisis.
13	Metropolitan Planning and Social Policy	We discuss what is and will be the role of metropolitan planning and social policies now and in the future.
14	Final Presentations and Submission of Papers	Students will present a self-selected topic in a final presentation and submit their papers.

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

Students are expected to download and complete weekly readings prior to the lecture introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

**[Textbooks]**

Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge. Reading material is available for download prior to classes and discussion material will be distributed in class.

**[References]**

Bluestone, B, Huff Stevenson, M. and R.Williams (2008) *The Urban Experience: Economics, Society, and Public Policy*, Oxford University Press, New York, Oxford.  
Flanagan, William G. (2010) *Urban Sociology: Images and Structure*, Rowman & Littlefield Publishers.  
Macionis, J. and V. Parrillo (2009) *Cities and Urban Life*, Pearson.  
Gottdiener, M. and R. Hutchison's (2010) *The New Urban Sociology*, 4th Edition, Westview Press, New York.  
Lin, J. and C. Mele (Eds) (2012) *The Urban Sociology Reader* (Routledge Urban Reader Series) 2 edition, London: Routledge.

**[Grading criteria]**

All students are expected to participate in class discussions. Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course.

**Regular Presentations and Paper**

The course runs for 14 weeks. Every five weeks students are asked to give short presentations entitled 'Show and Tell', presenting general aspects and specific topics. In week 14, students are asked to give a final presentation discussing a specific and self-selected topic and submit their urban ethnography paper developed during weeks 10-14.

The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentations and Assignments 20% and the Final Presentation and Paper 60%.

**[Changes following student comments]**

Better structure and connection between theory, fieldwork and reports.

**[Prerequisite]**

As a prerequisite, students are required to take the course *Urban Society* in the Spring term.

## Sociology of Law

## Maia Roots

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Sat 3rd

## [Outline and objectives]

Every aspect of our lives is directly or indirectly regulated by various laws. The law in a given country is, in turn, influenced by the society and culture in which it functions. This class provides an overview of law in general and Japanese law in particular. We will also attempt to examine the relation between law and society, and how law functions (or perhaps does not function) in a particular society, using various concrete illustrative examples from Japan and abroad.

## [Goal]

Students will become familiar with basic principles of law and legal sociology. By the end of the course, students will be able to analyze and discuss how law functions in modern society.

## [Method(s)]

The course will be taught mainly through lectures. Student participation is required in the form of comments (either oral or written) on the reading assignments, and class discussions. Questions and comments during the classes are always welcome. By the end of the course, the students are expected to write an analytical paper on a topic of their choice, which is related to the content covered in class.

## [Schedule]

No.	Theme	Contents
1	Orientation and Introduction	Why is law important? How do we view law and lawyers?
2	What is Law?	Sources and types of law. Functions of law.
3	The Impact of Law	How does law affect our behavior? Why do we obey laws (or why don't we)?
4	Japanese Law as "Imported Law"	The history of Japanese law, focusing on the Constitution.
5	Different Types of Litigants	Consumers and corporations in and out of court.
6	Resolving Disputes in the Courts of Law	'The Neighbors' case' and what we expect from the courts of law.
7	Law and Gender	What has law got to do with gender?
8	Review & Mid-term Exam	(multiple-choice, short-answer and short essay questions)
9	Criminal Law 1	Watching 1st part of a related movie (probably "Soredemo Boku wa Yattenai").
10	Criminal Law 2	Watching 2nd part of movie, class discussion.
11	Criminal Law 3	Topics in criminal law and criminal procedure: false convictions.
12	Who is Responsible? 1	The four big pollution diseases in Japan.
13	Who is Responsible? 2	The Great East Japan earthquake and tsunami of 2011, the Fukushima nuclear disaster and the law.
14	Summary and Review	Summary and discussion of the relationship between law and society. Discussing final paper drafts, giving peer feedback.

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

Students are required to complete the reading assignments and prepare answers to the questions about the reading, which are distributed together with the assignments (short-answer question and short essay questions for the mid-term exam will be chosen from among these questions). Reviewing class material after every class will be greatly to your own benefit. It is also recommended that students start working on their final papers well ahead of the deadline.

## [Textbooks]

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

## [References]

Vago/Barkan *Law and Society* 11th ed. (Routledge, 2017)  
 Lawrence M. Friedman *Impact - How Law Affects Behavior* (Harvard Univ. Pr., 2016)  
 Hiroshi Oda *Japanese Law* 3rd ed. (Oxford Univ. Pr., 2009)  
 Milhaupt/Ramseyer/West *The Japanese Legal System: Cases, Codes and Commentary* 2nd ed. (Foundation Press, 2012)  
 John Owen Haley *The Spirit of Japanese Law* (University of Georgia Press, 1998)

## [Grading criteria]

Mid-term exam 45%  
 Final paper (A4, double-spaced, approx. 8 pages) 40%  
 Participation and class discussion 15%

## [Changes following student comments]

I have somewhat reduced the amount of material and number of topics to be handled in this class, in order to make more time for class discussion.

## [Others]

Some minor changes might be made to this syllabus, taking into account the specific interests and the number of students who decide to take this course.

## [Prerequisite]

None.

## Sociology of Work and Employment

Allen Kim

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Wed 2nd

**[Outline and objectives]**

This course is concerned with the sociological analysis of work, family and society. Frequently, the first question we ask when we meet someone involves asking them what they do. For many, the routine of getting up, getting dressed, going to work and returning home to repeat the cycle the following day is common in contemporary industrialized economies. This course examines the structure and changing nature of work, major economic changes including globalization, and concerns of workers such as employment trends, work life balance, economic inequality, and the rewards and challenges of work.

**[Goal]**

This course is designed to:

- Give students an overview of the sociological theories and concepts related to work and occupations. Students will consider classical theories of work, and economic trends.
- Make students more aware of the influence of social location including gender, race, class, age, sexuality and geography as it relates to work and employment opportunities.
- Encourage critical thinking skills. Critical thinkers are able to understand many sides to an issue, even if they disagree with the arguments presented; analyze course material actively; and set aside their personal beliefs and values in order to understand issues from a social scientific perspective.

**[Method(s)]**

This course is taught through a combination of lectures, video, small-group discussions, and student presentations.

**[Schedule]**

No.	Theme	Contents
1	Social Significance of Work	The sociological perspective and course goals. Sociological explanations of work.
2	Industrialization, Education and the History of Work	The history of work, the role of education and workplace transitions.
3	Marxist Theory of Work	How is inequality produced and reproduced in the workplace?
4	Global Economic Systems	Capitalism, socialism, mixed economies, global economies, and corporation types
5	Work in Contemporary Society	Deindustrialization, globalization, labor unions, offshoring, full time and contingent workers
6	Perils and Pressures of Work	Which occupations are the most and least satisfying? What are the effects of unemployment and underemployment? What is a greedy institution?
7	Perspectives on Globalization. Midterm Exam	What are the key aspects/processes of globalization and globalization theory? Midterm exam.
8	Downsizing, Restructuring and Automation	How have companies and workers adapted to new technologies?

9	Women, Minorities, and Families	What factors explain the gender pay gap? How does parenthood impact careers differently? Accordion families and the perils of globalization.
10	Inequalities in the Workplace	How does class structure opportunities? What subtle mechanisms of inequity persist? Who gets what?
11	Getting a Job	Jobs, human capital, and credentials. Networks and their significance.
12	Workplace Socialization and Professionalization	The significance of workplace cultures. Socialization into a culture and attaining professional status.
13	Work and its Rewards	Employment and unemployment. Work and social interaction. Satisfaction of Work. Personal Finance
14	In Class Presentations	Poster Presentations

**[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 videos shown in class, and do the prescribed readings.

**[Textbooks]**

No textbook will be used. Handouts, readings and other materials will be distributed in class, emailed and/or uploaded on H'Etudes.

**[References]**

TBA

**[Grading criteria]**

Clear instructions and goals are set for each assignment, test or examination to be completed. The grade will be calculated as follows: Reading Responses (25%); Midterm exam (25%), Interview and paper assignment (25%), and a Poster presentation final (25%).

**[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.

## Journalism

Ginger Koto Vaughn

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Fri 2nd

## [Outline and objectives]

In today's multimedia environments information gathering and reporting is dramatically changing. At the same time, producing high quality news still depends largely on the ability to write clearly and directly. This course is both an introduction to the field of journalism and a practicum in news reporting and production. Students will learn how news gathering industries are organized and gain significant practice in the skills needed to produce stories across media formats such as print, blog, video, radio, podcast, and television.

## [Goal]

1. Build competence in journalistic writing and story organization.
2. Formulate a basic understanding of how news organizations are structured in both the West and Japan.
3. Produce an in-depth journalistic piece for production across one of several digital media formats: web, blog, video, radio, podcast, etc.

## [Method(s)]

Classes consist of a lecture and exercises in basic journalistic skills, such as researching, interviewing, writing, and editing. Additionally, there will be a number of assignments covering these same areas. In the final third of the course, students will work on the organization of a story that can be produced across one of several multiple media platforms.

## [Schedule]

No.	Theme	Contents
1	Introduction	Course overview
2	Modern Day Media	Media in the 21st Century
3	Finding Stories, Conducting Research	Story generation, research and pitching
4	Interviewing	Interview process and developing questions
5	Categories of Reporting	Beat reporting and investigative journalism
6	Writing Fundamentals I: Story Structure	Basic story format for print media
7	Writing Fundamentals II: Leads and Style	Attention grabbing headlines and style
8	Writing for the Web	Web formats and writing styles
9	Producing Across Multimedia	Making content for web, print,apps, social media
10	Ethics and Media Law	Media ethics journalism rules
11	Social Media	Blogs, tweets, Instagram
12	The Japanese Press Club System	Structure of press clubs
13	Final Oral Reports	Presentations of findings
14	Careers and the Future of Journalism. Final written report due	Job prospects in the media industry. Submission of final reports.

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

Students are expected to review class materials, complete assignments, and find relevant material.

## [Textbooks]

Wenger, Debora Halpern and Deborah Potter. 2012. *Advancing the Story: Broadcast Journalism in a Multimedia World*. Second Edition. Washington, D.C. CQ Press. ISBN: 9781608717149.

## [References]

The Missouri Group. 2012. *News Reporting and Writing*. Tenth Edition. Bedford/St. Martins. ISBN: 0312618115.  
*The Associated Press Stylebook and Briefing on Media Law*. 2011. Basic Books. ISBN: 0465021875.

## [Grading criteria]

Participation 15%  
Assignments/Reports 50%  
Final Report 35%

## [Changes following student comments]

NA.

## [Prerequisite]

None.

## Media Effects

Ginger Koto Vaughn

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Fri 1st

## 【Outline and objectives】

This course examines the use and effects of mass communication for individuals and societies. It will cover topics such as who is affected, what effects occur and the theories behind them. The focus is on critical thinking and understanding mass communication use and its impact across various media formats including print, blogs, video, radio, podcast, TV, and web.

## 【Goal】

1. Build competence in reading media cases and evaluating outcomes and effects.
2. Formulate practical questions about the effects of mass media.
3. Understand and be able to explain the main theoretical concepts learned with classmates.

## 【Method(s)】

This course focuses on the impact of the mass media on individuals and society. An overview of the history of media effects research will be presented. The second part of this course discusses theories used to explain the various influences of the mass media as well as the methods employed to test such effects. The last portion of the course will focus on the intended and unintended effects of different types of media content on society. Additionally, there will be a number of assignments covering these same areas. Students will be responsible for submitting a final presentation and report on an assigned topic.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Nature and History of Mass Communication	Mass communication through the ages
3	Theories in Mass Comm 1	Uses and gratifications theory
4	Effects of Media Violence	Research trends impact of violence in media
5	Theories in Mass Comm 2	Social cognitive theory
6	Sexual Content in the Media	Media influence and exposure
7	Theories in Mass Comm 3	Cultivation theory
8	Effects of Media Stereotypes	Media influence on attitudes
9	Media & Emotion, Cognition	Understanding cognition and media
10	Effects of the News	Impact on audiences and viewer reactions
11	Media & Persuasion	Influence of print and television in politics
12	Advertising Effects	Role of commercials and advertisements
13	Final Oral Reports	Presentation of projects
14	Media & Health. New Media Tech. Final written report due	New tech in media, health. Submission of final reports

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

Students are expected to review class materials, complete assignments, and find relevant material.

## 【Textbooks】

Glenn G. Sparks. (2012). *Media Effects Research: A Basic Overview* (4th edition). Thomson/Wadsworth.  
 ISBN-10: 1111344450. | ISBN-13: 978-1111344450

## 【References】

Patricia Greenfield. (2014). *Mind and media: the effects of TV, video games, and computers*. Routledge. ISBN-10: 1138805955 | ISBN-13: 978-1138805958

## 【Grading criteria】

Participation 15%  
 Assignments/Reports 50%  
 Final Report 35%

## 【Changes following student comments】

NA.

## 【Prerequisite】

None.

## Religion and Politics

Daniel Friedrich

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Fri 2nd

## 【Outline and objectives】

This course is designed to familiarize students with the impact of religion on politics in various settings throughout East Asia. "Religion," as defined in the course, refers not only to formal theological creeds but also to the social beliefs, organizations and subcultures associated with various religious communities. The principal aim of the course is to survey how religion has functioned as a historical force which affects political systems and nation-states. By the end of the course, students will have a much greater understanding of the vitality and variability of religion as a factor in public life.

## 【Goal】

By the end of the course, students will be able to: (1) analyze and discuss the role religion plays in public life; (2) understand the complex and diverse ways religion and politics effect one another; (3) critically evaluate scholarly and media reports exploring religion and politics.

## 【Method(s)】

This courses will be taught primarily through a combination of lecture and discussion. Over the course of the semester, students will be required to give three brief oral presentations exploring religion and politics in current events. Finally, this course also includes media viewings to illustrate the ways religious practitioners give shape to the ideas discussed in readings and lectures.

## 【Schedule】

No.	Theme	Contents
1	Course Overview and Introduction to the Study of Religion and Politics	Detailed look at syllabus and introductory discussion to the study of religion and politics.
2	Religion as a Historical Force	This lecture provides a brief overview of the ways religion has shaped the political realm and vice versa.
3	Religion in Late Imperial China	This lecture focuses on the "three teachings" and the system of morals, beliefs, and rituals that shaped imperial Chinese politics.
4	Buddha and Shogun in 16th Century Japan	Religion as statecraft and a danger to the state.
5	Mini Conference I	Religion and Politics Beyond East Asia.
6	The Failure of Christianity 1550-1750	The introduction, rise, and fall of Christianity in China and Japan.
7	Review & Mid-term Exam	Mid-term exam
8	Buddhism in Ming and Qing China	The Chinese Emperor as "cakravartin."
9	Tokugawa Religion	Buddhism, Shinto, and the rise of nativism.
10	The End of the World	The apocalypse and Chinese heresies.
11	Mini Conference	Presentation II: Religion and Politics in the world today.

12	Japan, China, and the West: Negotiating Religion at the End of the 19th Century	This lecture explores the connection between economics, religion, and politics surrounding the translation of "religion" as "宗教".
13	Religious Violence in the Early Twentieth Century	This lecture explores Confucian fascism and wartime religion in Japan
14	Final Exam & Wrap-up	Final exam

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

Students are expected to complete weekly reading assignments, participate in class discussions, and prepare 2 presentations.

## 【Textbooks】

DuBois, Thomas David. *Religion and the Making of Modern East Asia*. Cambridge and New York: Cambridge University Press, 2011.

## 【References】

Not Applicable

## 【Grading criteria】

Mini Conferences (2) 20%

Mid-term exam 20%

Final exam 20%

Weekly in-class responses 15%

Active participation 20%

Selfie/introductory assignment 5%

## 【Changes following student comments】

Decreased number of pages read per class session.

## 【Equipment student needs to prepare】

Students will need to complete readings before every class. At various points in the semester, students should be prepared to lead discussions of ideas and concepts covered in readings.

## 【Prerequisite】

None.



## Science and Technology Studies

Matthew Brummer

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Thu 6th

## [Outline and objectives]

This course is an introduction to the field of Science and Technology Studies (STS), an interdisciplinary field concerned with understanding the ethical, political, and economic dimensions of science and technology (S&T). S&T plays a central role in many of the most important challenges faced by humankind, both past and present. From the ethics of inception to the politics of death, nearly everything we hold dear is touched by the power of S&T. This is what we will study in this course.

More precisely, we will cover the history of this relatively new academic field, major schools of thought within the discipline, and the practical lessons and implications of S&T on our lives. Thus, the design of the class is one of “theory and practice,” and will incorporate readings from both the scholarly literature and public intellectual discourse. The first half of the course will provide broad stroke introductions to the core interdisciplinary subfields of STS and will focus on theories and methods. The second half of the course will apply these theories and methods to specific topics, including societal transition, healthcare, smart cities, and the Fourth Industrial Revolution. We will also look at what STS means in East Asia.

While there are no easy answers to 21st century STS questions, this course will seek to expand our knowledge of the human condition in the Information Age and beyond.

## [Goal]

There are two overarching goals for this course:

- (1) Acquisition of a basic literacy of the intertwined relationships between science, technology, innovation, ethics, identity, culture, economics, and politics.
- (2) Attainment of a fundamental understanding of the origins, growth, and implications of science and technology in order to formulate a vision of its future.

## [Method(s)]

Similar to the discipline of STS itself, this course will be a hybrid of both a Lecture and a Seminar. That is, a lecture will be given for each class, and wide-ranging discussion will follow. On occasion, outside speakers may be invited to the class, or a course field trip undertaken, in order to provide additional topic-specific study and feedback.

## [Schedule]

No.	Theme	Contents
1	Introduction	An introduction to the course and to each other.
2	iPhone therefore I am	An introduction to the philosophy of science and technology.
3	Holy Cyborg Empire	An introduction to the relationship between technology, identity, science, and culture.
4	Creative Destruction	An introduction to the economics of science, technology, and innovation.
5	Military Industrial Complex	An introduction to the security politics of science and technology.
6	Institutions and Governance	Why some nations succeed and others fail.
7	Guest Lecture on S&T in Practice	Officer from Japan’s Ministry of Economy, Trade and Industry.
8	Midterm Presentations	Outline of and discussion on final paper topics.
9	Digital Natives	Society in transition, from Baby Boomers to iGen.
10	The Holy Grail	Healthcare, genetics, and medical miracles.

11	The Metropolis	Technology and the city.
12	The Fourth Industrial Revolution	Robotics, IoT, Blockchain, and AI.
13	STS in East Asia	S&T in Japan, South Korea, and China
14	Concluding Class	Summary of course coverage and parting salutations along with submission and presentation of final papers.

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

Recommended Reading (not required reading):

- (1) Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999.
- (2) Twenge, Jean. "Have Smartphones Destroyed a Generation?" *The Atlantic*, September 2017.

## [Textbooks]

There is no required textbook for this course. The instructor will provide a Course Reader (at no cost), to all students registered in the class, containing materials necessary to complete assignments as well as an extended syllabus and other relevant course resources.

## [References]

\*These are recommended reference texts; students are not required to purchase these books.

- (1) Juma, Calestous. *Innovation and Its Enemies: Why People Resist New Technology*. Oxford University Press; 1 Edition, 2016.
- (2) Kuhn, Thomas S. *The Structure of Scientific Revolutions*. 3rd ed. Chicago: University of Chicago Press, 1996.
- (3) Felt, Ulrike, et al. *The Handbook of Science and Technology Studies*, Fourth Edition. The MIT Press, 2016. (The 3rd edition by Edward Hackett et al is also excellent)
- (4) Taylor, Mark Zachary. *The Politics of Innovation: Why Some Countries Are Better Than Others at Science and Technology*. Oxford University Press; 1 Edition, 2016.
- (5) Volti, Rudi. *Society and Technological Change*. Worth Publishers; 8th Edition, 2017.

## [Grading criteria]

Students will be assessed on the following three components\*. Further explanation on grading criteria will be provided in class:

1. Participation and Presentations (30%): Each student will present on several of the weekly reading assignments during the semester, after which they will lead an open discussion. Presenters are encouraged to challenge inconsistencies in historical accounts and/or the modern narratives and pose questions for the class. Additionally, participation in general will be factored into one’s final grade.
2. Seminar Essays (30%): Students will be required to submit two “Seminar Essays.” The essays are to be concise and persuasive “thought pieces” / “reaction pieces” and should be no longer than three pages in length.
3. Final Paper (40%): With the guidance of the instructor, each student will choose a specific topic within STS broadly defined and write an in-depth final paper on it. Guidelines for the paper will be explained during the first class of the semester. The due date for the paper is the final class of the semester.

\*Importantly, students may also earn extra credit through a variety of out-of-classroom activities, including publishing on STS topics in online and print media outlets. Students may also earn extra credit through verified and significant Wikipedia editorial contributions.

[Changes following student comments]

NA

[Equipment student needs to prepare]

NA

[Others]

Absences: Students must contact the instructor before class begins in case of absence.

Late Work: All essays, reports, and other written work must be submitted on time. Late work cannot be accepted.

[Prerequisite]

NA

## American History and Society

Robert Sinclair

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Mon 2nd

## 【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. Special attention will also be made to understanding America's influence in terms of US-Japan relations both during the post-war period, and in recent times.

## 【Method(s)】

Students will attend lectures, read related materials, write one short essay, and have two written examinations.

## 【Schedule】

No.	Theme	Contents
1	Introduction	America, idea vs. reality, organization of the course, selection exam
2	History	Birth of a nation, rise as a superpower, The Cold War, recent developments
3	Land and People	Regions, people, immigration
4	Government	The US Constitution, Federal Government, branches of government
5	The Political System	The 2012 election, participatory democracy, political parties
6	Society	The class system, family life, women, race, crime
7	Review & Midterm Exam	Written examination
8	Religion, Education, and Social Policy	Religions and tolerance, the American education system, social programs
9	American Culture	Diversity, sports and leisure, media, popular music, the arts
10	The US Economy	Domestic economy, labor unions, business, industry, the global marketplace
11	Foreign Policy	History of American foreign policy, The Cold War, The New World Order, The War on Terror
12	Future Prospects	Domestic policy, foreign affairs

13	More Recent Developments and Conclusion	America since Trump
14	Final Exam & Wrap-up	Written examination

【Work to be done outside of class (preparation, etc.)】  
Students are expected to read the materials as instructed and prepare for class participation and discussion.

## 【Textbooks】

*Contemporary America. 4th edition*, Russell Duncan and Joe Goddard, 2013, Palgrave Macmillan.

## 【References】

*American Civilization: An Introduction, 7th Edition*, David Mauk and John Oakland, 2017, Routledge.  
*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 class participation (20%), a writing assignment (30%), and two exams (50%).

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

None.

## Intercultural Ethics

Richard Evanoff

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Tue 1st

**[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.

**[Method(s)]**

The class will use a lecture-discussion method, with some assigned / recommended readings.

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course and Overview of The UN Project "Dialogue Among Civilizations"	Intercultural education, science and technology, media, ethics, leadership
2	Case Studies	Universal human rights; religious conflict; climate change; whaling
3	Methodological Issues	Empirical, theoretical, and normative approaches to intercultural ethics
4	Theories of Globalization - Convergence Theory	Unilinear model of cultural evolution; modernism; universalism
5	Theories of Globalization - Divergence Theory	Multilinear model of cultural evolution; postmodernism; particularism
6	Theories of Globalization - Dual Theory	Ecological model of cultural evolution; post-postmodernism; constructivism
7	Theoretical Approaches in Intercultural Communication - Objectivism	Examples and objections; connections with universalism
8	Theoretical Approaches in Intercultural Communication - Subjectivism	Examples and objections; connections with relativism
9	Theoretical Approaches in Intercultural Communication - Interactive	Situatedness; relationalism; constructivist models

10	Cross-cultural Dialogue: Intercultural Situations	Anomic intercultural situations
11	Cross-cultural Dialogue: Examples	Gun control in the US; hiring practices in Japan
12	Cross-cultural Dialogue: Possible Resolutions	Avoidance; adaptation; confrontation; domination; dialogue
13	Cross-cultural Criticism	Ethnocentric, internal, cross-cultural, and integrative criticism
14	Conflict Resolution	The creation of "third cultures"

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

Photocopies of the relevant materials will be made by the professor and distributed to students.

**[Textbooks]**

There are no textbooks for this course.

**[References]**

A full bibliography will be given to students at the beginning of the course.

**[Grading criteria]**

Students will be evaluated on the basis of class participation (40%) and a final review report (60%). The review report is due on the last day of regular classes and should be handed in directly to the professor at that time.

**[Changes following student comments]**

Adjustments will be made to lecture style and to presenting material more clearly (especially on the blackboard). Students are encouraged to utilize the discussion time if they would like more opportunities to speak in class.

**[Equipment student needs to prepare]**

None

**[Others]**

None

**[Prerequisite]**

None.

## World Politics

(Introduction to International Relations II)

Rui Saraiva

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Tue 3rd

## [Outline and objectives]

This course mainly analyzes major events and phenomena in the realm of international relations through the lens of major IR theories, which were presented in "Introduction to IR".

## [Goal]

The course objectives are: (1) To enable students to utilize the concepts and theories of IR to analyze major events, actors and structures in international politics, e.g., the state, war, conflict, globalization, the rise of non-state actors and the role of international law and organizations; (2) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

## [Method(s)]

During this course, we will investigate major events and phenomena in the realm of international relations since the beginning of the twentieth century, such as World Wars I and II, the Cold War, rising ethnic conflicts in the post-Cold War era, the development of international law and organizations, the rise of non-state actors, and the politics of environmental issues, through the lens of the theories and concepts. Through this exercise, this course will present how we can best utilize IR theories to understand the puzzle of major world events. Students will be required to give group presentations during the course.

**"Introduction to International Relations" and "World Politics are best seen as an inseparable pair of courses that will provide students with an overview of the field of IR. For this reason, it is highly recommended that students wishing to enroll in this course first pass "Introduction to International Relations".**

## [Schedule]

No.	Theme	Contents
1	Introduction	Course outline
2	Level of Analysis	Level of analysis
3	World War I (1)	Analyzing the causes of World War I from theoretical perspectives
4	World War I (2)	Analyzing the causes of World War I from theoretical perspectives
5	World War II (1)	Analyzing the causes of World War II from theoretical perspectives
6	World War II (2)	Analyzing the causes of World War II from theoretical perspectives
7	The Cold War (1)	Analyzing the origin and end of the Cold War from theoretical perspectives
8	The Cold War (2)	Analyzing the origin and end of the Cold War from theoretical perspectives
9	International Conflicts in the Post-Cold War Era	Analyzing the causes and nature of contemporary international conflicts
10	The Roles of International Law and Organization	Examining the roles of international law and organization in the maintenance of international order

11	Economic Interdependence and Globalization	Examining the effects of deepening economic interdependence on world politics
12	The Information Revolution and the Rise of Non-state Actors	Examining the impact of the information revolution on world politics
13	Prospects for a World Order	Discussing prospects for a world order
14	Final Exam & Wrap-up	Written test

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

Students are required to have pored over assigned readings before attending class lectures.

## [Textbooks]

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

## [References]

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

Baylis, John, Steve Smith, Patricia Owens. (eds), *The Globalization of World Politics: An Introduction to International Relations*, seventh edition (Oxford University Press, 2016)

Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*, fourth edition (CQ Press, 2014)

Goldstein Joshua C. and Jon C. Pevehouse. *International Relations*, tenth edition (Pearson, 2012)

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

## [Grading criteria]

Presentation and contribution to discussion (40%), examination (60%)

## [Changes following student comments]

Handouts to be provided in a timely manner.

## [Prerequisite]

None.

## International Organizations

Hiromi Fujishige

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Thu 2nd

## 【Outline and objectives】

This course aims to explain the basic facts of the United Nations, its various roles and practices, and limitations. Students will acquire multifaceted knowledge through readings, discussions and group work, namely the model United Nations.

## 【Goal】

Upon completion of this course, students should have a better understanding of the practices, theories and limitations of the United Nations.

## 【Method(s)】

- (1) The first phase of this course will be lectures on the basic knowledge and theories related to the international organizations, especially the United Nations, which will be provided by the lecturer. Students are asked to read the provided readings before the lecture.
- (2) In the second phase of this course, students are to make a group presentation, followed by the Q&A session.
- (3) Students are expected to submit reaction papers after classes.
- (4) In the final week, students are requested to sit a term exam.

## 【Schedule】

No.	Theme	Contents
1	Guidance: Course Guidance and Introduction to International Organizations	How will the course be taught?
2	Lecture (1): Historical Background: The Birth of United Nations	How has the UN evolved in history?
3	Lecture (2): Principle Organs (Security Council, General Assembly, Secretary-General)	What principle organs consist of the UN?
4	Guest Speaker's Lecture: Talk Related to the UN	Sharing the first-hand experience of an expert in the field
5	Presentation (1): Economic Sanction	Examining the utility of the UN for economic sanction
6	Presentation (2): Peace Operations	Examining the utility of the UN for peace operations
7	Presentation (3): Humanitarian Intervention	Examining the utility of the UN for humanitarian interventions
8	Presentation (4): Peacebuilding	Examining the utility of the UN for peacebuilding
9	Presentation (5): Organized Crime	Examining the utility of the UN for organized crime
10	Presentation (6): Democracy and Good Governance	Examining the utility of the UN for democracy and good governance
11	Presentation (7): Human Development	Examining the utility of the UN for human development
12	Presentation (8): Women and Gender	Examining the utility of the UN for women and gender

13	Review: Reviewing the Course	What have we studied in the course?
14	Term-exam & Wrap-up	60 minute examination

【Work to be done outside of class (preparation, etc.)】  
Assigned readings and writing assignments.

## 【Textbooks】

Relevant materials will be distributed in class.

## 【References】

Weiss, T. G. & Daws, D., eds. (2010), *The Oxford Handbook on the United Nations*, New York: Oxford UP.

## 【Grading criteria】

Reaction papers (30%)  
Class participation (20%)  
Presentation (20%)  
Term exam (30%)

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Others】

**Week 1 attendance is mandatory to register for this class.**

## 【Prerequisite】

None.

## Development Studies

Hiromi Fujishige

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Thu 1st

## 【Outline and objectives】

This course focuses on the developing world, examining the relationship between states and their citizens. While most of the former European colonies achieved political independence following World War II, they have often suffered from political instability and socio-economic underdevelopment.

Why do so many of these post-colonial states remain “in development” for decades long after independence? Behind this question often lies a distorted relationship between a state’s elites and its populous. This class examines why there are tensions between states and their citizens, and how healthier relations can be established in these underdeveloped nations.

## 【Goal】

Upon completion of this course, students should have a better understanding of problematiques in the developing world, including the state-citizen relationship and post-colonial legacy.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

## 【Method(s)】

(1) In weeks 2-6, students participate in discussions on designated topics. (Assigned readings and preparation papers are compulsory for participation in discussions.)

(2) In weeks 7-13, students make 20-minute presentations on designated case studies in the developing world. After each class, students must submit reaction papers.

(3) In week 14, students will submit a take-home examination.

## 【Schedule】

No.	Theme	Contents
1	Course Guidance and the Introduction to Development Studies	How will the course be taught?
2	Lecture (1): The Evolution of Development	How has "development" evolved in history?
3	Lecture (2): Colonialism and its Legacy	How has the colonial legacy affected the development of developing states?
4	Lecture (3): Democracy, Good Governance and Development	What are the relations of democracy, good governance and development?
5	Lecture (4): Nation, Nationalism and the Nation-state	What are the relations of nationalism and nation-building in developing states?
6	Film: Watching "Black Gold"	What is fair trade? Does it help developing states?
7	Presentation (1): Indonesia	Examining the problématique of Indonesia
8	Presentation (2): South Africa	Examining the problématique of South Africa
9	Presentation (3): Iraq	Examining the problématique of Iraq
10	Presentation (4): Pakistan	Examining the problématique of Pakistan

11	Presentation (5): Nigeria	Examining the problématique of Nigeria
12	Presentation (6): Mexico	Examining the problématique of Mexico
13	Presentation (7): Guatemala	Examining the problématique of Guatemala
14	Exam & Wrap-up	Term examination

【Work to be done outside of class (preparation, etc.)】  
 Assigned readings and writing assignments.

## 【Textbooks】

Peter Burnell et al. eds., *Politics of the Developing World* [3rd ed.], New York: Oxford UP, 2011.

## 【References】

Relevant materials will be distributed in class.

## 【Grading criteria】

Reaction Papers 30%  
 Group Presentation 20%  
 Class Participation 20%  
 Term Exam. 30%

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Equipment student needs to prepare】

N/A

## 【Others】

**Week 1 attendance is mandatory to register for this class.**

## 【Prerequisite】

None.

## Public Policy

Rui Saraiva

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Tue 3rd

**[Outline and objectives]**

This course is designed to introduce the students to the analysis of the public policy process and its theoretical and analytical framework. We will study the formulation and implementation of policies by the state (e.g. environmental, defence, and foreign policies), which can be perceived as the result of interactions between various actors, institutions, and systemic constraints being converted into a policy outcome. Today's public policymaking actors can only deal with but a fraction of the issues facing the world. Therefore, we will also examine the agenda-setting process to help us understand how issues and events are prioritized in the political agenda.

**[Goal]**

This course aims to give the students a basic understanding of the public policy process, as well as an opportunity to examine agenda-setting as it applies to real-life events. During this course, students will learn to think carefully about contemporary public policies and to present their policy analysis to your community, country, or region.

**[Method(s)]**

This course introduces the key theories and tools for the study and analysis of public policy. In the first half of the course, we will be looking at the theoretical and conceptual frameworks within the field of public policy, the different stages and actors of the public policy-making process, and the role of the media in the agenda-setting process. In the second half, we will be studying the basic methods for public policy analysis and use those tools to understand and examine contemporary public policies in Japan. Lectures will include an interactive element, such as discussions or group presentations. I encourage critical thinking and the expression of diverse viewpoints in class and in writing assignments.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Why to study public policy?
2	Approaches to Public Policy	Conceptual and theoretical approaches
3	Policy Context	The social, economic, political, governing and cultural contexts
4	Understanding Public Policy-Making (1)	The policy process model
5	Understanding Public Policy-Making (2)	Instruments of public policy
6	Agenda-Setting	Framing, priming, and the media
7	Policy Analysis	The nature, types and steps of policy analysis, how the policy cycle operates in Japan
8	Review & Midterm Exam	In-class exam
9	Public Problems and Policy Alternatives	Problem analysis, how to find information and how to construct alternatives, how to write effective public policy papers

10	Applications of Public Policy Analysis (1)	Japan's economic, immigration, and welfare policies in the context of an emerging demographic crisis
11	Applications of Public Policy Analysis (2)	Japan's trade policy in 2017: challenges and possibilities
12	Applications of Public Policy Analysis (3)	Environmental and energy policies in Japan after the 3/11 disaster
13	Applications of Public Policy Analysis (4)	The debate over constitutional change and Japan's foreign and defence policies
14	Conclusion	Public policy challenges in the 21st century

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

Preparing for class by completing the readings will be key to doing well in this course. Additionally, you will be asked to submit a policy paper (between 1500 and 2000 words) on one of the topics that will be discussed in Applications of Public Policy (1), (2), (3), or (4).

**[Textbooks]**

Students will be required to read several chapters of the books listed in the reference section.

**[References]**

Cairney, P. *Understanding Public Policy. Theories and Issues*, New York: Palgrave, 2012  
 Howlett, Michael; Perl, Anthony; Ramesh, M. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Oxford/ New York: Oxford University Press, 2009  
 Kraft, Michael E.; Furlong, Scott R. *Public Policy: Politics, Analysis, and Alternatives*, Washington, D.C.: CQ Press, 2015  
 McCombs, Maxwell E. *Setting the agenda: the mass media and public opinion*, Cambridge: Polity Press, 2014

**[Grading criteria]**

Participation: 10%  
 Mid-term Exam: 40%  
 Policy Paper: 50%

**[Changes following student comments]**

None.

**[Prerequisite]**

None.

## China's Domestic Politics and Foreign Policy

Zhihai Xie

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Mon 4th

## [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.

## [Method(s)]

Lectures will be conducted based on PowerPoint slides every week. Students are required to read related materials in advance. There will be also time for team discussion.

## [Schedule]

No.	Theme	Contents
1	Introduction and Orientation	Introduction on the course and General Introduction to Chinese Politics and Foreign Policy
2	Chinese Political Ideology and the Party-State Structure	This theme deals with the role of Marxism-Leninism in Chinese politics and party-state system.
3	The Collective Leadership and Chinese Political Institution	This theme deals with the so-called collective leadership and the operating political institution.
4	Fractions in CPC: Princelings VS Communist Youth League; Beijing VS Shanghai	This theme deals with the power struggle among different political fractions in Chinese Communist Party.
5	The Anti-Corruption Campaign and Chinese Political Struggle	This theme covers the anti-corruption campaign and its relationship with China's political struggle.
6	The Agenda of Chinese Economic and Political Reform	This theme deals with China's economic and political reforms.
7	Chinese Social Structure and State-Social Relations	This theme deals with China's social structure and hierarchy.
8	The Black Box of Chinese Foreign Policy Decision-Making; Mid-Term Paper Submission Deadline	This theme deals with the decision-making process of foreign policy.
9	Nationalism, Public Opinions and Chinese Foreign Policy	This theme deals with China's nationalism and its influence on foreign policy.
10	China's Rising Maritime Strategy and Territorial Disputes in the Seas	This theme deals with China's maritime strategy and ambitions.

11	OBOR, AIIB and China's New Foreign Strategy	This theme deals with China's newly initiated OBOR project, AIIB and its related foreign strategy.
12	New Type of Great Power Relations?: China-US Relations	This theme deals with China-US relations.
13	Two Tigers Can't Share One Mountain?	This theme deals with China-Japan relations.
14	Final Exam & Wrap-up	Final Exam

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

Students are required to read the designated materials for each topic in advance. Details are included in the References.

## [Textbooks]

No textbooks. Handouts will be distributed every week.

## [References]

References exclusively for each theme:

Week 2: Guo, Sujian (2013), *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge. Chapter IV Political ideology, pp89-128.

Week 3: Nikkei Asian Review (2017), *Xi Jinping and the end of collective leadership*, October 23

Week 4 Lai(2012), Alexis, *One party, Two coalitions: China's factional politics*, CNN, Nov.9

Week 5 Fabre (2017), Guilhem, *Xi Jinping's Challenge: What is behind China's anti-corruption campaign*, Journal of Self-Governance and Management Economics, 5(2), 7-28.

Week 6 Yu, Keping, *What political reform looks like in China*, Huffington Post, [https://www.huffingtonpost.com/keping-yu/china-political-reform\\_b\\_6075464.html](https://www.huffingtonpost.com/keping-yu/china-political-reform_b_6075464.html)

Week 7: Jakobson (2016), Linda and Ryan Manuel, *How are foreign policy decisions made in China?*, Asia and the Pacific Policy Studies, Vol. 3 No. 1, pp101-110.

Week8: Lu (2014), Rachel, *China's new class hierarchy: A guide*, Foreign Policy, April 25.

Week 9: Pang (2017), Qin, and Nicholas Thomas, *Chinese nationalism and trust in East Asia*, Journal of Contemporary Asia, Vol. 47, Issue 5, pp 815-838.

Week 10: Xie (2014), Zhihai, *China's rising maritime strategy: Implications for its territorial disputes*, Journal of Contemporary East Asian Studies, Vol.3, Issue 2, pp 111-124.

Week 11: Ploberger (2017), Christian, *One Belt, One Road-China's new grand strategy*, Journal of Chinese Economic and Business Studies, Vol. 15, Issue 3, pp 289-305.

Week 12: Bo (2017), Zhiyue, *Xi Jinping's US policy: Building a 'new type of major-country relationship'*, in Bo Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press

Week 13 : Zhao (2016), Suisheng, *China's difficult relations with Japan: Pragmatism, superficial, and historical memories*, Asian Journal of Comparative Politics, Vol. 1, Issue 4, pp335-353.

Other general references:

Bo (2017), Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press.

Guo (2013), Sujian, *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge.

Lampton (2014), David M., *Following The Leader: Ruling China, from Deng Xiaoping to Xi Jinping*, University of California Press.

Lynch (2015), Daniel C., *China's Futures: PRC Elites Debate Economics, Politics, and Foreign Policy*, Stanford University Press.

Shambaugh (2014), David, *China Goes Global: The Partial Power*, Oxford: Oxford University Press.

Shirk (2008), Susan L., *China: Fragile Superpower*, Oxford: Oxford University Press.

## [Grading criteria]

Midterm paper 40% ; Final exam 40% ; Performance 20%

## [Changes following student comments]

Not applicable.

## [Prerequisite]

None



## Politics of Southeast Asia

Tomotaka Shoji

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Mon 6th

## 【Outline and objectives】

This course explores current political issues in Southeast Asia, including politics in respective countries from a comparative perspective, ASEAN, and external relations. Students will be required to understand political dynamics in this region, supported by the knowledge on the specific topics mentioned above.

## 【Goal】

Upon completion of this course, students will obtain a deeper understanding about Southeast Asia. In particular, they will be knowledgeable, to a certain degree, on specific important aspects that form the current political situation in the region. Methodologically, students will be more skillful in discussing and writing on certain academic/professional topics.

## 【Method(s)】

Weeks 1-6: Lecture and group discussion  
 Week 7: Review and mid-term exam  
 Weeks 8-12: Lecture and group discussion  
 Week 13: Review  
 Final week: Final exam and wrap-up

## 【Schedule】

No.	Theme	Contents
1	Introduction: Course Outline and General Information about Southeast Asia	Guidance and introductory lecture
2	Contemporary History of Southeast Asia	Nexus of nationalism and Cold War
3	Country Study (1): Democracies	Indonesia and the Philippines
4	Country Study (2): "Limited" Democracies	Malaysia and Singapore
5	Country Study (3): "Challenged" Democracies	Cambodia, Myanmar, and Thailand
6	Country Study (4): Remaining Socialism	Laos and Vietnam
7	Review & Mid-term Exam	Written test
8	ASEAN (1)	Institutional developments
9	ASEAN (2)	Current challenges facing the association
10	External relations (1)	United States and China
11	External relations (2)	"Second-tier" Powers: Japan, India, Russia, and Australia
12	Security Challenges in Southeast Asia	South China Sea and various nontraditional issues
13	Review	Review
14	Final Exam & Wrap-up	Writing test

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

Students will be required to read some chapters of the textbooks and prepare for group discussion.

## 【Textbooks】

- Robert Dayley, *Southeast Asia in the New International Era*, Seventh Edition (Routledge, 2016)  
 - Aurel Croissant and Philip Lorenz (eds) *Comparative Politics of Southeast Asia: An Introduction to Governments and Political Regimes* (Springer, 2018)

## 【References】

- Alice Ba and Mark Beeson (eds) *Contemporary Southeast Asia: The Politics of Change, Contestation, and Adaptation*, Third edition (Palgrave 2017)  
 - Donald E. Weatherbee, *International Relations in Southeast Asia: The Struggle for Autonomy* (Rowman and Littlefield, 2014)

## 【Grading criteria】

Discussion (20%)  
 Mid-term exam (40%)  
 Final exam (40%)

## 【Changes following student comments】

No feedback yet

## 【Equipment student needs to prepare】

None

## 【Others】

None

## 【Prerequisite】

None

## Politics of Africa

Kinyua Laban Kithinji

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Mon 4th**[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.

**[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.

**[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 and Regional Cooperation	Intra-African relations (AU, SADC, ECOWAS, and NEPAD). Pan-Africanism and regional integration.
11	Continental and External Bilateral Relations	Former colonial rulers and the European Union, USA, and the international organisations. Case study: African Growth & Opportunity Act (AGOA)
12	China and India in Africa	The African resource question. Case study: Forum on China - Africa Cooperation (FOCAC).
13	Japan in Africa	Foreign aid policy and the TICAD process. Case study: TICAD IV-VI
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 chapter.

**[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]**

Not Applicable.

**[Equipment student needs to prepare]**

Not Applicable.

**[Prerequisite]**

None.

## Japanese Politics

Jeffrey Hall

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Thu 5th

## 【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.

## 【Method(s)】

This course will be structured around lectures. Each student will be expected to attend each week's class. There will be in-class discussions, so students are expected to express their opinions or ask relevant questions. Class participation is 20% of the grade in this course.

The mid-term will involve a combination of in-class short answer questions, short essays, and a take-home paper assignment. The final exam will be a paper, to be turned in through the online system (H'etudes).

## 【Schedule】

No.	Theme	Contents
1	Japan: The Emergence of The Modern State	Syllabus and requirements; The post-Meiji political system until prewar years
2	Historical Overview of Japanese Politics I	The occupation period and the early years of postwar democracy
3	Historical Overview of Japanese Politics II	More historical background on the formation of modern Japanese politics
4	Historical Overview of Japanese Politics III	Postwar Politics in Japan
5	Historical Overview of Japanese Politics IV	Postwar Politics in Japan 2
6	Historical Overview of Japanese Politics V	Postwar Politics in Japan 3
7	Historical Overview of Japanese Politics VI	Postwar Politics in Japan 4
8	Review & Midterm	Midterm exam
9	Historical Overview of Japanese Politics VII	Postwar Politics in Japan 5
10	Foreign Policy Issues (1)	Japan's foreign policy
11	Foreign Policy Issues (2)	Japan's foreign policy continued
12	Foreign Policy Issues (3)	Japan's foreign policy continued
13	Foreign Policy Issues (4)	Japan's foreign policy continued
14	Foreign Policy Issues (5)	Most current foreign policy issues in 2018

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

Before each week's class, students will be expected to read an assigned article (10 to 20 pages in length) and for some of the weeks, write a short response (1 to 2 pages in length) Responses are not required for every week.

## 【Textbooks】

Readings will be uploaded to H'etudes.

## 【References】

The following books are not required reading, but can be useful as references.

Curtis, G. L. (1999). *The logic of Japanese politics: Leaders, institutions, and the limits of change*. New York: Columbia University Press.

Hayes, L. D. (2009). *Introduction to Japanese Politics*. New York: Routledge.

Samuels, R. J. (2008). *Securing Japan: Tokyo's grand strategy and the future of East Asia*. Ithaca: Cornell University Press.

Samuels, R. J. (2013). *3.11: Disaster and Change in Japan*. Cornell University Press.

Shinoda, T. (2013). *Contemporary Japanese politics: Institutional changes and power shifts*. New York: Columbia University Press.

Smith, S. A. (2016). *Intimate rivals: Japanese domestic politics and a rising China* / Sheila A. Smith. New York: Columbia University Press.

Stockwin, J. A. (2008). *Governing Japan: Divided politics in a resurgent economy*. Malden, MA: Blackwell Pub.

## 【Grading criteria】

Participation (includes short response assignments): 20%

Midterm exam: 40%

Final Report: 40%

## 【Changes following student comments】

The number of short response assignments has been reduced, as many students said that the work load for this course was too heavy.

In-class quizzes and an in-class final exam has also been replaced with a final report to allow for more time in class for discussion and answering of student questions.

## 【Others】

Students who have completed General Topics II: Japanese Politics can not take this course.

## 【Prerequisite】

None.

## Environment and Development

Richard Evanoff

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Tue 1st**[Outline and objectives]**

The course begins by surveying the history of development in the post-war period, including the UN's concept of "sustainable development" and the UN Millennium Development Goals. Also addressed are emerging concerns over the relationship between environment and development related to ecological sustainability, social justice, and human well-being. The course then examines several key development theories, including (1) conventional / neoliberal theories; (2) dependency / world systems theories; and (3) post-development / alternative development theories, to see how they might be applied to environment and development issues. Consideration is also given to recent debates over the extent to which free trade and official development assistance promotes ecological sustainability and quality of life. Responses on the part of multinational corporations and international institutions, such as the World Bank, IMF, and WTO, to calls for sustainable development are also investigated, and compared with the views of anti-globalization activists. Finally, international negotiations on issues such as whaling and global warming are considered from the perspective of development theory.

**[Goal]**

The purpose of this course is to introduce students to topics related to environment and development.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Historical Background of Development Theory	Concerns about environment and development; models of development
2	Initiatives by The United Nations	UN concept of sustainable development; UN Millennium Development Goals
3	Development and Ecological Sustainability	Conservation vs. preservation; protecting biodiversity; case studies
4	Development and Social Justice	Growing gap between rich and poor; overconsumption and underconsumption
5	Development and Meeting Basic Human Needs	Wants vs. needs; choice; theories of basic human needs
6	Capitalist Development Paradigms	Conventional models of development
7	Marxist Development Paradigms	Dependency / World Systems Theory / Delinking and Autonomous Development
8	Post-development Theories	Key tenets; tensions in post-development theories
9	Alternative Development Paradigms	The "subsistence perspective"; economic and political decentralization
10	Free trade and the Environment	Intended goals and effects of free trade; criticisms

11	Direct Investment and Official Development Assistance	Overview of direct investment and ODA, with case studies and criticisms
12	Global Institutions (World Bank, IMF, WTO)	The World Bank, IMF, and WTO, with case studies and criticisms
13	The Anti-Globalization Movement	Historical beginnings; anti-globalization trends; the World Social Forum
14	International Negotiations on Environmental Issues	Case studies (whaling, global warming); ethical principles

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

Photocopies of the relevant materials will be made by the professor and distributed to students.

**[Textbooks]**

There are no textbooks for this course.

**[References]**

Richard Evanoff, *Bioregionalism and Global Ethics: A Transactional Approach to Achieving Ecological Sustainability, Social Justice, and Human Well-being*. London: Routledge, 2011.

**[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]**

Adjustments will be made to lecture style and to presenting material more clearly (especially on the blackboard). Students are encouraged to utilize the discussion time if they would like more opportunities to speak in class.

**[Equipment student needs to prepare]**

None

**[Others]**

None

**[Prerequisite]**

None.

## American Politics and Foreign Policy

Jeffrey Hall

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Tue 1st

**[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.

**[Method(s)]**

This course will be structured around lectures. Each student will be expected to attend each week's class. Students are expected to pay attention and ask questions or share their opinions in class.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Introduction to the founding of the United States
2	Foundations	The United States Constitution - The Federalists and debates over tyranny & democracy
3	Historical Background of American Political System 1	Explaining the functioning of the U.S. government through historical examples.
4	Historical Background of American Political System 2	Explaining the functioning of the U.S. government through historical examples.
5	Historical Background of American Political System 3	Explaining the functioning of the U.S. government through historical examples.
6	Midterm	Exam: short-answer questions and a short-essay
7	Historical Background of American Political System 4	The Civil Rights Movement (And reviewing Midterm exam questions)
8	Historical Background of American Political System 5	Isolationism and the two World Wars

9	Historical Background of American Political System 6	Isolationism and the two World Wars II / The Cold War
10	Historical Background of American Political System 7	The Cold War (part 2)
11	America's Role in Asia	American policy in Asia - focus on Japan
12	America's foreign policy (1)	Issues in American foreign policy
13	America's foreign policy (2)	Issues in American foreign policy
14	Trump's America	Discussion of America under President Trump

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

Students are expected to have completed the readings before class. Expect roughly 15-20 pages of reading per week.

**[Textbooks]**

All course reading materials will be uploaded to the course website.

**[References]**

The following books will prove to be good reference materials.  
 Herring GC. (2008). *From Colony to Superpower, U.S. Foreign Relations since 1776*. Oxford University Press.  
 Grover WF, Peschek JG. (2009). *Voices of Dissent, Critical Readings in American Politics*. Addison-Wesley Longman.  
 Ikenberry, G. J. (1999). *American foreign policy: Theoretical essays*. New York: Longman.  
 Wasserman, G. (2015). *The Basics of American politics.*. Boston: Pearson.  
 Cox, Michael, and Doug Stokes. (2012). *US Foreign Policy*. Oxford: Oxford UP.

**[Grading criteria]**

Class Participation: 5%

Reading Responses: 15%

Midterm exam: 40%

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

**[Changes following student comments]**

The quizzes and in-class final exam has been replaced with a final report so that students have more time to ask questions and share opinions in class.

**[Equipment student needs to prepare]**

N/A

**[Others]**

Students who have completed General Topics II: American Politics and Foreign Policy can not take this course.

**[Prerequisite]**

None.

## International Politics of the Middle East

Mari Nukii

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Wed 3rd

## 【Outline and objectives】

This course aims to introduce students to the international politics of the Middle East. Part I deals with the basic knowledge necessary to understand the region. Part II overviews current Middle Eastern international politics in general, and the impact of oil on the regional political situation in particular. Finally, Part III discusses the contemporary regional affairs attracting worldwide attention, i.e. the Arab-Israeli conflict, the Syrian crisis, and the 'Islamic State'. Students are expected to be able to understand current main issues in the Middle East and read articles on the region more in depth.

## 【Goal】

Students are expected to acquire basic information and notable features of international politics of the Middle East, and to be able to explain the regional issues from the viewpoint of their own analysis.

## 【Method(s)】

In order to promote the understanding of the international politics of the Middle East, this course focuses on basic and well-known phenomena in the region.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Concept of the Middle East /
	Basic Knowledge 1	principles of Islam
2	Basic Knowledge 2	Historical development of the Islamic world
3	Colonization in the Middle East 1	World War I and collapse of the Ottoman Empire
4	Colonization in the Middle East 2	Beginning of the Palestine-Israeli Conflict
5	The Middle Eastern Regional Order during the Cold War 1	Nationalist movements in the Middle East
6	The Middle Eastern Regional Order during the Cold War 2	The Middle East and oil
7	The Middle Eastern Regional Order during the Cold War 3	The 1979 Iranian Revolution
8	Midterm Exam/Report	Midterm exam/report
9	The War on Terror and Change of the Middle Eastern Society 1	The 9/11 Terrorist Attacks and the 2003 Iraq War
10	The War on Terror and Change of the Middle Eastern Society 2	The "Arab Spring"
11	The War on Terror and Change of the Middle Eastern Society 3	The Emergence of the "Islamic State"
12	New Struggle for Supremacy in the Middle East 1	Syrian Crisis

13	New Struggle for Supremacy in the Middle East 2	Iranian Nuclear Agreement (JCPOA) and tension in the Gulf
14	Summary	Review of this course

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

As review of class students are expected to reexamine the distributed handout and read the recommended articles.

## 【Textbooks】

No use

## 【References】

Louise Fawcett, ed., *International Relations of the Middle East*, Oxford Univ. Press. 2016.

Marcj Gasirowski and Sean L. Yom, ed., *The Government and Politics of the Middle East and North Africa*, Westview Press, 2017.

Jillian Schwedler, ed., *Understanding the Contemporary Middle East*, Lynne Rienner Publishers, 2013.

## 【Grading criteria】

1. Participation 20% Midterm Exam/Report 30% Final Report 50%
2. Students will be expected to choose one subject discussed in the course, write a report on that subject, and then submit it by the end of the course. Details of the style of report will be announced later.
3. If the majority of students prefer it, a group discussion will be held in class.

## 【Changes following student comments】

Distributing handouts for each classes.

## 【Prerequisite】

None.

## Political Theory

Kazuhiro Watanabe

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Wed 4th

**[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 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.

**[Method(s)]**

This course begins with the legacy of the ancient Greeks and proceeds through contemporary political theories mostly in chronological order. Classes consist of a lecture with class and/or group discussion to follow. Students may be requested to make a quick (group) presentation about a reading assignment, depending on class size.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Ancient Greek	Polis and politics: Plato and Aristotle
3	Hellenistic to Roman	From Republic to Empire: Cicero, Seneca
4	Early and Medieval Christian Thoughts	Augustine, Aquinas, and other Scholastic philosophers
5	Renaissance and Reformation	Civic humanism and fall of the Catholic church: Machiavelli, Luther, and Calvin
6	Absolutism versus Social Contract Theories	Rise of modern political principles: Bodin, Hobbes, Locke, and Rousseau
7	Enlightenment, Liberalism, and Republicanism in England and Scotland	Formation of modern political principles: Harrington, Bentham, Hume, and Mill
8	Enlightenment, Liberalism, and Republicanism in France	Development of modern political principles: Montesquieu and Voltaire
9	American Independence and French Revolution	Turn of modern political principles: Jefferson, Hamilton, Burke, and Tocqueville
10	German Philosophy and Nationstate	Ethical life: Kant, Fichte, and Hegel
11	Socialism	The age of ideologies: Marx, Lenin, Trotsky, Stalin, and Bernstein
12	Contemporaries I	Continental political philosophy: Weber, Schmitt, and Arendt
13	Contemporaries II	Analytic political philosophy: Rawls, Sen, Nozick, and Sandel

14 Final Exam & In-class final exam  
Wrap-up**[Work to be done outside of class (preparation, etc.)]**

There will be a reading assignment, which is a collection of snippets from the political thinkers' writings, for every class. Students are expected to read it beforehand and be prepared for discussion.

**[Textbooks]**

No textbook is required. Readings will be uploaded to H'etudes.

**[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.

**[Grading criteria]**

Class participation (20%), Reaction papers (15%×2 = 30%), and Final exam (50%)

**[Changes following student comments]**

Since we have 100 minutes for one session from this year, I will have students work on more reading assignments before each class, so that we can spare enough time for group discussions.

**[Equipment student needs to prepare]**

We use the course webpage on H'etudes. Please check it regularly for updates and class resources, as well as for the submission of assignments.

**[Prerequisite]**

None.

## European Integration

Markus Winter

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Wed 1st

## [Outline and objectives]

## GREAT EXPECTATIONS – EUROPEAN INTEGRATION

The creation of today's European Union (EU) was a long, and often chaotic, process: often one step forward and one step back, the EU today has arrived at a critical point: Britain's withdrawal from the Union ('Brexit'), the refugee crisis, the Euro crisis, the conflict in the Ukraine, and the rise of populism – they all have left the EU with a sense of existential crisis and left many wondering whether the project of European integration has come to an end.

In this class, we look at (1) the main stages of the process of European Integration; (2) today's existential crises and their significance for the European project; (3) the EU's external relations; and (4) the key institutions of the EU and how they work in governing this Union of 28 – or soon maybe 27 – member states.

## [Goal]

Understand key political processes, their origins and their ramifications for European Integration.

## [Method(s)]

About half of each class will be lecture-style, the other half will be discussions on the readings and content of the lectures.

## [Schedule]

No.	Theme	Contents
1	Introduction	The EU in an existential crisis? Brexit / refugee crisis / Euro crisis / Ukraine crisis – how did we get here?
2	European Integration – From the Early Years to Eurosclerosis	The 1950s-1970s – from ECSC to EEC to EC
3	Beyond Eurosclerosis – The Birth of the European Union	Incomplete beginnings: what goes around comes around
4	The Institutional Set-up of the EU: How EU Politics Works	The EU's main institutions – Commission, European Council, Council of Ministers, Parliament, and Court
5	The Failings of the Institutional Set-up – The Refugee Crisis	The case of coordination in the refugee crisis & the bridge to EU external relations
6	The EU's External Relations	Does the EU have a 'foreign policy'? Enlargement policy // Japan-EU relations // EU-NATO // EU-UN
7	Overstretch? The Case of the Ukraine Crisis	Enlargement: from 5 to 28 members – and one step too far East
8	A European Democracy?	The tension between EU and popular/national sovereignty
9	Review & Mid-term Exam	Knowledge questions about the European Union
10	The Democratic Deficit & The Case of Brexit	The debate on the democratic credentials of the EU: The case of Brexit
11	Great Expectations? The Rise of Populist Movements	The return of drawbridge nationalism, protectionism, and the backlash against globalisation
12	The EU Economy	A single market?
13	The Failings of the Single Market – The Euro Crisis	Euro & Euro crisis & the German constitutional court

14 Review & Final Exam Questions testing the understanding of key debates on European Integration

[Work to be done outside of class (preparation, etc.)]  
 30-45 minutes (reading short selected newspaper clippings // do background research on next week's topic)

## [Textbooks]

N/A

## [References]

Michelle Cini and Nieves Pérez-Solórzano Borragán (2016), *European Union Politics* (Fifth Edition). Oxford: Oxford University Press.

[http://europa.eu/european-union/index\\_en](http://europa.eu/european-union/index_en)

## [Grading criteria]

Participation: 25%

Mid-term exam: 25%

Final exam: 50%

## [Changes following student comments]

include populism as a topic; select easier readings

## [Prerequisite]

none



## Society and Environmental Change

Raquel Moreno-Peñaranda

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period :**[Outline and objectives]**

Human societies are inextricably linked to nature. Interactions between the ecological and the social world result in transformations of both people and the environment. Throughout history, the way in which human societies have perceived the natural world, how they have changed it, and how in turn they both have been transformed by those changes, has taken different turns. In recent years, global environmental change, driven by human activities, has posed new ecological and social challenges. A variety of social responses to those pressing challenges have emerged at different levels (local, regional, international). This course examines the mechanisms of interaction between society and the environment, focusing on how social change can effect positive changes so as to tackle current environmental challenges. The course offers a brief historical overview of environment-society relations, while exploring in depth contemporary environmental initiatives from a variety of social groups at different scales geographical scales. Relevant social environmental movements from industrialized and developing countries, from cities and rural areas, working towards different environmental causes, will be studied.

**[Goal]**

The main goals of the course are to:

- provide a basic understanding of the mechanisms through which human societies and the environment interact and shape each other;
- enhance students' ability to understand the complexity of global environmental change and the plurality of social responses to tackle it;
- cultivate students' capacity to critically assess the challenges and opportunities for effecting positive environmental outcomes through social change processes;
- learn to work collaboratively with other classmates in class activities and in the elaboration and presentation of a group project;
- improve basic professional skills regarding self-organization, planning, time management, and respect for diversity in points of view.

**[Method(s)]**

The course consists of short lectures and interactive class activities and presentations in which students address and from a critical perspective on the topics covered each week (prepared prior to class). At the end of the course, students have the opportunity to present their (group) project and discuss it in class.

**[Schedule]**

No.	Theme	Contents
1	Environment and Society	Interactions between human societies and the ecological world; the mechanisms of co-evolution.
2	Pre-industrial Societies	Environmental transformations: from hunter-gathering societies to settled agricultural civilizations; early environmentalism.

3	The Industrial Era	Industrialization processes: social and ecological transformations; environmental concerns.
4	Modern Societies I	Development and the environment: shortcomings and social responses.
5	Modern Societies II	Globalization and the environment; the Anthropocene; the Green economy; ecosystem services; ecological footprint.
6	Environmental Movements I	Environmentalism: understanding social mobilizations for environmental causes.
7	Environmental Movements II	Forms of environmentalism: the "South" versus the "North".
8	Social Change I	Social transformations for environmental health; examples.
9	Social Change II	Social transformations for environmental justice; examples.
10	Social Change III	Social transformations for biodiversity protection; examples.
11	Students' presentations I	Students present their projects and discuss them in class.
12	Students' presentations II	Students present their projects and discuss them in class.
13	Final Exam & Wrap-up	In class, short essay-like questions.
14	Closing Session	Review and critical reflection on the course.

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

Students are required to complete assigned readings and/or visualize multimedia materials prior to class. They are also required to prepare short weekly commentaries in advance, so they can participate in class discussions.

**[Textbooks]**

none

**[References]**

*Routledge International Handbook of Social and Environmental Change* Edited by Stewart Lockie, David A. Sonnenfeld, Dana R. Fisher Routledge: Oxon-New York. 2014.

**[Grading criteria]**

-Participation in class activities: 35%

-Project and presentation: 35%

-Final exam: 30%

**[Changes following student comments]**

none

**[Equipment student needs to prepare]**

none

**[Others]**

none

**[Prerequisite]**

none

## Principles of Marketing

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Spring | Year : 2~4  
 Day/Period : Tue 2nd

**[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.

**[Method(s)]**

This course is taught primarily through lectures and presentations. Interactive class participation is encouraged.

**[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	Consumer markets and consumer buying behavior
4	Designing a Customer-Driven Strategy (1)	Market segmentation and market targeting
5	Designing a Customer-Driven Strategy (2)	Case study and presentation
6	Products, Services and Brands	Categorizing product, services and branding strategy
7	New Product Development and Product Life-cycle (1)	Managing the development of new product
8	New Product Development and Product Life-cycle (2)	Case study and presentation
9	Understanding Pricing and its Strategies (1)	New product pricing strategies and price adjustment strategies
10	Understanding Pricing and its Strategies (2)	Case study and presentation
11	Promotion Mix	Advertising and public relations
12	Creating Competitive Advantage (1)	Competitor analysis
13	Creating Competitive Advantage (2) Review	Competitive marketing strategies

14 Final Exam & Wrap-up Assessing the degree to which you understand the subject

**[Work to be done outside of class (preparation, etc.)]**  
 Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given.

**[Textbooks]**

Kotler, Phillip and Armstrong, Gary. *Principles of Marketing*, 17th Edition, Pearson Education, 2017.

**[References]**

Further materials will be provided by the instructor.

**[Grading criteria]**

Students will be evaluated based on class participation (20%), reading assignments and presentation (20%), written report (15%) and final exam (45%).

**[Changes following student comments]**

Not applicable.

**[Others]**

Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

**[Prerequisite]**

Not needed.

## Foundations of Finance

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Fri 2nd

### [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.

### [Method(s)]

This course is taught primarily through lecture. Interactive class participation is encouraged.

### [Schedule]

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Introduction to Financial Management	An overview of financial management
3	Understanding Financial Statements (1)	The Balance sheet
4	Understanding Financial Statements (2)	Income statement Statement of cash flow
5	Evaluating Firms' Financial Performance (1)	Analyzing financial ratios
6	Evaluating Firms' Financial Performance (2) Review	Using financial ratios
7	Midterm Exam	Assessing the degree to which you understand the subject
8	The Time Value of Money (1)	Present value, future value, annuity
9	The Time Value of Money (2)	Interest rate and uneven cash flow
10	Interest Rates (1)	Bond ratings
11	Interest Rates (2)	Determinants of interest rate
12	Risk and Rates of Return (1)	Stand-alone risk
13	Risk and Rates of Return (2) Review	Risk in a portfolio context
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

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

Students are expected to download the lecture slides, read the textbook and complete any assignments given.

### [Textbooks]

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

You can buy the textbook at Hosei's COOP (生協) or you can borrow the textbook from the library to make copies.

### [References]

Further materials will be provided by the instructor.

### [Grading criteria]

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

### [Changes following student comments]

Not applicable.

### [Equipment student needs to prepare]

Calculator

### [Others]

This course requires students to have a good understanding of Mathematics or Statistics.

### [Prerequisite]

Business or Accounting knowledge.

## Accounting

Noriaki Okamoto

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Fri 4th

**[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.

**[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.

**[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.

**[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 (Ch. 2, handouts and slides)
5	Accounting Principles ②	Learn the generally accepted accounting principles (Ch. 2, handouts and slides)
6	The Balance Sheet ①	Understand the basics of the balance sheet (Ch. 3, handouts and slides)
7	The Balance Sheet ②	Learn how to analyze the numbers on the balance sheet (Ch. 3, handouts and slides)
8	The Income Statement ①	Learn the basic structure of the income statement (Ch. 4, handouts and slides)
9	The Income Statement ②	Learn how to analyze the numbers on the income statement (Ch. 4, handouts and slides)
10	Review & Mid-Term Exam (Quiz Questions)	Mid-term exam
11	The Cash Flow Statement	Learn the basic structure of the cash flow statement (Ch. 5, handouts and slides)

12	The System of Bookkeeping	Learn the double-entry bookkeeping (Ch. 7, handouts and slides)
13	Posting and Trial Balance	Understand the important steps in the process of double-entry bookkeeping (Ch. 7, handouts and slides)
14	Final Exam & Wrap-up	Final exam

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

Students are expected to read the assigned textbook chapters before each class session. Also, there are different types of homework during the course.

**[Textbooks]**

Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

**[References]**

Wayne A. Label, Cheryl Kennedy Henderson (2015), *Study Guide and Workbook for Accounting for Non-Accountants* 3rd edition, Solana Dreams Publishing Company.

Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.

Thomas R. Ittelson (2009), *Financial Statements* revised and expanded edition, Career Press.

**[Grading criteria]**

Projects / homework 15%,

Class participation / discussion 15%, Mid-term exam 20%, and final exam 50%

**[Changes following student comments]**

Simple mid-term exam was added to encourage students' self-study earlier in the course.

**[Equipment student needs to prepare]**

A calculator

**[Prerequisite]**

None.

## Event Management

John Melvin

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Thu 5th

### [Outline and objectives]

For millennia, humans have found ways to mark important events in their lives: the changing of the seasons, the phases of the moon and the renewal of life each spring. Today, events are playing an increasing role in people's lives and culture. More leisure time and better standards of living have led to a proliferation of public and private events. More recently, governments and businesses have recognised the power of events to help with economic development and destination marketing. The wide array of events, from community to international level, makes event management a hugely exciting field of study.

### [Goal]

The purpose of this course is to acquire an in-depth knowledge about the field of event management and the factors to consider for the successful planning, promotion, implementation and evaluation of events within different contexts.

This course will cover the critical techniques and strategies required to plan successful special events. Upon completion of this course, you should be able to:

- 1) Understand the range of factors driving conceptualising and designing events
- 2) Understand different sources of event funding and support
- 3) Understand and apply appropriate risk management practices
- 4) Understand the role and management of event volunteers
- 5) Appreciate the varied aims and objectives of different events and the need to consider the event legacy

### [Method(s)]

The course is designed to facilitate a free exchange of ideas and information among students, the instructor and a guest speaker experienced in the management of special events. Whilst it is primarily lecture-based, 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 their own event over the course of the semester, which will provide the opportunity to apply the theories and concepts from the lectures.

### [Schedule]

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Understanding the events industry, the range of events and the issues this class will consider
2	Event Conceptualisation	The various influences on developing an event concept and the issues to be included in the planning process
3	The Event Environment	Examining the unique context that events take place in and how this influences the event management process.
4	Designing the Event Experience	Considering the many factors involved, including developing an event theme and programme, and selecting a venue

5	Event Funding & Support	Analysing the various forms of support that organisations can provide for events, such as grants and sponsorship, and strategies for gaining external support
6	Event Marketing and Promotion	Applying marketing theory to create publicity for the event and manage the media
7	Guest Speaker	An experienced guest speaker will give a talk and host a Q&A about topical issues in event management
8	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
9	Risk Management, Licensing and Health and Safety	Planning and preparing for negative incidents to ensure the safe and smooth delivery of the event
10	Financial Management and Budgeting	Financial management processes including sourcing funding, monitoring income and expenditure and evaluation
11	Event Case Studies	Analysing aspects of event management from an international case study
12	Group Presentations	Groups will give a presentation on their original event
13	Post Event Evaluation and the Event Legacy	Identifying the range of post-event tasks to ensure a successful conclusion and the importance of planning for an event's legacy
14	Examination & Wrap-up	End of semester examination

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

Students will be assigned reading as preparation for classes. Students are expected to download the lecture slides to preview before class. More details on evaluation criteria and assignments will be given in class.

### [Textbooks]

There is no set text for this course. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

### [References]

The reference books are available in the university library and in the GIS Reference Room.

- Allen, J, O'Toole, W, McDonnell, I and Harris, R (2011) *Festival and Special Event Management*. (5th edition) Brisbane: Wiley  
Bowdin, G McDonnell, I, Allen, J and O'Toole, W (2001) *Events Management*. Oxford: Butterworth-Heinemann  
Ferdinand, N. and Kitchin, P. (2017) (2nd Edition) *Events Management An International Approach*. London: SAGE

### [Grading criteria]

- Evaluation will be based on
1. Class participation (20%)
  2. Group presentation and report (40%)
  3. Exam (40%)

Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

### [Changes following student comments]

Following feedback, the group project is assessed individually, in order to encourage cooperation and reward hard work.

### [Prerequisite]

None.

## Business Negotiation

Takamasa Fukuoka

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Mon 1st

### 【Outline and objectives】

Negotiation is an interdisciplinary study (psychology, business management, economics, politics, law, etc.) which has been developed since the 1970s, when Harvard University started researching negotiation in a systematic manner. The study of this has become increasingly significant to global society. This course introduces students to the basic negotiation theories and techniques.

### 【Goal】

The purpose of this course is to learn basic negotiation theories and techniques, and utilize them in both business negotiations and daily life.

### 【Method(s)】

In this course, students will learn basic negotiation theories, read and discuss case studies, and study consensus building so as to be able to interact with different societies.

### 【Schedule】

No.	Theme	Contents
1	Course Introduction	Course introduction
2	What is Negotiation?	Learn the definition of negotiation.
3	Negotiation and Conflict	Learn how negotiation is a method to resolve conflicts.
4	Win-Lose Negotiation (distributive bargaining)	Learn Win-Lose negotiation (theory and techniques).
5	Case Study (1)	Read and discuss case studies of Win-Lose negotiation.
6	Win-Win Negotiation (integrative bargaining)	Learn Win-Win negotiation (theory and techniques).
7	Case Study (2)	Read and discuss case studies of Win-Win negotiation.
8	Pareto-Optimal Solution	Learn how to search for Pareto-Optimal solutions in negotiation.
9	Negotiation Strategy and BATNA	Learn why BATNA is important in negotiation.
10	Case Study (3)	Read and discuss BATNA case studies.
11	Case Study (4)	Read and discuss BATNA case studies.
12	Consensus Building	Learn how to build consensus while negotiating complex issues.
13	Intercultural Negotiation	Learn cultural differences and effective intercultural negotiation methods.
14	Review and Final Exam	Review and final exam.

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

As instructed, students will have to read chapters of the coursebook and also other materials for each class.

### 【Textbooks】

No textbook will be used. Handouts will be provided by the instructor.

### 【References】

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In* New York: Penguin Books, 1983.  
Wheeler, Michael. *The Art of Negotiation: How to improvise Agreement in a Chaotic World* New York: Simon and Schster, 2013.

Bazerman, Max and Margaret Neale. *Negotiating Rationally* Free Press, 1994.

### 【Grading criteria】

Evaluation will be based on class participation (40%) and the final exam (60%).

### 【Changes following student comments】

The lecturer will provide more business negotiation tips.

### 【Prerequisite】

None.

## Brand Management (Brand Strategy)

Takamasa Fukuoka

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Mon 4th

### 【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.

### 【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.

### 【Schedule】

No.	Theme	Contents
1	Course Introduction	Course introduction
2	What is a Brand?	Learn how the definition of "brand".
3	Brand Equity	Learn how new brand equity is a set of assets.
4	Brand Loyalty	Learn new brand loyalty is one of the brand assets, and key considerations when placing a value on a brand that is to be bought or sold.
5	Brand Awareness	Learn new brand awareness and the strength of a brand's presence in the consumer's mind.
6	Perceived Quality	Learn about how new perceived quality is a brand association that is elevated to the status of a brand asset.
7	Brand Associations	Learn how new brand equity is supported in great part by associations that consumers make with a brand.
8	Name, Symbol and Slogan	Learn how the new name, symbol and slogan are the basic core indicators of a brand.
9	Brand Extension	Learn about line extensions, brand stretching, brand extensions, and co-branding.
10	Brand Identity	Learn the definition of brand identity and related concepts.
11	Brand Personality	Learn how new brand personality is a set of human characteristics associated with a given brand.
12	Brand Strategies Over Time	Learn the reason why consistency is good.

13	Managing Brand Systems	Learn how to manage brands in a complex environment.
14	Review and Final Exam	Review of what students have learned from this course and final exam.

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

As instructed, students will have to read chapters of the coursebook and also other materials for each class.

### 【Textbooks】

No textbook will be used. Handouts will be provided by the instructor.

### 【References】

Aaker, D.A (1991) *Managing Brand Equity: Capitalizing on the Value of Brand Name*, Free press.

Aaker, D.A (1996) *Building Strong Brand*, Free press.

Keller, K.L (1998) *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, Prentice-Hall, Pearson Education.

### 【Grading criteria】

Evaluation will be based on class participation (40%) and the final exam (60%).

### 【Changes following student comments】

The course structure and content was favorably evaluated.

### 【Prerequisite】

None

## Organizational Behavior

Junko Shimazoe

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Fri 5th

## [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.

## [Method(s)]

Active participation in class is 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 problems of modern organizations. In the group presentation, explain the probable causes of the problems 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.

## [Schedule]

No.	Theme	Contents
1	Introduction to Organizational Behavior	- Understanding the syllabus - What is an organization? - What does it mean to study "organizational behavior"?
2	Rational Views, Organizational Control, and Beyond	- Bureaucracy and industrialized world - Bounded rationality and organizational decision - Administrative studies and neo-institutionalism
3	Complex Views of Organizations	- Complex organizations - Loosely-coupled organizations - Organizational pathology

4	Open Views of Organizations	- Organizational survival in the market - Dependence and independence
5	Evolutionary and Integrative Views of Organizations	- Foundation, variation, selection, and retention - Effects of age, history, and population - Internal and external forces of organizational evolution
6	Founders of Organizations – Entrepreneurship	- Who are entrepreneurs? - What do they organize? - Entrepreneurship and social network
7	Organizational Failure, Learning, and Change	- Organizational accidents - Is it possible to improve organizations?: organizational learning and change
8	Traps in Individual and Group Decision-Making	- Individual decisions in an organization - Behavioral approach to individual decision-making - Is a group better decision-maker than an individual is?
9	Social Psychological Approach to Organizations #1	- Movie: Quiet Rage - Discussion on the movie
10	Social Psychological Approach to Organizations #2	- Stanford Prison Experiment, Obedience to Authority, and their implications to organizational studies - Organizational accidents revisited
11	Institutional Views of Organizations	- The case of electric cars in California - Power of values in organizational field
12	Research Misconduct and ethics: Preparing for the Presentation and Paper	- What is research misconduct and ethics? - Plagiarism
13	Review Session	- Individual-, subunit-, and organizational-level explanations of organizational behavior
14	Group Presentations	- Presentations - Q&A for the Final Paper

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

In each class, I will assign readings to explore the topic of the next class. Students have to finish them before they come to the class. Students are also required to understand distributed materials in the class.

## [Textbooks]

N/A

## [References]

Aldrich, Howard E. and Martin Ruef. *Organizations Evolving* 2nd Edition. SAGE Publications, 2006.

## [Grading criteria]

- Class participation (15%)
- Group presentation (40%)
- Final paper (45%)

## [Changes following student comments]

N/A

## [Equipment student needs to prepare]

N/A

## [Prerequisite]

None



## Marketing Research

Kayhan Tajeddini

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Mon 2nd**[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

**[Method(s)]**

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

**[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	Final Written Exam & Wrap-up	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.

**[Textbooks]**

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

**[References]**

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

**[Grading criteria]**

Midterm exam: (40%) November 5, 2018

Written project: (15%) Submission date is December 10, 2018

Presentation: (15%) December 10, 2018

Final written exam: (30%) January 14, 2019

**[Changes following student comments]**

Not applicable

**[Prerequisite]**

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

## Microeconomics II

Jacinta Bernadette R Shirakawa

Credit(s) : 2 | Semester : Fall | Year : 2~4  
Day/Period : Thu 3rd**[Outline and objectives]**

This is the second part to an introductory course on microeconomics.

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. On the first half of the semester, we will study firm behavior and market structures. On the second half the semester, we will discuss consumer theory and labor economics.

**[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, and the labor market.

**[Method(s)]**

This course is comprised mainly of lectures, discussions, and in-class activities. In-class activities, such as solving problem sets, may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups at the latter part of the semester to analyze a case study based on specific theories or concepts discussed in class. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course	Introduction to the course Costs of production (Chapter 13)
2	Producer Theory (1)	Firms in competitive markets (Chapter 14)
3	Producer Theory (2)	Problem sets and practical applications (Chapters 13 and 14)
4	Producer Theory (3)	Monopoly (Chapter 15)
5	Producer Theory: Firms in Non-competitive Markets (1)	Monopolistic competition (Chapter 16)
6	Producer Theory: Firms in Non-competitive Markets (2)	Oligopoly (Chapter 17)
7	Producer Theory: Firms in Non-competitive Markets (3)	Problems sets and practical applications (Chapters 15, 16, and 17)
8	Mid-term Exam	In class written exam
9	Consumer Theory	Preferences and optimization (Chapter 21)
10	Labor Economics (1)	Labor demand and supply Equilibrium in the labor market (Chapter 18)

11	Labor Economics (2)	Determinants of wages Economics of discrimination (Chapters 19, 20)
12	Labor Economics (3)	Problem sets and practical applications (Chapters 18, 19, and 20)
13	Final Exam & Wrap-up	In class written exam
14	Case Studies	Presenting answers to a case study based on specific theories or concepts

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

1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.
3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.

**[Textbooks]**

Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

**[References]**

Other materials, if any, will be given by the instructor or shall be announced in class.

**[Grading criteria]**

Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)

\*The two lowest-graded assignments will not be included in the calculation of the final grade.

Case Study Analysis: 15%

Midterm Exam: 30%

Final Exam: 30%

**[Changes following student comments]**

Not applicable.

**[Others]**

This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

**[Prerequisite]**

Microeconomics I, Understanding Microeconomics or an equivalent introductory course in microeconomics or economics.

## Macroeconomics II

George Y Wang

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Mon 2nd

**[Outline and objectives]**

This course is to provide students with more knowledge of the core theories in macroeconomics, especially given the macroeconomic debates and controversies of recent years. Hence, the course will aim to enhance understanding of real-world macroeconomic developments and issues, especially involving macroeconomic policy. Throughout this course, students will be provided with the macroeconomic theory and models that allow them to investigate and answer some of the most relevant and complex questions of modern macroeconomics.

**[Goal]**

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

1. Apply macroeconomic knowledge to analyze contemporary macroeconomic issues and 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.

**[Method(s)]**

This course will be mainly conducted through lectures with analysis of appropriate case studies related to each topic. Students will be expected to analyze actual cases and make presentations to the class.

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course (Syllabus)	Introduction to the course
	Independence and the Gains from Trade (Ch3)	International trade Absolute and comparative advantages
2	Consumers, Producers, and the Efficiency of Markets (Ch7)	Consumer surplus Producer surplus Market efficiency
3	Application: International Trade -1 (Ch9)	The determinants of trade Revisit comparative advantages
4	Application: International Trade -2 (Ch9)	The winners and losers from trade Case study
5	Measuring a Nation's Income (Ch10)	The components of GDP The alternative measures: GNP and GNI
6	The Basic Tools of Finance -1 (Ch14)	Discounting and compounding Risk
7	The Basic Tools of Finance -2 (Ch14)	Asset valuation Efficient market hypothesis
8	Review & Midterm Exam	Assess students' performance for the 1st half of course materials (Week 1-7).
9	Unemployment (Ch15)	Identifying unemployment Minimum wage laws Union and collective bargaining
10	Money Growth and Inflation -1 (Ch17)	The classic theory of inflation

11	Money Growth and Inflation -2 (Ch17)	A model of money demand and supply Case study
12	The Foreign Exchange Market (Mishkin Book, Ch18)	Exchange rates and applications
13	Open-Economy Macroeconomics (Ch18)	The prices for international transactions
14	Final Exam & Wrap-up	Assess students' performance for the 2nd half of course materials (Week 9-13).

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

Students are expected to read assigned materials and to participate in class discussion.

**[Textbooks]**

Mankiw, N. Gregory. *Principles of Macroeconomics*, 6th Edition. Cengage, 2012. (ISBN-13: 9789000021369).

**[References]**

Wheelan, C. *Naked Economics: Undressing the Dismal Science*. WW Norton & Company, 2010. (ISBN: 978-0393337648)  
 Dasgupta, Partha. *Economics - A Very Short Introduction*. Oxford University Press, 2007. (ISBN: 978-0192853455)  
 Mishkin, Frederic S. *The Economics of Money, Banking, and Financial Markets*, 11th Edition. Pearson, 2016. (Ch 18-19 International Finance) (ISBN-13: 978-0133836790) (ISBN-10: 0133836797)

**[Grading criteria]**

1. Participation: 20%
2. Quizzes and Projects: 30%
3. Midterm Exam: 25%
4. Final Exam: 25%

**[Changes following student comments]**

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

**[Equipment student needs to prepare]**

A calculator may be needed, depending on chapter contents. Students will be informed to bring a calculator to class in advance.

**[Others]**

None

**[Prerequisite]**

Macroeconomics I (except for students who entered 2012 - 2015. All students who entered 2012 - 2015 can take this course.)

## Development Economies

George Y Wang

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Mon 1st

**[Outline and objectives]**

The ongoing process of economic development confronts several problems and challenges that need to be addressed. This course will focus on the economic aspects of some central issues in the area of economic development, such as poverty, population pressures, urbanization and migration.

**[Goal]**

Through an understanding of the concepts and theories of development economics, this course aims to help students understand the nature and causes of problems like poverty, population explosion, etc., and the appropriate policy design to address them.

Through this introductory level course, students will acquire the ability to understand the real conditions and institutions across the developing world and to draw conclusions as they confront development problems, so that they can play an informed role in the struggle for economic development and poverty alleviation.

**[Method(s)]**

The course will be mainly conducted through lectures with analysis of appropriate case studies related to each topic. Students are expected to analyze real-life cases and make presentations to the class.

**[Schedule]**

No.	Theme	Contents
1	Introduction to Development Economics -1	Meaning of economic development, core values of economic development (EDIA, Ch1; ED, Ch1)
2	Introduction to Development Economics -2	Defining the developing world, human development index, millennium development goals (EDIA, Ch2; ED, Ch2)
3	Poverty and Economic Development -1	Measuring poverty-inequality, conceptual issues, rural-urban poverty (EDIA, Ch9; ED, Ch5)
4	Poverty and Economic Development -2	Characteristics of high poverty groups, policy options on income inequality and poverty (EDIA, Ch9; ED, Ch5)
5	Population Growth and Economic Development -1	Nature of world's population, birth and death rates, demographic transition, malthusian population trap (EDIA, Ch8; ED, Ch6)
6	Population Growth and Economic Development -2	Demand for children in developing countries, consequences of high fertility, policy options to control population growth, case study: India-China population policy (EDIA, Ch8; ED, Ch6)
7	Review & Midterm Exam	Assess students' understanding of the 1st half of course materials (Week 1-6).

8	Urbanization and Rural Urban Migration	Urbanization trends and projections, role of cities, Urban informal sector, migration and development (ED, Ch7)
9	International Trade and Investment	Theories of international trade, comparative advantages (EDIA, Ch6; ED, Ch12)
10	Savings and Financial System	Effects of savings, banking, financial markets (EDIA, Ch7)
11	Human Capital -1	Role of education and health in economic development, human capital approach (EDIA, Ch10; ED, Ch8)
12	Human Capital -2	Child labor, educational systems and development disease burden, health productivity and policy (EDIA, Ch10; ED, Ch8)
13	The Environment and Development	Basic issues, global warming, urban development and environment (EDIA, Ch12; ED, Ch10)
14	Final Exam & Wrap-up	Assess students' understanding of the 2nd half of course materials (Week 8-13).

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

Students are expected to read assigned chapters and to participate in class discussion.

**[Textbooks]**

Dowling, John Malcolm and Maria Rebecca Valenzuela. *Economic Development in Asia* (EDIA for short), 2nd Edition. Cengage Learning, 2010. (ISBN-13: 9789814272933)

**[References]**

Todaro, Michael and Stephen Smith. *Economic Development* (ED for short), 12th Edition. Pearson, 2015. (ISBN-10: 0133406784, ISBN-13: 9780133406788)

**[Grading criteria]**

1. Participation: 20%
2. Quizzes and/or Projects: 30%
3. Midterm Exam: 25%
4. Final Exam: 25%

**[Changes following student comments]**

Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

**[Equipment student needs to prepare]**

A calculator may be needed, depending on chapter contents. Students will be asked to bring a calculator to class in advance.

**[Prerequisite]**

None

## Tourism Development in Japan

John Melvin

Credit(s) : 2 | Semester : Spring | Year : 2~4  
Day/Period : Tue 2nd

### [Outline and objectives]

Contemporary Japanese domestic tourism can be traced back to the religious pilgrimages of earlier centuries, many of which still survive today. Currently inbound tourism to Japan is experiencing unparalleled growth. An increasingly diverse range of tourists brings opportunities and challenges to tourism managers.

After a consideration of historical tourism development, this course will examine a range of topical issues, including how Japan can take advantage of the Tokyo Olympics in 2020 and the impact of UNESCO World Heritage Site designation of Mt. Fuji. We will analyse different prefectural marketing campaigns and how Japan is marketed abroad. The course will also consider the factors behind the remarkable recovery of inbound tourism after the 2011 Great East Japan Earthquake.

### [Goal]

Upon completion of this course students should be able to:

- 1) Understand how tourism in Japan has developed into its present form
- 2) Appreciate some of the key organisations involved in planning tourism in Japan
- 3) Understand the social and economic potential of tourism for revitalising Japan at national and local level
- 4) Critically analyse prefectural and national government marketing campaigns

### [Method(s)]

The course is designed to facilitate a free exchange of ideas and information among students and the instructor. Whilst it is primarily lecture-based, you will have a number of opportunities to discuss issues in small groups. Feedback from these groups can then help the class develop understanding of key points through an open exchange of ideas and information. Relevant and topical case studies can help you consolidate your learning by applying the lecture content to real examples. Student group presentations on tourism in a prefecture of their choice will further improve understanding of key issues.

### [Schedule]

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Considering the current state of Japanese tourism and recent trends
2	The Roots of Japanese Travel Culture and Tourism Development	Exploring the historical development and evolution of the tourism sector in Japan
3	Managing Tourism Demand	Analysis of some of the key institutions involved in tourism management and planning in Japan
4	Tourism as Economic and Social Lifeline	Exploring the economic potential of tourism for local and regional development
5	Tourism Marketing	How to market services like tourism? Analysing approaches to tourism marketing at prefectural & national level.

6	Japan and Asia	Examining the connections with some of Japan's close neighbours and how Japan is differentiating itself amidst growing international competition for tourists
7	Tourism Resources: Events	Analysing how Japan's rich event calendar provides competitive advantage at local and international levels
8	Tourism Resources: Natural, Built and Cultural	Analysing the tangible and intangible resources in Japan and how they are utilised for tourism purposes
9	Inbound Tourism	Historical and current trends in inbound tourism. Tourist motivations and behaviours of different visitor groups.
10	Case Study	In-depth focus on destination management through a case study
11	Disaster Management and Recovery	Vulnerability of tourism to disasters and incidents. Effect of the Great East Japan earthquake in 2011 and how tourism rapidly recovered.
12	Group Presentations	Groups will give presentations on tourism in selected prefectures
13	Tourism Focus: Niche Tourism	Analysing the characteristics and potential of different forms of tourism including ecotourism, gastronomical tourism and contents tourism related to anime, movies and TV shows
14	Examination & Wrap-up	End of semester examination

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

Students are expected to download and preview lecture slides before class.

Reading assignments and homework activities will be assigned in class.

### [Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

### [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 (20%)
2. Group project (40%)
3. Exam (40%)

Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

### [Changes following student comments]

After student feedback the group project is assessed on an individual basis, to encourage cooperation and reward hard work.

### [Prerequisite]

None.

## Entrepreneurship and New Ventures

Sean Hackett

Credit(s) : 2 | Semester : Fall | Year : 2~4  
 Day/Period : Wed 3rd

**[Outline and objectives]**

This course is an active learning course focused on developing an entrepreneurial mindset while reviewing the basics of business. Students can develop a better understanding of how to generate and identify business opportunities, define potential business concepts, and refine the business concepts through creativity and business modeling. Then, students can consider how to translate the business concepts into minimum viable product definitions informed by design thinking and lean startup customer development approaches, and finally prepare to drive sales of the products through an online presence.

**[Goal]**

Acquire academic and practical knowledge about entrepreneurship.

**[Method(s)]**

This course is lecture and discussion-based, requires the use of an online journal, and includes team-driven experiential exercises. Students must complete the assigned reading and write a journal entry about the reading before each class.

For each class/learning session, the professor prepares a facilitated discussion that includes lecture materials and student journal entries. After the discussion, students break into teams in order to complete the experiential exercises.

**[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	Covers the requirements for registering a business in Tokyo. We will also consider the hypotheses founders must develop as they go through the registration process.
3	Opportunity Recognition & Evaluation	In this session we will consider how to evaluate whether an idea is just a thought exercise or it is a genuine business opportunity appropriate for us to pursue.
4	Creativity & Entrepreneurship	In this session we will consider when creativity is essential for an organization, and when it is unwelcome. We will engage in an applied exercise in creativity that will push you to step outside your comfort zone, and see opportunities where you may have thought none existed.
5	Segmenting, Targeting, Customer Value Propositioning, and Positioning	In this session we will discuss positioning (the effort to influence consumer perception of a brand or product) and customer value propositioning for targeted customer segments.
6	Business Models	In this session we will discuss the importance of having a strong and agile business model for entrepreneurial success.
7	Design Thinking & New Product Development	This session introduces the design thinking process as it is applied to new product development.
8	Lean Start-Ups & The Business Model Canvas	The reading on Lean Startups for this session changed the domain of entrepreneurship!

9	Customer Experience	Customer experience design x Great website design = More sales.
10	Leveraging the Cloud and Integrations	In this session we will learn about software as a service, Platform as a Service, Infrastructure as a service, and web services automation and integration.
11	Go-To-Market Strategy	In this session we will consider the specific tactical options that are available for connecting a startup with its target market.
12	Social Media Marketing	In this session we will use a Harvard case study to explore the potential for using social media marketing to compete against large enterprises.
13	Responding to Knockoffs and Counterfeiters	Successful first-time entrepreneurs are often surprised when a competitor launches a product that is eerily similar. In this session we learn about the global "informal" economy which is sometimes referred to as System D, and consider ways to respond to knockoffs and counterfeiters.
14	Course Wrap Up & Evaluation	A summary lecture of the course is followed by course evaluations.

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

Before each class learning session, participants complete the assigned readings and then write their journal entry in the online journal provide by the instructor.

**[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 wish to remain in the course will need to pay for the readings and access them online. (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 *The Startup Way*, both by Eric Ries.

**[Grading criteria]**

LMS registration: 7 points (5%)  
 Class participation & attitude: 39 points (28%)  
 Journal entries: 46 points (33%)  
 Team Experiential Exercises: 22 points (16%)  
 Final deliverable: 25 points (18%)  
 Total available points: 139 (100%)  
 (% is rounded)

**[Changes following student comments]**

N/A

**[Equipment student needs to prepare]**

A credit or debit card to pay for the coursepack.  
 Laptop & internet connection are helpful for completing some experiential exercises in class.

Access to an internet connected device is required to be able to complete the online journal entries before and after each learning session.

**[Others]**

There is a substantial amount of reading and preparation that you will complete before each class. Additionally, there is a post-class assignment for every class beginning in Week 2.

**[Prerequisite]**

None

## Topics in Contemporary Art

Akiko Mizoguchi

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Wed 4th

### 【Outline and objectives】

This course examines the various ways that contemporary art can both reflect and challenge current aesthetic ideas, cultural norms, and discussions about the politics of identity (race/class/gender/sexuality/health), as well as the relationships between contemporary art and other cultural forms.

### 【Goal】

Students will learn to become active participants/viewers of contemporary art, equipped with basic analytical frameworks.

### 【Method(s)】

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 movement toward performance, video, installation, and public art. Amidst all these transformations, how does contemporary art continue to make meaning, communicate and remain significant to us?

This course looks at various topics in contemporary art and closely examines how art functions in our society. Artistic practices in Japan, North America, and Europe are mainly examined.

Classes combine lectures, video clips, discussions, and student presentations. In addition, students are required to attend at least one off-campus museum or gallery exhibition relevant to the class (determined by the instructor). Students will then make presentations and write their research papers. Students need to be aware that some works shown in class may address controversial issues such as homophobia, racial prejudice, and may include nudity.

### 【Schedule】

No.	Theme	Contents
1	Introduction	Overview of the course (A selection process may occur)
2	Is This Art?	From modern to contemporary
3	Is This Art?	Conceptualism: Marcel Duchamp, Joseph Kosuth, Yoko Ono, On Kawara
4	Art Movements: 1940s-1950s	Abstract expressionism, action painting, figurative art: Jackson Pollock, Mark Rothko, Francis Bacon
5	Art Movements: 1950s-1970s	Pop art and minimalism: Richard Hamilton, Andy Warhol, Roy Lichtenstein, Donald Judd
6	Art in the 1960s Japan	Body, obsession, butoh: Yayoi Kusama, Tatsumi Hijikata, Tomio Miki
7	Art Movements: 1960s-1990s	Feminist art: Judy Chicago, Mary Kelly, Cindy Sherman
8	Art Movements: 1960s-present	Video art: Nam Jun Paik, Bill Viola, Fischli & Weiss
9	Art, Activism, and Identity	Relational art, participatory art: dumb type, Gonzales=Torres
10	Art, Activism, and Identity	Transcending humanity?: Louise Bourgeois, Matthew Barney, Saeberg
11	Research Workshop	Student presentations 1
12	Research Workshop	Student presentations 2

13	Research Workshop	Student presentations 3
14	Summary	Summary and final exam

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

Students need to keep up with the readings and must be prepared for class discussions. As part of their research, students are required to make at least one visit to an art exhibition suggested by the instructor in order to prepare their presentations and research papers.

### 【Textbooks】

No textbook will be used. Readings will be made available on H'etudes or distributed as handouts.

### 【References】

References lists will be provided in class.

### 【Grading criteria】

Final grades are determined by contribution to class discussions (30%), a brief presentation (10%) and a project paper based on a field trip to an art exhibition and research (30%), and the final exam (image identification and essay questions) (30%).

### 【Changes following student comments】

Some artists' names have been added themes have been updated.

### 【Others】

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

### 【Prerequisite】

None.

## Readings in Creative Nonfiction

Michael Bettridge

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Thu 5th

## 【Outline and objectives】

Creative non-fiction: a genre of writing that deals with real people and events, but which uses the conventions of fiction – dialogue, characterization, plot, point of view, and so on – to tell its true story.

## 【Goal】

To guide students to an understanding and appreciation of the craft and literature of creative nonfiction.

## 【Method(s)】

Course work will include: weekly reading selections and the writing of a reaction paper; examinations; two student essays; a book review. Reading material will include pieces from a number of sub-genres of the nonfiction form. Lecture, reading and discussion, and note-taking will be done each class meeting.

## 【Schedule】

No.	Theme	Contents
1	Introduction to Creative Nonfiction	Explanation of course work and requirements. Selection exam.
2	The Reaction Journal	Reading: "Why I Write: A Celebration of the National Day on Writing". Group reaction paper.
3	The Narrative / Personal – Essay	Reading: "How it Feels to Be a Colored Me" by Zora Neale Hurston. Group reaction paper. Selection of non-fiction book for final exam book review.
4	The Memoir & Autobiography	Reading: "The Art of Self" by Steven Harvey. Reading: "The Chase" by Annie Dillard. Reading: "Everything But the Truth?" by Fern Kupfer. Reaction paper.
5	Family Ties	Reading: "What the Dog Saw" by Malcolm Gladwell. Reaction paper.
6	Nature Writing	Exam on selected essay. Reading: "Living like Weasels" by Annie Dillard. Reading: Rick Bass and Barry Lopes on hunting. Reaction paper.
7	Travel, Dining and Food Writing	Reading: "Nowhere Man" by Pico Iyer. Reading: "The Intimacy of Forks" by Liesl Schwabe. Reaction paper.
8	Review & Mid-term Exam: Family History Essay	<b>Due: Essay #1.</b>
9	Dialogue, Interview & Reporting	Reading: "Encounter: Ruth REICHL" by Michelle Shabtai. Reading: "A Son, His Mom And A Story About A Dog" by Scott Simon. Group reaction paper.

10	Writing About Culture	Reading: "STREAM OF THE CROP" by Emily Yoshida. Reading: "How 'Privilege' Became a Provocation" by Parul Sehgal. Reaction paper.
11	Cultural Criticism	Exam on selected essay. Reading: "Motorcycle Gangs" by Hunter S. Thompson. Reading: "No Taking Pictures" by J. D. Riso. Reaction paper.
12	Book Review	Final exam group book review and preparation. Reading: "Contains violence." From <i>The New Zealand Herald</i> . Reading: "Reading Mom and Dad in Tehran" by Elaine Sciolino. Group reaction paper. <b>Due: Essay #2.</b>
13	Writing About Culture	
14	Final Exam & Wrap-up	<b>Book review, paper</b> and individual presentation on work read. Discussion and Q & A.

【Work to be done outside of class (preparation, etc.)】  
Students must read the material and do required homework and other preparation for each class.

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

Gutkind, Lee, ed. *Creative Nonfiction: True Stories, well told.*. 1995. [www.creativenonfiction.org/](http://www.creativenonfiction.org/). Accessed 10 January 2018.

## 【Grading criteria】

Reaction papers (40%); book review (40%) and group discussion (20%).

## 【Changes following student comments】

More group work.

## 【Equipment student needs to prepare】

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

## 【Others】

Enrollment is limited to 3rd and 4th year students.

## 【Prerequisite】

Permission from the instructor to enroll in the course.



## Novel Survey

Michael Bettridge

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Thu 5th

## 【Outline and objectives】

In introducing a number of important longer works of fiction, this general survey course aspires to lead students to a greater understanding of the nature and history of both the novel and its little sister, the novella, and thereby to a realization of the significance of these literary forms in art, in life and in culture.

## 【Goal】

(1) To instill an understanding of how the "fictional story" of a novel reflects the values and moral concerns, as well as the daily-life preoccupations of the writers and the worlds from which they come. (2) To foster student insight into the story-telling skills and wordcraft of the novelists, while enjoying classic tales of madmen and monsters, of heroes, anti-heroes and villains, of lovers and strangers, of the haves and the have-nots of our universe.

## 【Method(s)】

Through lecture, close reading, discussion, and writing for critical understanding .

## 【Schedule】

No.	Theme	Contents
1	Introduction of the Course	Preview of course content and requirements. Selection exam.
2	Novel Beginnings	Exercises in "reading like a writer". An introduction to <i>Gentleman Don Quixote of La Mancha</i> and <i>Adventures of Robinson Crusoe</i> .
3	Towards an Understanding of Ambivalence	Reading: from <i>Don Quixote</i> . Critical essay: "Don Quixote as romantic and exemplar".
4	It's All About Manners	Reading: from <i>Pride and Prejudice</i> . Critical essay: "Everything I needed to know about marriage". <b>Short quiz</b> .
5	The Novel as Ambassador	Reading: from <i>Like Water for Chocolate</i> and <i>Kitchen</i> . <b>Update report</b> on chosen novel is due.
6	Gothic Meets SciFi	Reading: from <i>Frankenstein; or, the Modern Prometheus</i> . Critical essay: "A Face for the Monster: The Universal Pictures Series".
7	The Bildungsroman	Reading: from <i>The Personal History of ... David Copperfield</i> .
8	Review & Mid-term Exam	<b>Exam</b> on lecture and reading material from weeks 2-7.
9	The Life Within: Personality & The Sub-conscious	Reading: from <i>The Strange Case of Dr Jekyll and Mr Hyde</i> .
10	The Simple Art of Murder	Reading: from <i>The Maltese Falcon</i> . Critical essay: "The Simple Art of Murder".
11	Dreams, Visions and Landscapes	Reading: from <i>Wide Sargasso Sea</i> . Critical essay: "'Sargasso' Re-Imagines The Madwoman". <b>Short quiz</b> .

12	The Best Laid Schemes	Reading: <i>Of Mice and Men</i> . <b>Update report</b> on chosen novel is due.
13	Human Potential	Reading: from <i>To Kill a Mockingbird</i> . Critical essay: "Academic Authorings and Mockingbird Quotes".
14	Term Exam & Wrap-up	<b>Report and paper</b> on the novel chosen from the reading list.

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

Students must read the material and do required research and study questions for each class session.

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

For final paper formatting:

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

Forster, E. M. *Aspects of the Novel*. Mariner Books, 1956.

## 【Grading criteria】

Quizzes (20%); midterm exam (40%); final paper (40%).

## 【Changes following student comments】

Fewer reading selections.

## 【Equipment student needs to prepare】

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

## 【Others】

Enrollment is restricted to 3rd and 4th year students.

## 【Prerequisite】

Permission from the instructor to enroll. (Those students who have taken a literature course in the past would have enrollment priority.)

## Fact and Fiction in the Movies

Michael Bettridge

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Thu 3rd

## 【Outline and objectives】

Research and examination of the cinematic and storytelling techniques of filmmakers of movies based on actual people and events, and of the consequences, both positive and negative, on the viewing public of mixing fact and fiction on the screen.

## 【Goal】

Students will examine the validity of movies claimed to be based on true stories, the cinematic and story telling devices that filmmakers employ in telling those stories, and the line between aesthetic enhancement and outright fabrication of truth. This course will improve a student's employability skill in assessing the value of information and identifying target audiences.

## 【Method(s)】

Lecture and background reading, viewing and discussion of movies that claim factuality in story and character. The intentions of directors and writers in sticking to or straying from the original source material, the consequences of using dramatic license, and the influence of such films on viewer perception of the truth are points of study and discussion in this course. The term exam requires that the students research and study a selected movie and the original source(s) that inspired its making, note similarities and dissimilarities, accuracies and inaccuracies, and analyze the intentions of the filmmakers. Students then present their findings to the class.

## 【Schedule】

No.	Theme	Contents
1	Introduction of the Course	Course theme, content and requirements. Selection exam.
2	Photography, Film and Text	Reading: "The Ingredients of Texts: An analogy between photography and texts"; Keynote: "The Lab Decoy - Photographs Don't Lie"
3	Photography, Film and Text	Reading (w/video clip): "Area 51: The language of fact. The language of opinion". Reading: "Based on a true story: the fine line between fact and fiction". Keynote: Ethics and Ads.
4	Seeing is Believing: Mocu-dramas	Clips from <i>Man Bites Dog</i> and <i>The Blair Witch Project</i> . Readings: "On Man Bites Dog" and "The Blair Witch Study".
5	New Myths, New Realities	Reading: "Social Reality vs. Movie Reality". Clips from <i>Murder in the First</i> . Reading: "The Facts As We Know Them". <b>Short quiz.</b>
6	Documentary Storytelling	Clips from <i>Italianamerican</i> , et al. Readings: "Documentary Storytelling: The Drama of Real Life" and "Literary License".
7	Documentary Reality	Documentary film and Reality TV. Clips from <i>Candid Camera</i> , to <i>The Bachelor</i> , et al. Readings: "The Reality of Reality TV" and "Creative License vs. Creative Arrangement".

8	Review & Mid-term Exam	Examination on material read, viewed and discussed during weeks 2-7.
9	Myth into Reality	Keynote: The Outlaw as Hero. From Robin Hood to Bonnie and Clyde. Reading: "Taliban Robin Hood".
10	Fictionalizing a True Story	A Dramatization: Clips from <i>Catch Me if You Can</i> . Readings: "New rules for 'based on a true story'" and "How Peter Morgan wrote <i>The Queen</i> ".
11	Re-enactment of True Events	The Docudrama: Clips from <i>The Thin Blue Line</i> . Reading: "Play It Again, Sam (Re-enactments, Part One)". <b>Short quiz.</b>
12	Re-enactment of True Events	Only the Facts: Clips from <i>Dog Day Afternoon</i> . Reading: "Based on a True Story: Dog Day Afternoon."
13	Term Exam/Presentation	Group presentation of research done on a selected film.
14	Term Exam/Presentation	Group presentation of research done on a selected film. Term paper, a minimum of six pages, is due.

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

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

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

For final paper formatting:

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

Seeger, Linda. *The Art of Adaptation: Turning Fact and Fiction into Film*. Holt Paperbacks, 1992.

## 【Grading criteria】

Reading assignments (20%); mid-term exam & quizzes (40%); group discussion and presentation (10%); term paper (30%).

## 【Changes following student comments】

Introduction of new themes and material.

## 【Equipment student needs to prepare】

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

## 【Others】

Enrollment is limited to 3rd and 4th year students.

## 【Prerequisite】

Permission from the instructor to enroll in the course.

## Modern Japanese Fiction in Translation

Gregory Kheyrnejat

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Thu 2nd

## [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.

## [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.

## [Schedule]

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	Transnational Literature	An overview of transnational concepts
3	Transnationalism in Japanese Literature	Transnationalism in the twentieth-century canon
4	Culture Shock	Tawada, <i>Where Europe Begins</i>
5	Exophony	Tawada, <i>Where Europe Begins</i>
6	Performing Culture	Tawada, excerpts
7	Language and Identity	Minae, <i>A True Novel</i>
8	Reconstructing Culture	Minae, essays
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, essays
12	Returning "Home"? (1)	Ito, poetry
13	Returning "Home"? (2)	Ito, excerpts
14	Final Synthesis	Review major themes of the course

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

Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions.

## [Textbooks]

Tawada, Yoko. *Where Europe Begins*. New Directions, 2007.  
Levy, Ian Hideo. *A Room Where The Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts*. Columbia University Press, 2011.

The instructor will distribute additional texts in class as handouts.

## [References]

Mizumura, Minae. *A True Novel*. Other Press, 2014.  
Mizumura, Minae. *The Fall of Language in the Age of English*. Columbia University Press, 2015.

## [Grading criteria]

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

## [Changes following student comments]

Not applicable.

## [Prerequisite]

None.

## Art in the Real World

Gary McLeod

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Mon 1st

**[Outline and objectives]**

Why do we as a species create, what mechanisms lead to the privileging of one creator's work over another's, and what value is there in surrounding ourselves with such creativity? This course explores relationships between the study of art and its application in the real world. Adopting a broad view of what art is/can be, we will look at how skills and knowledge of arts impact upon other fields and how to exploit recent technologies aimed at supporting creative endeavors.

**[Goal]**

During the course, students will learn to become collaborative and creative participants in society. Through the gradual development of a personal visual language and contribution to a group exhibition, they will also gain knowledge of tools and platforms to support and promote their creativity.

**[Method(s)]**

Students are guided through a practical creative process of making analogue and/or digital artworks. The first part of the course consists of workshops and seminars that look at how art and design has become part of everyday contemporary life. The second part of the course looks at ways to present such work through exploring available online collaborative/participatory technologies. Throughout the course, students regularly collect visual material that is of interest to them. Final submission comprises participation in a final project (an artwork), a video presentation, and a completed workbook. Attendance throughout the course will be taken using visual media (e.g. photograph).

**[Schedule]**

No.	Theme	Contents
1	The Real World	Introducing the course and expectations.
2	Analogue Images	Producing/collecting analogue images (e.g. photograms, rubbings, photocopies).
3	Digital Images	Producing/collecting digital images (e.g. scanners, screengrabs).
4	Rise of the "Prosumer"	Exploring the relationship between producers and consumers.
5	Getting Together	Exploring participatory approaches in Art and Design.
6	Can Anyone be an Artist?	Exploring authorship within Art and Design.
7	Are Humans Necessary?	Exploring notions of machine creativity.
8	Visiting Artist	Discussing the work of a contemporary artist/designer.
9	Pop-up gallery	Presenting work-in-progress.
10	Supporting / Promoting Creative Outcomes	Exploring ways to fund and promote projects.
11	Audience	Discussing plans for the group exhibition.
12	Evidence	Documenting creative outcomes.
13	Video Presentations	Preparation for a 3-minute video documentary.
14	Installing Group Exhibition	Setting up the exhibition prior to submission.

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

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. Students are also expected to visit at least one art exhibition in Tokyo in preparation for the video presentation (suggestions will be provided). The final project (artwork) will require students to regularly collect visual material that is of interest to them and keep them in their workbook. Students are also expected to use their workbook to describe/reflect upon creative activities and experiences throughout the semester (examples will be shared in the first class).

**[Textbooks]**

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

**[References]**

Berger, John (1977) *Ways of Seeing*, Penguin Books.  
 Cotton, Charlotte (2015) *Photography is Magic*, Aperture.  
 De Botton, Alain and Armstrong, John (2017) *Art is Therapy*, Phaidon.  
 Kuc, Kamila and Zylinska, Joanna (2016) *Photomediations: A Reader*, Open Humanities Press: London.  
 Shore, Robert (2014) *Post-Photography: The Artist with a Camera*, Lawrence King Publishing.  
 Toffler, Alvin (1980) *The Third Wave*. London: Pan Books, Ltd.  
 Marincola, Paula (2007) *What Makes a Great Exhibition?* Reaktion books.  
 Wolf, Michael (2017) *Works*, Pepperoni Press.  
 Wombell, Paul (2013) *Drone: The Automated Image*, Le Mois de la Photo à Montréal and Kerber Verlag.  
 Additional references will be provided by the instructor in class.

**[Grading criteria]**

Participation: this applies to class-activities, assigned readings, collecting visual material, exhibition and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.  
 Presentation: each student must make a short video (3 minutes) that reviews a current exhibition within the context of the course.  
 Final Project: each student must produce, document and exhibit a single artwork (or series) that embodies and communicates their understanding of the course.  
 The final grade is based on: Participation 40%, Presentation 20% and Final Project 40%.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students will need a laptop, a camera, a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, paperclips). Students will also need access to a printer and know how to use it. Details of other items required be given each week.

**[Others]**

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.

**[ERP] Special Topics I: Photography and Culture**

Gary McLeod

Credit(s) : 2 | Semester : Spring, Fall | Year : 3~4  
Day/Period : Tue 1st, Mon 1st**[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 examining place and time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

**[Goal]**

Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a final visual essay, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

**[Method(s)]**

This course uses a practice-based learning approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills. Students produce and print a contact sheet of 36 photographs every week and use this for discussion in class. Students also document weekly activities/discussions in a workbook, which evidences learning through reflection. Final submission comprises a final visual essay, a video presentation, and a thoroughly completed workbook. Attendance is recorded weekly using visual media (e.g. photograph).

**[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	Possible Themes	Sharing ideas for visually exploring time and place in Tokyo.
7	Visiting Photographer	Discussing photography today with a contemporary practitioner.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Visual Essay Review	Making preparations for publishing visual essays.
13	Presentation Practice	Making preparations for video presentations.

14	Final Visual Essay Review	Making final improvements to visual essays prior to submission.
----	---------------------------	---

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

Students must regularly take photographs throughout the semester. Every week students are expected to bring a contact sheet containing 36 photographs made during the week before, which will be discussed in class. They are also expected to use the photobook resource in the library and do assigned readings. In addition, students must maintain a workbook that describes/reflects upon their creative activities and experiences (examples will be shared in the first class).

**[Textbooks]**

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

**[References]**

Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.  
Berger, John (1977) *Ways of Seeing*, Penguin Books.  
Cotton, Charlotte (2015) *Photography is Magic*, Aperture.  
Flusser, Vilém (2000) *Towards a Philosophy of Photography*, Reaktion Books.  
Ruetz, Michael (2008) *Eye on Infinity*, Steidl.  
Ritchin, Fred (2013) *Bending the Frame*, Aperture.  
Sagami, Tomoyuki (2018) *YKTO*, Steidl.  
Shore, Robert (2014) *Post-Photography: The Artist with a Camera*, Lawrence King Publishing.  
Silverman, Kaja (2015) *The Miracle of Analogy*, Stanford University Press.  
Watanabe, Toshiya. (2018) *Thereafter*, Steidl.  
Additional references will be provided by the instructor in class.

**[Grading criteria]**

Participation: this applies to weekly contact sheets (minimum of 10) and regular contribution to your workbook (minimum of 2 pages per week). More than 2 unexcused absences will result in failure of this course.

Presentation: each student must make a short video presentation (3 minutes) that discusses their visual essay and their motivations/influences in creating it.

Visual Essay: each student must produce a series of images (minimum of 8) that embodies and communicates ideas relating to the city and time.

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

**[Changes following student comments]**

Changes have been made in response to student feedback, thank you.

**[Equipment student needs to prepare]**

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

**[Others]**

Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and show interest. Please note that student work produced in this course forms part of a collective research project to collate and expand student perspectives of Tokyo across time.

**[Prerequisite]**

None.

## Readings in Philosophy

Robert Sinclair

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Mon 4th

**[Outline and objectives]**

This course is intended for those new to the philosophical study of global justice, presupposing little or no background in philosophy. Its three main objectives are to introduce: (i) some of the real-world problems of global justice and the moral and philosophical challenges they present, (ii) some of the main positions and arguments that philosophers have proposed in response to these problems, and (iii) the philosophical method of analyzing and evaluating these different perspectives and arguments. A larger aim is to show how philosophy can help provide analytical tools for both clarifying and addressing the problems of humanity. Some of the topics we will discuss include: world poverty and economic inequality, human rights and sovereignty, nationalism and cultural diversity, just war and humanitarian intervention, and boundaries and immigration. Our discussion of current global problems will help students understand that global justice is not only a field of philosophical inquiry but is of great practical importance. Students will be asked to discuss and examine case-studies both in class, in their short papers and during exams.

**[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.

**[Method(s)]**

Students will attend lectures, read related materials, write one short essay, analyze case studies and have two written examinations.

**[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, Rawl's laws of peoples
5	Nationalism and Patriotic Sentiments	The problem of nationalism, cosmopolitanism, patriotism and partiality
6	The Universality of Human Rights	The nature of human rights, universal rights, liberal rights
7	Review & Midterm Exam	Written examination
8	Human Rights: State Sovereignty, Culture and Gender	Possible conflicts between human rights and sovereignty, culture and gender

9	Just Wars and Humanitarian Intervention	Just war theory, military intervention
10	Borders: Immigration, Secession and Territory	Ethics of immigration, secession and territorial rights
11	Climate Change Justice: Sharing the Burden	Climate justice, subsistence, per capita emissions, who pays?
12	Global Democracy: Cosmopolitan Versus International	Problems with democracy, Alternatives? Cosmopolitan versus international
13	Conclusion	Real world problems, the need for a global theory of justice
14	Final Exam & Wrap-up	Written examination

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

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

**[Textbooks]**

*What is This Thing Called Global Justice?* Kok-Chor Tan, 2017, Routledge.

All required readings for the class are from this text. Any other class materials will be made available by the instructor.

**[References]**

*International Ethics: Concepts, Theories, and Cases in Global Politics*, 4th Edition, Mark R. Amstutz, 2013, Rowman and Littlefield.

*The Global Justice Reader*, edited by Thom Brooks, 2008, Wiley-Blackwell.

*Global Ethics: An Introduction*, Heather Widdows, 2014, Routledge.

More difficult, but useful, discussions of these issues can be found in the following articles from the Stanford Encyclopedia of Philosophy (<http://plato.stanford.edu/>): global justice, international distributive justice, globalization, cosmopolitanism, citizenship and many others.

**[Grading criteria]**

Evaluation will be based on class participation (20%), a writing assignment (30%) and two exams (50%).

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## Film Studies

Chie Niita

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Fri 5th

**[Outline and objectives]**

How do filmmakers tell a story by image and sound? When we find a film interesting, shocking or thrilling, why and how is it made that way? This course offers students the introduction to film studies in order to answer such questions and appreciate film as a unique art form.

**[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, and point out artistic similarities/differences among films.
- (3) Students will learn how to write an essay on films.

**[Method(s)]**

This course will include film screenings, lectures by the instructor, and group discussions. We start looking at a small section of a film (shot), how these sections are organized in a film (editing, narrative), and relationships between different films (authorship, genre). Along the way we look at these elements, major theories and a brief history of cinema will be introduced by the instructor. Each week, students are expected to write a short report of an assigned film scene for class discussion.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Course overview
2	Shot Analysis: Mise-en-Scene	Composition inside the frame, on/off screen
3	Shot Analysis: Cinematography	Camera distance, movement, and time
4	Editing: From Shot to Shot	D.W. Griffith and continuity editing
5	Editing: Formalism and Realism	Soviet montage and Andre Bazin's realism
6	Sound in Cinema	Diegetic/non-diegetic sound, a brief history of sound in cinema
7	Mid-term Paper and Presentation	Scene analysis (500 words)
8	Narrative: From Scene to Scene	Story structure, classical/post-classical cinema
9	Authorship: Alfred Hitchcock	Rear Window (1954), Psycho (1960)
10	Authorship: Mizoguchi Kenji	The Life of Oharu (1952), Ugetsu (1953)
11	Genre: Western	Conventions and variations, iconography
12	Genre: Horror	History and the social functions of a genre
13	Preparation for the Final Paper	How to write an essay on film
14	Final Paper and Presentation	Authorship or genre analysis (1000 words)

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

In addition to writing weekly reports and term papers, students are expected to watch films suggested in class.

**[Textbooks]**

No textbook will be required. Readings will be provided by the instructor.

**[References]**

David Bordwell, Kristin Thompson and Jeff Smith, *Film Art: An Introduction* (McGraw-Hill, 2017).  
 Louis Giannetti, *Understanding Movies* (Pearson, 2017).

**[Grading criteria]**

Weekly writings and participation (40%)  
 Mid-term paper and presentation (20%)  
 Final paper and presentation (40%)

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.

## Syntactic Theory (Language in the Mind I)

Peter Evans

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Thu 1st

### [Outline and objectives]

The study of syntax (in particular that of English) via examination and experiment.

### [Goal]

Two goals. First, an insight into the nature of syntax. Secondly, a better grasp of how to go about understanding phenomena in general that at first seem baffling, or in other words the acquisition of some aspects of scientific method via the careful examination of language.

### [Method(s)]

We use the first half of a book that does not presuppose a knowledge of linguistics but does assume that the reader has an intellectual curiosity and an appetite for language-related exercises and real thinking. This will be very much a “300-level” course, or anyway a course for thinking adults.

### [Schedule]

No.	Theme	Contents
1	Introduction	Linguistics and syntax reintroduced
2	Phrase Structure Rules	Sentence-generation rules, phrase structure rules, tree diagrams
3	Grammars	Grammars as hypothesized by linguists; testing hypothesized grammars
4	Exercises (i). Comparing Rules and Theories; Constituency	Ensuring that the second section of the textbook is understood. Comparing rules that have different implications; comparing grammars that seem to have the same implications; what constituency is and how to test for it
5	Trees and Tree Relations; Category; Revising Grammars	Syntactic trees, proforms, antecedents, c-command; categories of words (parts of speech) and of phrases, and category determination; refresher in logic, experimentation
6	Exercises (ii)	Ensuring that the third section of the textbook is understood
7	Quick Revision; Mid-term Examination	Q&A; assessing the degree of understanding of the first half of the course
8	Constructing Arguments (i)	What to bear in mind when arguing for a particular syntactic structure
9	Constructing Arguments (ii)	Tests for constituency in action
10	Exercises (iii)	Ensuring that the fourth section of the textbook is understood
11	Introducing the Lexicon; Features, Heads and Phrases; Verbal Complements and Adjuncts	The categorial and the subcategorial; features, feature inheritance, exocentric phrases, theta-roles, modification

12	Distinguishing Complements and Adjuncts	Diagnostics for and complications in the distinction between the two; the syntax of complements and adjuncts
13	Exercises (iv)	Ensuring that the fifth section of the textbook is understood
14	Quick Revision; Final Examination	Q&A; assessing the degree of understanding of the second half of the course

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

Reading with maximum concentration (without background music or other distractions), hard thinking, and probably also discussion of the content with classmates.

### [Textbooks]

Richard K Larson, *Grammar as Science* (Cambridge, MA: MIT Press, 2010). ISBN 978-0-262-51303-6. (Unfortunately we shall not be able to cover all the material in this book.)

### [References]

No additional reading is required.

### [Grading criteria]

Two examinations (40% + 40%), and tests and other coursework (20%). Both examinations will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

### [Changes following student comments]

Further revision of the class slideshows, for clarity. (These are also available at <http://tinyurl.com/syn-theory> for students' preparation and/or revision.)

### [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).

### [Prerequisite]

No formal prerequisite. However, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.



## Morphology: Building Words

Peter Evans

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 1st

## [Outline and objectives]

The formation of words, with particular reference to English. At first the subject may sound like etymology. But it is not: native speakers have some 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.

## [Method(s)]

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.

## [Schedule]

No.	Theme	Contents
1	Introduction (i)	Morphemes, words, lexemes and other confusables
2	Introduction (ii)	Morphemes in more depth
3	Words, Dictionaries, and the Mental Lexicon	Conventions of (published) dictionaries versus the hypothesized architecture of the mental lexicon; the dictionary as resource
4	Lexeme Formation (i)	Morphemes, prefixes and suffixes, compounding (i)
5	Lexeme Formation (ii)	Compounding (ii), conversion, infixes, internal stem changes, reduplication, etc
6	Productivity and Creativity	How a prefix or suffix may be newly added to a word or stem inconspicuously and successfully; how new words are created jokily (but rarely with lasting success)
7	Quick Revision; Mid-semester Examination	Quick reminders; assessing the degree to which students have understood the first half of the course
8	Inflection	What inflection is, inflection in English and other languages, inflection versus derivation
9	Typology	How languages differ in morphology, and how they resemble each other
10	Words and Sentences	The relationship between morphology and syntax in certain kinds of construction, clitics, phrasal verbs

11	Sounds and Morphemes	The relationship between morphology and phonology in allomorphs; lexical strata (different phonological and morphological rules for different large sets of words)
12	Theories of Morphology (i)	What morphological rules are, “lexical integrity” (the immunity of morphology from syntactic rules)
13	Theories of Morphology (ii)	Blocking, affix ordering, bracketing (tree) paradoxes, affixal polysemy
14	Quick Revision; Final Examination	Quick reminders; assessing the degree to which students have understood the second half of the course

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

Reading the textbook, doing exercises from the textbook, revising with the slideshow, finding other examples and real or apparent counterexamples.

## [Textbooks]

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

## [References]

A short list will be provided.

## [Grading criteria]

Two examinations (50% + 50%): both will be “open book”, and will test real understanding and ability to analyze (as opposed to mere memorization).

## [Changes following student comments]

Slideshows, for increased speed and legibility. The slideshows will be accessible from any computer.

## [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).

## [Prerequisite]

An interest in language, of course; also, a basic knowledge of linguistics (word categories, etc).

## TESOL IV: Testing and Evaluation (ESL Education IV: Testing and Evaluation)

Machiko Kobori

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Fri 5th

### [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.

### [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.

### [Schedule]

No.	Theme	Contents
1	Introduction	Course guidance on TESOL IV
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	Consolidation of TESOL IV	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 create an original test plan before their testing demonstration.
3. Preparing testing materials is also mandatory.

### [Textbooks]

Hughes, A. (2002). *Testing for Language Teachers*. (2nd ed.). Cambridge University Press.  
Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students*. (6th ed.). Pearson.

### [References]

1. Burns, A. (2009). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.
2. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
3. Long, M. H., & Doughty, C. J. (2011). *The Handbook of Language Teaching*. Wiley-Blackwell.
4. Nitko, A. and Brookhart, S. (2013). *Educational Assessment of Students*. Pearson.
5. 白畑智彦・富田祐一・村野井仁・若林茂則 (著). 2009. 『英語教育用語辞典』(改訂版) 大修館書店.
6. 神保 尚武 (監修). JACET 教育問題研究会 (編集). 2012. 『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
7. 望月昭彦・磐崎 弘貞、卯城 祐司、久保田 章 (著). 2010. 『新学習指導要領にもとづく英語科教育法』大修館.
8. 文部科学省. 最新版. 『小学校学習指導要領 (外国語)』
9. 文部科学省. 最新版. 『中学校学習指導要領 (外国語)』
10. 文部科学省. 最新版. 『高等学校学習指導要領 (外国語・英語)』

### [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

## L2 Education for Children III

Tomoko Shigyo

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Fri 4th

## 【Outline and objectives】

This course is for students who want to know modern approaches based on second language learning theories to children; project-base and CLIL (Content and Language Integrated Learning). This course also provides insight into children's learning metalinguistic awareness, especially phonological awareness (relation between sound and letters).

## 【Goal】

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

1. Understand how children acquire literacy and what causes their phonological awareness.
2. Develop a one-year curriculum.
3. Know how to create and conduct foreign language activities using a project-based approach or CLIL.

## 【Method(s)】

This course looks at the relation between language learning theories and teaching methodologies and investigates what activity is appropriate and how each activity constitutes a project to attain a goal in primary school. This course also introduces activities to help children's metalinguistic awareness (phonological awareness) develop. Each students must create and submit a lesson plan and demonstrate it in class. Its effectiveness will be reflected on by all students in class.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on L2 education for children
2	Issues in Children Learning L2 (1)	Analysis of school guidelines (MEXT) and some textbooks for children
3	Issues in Children Learning L2 (2)	Project-based learning
4	Issues in Children Learning L2 (3)	Introduction of CLIL's aim and effect
5	Issues in Children learning L2 (4)	Factors of CLIL (4Cs and 3 languages)
6	Issues in Children Learning L2 (5)	How to make CLIL
7	Issues in Children Learning L2 (6)	CLIL and Children's literacy
8	Lesson Planning (1)	Curriculum development (1)
9	Lesson Planning (2)	Curriculum development (2)
10	Lesson Planning (3)	Curriculum development (3)
11	Micro-teaching (1)	Demonstration/Observation, review and discussion(1)
12	Micro-teaching (2)	Demonstration/Observation, review and discussion(2)
13	Micro-teaching (3)	Demonstration/Observation, review and discussion(3)
14	Summary	Summary

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

Every week before attending class, students are expected to have completed the assigned readings. Students must choose a topic, prepare a presentation, and write a reflective paper.

## 【Textbooks】

*Teaching Languages to Young Learners* by Lynne Cameron. 2001. Cambridge

## 【References】

Dale, Liz and Rosie Tanner. *CLIL Activities: A resource for subject and language teachers*. 2012, Cambridge.  
 Richards, Jack C. *Curriculum development in language teaching*. 2012, Cambridge.  
 Coyle, Do, Philip Hood, and David Marsh. *CLIL: Content and language integrated learning*. 2010, Cambridge.  
 Harris Judy, Helm and Lilian Kats. *Young Investigators: The project approach in the early years*. 2011, Techer College Press.  
 MacDonell, Colleen. *Project-based inquiry units for your children*. 2007, Linworth Publishing, Inc.

『生きる力を育む初等英語教育ー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

『児童が作る課題解決型の外国語活動と英語教育の実践ープロジェクト型言語活動のすべて』(2014) 高島英幸(編著) 高陵社出版

## 【Grading criteria】

Evaluation will be based on:

1. Class participation (30%)
2. Lesson demonstration (30%)
3. Report (40%)

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

## 【Changes following student comments】

Not applicable.

## 【Prerequisite】

Either L2 Education for Children or  
L2 Education for Children I and L2 Education for Children II

## Language Policy

Geraldo Faria

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Tue 1st**[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.

**[Method(s)]**

After an introduction to the topics in the form of mini-lectures, examples of policies or general concepts will be presented for discussion, activity, and analysis. This course will contain assignments and writings outside of class, which may be presented in class. The suggested topics may vary slightly depending on the number of students and their interests.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Overview of the course and requirements
2	Concepts	Language overview and policies that affect its use by members of a given society
3	Language Planning	Language policies prescribed by governments to standardize language use
4	Language and Social Class	Social stratification and linguistic differentiation within a society
5	Language and Geography	National languages (standard registers) versus dialects
6	Designing a Project Related to Language Policy	Preparation for a study (requirements, data, analysis, text production, and presentation)
7	Language and Gender	Constraints (types, consequences, and formation of gender-neutral language) imposed by the gender of speakers. Mid-term review quiz
8	National Policies on Foreign Language Studies	Implications of governmental regulations on the choice of foreign language studies
9	Multilingualism	The language of minority groups within a larger society
10	Endangered Languages	Assimilation, language death, linguistic and societal implications
11	Fieldwork Studies	Doing language policy: research models

12	Migrations and Pidginization of Languages	Human migration and its effects on language (second language, linguistic transition, and the language of the next generation)
13	Profession-specific Registers	Specialized language as a means to distance groups from non-specialists
14	Consolidation	End-of-course assessment

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

Students are expected to complete weekly reading assignments before class and review previous handouts before the following class. They should also organize their notes in the form of a notebook or a computer file. Students must choose a topic, and prepare a presentation with a handout, which will be delivered in class.

**[Textbooks]**

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

**[References]**

Crystal, David. *The Cambridge Encyclopedia of Language*. Third Edition. Cambridge University Press, 2010 ISBN 9780521516983

Finegan, Edward. *Language: Its Structure and Use*. Harcourt Brace Jovanovich, 1992 ISBN 0729512681

Johnson, David. *Language Policy*. Palgrave MacMillan, 2013 ISBN 9781403911858

Pereltsvaig, Asya. *Languages of the World*. Cambridge University Press, 2014 ISBN 9780521175777

Yule, George. *The Study of Language*. Fifth Edition. Cambridge University Press, 2014 ISBN 9781107044197

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

**[Grading criteria]**

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

**[Changes following student comments]**

No feedback yet received.

**[Prerequisite]**

None

An enthusiasm to investigate (in)formal language policies that affect social justice globally.

## English in Asia

Megumi Kobayashi

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Wed 3rd

## [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 major varieties of Asian Englishes.
- 2) Be able to understand some historical contexts of how English came to be used in Asia.
- 3) Be able to understand some educational contexts of how English is taught in Asia.
- 4) Be familiar with the idea of the World Englishes.
- 5) Be able to reflect on their own use of English more objectively.

## [Method(s)]

You will be assigned a set of reading materials in advance, which provides 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 the basic understanding of the topic. Then the topic is further explored with additional lectures as well as through pair/group discussion. 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 (this will be done in pairs or groups of three). Actual lesson plans and contents may be modified based on students' progress.

## [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 role of English, samples of Filipino English (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 role of English in China, English education, samples of Chinese English (Rush Hour)
8	English in Korea	Historical background and the role of English in Korea, English education, samples of Korean English (Please Teach Me English)

9	English in Japan	Historical background and the role of English in Japan, English education, samples of Japanese English (Last Samurai)
10	Presentation (1)	Groups of students will make a presentation
11	Presentation (2)	Groups of students will make a presentation
12	Presentation (3)	Groups of students will make a presentation
13	Presentation (4)	Groups of students will make a presentation
14	Review	Submit the 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.

## [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, classroom and homework assignments 50%, presentation and writing 30%.

## [Changes following student comments]

N/A

## [Equipment student needs to prepare]

N/A

## [Others]

N/A

## [Prerequisite]

None. However, having a basic understanding of English dialects and sociolinguistics would be useful.

## Ethnographic Methods

Kyung Hee Ha

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Mon 2nd

**[Outline and objectives]**

This course will introduce you to a variety of theories and practices of ethnographic research. Part I will survey recent history of ethnographic methods and explore primary research methods involved in ethnographic fieldwork, such as participant observation, structured and semi-structured interviews and data analysis, paying particular attention to questions of knowledge, location, evidence, ethics, power, translation, and representation. In Part II, students will work on a fieldwork project of their own choice. Students will decide a research site by Week 4 and present their research proposals on Week 6. Final paper is due on Week 14 in class.

**[Goal]**

Each student will be able to create her/his own research questions, decide a research site/community, and conduct original research. Students are encouraged to continue the work they have done before, or start a new project.

**[Method(s)]**

Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering your critical ideas and interpretation about student projects, practical fieldwork issues, and lectures on other fieldwork techniques.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Course description
2	What is Ethnography?	Methods, techniques, ethics
3	Designing Ethnographic Research	Beginning of individual project
4	Library Practicum	Learning how to conduct research
5	Literature Review	Reviewing existing scholarly work
6	Research Proposal Presentation	Research questions, site, methods, contribution
7	Observing an Ethnographic Project	Screening of Scarlet Road: A Sex Worker's Journey (2011)
8	Fieldwork	Work on individual project
9	Fieldwork	Discuss fieldwork, share challenges
10	Semi-structured interview/Survey	Create and discuss interview/survey questions
11	Fieldwork	Continue working on individual project
12	Student Presentation I	Student presentations on final research project
13	Student Presentation II	Student presentations on final research project
14	Writing workshop	Submit final paper

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

Students should come to class having read and prepared to discuss assigned readings. The course will also require students to conduct participant-observational fieldwork outside of class.

**[Textbooks]**

No official textbook will be used for the course. Readings will be provided through the online course management system.

**[References]**

References will be shared in class.

**[Grading criteria]**

Participation 20%

Weekly Assignments 30%

Research Proposal/Presentation 10%

Final Presentation 10%

Final Paper 30%

3 or more unexcused absences will result in an incomplete grade (marked "E" on grading sheet). Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence.

**[Changes following student comments]**

Weekly assignments have been updated.

**[Equipment student needs to prepare]**

None. You may use laptop or tablet to take notes.

**[Others]**

Slight modifications may be expected. Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.

**[Prerequisite]**

None.

## Media Research

Shunsuke Nozawa

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Fri 2nd

## [Outline and objectives]

As our contemporary social and political life is increasingly mediated through a diversity of communication technologies - television, print, social media, cloud computing, etc. - it is all the more imperative that we be able to critically analyze diverse roles and effects of our engagement with media practice. Do we have an understanding of "media"/"mediation" adequate for such critical analysis? How should we go about analyzing it? What kind of evidence should we rely on? This course introduces you to a range of methods and theories in the study of media, and invites you to conduct focused independent research on a topic of significance to media studies. Drawing on communication studies, history, cultural studies, anthropology and related fields, the course considers how to study media content, media practice and media technology in relation to the mediation of power, desire, and social relations in contemporary society.

## [Goal]

1. Introduce research methods and theories in the study of media.
2. Offer learning environment for developing independent research projects.
3. Familiarize students with the field of scholarship to contextualize the value of their research and their acquired knowledge.

## [Method(s)]

Classes consist mainly of lectures, discussion, and presentations. One layer of our activity involves the review of theories and methods, as well as case studies. On another layer, this review of the literature is combined with the preparation for student research projects, which will culminate as a research paper and a conference-style in-class presentation.

Throughout the semester, the course is highly dependent on discussion in class, which means each student must prepare the assigned readings ahead of class, formulate individual opinions on readings and topics, and respond to others' ideas in a productive manner. The course is designed to facilitate such sharing of ideas and collaborative learning environment through breakout sessions and group presentations.

## [Schedule]

No.	Theme	Contents
1	Introduction	Scope of the course
2	Media's Many Meanings	Defining "media"
3	Media Ideology	Gershon
4	Media Convergence: Practice and Ideology	Jenkins
5	Media Convergence in Japan I	Case studies from Galbraith and Karlin
6	Media Convergence in Japan II	Case studies from Galbraith and Karlin
7	Media Convergence in Japan III	Case studies from Galbraith and Karlin
8	Midterm Project	Student presentations
9	Phatic Culture	Miller
10	Platform Thinking	Steinberg
11	Materiality I	Case studies: media as things
12	Media and Monster	Manning
13	Materiality II	Case studies: media's afterlife

## 14 Final Presentations Conference-style student presentations

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

Students should complete assigned readings before each class. They should organize their semester schedule so as to secure sufficient amount of time for preparing and conducting their independent project.

## [Textbooks]

There will be no specific textbook. Readings will be distributed electronically through H'etudes or via email.

## [References]

Campbell, Richard, Christopher R. Martin, and Bettina Fabos. *Media and Culture: An Introduction to Mass Communication*. Tenth edition. Bedford/St. Martin's, 2016.

## [Grading criteria]

Participation (15%); midterm project (20%); presentations on readings/topics (15%); independent research contribution (50%)

## [Changes following student comments]

N/A

## [Prerequisite]

Media Studies or Media Studies I/II

## Social Theory: Perspectives on Inequality

Diana Khor

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Thu 3rd

## [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. More generally, students are expected to learn to develop and support their own views and positions through acquiring the skills to engage with complex ideas and think systematically and logically, and remaining aware of social injustices and problems.

## [Method(s)]

This course is taught through a combination of lectures interwoven with short discussions, student presentations based on readings, and post-presentation discussions.

## [Schedule]

No.	Theme	Contents
1	Overview	Attendance policy and rules. Nature of the class. Workload.
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? Norms and Inequality	Emile Durkehim on the division of labor in society Ralph Dahrendorf's theory of the origin of inequality
5	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" Theory and its Critique	Student presentation and discussion on Davis and Moore's structural-functionalist theory and Tumin's critique
7	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 feminist theory?</i> Mary Wollstonecraft, John Stuart & Harriet Taylor Mill, and Betty Friedan
11	The "F" word: Feminist Theories on Multiple Inequalities	How "radical" is Standpoint Theories? Dorothy Smith, Nancy Hartsock, Sandra Harding
12	It's All Together Now: Race, Class and Gender	Black Feminist Standpoint Theory: Patricia Hill Collins Intersectional Theories: understanding multiple inequalities
13	Student Presentation and Discussion	Student presentation and discussion on Wildman & Davis's theory of multiple inequalities.
14	Theories on Inequality: One More Time	What have we learned? Where to go from here? Short presentation and discussions of "favorite concepts"

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

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

## [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 (33%), class participation (5%).

## [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.

## [Prerequisite]

Students are expected to have passed one of these classes: *Understanding Society*, *Introduction to Sociology*, *Race, Class and Gender I*, or *Social Theory: Classic Readings and Concepts*. All students who intend to enroll in this class have to attend the first class.



## Race, Class and Gender II: Global Inequalities

Diana Khor

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Mon 2nd

## 【Outline and objectives】

This class builds on what students have learned in Race, Class and Gender I to look at how various inequalities are connected to one another through examining global issues. Students will learn to analyze how race, class, gender, and sexuality are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

## 【Goal】

A major goal is to develop students' sensitivity towards issues of inequality and skills in social analysis and critical thinking. By exploring issues related to family, employment, violence, prostitution, and human and sex trafficking, in an international and global context, students will learn to see how any global issue is multidimensional, and specifically, how inequalities are complex and constituted by the interconnection of race, class, gender, sexuality, and other bases of inequality.

## 【Method(s)】

The course is taught through a combination of lectures, video-viewings, small-group and class discussions based on readings and videos.

## 【Schedule】

No.	Theme	Contents
1	Overview: The Significance of Race, Class, Gender, and Sexuality (RSGS)	Requirements and topics for RCGII Discussion of news items and students' experiences with respect to RCGS
2	Family in the Global Context: Changes and Stability (1)	Sex-selective abortion and transnational adoption <i>First Person Plural</i> (on transnational adoption)
3	Family in the Global Context: Changes and Stability (2)	Commercial surrogacy <i>Made in India</i> (on commercial surrogacy)
4	Family in the Global Context: Changes and Stability (3)	Reading-based small-group and class discussion
5	Work: Opportunity, Mobility and Exploitation (1)	Globalization and the reproduction of inequality <i>The Global Assembly Line, A Killer Bargain</i> (on globalization and labor)
6	Work: Opportunity, Mobility and Exploitation (2)	Migrant workers: Domestic and care workers <i>Maid in America</i> (migrant domestics in the U.S.)
7	Work: Opportunity, Mobility and Exploitation (3)	Reading-based small-group and class discussion
8	War and Violence (1)	War, masculinity and gender violence <i>God Sleeps in Rwanda</i> (on mass rape and ethnic cleansing) Mass rape as war crime

9	War and Violence (2)	The "comfort women" issue Discussion on the Japan-Korea agreement on the comfort women issue
10	Prostitution and Sex Tourism (1)	Prostitution as an institution and male sex tourism <i>Bangkok Girl</i> (sex tourism in Thailand)
11	Prostitution and Sex Tourism (2)	Reading-based discussion on female sex tourism
12	Human and Sex Trafficking (1)	Data on human and sex trafficking in the world today
13	Human and Sex Trafficking (2)	<i>Born into Brothels</i> (on children in a red-light district in India)
14	Race, Class, Gender, and Sexuality: revisited	What have we learned about race, class, gender and sexuality?

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

Students are expected to review class materials after each class, write down reflections on the videos shown in class, do the prescribed readings, and prepare for discussions.

## 【Textbooks】

No textbook will be used. Handouts, readings and other materials will be distributed in class and uploaded on H'Etudes.

## 【References】

Alcoff, Linda Martín and Eduardo Mendieta. Eds. 2003. *Identities: Race, Class, Gender, and Nationality*. Oxford: Blackwell Publishing.

Weber, Lynn. 2010. *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*. 2/e. Oxford: Oxford University Press.

## 【Grading criteria】

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

## 【Changes following student comments】

Students have found the class useful and thought-provoking, but some have found the workload too heavy. The instructor has reduced and revised the assignments so as to allow students to delve more deeply into the topics in each.

## 【Prerequisite】

To take this class, students are expected to have passed Race, Class and Gender I. This prerequisite may be waived if a student has the equivalent academic background. In any event, all students who intend to take this course must attend the first class session. A screening test based on the lecture will be conducted.

## Migration and Diaspora

Allen Kim

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Wed 1st

**[Outline and objectives]**

This course will introduce students to the diverse causes, consequences and contexts of contemporary migration and ethnicity. Why do people leave their homes for a new land? Where do they go, and how do they get there? What do they experience once they arrive? This course provides a broad, sociological introduction to migration, migrant incorporation and ethnicity in a rapidly changing world. We examine key migration terms, concepts, and the experiences of different groups of migrants. Weekly readings will illuminate the social, economic and political salience of migration. In the main, students will gain an appreciation for why migration matters and enhance their sensitivity to current events shaping contemporary society in the US and East Asia.

**[Goal]**

Through lectures, discussion and class assignments, students will learn concepts and theories to analyze migration and how ethnicity impacts individuals and society. They will learn to apply these analytical tools and knowledge to form critical opinions on current issues related to migration and immigrant incorporation processes. Students will acquire skills in critical thinking, analysis and writing that can be applied in other academic fields as well as future careers.

**[Method(s)]**

This course is taught through a combination of lectures, guest presenters, video, small-group discussions and student presentations.

**[Schedule]**

No.	Theme	Contents
1	Migration and Ethnicity Overview	Introduction and course expectations. Four migration themes. Global stocks and flows
2	Who is a Migrant?	Migrant categories, return migration, migrants to citizens, diasporas and transnational communities.
3	Migration Theories	Why the poorest don't migrate: examining systems, links, chains, routes, networks and diverse migrant motivations.
4	Migration and Globalization	What is globalization? The segmentation of labour markets and the migration industry.
5	Migration and Development	Remittances and the social and economic impact of migrants on sending and receiving countries. Brain drain and diasporas.
6	IM in East Asia and the Pacific	Migration flows, contexts, and the economic and social impacts for labor-sending and receiving countries.
7	Irregular Migration	What is irregular migration and what are its challenges? Human trafficking and smuggling.
8	Review & Midterm Exam	In-class midterm exam

9	Second Generation	What happens to the children of immigrants?
10	Race and Ethnic Relations	Cultural change, assimilation, amalgamation, and accommodation theories. Prejudice, racism, and dominant-minority relations
11	Current Ethnic Issues	Immigration fears, undocumented aliens, bilingual education, multiculturalism. and ethnic consciousness
12	Immigrant Entrepreneurship and Contributions	Inspiring immigrant leaders and their companies.
13	Japan, Migration, and the interment of Japanese Americans in the United States	What is the future of migration in Japan? Why did the US forcibly intern 120,000 Japanese Americans and what can Japan learn from their experience?
14	Final Presentation	In-class poster presentations

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

In addition to preparing for discussions, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings.

**[Textbooks]**

No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on H'Etudes.

**[References]**

TBA

**[Grading criteria]**

Clear instructions and goals are set for each assignment, test or examination to be completed. The grade will be calculated as follows: Participation (10%) Reading responses (30%) Midterm exam (30%), Poster presentation(30%).

**[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.

## Law in a Globalizing World

## Maia Roots

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Sat 2nd

**[Outline and objectives]**

In this class we will be looking at the role of law in a globalizing world. We will cover a broad spectrum of topics from public and private international law to comparative law. We will, for example, be exploring the following: How far have we come in prosecuting war criminals? Which laws are applied if an international marriage breaks up? How can we ensure that transnational companies respect the human rights of their employees?

**[Goal]**

By the end of the course, students will be able to discuss the role and limitations of law in a globalizing world, and give examples of how national laws might conflict and influence each other.

**[Method(s)]**

A large portion of the class will be lecture-style, but active student participation will be required in the form of class discussion, and oral and written comments on the reading materials. The students will also be required to submit a mid-term paper and make a presentation in class.

**[Schedule]**

No.	Theme	Contents
1	Orientation and Introduction	Aims and requirements for this class. The role of law in a globalizing world.
2	Introduction to International Law	Overview of the basic concepts, characteristics, sources and actors of international law.
3	Prosecution of War Crimes 1	The Nurnberg and Tokyo trials and their legacy.
4	Prosecution of War Crimes 2	Consequent developments. The war on terror.
5	Enforcing International Justice	How politics and other factors influence the enforcement of international law.
6	Review, Discussion for Mid-term Papers	Reviewing the material covered so far. Discussing mid-term paper drafts, giving peer feedback.
7	Law and the Family in a Globalizing World 1	International marriage and divorce, and the conflict of laws.
8	Law and the Family in a Globalizing World 2	Japanese Filipino children and the law. Non-legal barriers to justice. Student presentation.
9	The Globalization of Business and the Law	Transnational corporations and human rights violations.
10	International Movement of Labor and the Law	Migrant workers and the law. Student presentation.
11	Comparative Law and the Rights of Sexual Minorities	Discussing the impact of law reforms abroad on domestic law and the "different culture" argument.
12	Student Presentations	Student presentations.

13	Summary and Review	General discussion about the role of law in a globalizing world and the various challenges. Review for final exam.
14	Final Exam & Wrap-up	The final exam will be multiple-choice and short essay questions.

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

Students are required to complete the reading assignments and prepare answers to the questions concerning the readings, which will be assigned together with the readings (final exam questions will be chosen from among these questions). Students are also encouraged to search for news and recent updates related to the material covered in class, and share this information with the rest of the class.

**[Textbooks]**

No textbook will be used. The readings will be distributed in class.

**[References]**

Stover/Peskin/Koenig *Hiding in Plain Sight* (Univ. of California Press, 2016)  
Brysk et al (eds.) *Expanding Human Rights: 21st Century Norms and Governance* (Edward Elgar Pub., 2017)

**[Grading criteria]**

Mid-term paper: 40%

Final exam: 40%

Participation (including presentation): 20%

**[Changes following student comments]**

N/A.

**[Others]**

Slight alterations might be made to this syllabus, taking into account the specific interests and the number of students who decide to take this course.

**[Prerequisite]**

None.

## Special Topics I: Sociology of Disaster

Heide Imai

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Thu 2nd**[Outline and objectives]**

The objective of this course is to introduce students to the sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies, especially in the age of urbanization. Furthermore, we will learn about different disaster types, the varying vulnerabilities to disasters experienced by people in different social categories, key policy considerations in preparing for disasters including the development of formal organizations, the role of media in shaping disaster responses (e.g. Social Media), how people behave both individually and collectively as disasters occur, and social processes associated with human relocation, recovery and reoccurrence prevention (e.g. resilience, sustainability and self-reliance).

**[Goal]**

- 1) to understand the main theoretical shifts in the field of sociology of disaster, discussing topics as the history of disaster, theories of risk and modernity and terms as risk society, disaster response and resilience.
- 2) to assess and understand some places of risk and disaster focusing on different nations, cities and case studies asking what are different responses and approaches to develop resilience.
- 3) to attempts to describe broader trends in contemporary societies' strategies for managing, calculating, and, when possible, forestalling risk and disaster.

**[Method(s)]**

This course combines lectures, films, field work, in-class discussion and projects. To ensure that the classes are successful and interesting, make sure that you complete the readings before each day's class. Students should be prepared to contribute to the analysis of the readings with specific and thoughtful reflection. Please bring the week's readings and course material with you to class. We often refer to specific passages, and you will get more out of the discussion if you can follow along.

**[Schedule]**

No.	Theme	Contents
1	History of Disaster Research	Introduction to the course
2	Sociology and the Study of Disasters	This class will cover different ways to study disasters.
3	Myths, Realities, and Cultural Representations of Disasters	During this week we focus on the cultural representation of disasters.
4	Community Impacts of Disasters and Collective Trauma	We will discuss the impact of disasters on the community.
5	Writing Seminar 1	Theoretical Paper
6	Theories of Social Vulnerability	What are different theories and concepts of vulnerabilities?
7	Social Inequality and Disaster	We will discuss the connection between social inequality and disaster.
8	Disasters, Race, Gender and Social Class	How are disasters, race, gender and social class related?

9	Media and Disasters	This class will cover how media represents and shapes disasters.
10	Writing Seminar 2	Paper: Case Study
11	Disaster Policy and Politics/ Children, Elderly and Disasters	How are disasters affecting vulnerable groups?
12	Consequences of Post-Disaster Relocation and Prospects for Recovery	During this week we discuss how we can recover from disasters.
13	Post-disaster Solidarity	The term solidarity will be discussed.
14	Final Presentation and Submission	Final Presentation and Submission of Papers

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

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 1-2 questions to produce a short essay of 500 words (max).

**[Textbooks]**

Kiefer, Susan W. (2013) *The dynamics of disaster*, Norton.

**[References]**

McEntire, David A. *Disaster response and recovery: strategies and tactics for resilience*. Wiley, c2015.

Gill, Tom, Brigitte Steger, David H. Slater. *Japan copes with calamity*. Peter Lang, c2015.

Button, Gregory. *Disaster culture: knowledge and uncertainty in the wake of human and environmental catastrophe*. Left Coast Press, 2010.

Solnit, Rebecca. *A paradise built in hell: the extraordinary communities that arise in disaster*. Penguin, 2010.

Fischer, Henry W III. *Response to disaster: fact versus fiction and its perpetuation: the sociology of disaster*. University Press of America, c2008.

**[Grading criteria]**

Students are expected to participate in class discussions.

Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. The course runs for 14 weeks. Students have to deliver 1 presentation and 2 papers (1 theoretical, 1 case study report)

1) theoretical paper: specific theoretical topic related to the course, writing seminar week 5 and submission week 7

2) case study paper: this is designed to be thoughtful, intellectual reflections on the discussed case studies, writing seminar week 10 and submission week 14. The presentation and papers count for 60% of the final course grade. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentation and Assignments 20% and the Final Presentation and Submission 60%

**[Changes following student comments]**

Improved schedule, theory and case studies.

**[Prerequisite]**

None.

## Special Topics I: Cultural Geography

Heide Imai

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Thu 2nd

**[Outline and objectives]**

Cultural geography is the study of human cultures found throughout the world, how they relate to the spaces and places where they originate and how they evolve as people continually move across various areas. Some of the main social phenomena studied in cultural geography include religion, power, globalization, different economic and governmental structures, identity, minority communities and diaspora, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

**[Goal]**

The course introduces culture from a geographical perspective, focusing on how cultures work in place and how they are embedded in everyday life. The course gives students an appreciation for not only how cultures are geographically expressed, but also how geography is a basic element in the constitution of culture.

The goals for the course are threefold:

- 1) to understand the main theoretical shifts in the field of cultural geography and how they evolved throughout the 20th century;
- 2) to assess case studies of some sample cultural landscapes, places, and regions
- 3) to interpret cultural geography as a “power politics” of place.

**[Method(s)]**

This course combines lectures, films, field work, and in-class discussion and projects. To ensure that the classes are successful and interesting, make sure that you complete the readings before each day's class. Students should be prepared to contribute to the analysis of the readings with specific and thoughtful reflection. Endeavour to read critically, seeking not only to understand the content of the readings but also to evaluate the significance and validity of an author's argument and evidence.

**[Schedule]**

No.	Theme	Contents
1	Course Introduction and Foundations	We will talk about basic concepts of cultural geography.
2	Geography of Language and Culture	This class will cover topics of language and culture.
3	Geographies of Race and Ethnicity: Melting Pot or Mosaic	We will discuss topics of race and ethnicity in relationship to geography.
4	Geography of Religion: Spaces and Places of Sacredness	The topic of this week is religion to understand how spaces and places of sacredness are created
5	Monumental Landscapes	This class will focus on topics of representation, imagination, memory and gendered spaces.
6	Nature, Society and Culture: A Sense of Place	During this week we will discuss terms as behaviour, perception, personal space and sense of place.
7	Fieldwork Week	This week we will conduct fieldwork in groups, topics discussed in class.
8	Political Geography	This class will focus on concepts of globalization, politic, place making and territory.
9	Culture Landscapes of Consumption: Food, Fashion and Fusion	During this week will discuss processes and results of consumption focusing especially on food and fashion.

10	Writing Seminar and Results of Fieldwork	This week we conduct a writing seminar to analyse/ compare fieldwork results and prepare final papers.
11	Geography of Economies: Industries, Services, and Development	We will discuss the broad concept of economy in relation to industry and worldwide production.
12	Urbanization, City Spaces and Urban Structures	This class will focus on processes of urbanization and the formation of different spaces and places.
13	The Cultural Mosaic inside the City: Geographies of Exclusion	During this class we will combine different concepts to understand processes of urban inclusion and exclusion.
14	Final Presentations and Submission	Students deliver a final presentation and submit their papers.

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

Students are expected to download and complete weekly readings, prior to the lecture, introducing the next theme (see class schedule) so that they have a better grasp of the subject matter and can participate in class discussions. After each lecture/seminar, the instructor will give the students short assignments, e.g. 3-4 questions to produce a short essay of 500 words (max).

**[Textbooks]**

Crang, Mike. (2013) *Cultural Geography* (Routledge Contemporary Human Geography), London: Routledge

**[References]**

Anderson, Kay and Fay Gale. (1999) *Cultural Geographies*, Longman.

Smith, Neil. *There's No Such Thing as a Natural Disaster*, 2006.

Davis, Mike. *Planet of Slums*, New Left Review 26, March-April 2004.

Friedman, Thomas. *It's A Flat World, After All*, New York Times April 3, 2005.

Florida, Richard. *The World Is Spiky*, Atlantic Monthly October 2005.

Kaplan, Robert D. *The Revenge of Geography*, Foreign Policy May/June 2009.

Huntington, Samuel P. *The Clash of Civilizations?* Foreign Affairs Summer 1993.

**[Grading criteria]**

Students are expected to participate in class discussions.

Participation requires that students complete the assigned readings (download from the weekly reading list). More than 2 unexcused absences will result in failure of this course. The course runs for 14 weeks. Students have to deliver 1 presentation and 2 papers (1 theoretical, 1 fieldwork report)

1) theoretical paper: specific theoretical topic related to the course, submission week 7

2) fieldwork paper: this is designed to be thoughtful, intellectual reflections on the class fieldwork, integrating your own observations, reading assignment(s), and lectures. Fieldwork week 7, writing seminar week 10, submission week 14. The presentation and papers count for 60% of the final course grade. The final grade is based on: Class Participation 10%, Discussion 10%, Regular Presentation and Assignments 20% and the Final Presentation and Paper 60%.

**[Changes following student comments]**

Improved Schedule, theory and case studies.

**[Prerequisite]**

None

## Cultural Psychology

Takafumi Sawaumi

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 1st

### [Outline and objectives]

This course introduces the major content areas of cultural psychology. Students will learn how culture shapes the way we think and behave. We will revisit many of the topics covered in Social Psychology 1 and 2 (Interpersonal Relations I and II) and examine how these findings vary across 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. This course will improve employability, giving students the skills needed to assess and adapt to new situations.

### [Method(s)]

The course starts by introducing general theories and perspectives underlying cultural psychology. We will then explore cultural influences on a wide range of psychological processes, including socialization, self-concept, motivation, emotion, and cognition; especially focusing on East-West differences. We will deal with the mechanisms underlying cultural differences and cover topics such as acculturation and multiculturalism, including cultural differences within a single country. Instructional methods include assigned readings, lectures, films, small group activities, and discussions.

### [Schedule]

No.	Theme	Contents
1	Introduction	What is cultural psychology?
2	How Does Culture Shape the Human Mind? I	Development of the cultural mind
3	How Does Culture Shape the Human Mind? 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 & Exam 1	Midterm exam (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	Exam 2 & Wrap-up	Final exam (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. If they are unclear about anything, they should read the corresponding chapter in the reference book listed below. 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 several reaction papers during the term.

### [Textbooks]

No textbooks will be used. Handouts and readings will be uploaded onto the course website.

### [References]

Heine, S. J. (2007). *Cultural Psychology*. New York: Norton.

### [Grading criteria]

Final grades are based on two exams (50%), reaction papers for assigned readings (30%), and class participation (20%).

### [Changes following student comments]

Students found this class difficult but appreciated the challenge. Students are encouraged to study more outside of class.

### [Prerequisite]

Students must have taken (and received credits in) at least one (preferably both) of the following courses: Social Psychology 1, Social Psychology 2 (Interpersonal Relations I, Interpersonal Relations II).

## Clinical Psychology

Keiko Ito

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Thu 6th

**[Outline and objectives]**

Through a series of lectures, readings, exercises, films, and group projects, this course introduces and provides a broad overview of the field of clinical psychology. Major topics include definition, psychological assessment methods, psychotherapy approaches, along with the history of treatment and the role of science in clinical psychology. The course also explores some of the most common mental illnesses.

**[Goal]****Major Course Objectives.**

By the end of the course, you should be able to:

- Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
- Explain the importance of the scientist-practitioner model of clinical psychology.
- Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
- Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
- Engage with the ethical framework for the practice of psychology.
- Identify diversity issues as they relate to clinical psychology.

**[Method(s)]****1.Group Project -presentation**

The project is to be completed in small groups of students (if you want to do it individually, you must clear it with myself). The goal of the final project is for students to research and present information about the topic of clinical psychology in class by using power-point slides. Projects will focus on and cover the specific topic of clinical intervention. Possible examples of the projects include: Person-centered therapy, Psychodynamics therapy, Humanistic & Existential Psychotherapies, Behavior therapy, Cognitive-Behavioral therapy, Child & Family therapy, Couple therapy, Psychopharmacology, etc.

The topic could be a specific issues in clinical psychology other than intervention, but those who wants to do so must consult myself in advance.

2.Movie Report: A list of movies will be provided in class.

3. Exams: There will be no exam, but a brief final paper will be assigned.

4. Research Article Summary: In order to help you develop your understanding of psychological findings and methodology, you will be required to complete a brief(2 to 5 pages) summary of a research article. Articles appropriate for this paper can be found on the website or in library. Use an article of interest to you as long as it is appropriate to the course content and relevant to the field of clinical psychology.

**[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	Overview of Assessment (1)	Assessment of psychopathology and personality Projective Tests Personality test
4	Overview of Assessment (2)	Intelligence testing Neuropsychological assessment, behavioral assessment DSM & ICD 10
5	Major Psychiatric Disorder (1)	Anxiety disorder (PTSD)

6	Major Psychiatric Disorder (2)	Mood disorder (Depression/ Bipolar)
7	Major Psychiatric Disorder (3)	Schizophrenia
8	Culture Issues in Clinical Psychology	Multicultural counseling Therapists' culture identity development
9	Group Project Presentation (1)	Topics in clinical psychology and its intervention (1)
10	Group Project Presentation (2)	Topics in clinical psychology and its intervention (2)
11	Group Project Presentation (3)	Topics in clinical psychology and its intervention (3)
12	Group Project Presentation (4)	Topics in clinical psychology and its intervention (4)
13	Group Project Presentation (5)	Topics in clinical psychology and its intervention (5)
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.

**[Textbooks]**

None.

**[References]**

- Class handouts will be provided in class.
- Supplemental readings will be provided in class.
- There will be an instructions session for how to find the research article assignment and articles to use in class.
- The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: <http://www.apa.org/ethics/code/index.aspx>.

**[Grading criteria]**

Participation: 15%  
Reaction Papers: 10%  
Movie Report (2): 10%  
Group (or individual) Project: 35%  
Research Article Summary: 20%  
Final Report: 10%  
Total: 100%

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Not in particular (there will be a power point presentation in class).

**[Others]**

Dates and contents of a class may change somewhat depending on our progress in covering the material.  
Office hours (contact by email).

**[Prerequisite]**

None.

## Psychology of Morality

Gen Ito

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Fri 5th

## [Outline and objectives]

Thinking about good and evil seems to be the essential characteristic of human beings. We often discuss the rights and wrongs of another person and their acts in everyday life. Novels, comics, TV shows and movies are nearly always about 'good guys' and 'bad guys.' Why are we so moral all the time? What are the psychological properties of our moral sense? Is moral sense a genetically determined innate instinct, independent of culture? Alternatively, does it depend on socialization? Why are there disagreements about what is right and wrong?

Recently there has been a renaissance of scientific research about human morality. This course will provide an introductory overview of the major theoretical debates and empirical findings in the area of moral psychology. They will be from a variety of disciplines including philosophy, neuroscience, economics, animal behavior, and almost every field of psychology (cognitive psychology, social psychology, developmental psychology, and evolutionary psychology).

The aim of this course is to offer an introduction to the psychology of morality. At the same time, we want to discuss with you: "*What can scientific facts about human morality tell us about how we should live.*"

## [Goal]

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

- Recognize and recall major terms and concepts in psychology of morality,
- Describe and explain major methods and theories,
- Compare and contrast alternative theories or approaches,
- Apply theories or findings to everyday life and personal situations.

## [Method(s)]

This course is mainly lecture-style. However, students are expected to participate, to comment, and to discuss with classmates.

**Reaction paper:** Students are expected to submit reaction papers in response to contents and questions posed in each lecture (i.e., You are required to submit reaction papers after each lecture).

**Presentation:** Each student will be required to select one of the papers from the list and to present the contents of the journal (from approximately 10 to 20 minutes per person) using powerpoint. Note that there might be a change in this presentation assignment depending on class size.

**Final exam:** The final exam will consist of questions that will evaluate what you have learnt from this course. You are obliged to be available throughout the final exam period. Do not make any vacation, travel, or other commitments during this time.

## [Schedule]

No.	Theme	Contents
1	Introduction to Psychology of Morality and Course Overview	Introduction to backgrounds and overview of this course and review of syllabus.
2	Moral Rationalism and Intuitionism	Is morality rational or intuitive?
3	Dual Process Theory of Moral Judgement	How rationality and intuition co-work in moral judgment?
4	Emotion (especially disgust) and its Influence on Moral Judgement	What is the emotional basis of moral judgment?
5	Moralization	When does something become moral?
6	Evolutional and Developmental Origins of Morality	Where does morality come from?

7	Morality and Punishment	Do we act moral if afraid of punishment?
8	Morality, Sacredness, and Religion	Is morality a foundation of religion?
9	Mind Perception and Moral Judgment	Is mind perception essential to morality?
10	Morality and Politics (1)	Do we politically diverge because of morality?
11	Morality and Politics (2)	Can politically different people discuss and get along?
12	Acts vs. Person, Intention vs. Consequences of Morality	Do we judge morality by others' action or by their personality? Do we judge by actors' intention or by consequences of their acts?
13	Moral Neuroscience and Everyday Morality	From brain to everyday life about morality.
14	Final Examination & Wrap-up	You are obliged to be available throughout the final exam period.

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

At the end of each lecture, students will receive 10 questions regarding the content of that class. For the final exam, 20 of these questions will be randomly selected. Also, students are required to prepare for a presentaion in the class (once per person).

## [Textbooks]

None.

## [References]

Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.

## [Grading criteria]

- **Participation (10%):** Participation is worth 10% of your grade. Your participation grade will depend on quality as well as a quantity of your involvement in class sessions (including punctuality, eagerness to participate and comment, showing respect to others' presentations and discussions, paying careful attention to classmates' presentations).

- **Reaction Papers (10%):** Your reaction paper grade will depend on quality as well as a quantity in your reaction papers.

- **Presentation (20%):** Your presentation grade will depend on quality of your presentation.

- **Final Exam (60%)**

- **Social Media Bonus (up to 5%):** This is your opportunity to bolster your grade. You should email a link or a copy of your bonus assignments by the due date to ensure you receive credit.

*Twitter (1%):* Compose and post one tweet about a published article related to the content we have treated in class (which is presented in the course calendar). Your tweet must include the core point of the paper, provide a link to the paper, and include the hashtag #HoseiMoralPsych

*Blog (1 to 2%):* Compose and email me a blog post about a published article related to the content we have treated in class (which is presented in the course calendar). Your blog posts must include the core point of the paper, provide a link to the paper. You get one point for doing a decent job, two points for doing a great job.

[Changes following student comments]

None.

[Prerequisite]

None.



## Community Psychology

Toshiaki Sasao

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Wed 2nd

**[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.

**[Method(s)]**

This course combines several different kinds of pedagogical strategies including lectures, class discussion, film discussion, and small group work. The requirements of the course include: (a) active participation, preparation, and engagement in class, (b) "Experiencing a Different Cultural Ecology (a field exercise)", (c) a Biography Paper, (d) occasional in-class reflection papers, (e) a take-home final.

**Required Readings**

Students are expected to come to class fully prepared to participate in class discussion and other activities. In order to do so, students are required to have read the readings for each module prior to coming to class sessions.

**[Schedule]**

No.	Theme	Contents
1	Introduction & Overview	Provides a course overview, expectations, & requirements
2	Community Psychology (CP): History, Values, & Assumptions	Introduces and discusses key historical events, values and assumptions in CP practice and research
3	Embracing Social Change	Discusses the nature of social change and theories
4	Empowerment	Introduces several empowerment models and theories of empowerment
5	Community and Citizen Participation	Discusses theoretical frameworks for community and citizen participation
6	Ecological and Environmental Approaches (1)	Introduces ecological models for understanding life space
7	Ecological and Environmental Approaches (2)	Discusses ecological interventions and a video presentation
8	Midterm Review	In-Class Review and/or Film Review

9	Appreciating and Affirming Human and Cultural Diversity	Discusses models of human diversity and interventions around the world
10	Prevention, Strengths & Promotion Approaches (1)	Discusses key concepts in prevention science
11	Prevention, Strengths & Promotion Approaches (2)	Introduces "best practices" in prevention interventions
12	Stress & Coping Approaches	Compare and contrast several clinical approaches to stress and coping with CP approaches
13	Social Justice Approaches	Introduces the idea of social justice for community psychology
14	Emerging Trends in Community Psychology	Ends the course with discussion on several recent trends and future directions in CP research and practice

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

Students are expected to complete all the reading assignments (if any), and are prepared to engage in class activities and discussion. The course requirements and assignments are explained above in the Method(s) section, but depending on the level of students' preparation and interest, chances are that some of the requirements may be subject to change slightly, if not entirely.

**[Textbooks]**

Class readings will be available online. Some of the chapters will be drawn from the following textbooks, and from American Journal of Community Psychology, American Psychologist, Journal of Community Psychology, etc.

*Kelly, J.G. et al. (2004). Six community psychologists tell their stories: History, contexts, and narratives.* Binghamton, NY: Haworth Press.

*Kloos, B. et al.(2012). Community psychology: Linking individuals and communities (3rd ed.).* Belmont, CA: Wadsworth.

**[References]**

Additional references will be introduced in class.

**[Grading criteria]**

The following show approximate activity-by-activity percentage points toward your final course grade: (a) Active Participation, Preparation, and Engagement (10%); (b) "Experiencing A Different Ecology" (30%); (c) Biography Paper (20%); and (d) In-class Reflection Papers (10%), and (e) Take-Home Final (30%).

**[Changes following student comments]**

N/A

**[Equipment student needs to prepare]**

None.

**[Others]**

Please note that successful completion of general psychology, social psychology, clinical psychology, and/or a few psychology-related courses may be desirable, but not required.

**[Prerequisite]**

None.

## Contemporary British Culture

Mitsutoshi Somura

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 3rd

## 【Outline and objectives】

This course will provide a perspective on contemporary British culture.

## 【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.

## 【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.

## 【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
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
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
14	Review End-term Examination	Students' inquiries and discussion, written examination

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

Students are required to read the assigned materials and prepare for class.

## 【Textbooks】

Textbooks will not be used. Handouts and reading materials will be provided by the lecturer.

## 【References】

David Christopher (2015). *British Culture: An Introduction* (3rd edn). London: Routledge.  
Michael Higgins, Clarissa Smith and John Storey (eds.)(2010). *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge University Press.  
Peter Childs and Michael Storry (1999). *Encyclopedia of Contemporary British Culture*. London: Routledge.  
The BBC History website (The Making of Modern Britain): [http://bbc.co.uk/british/modern/overview\\_1945\\_present\\_01.shtml](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.

Hiromi Fujishige

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 2nd**[Outline and objectives]**

Despite widespread euphoria following the end of the U.S.-Soviet rivalry, the post-Cold War era has since witnessed an eruption of civil wars, from the Balkans to the Middle East and Africa. These phenomena are dangerous, not only because they bring increased bloodshed, but they lead to the collapse of the nation-state. Given the disorder that follows in the wake of a state's failure, today's conflict resolution entails significant difficulties for the international community. Why has there been an increase in civil conflicts since the end of the Cold War? How can we prevent civil wars? To answer these questions, we will examine contemporary conflict resolution, with particular attention paid to peacekeeping operations.

(This is the first half of a year-long exploration in Peace and Conflict Studies. Students who want to develop a deeper understanding of the field should also enroll in Peace and Conflict Studies II.)

**[Goal]**

Upon completion of Peace and Conflict Studies I, students should have a better developed understanding of conflict resolution analysis.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

**[Method(s)]**

(1) During weeks 2-5, there will be lectures on the fundamentals of peacekeeping. (Students are expected to submit reaction papers following each lecture.)

(2) During week 6, we will review theories.

(3) During weeks 7-13, students will make half-hour presentations on designated UN peace-building operations.

(4) At the end of the course, students will submit the term paper.

**[Schedule]**

No.	Theme	Contents
1	Course Guidance	How will the course be taught?
2	Introduction to Peace & Conflict Studies	What will we study in the course? Focusing on peace operations
3	Lecture (1) Peace Operations in History	How did peace operations emerge during the Cold War?
4	Lecture (2): Peace Operations during the 1990s	How did peace operations evolve after the Cold War?
5	Lecture (3): Peace Operations in the 21st Century	How have peace operations developed since the Cold War?
6	Review & Discussion: Lecture Review	Reviewing the lecture contents and discussing the presentation questions
7	Presentation (1): Cyprus (traditional peacekeeping)	What are the major features and problems of traditional peacekeeping in Cyprus?
8	Presentation (2): Somalia (peace enforcement)	What are the major features and problems of peacekeeping in Somalia?

9	Presentation (3): Cambodia (assisting transitions)	What are the major features and problems of multi-dimensional peacekeeping in Cambodia?
10	Presentation (4): Rwanda (wider peacekeeping)	What are the major features and problems of wider peacekeeping in Rwanda?
11	Presentation (5): Bosnia (wider peacekeeping)	What are the major features and problems of wider peacekeeping in Bosnia?
12	Presentation (6): East Timor (transitional administrations)	What are the major features and problems of transitional peacekeeping in East Timor?
13	Presentation (7): Afghanistan (peace support operations)	What are the major features and problems of peace support operations in Afghanistan?
14	Examination & Wrap-up	Term paper

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

Students need to do assigned readings, reaction papers, and presentation preparation.

**[Textbooks]**

A. J. Bellamy and P. D. Williams *Understanding Peacekeeping*, 2nd ed., (Cambridge: Polity, 2010).

**[References]**

None

**[Grading criteria]**

Class participation (14%)

Reaction papers (3x12=36%)

Presentation (20%)

Term paper (30%)

**[Changes following student comments]**

Student requests and comments will be taken into consideration.

**[Equipment student needs to prepare]**

Internet.

**[Others]**

Week 1 attendance is mandatory to register for this class.

**[Prerequisite]**

None.

## Peace &amp; Conflict Studies II

Hiromi Fujishige

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Fri 2nd

## 【Outline and objectives】

This course explores peace-building operations that follow after civil wars. Building lasting peace following internal conflicts is, in effect, meant to rebuild states that have fallen into disrepair. Peace-building operations are typically conducted under the auspices of the international community, which is eager to import liberal values (e.g. democracy, human rights, a market economy) as the basis for reconstruction in post-conflict states. In reality, the international emphasis on liberal ideologies often meets resistance in war-torn nations, which tend to have conservative cultures and traditional values. This raises a crucial question, whether it is appropriate and effective to apply liberal ideas to a conflicted nation. In this class, we will consider the ramifications of this question, applying theoretical means and case studies.

(This course is the second half of a year-long exploration in Peace and Conflict Studies.)

## 【Goal】

Upon completion of this fall semester course, students should have a better understanding of what is involved in peace-building, especially in terms of theoretical analysis.

This course improves student employability in two ways: First, by doing writing assignments, students learn how to put their ideas into words. Second, by making class presentations, students learn how to collect, screen, and present important information.

## 【Method(s)】

(1) During weeks 2-4, students will participate in theoretical discussions. (Doing the assigned readings and preparations papers is compulsory for participation in group discussions.)

(2) During week 5, we will review theories.

(3) During weeks 6 and 12, students will be engaged in reading and discussing case studies. (Same as (1) above.)

(4) During weeks 7-11, students will make half-hour presentations on designated UN peace-building operations. (When students are not presenting, they will be expected to read the given materials and submit preparation papers.)

(5) At the end of the course, students will submit a take-home examination.

## 【Schedule】

No.	Theme	Contents
1	Course Guidance	How will the course be taught?
2	Reading and Discussion (1): The Basics of Peace Operations	What are peace operations? Why are they important?
3	Reading and Discussion (2): The Origins of Peacebuilding	How has peacebuilding evolved in history?
4	Reading and Discussion (3): The Liberal Peace Thesis	Criticizing liberal peace thesis
5	Review & Discussion: Reviewing the Lectures during Week 2-4	Reviewing the theoretical part

6	Reading & Discussion (4): Introduction to Cases	Examining the presentation questions
7	Presentation (1): Angola and Rwanda	Employing the comparative analysis of Angola and Rwanda
8	Presentation (2): Cambodia and Liberia	Employing the comparative analysis of Cambodia and Liberia
9	Presentation (3): Bosnia and Croatia	Employing the comparative analysis of Bosnia and Croatia
10	Presentation (4): Nicaragua, El Salvador and Guatemala	Employing the comparative analysis of Nicaragua, El Salvador and Guatemala
11	Presentation (5): Namibia and Mozambique	Employing the comparative analysis of Namibia and Mozambique
12	Reading and Discussion (5): The Limits of Wilsonianism	How should we evaluate the validity of Wilsonianism?
13	Reviewing the Course	What have we studied in the course?
14	Term Exam & Wrap-up	Take-home exam

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

Students need to do assigned readings, reaction papers, and presentation preparation.

## 【Textbooks】

Roland Paris, *At War's End: Building Peace after Civil Conflict*, (Cambridge: Cambridge UP, 2004).

## 【References】

Relevant materials will be distributed or designated in class.

## 【Grading criteria】

Class participation (20%)

Preparation papers (10x3=30%)

Paper for the Guest Speaker Lecture (5%)

Presentation (20%)

Term exam (25%).

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Others】

Week 1 attendance is mandatory to register for this class. Completion of Peace and Conflict Studies I is highly recommended. For those who have not taken it, instructor permission is required.

## 【Prerequisite】

None.

## International Development Policy

Ippeita Nishida

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Thu 6th

## 【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.

## 【Method(s)】

This class will have lectures and interactive discussions, as well as group presentations. Active participation is expected. Students will undertake a final exam and have occasional short papers to write. The course is composed of two parts. The first part (weeks 3-6) will have lectures on debates among traditional donors. In the second part (weeks 7-13), lectures will cover key discourses of the United Nations' adaptation of the Sustainable Development Goals, and students will make group presentations on selected topics from the SDG 17 goals.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course outline, facts and trends
2	Overview of Discourse	History and institutions
3	Foreign Aid	Use of "aid" in foreign policy / tasking group presentation
4	ODA	Concept of "Official Development Assistance (ODA)"
5	Donor's Debate	OECD-DAC, aid financing, Shaping development debate
6	New Issues	Rise of new donors, state fragility and "securitization"
7	United Nations	UN for development, People-centric approach
8	SDGs	Formulating the "Sustainable Development Goals (SDGs)"
9	Synthesis Discussion	Reconciling states' interests and global agenda
10	Group Presentation 1	SDGs / selected topics
11	Group Presentation 2	SDGs / selected topics

12	Group Presentation 3	SDGs / Selected topics
13	Group Presentation 4	SDGs / selected topics
14	Final Exam & Wrap-up	In-class or take home

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

Reading and writing assignments. Groupwork for presentation.

## 【Textbooks】

There is no assigned textbook for this course. Students are required to read handouts and suggested articles/chapters from the references.

## 【References】

Students are encouraged to read following references to further their understandings.

OECD (2006), *DAC in Dates: The History of OECD's Development Assistance Committee*

(available online at [www.oecd.org/dac/1896808.pdf](http://www.oecd.org/dac/1896808.pdf))

Lancaster, Carol (2007), *Foreign Aid: Diplomacy, Development, Domestic Politics*, University of Chicago Press

UN Document, A/RES/70/1, 21 October 2015 *Transforming our world: the 2030 Agenda for Sustainable Development* (available online at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

Sachs, Jeffrey D (2015), *The Age of Sustainable Development*, Columbia University Press

Wickstead, Myles A. (2015) *Aid and Development: A Brief Introduction*, Oxford University Press

Hynes, W. and S. Scott (2013), *The Evolution of Official Development Assistance: Achievements, Criticisms and a Way Forward*, OECD Development Co-operation Working Papers, No. 12, OECD Publishing

(available at <http://dx.doi.org/10.1787/5k3v1dv3f024-en>)

## 【Grading criteria】

Class Participation: 25%

Assignment Papers: 25%

Group Presentation: 20%

Final Exam: 30%

## 【Changes following student comments】

Constructive comments and feedback from students are always welcomed and will be taken into consideration.

## 【Equipment student needs to prepare】

None in the class.

## 【Others】

Week 1 attendance is mandatory to register for this class.

## 【Prerequisite】

In order for students to successfully complete the class, basic understandings of the development thoughts as well as international relations are needed. Thus, GIS students wishing to register for this class are recommended to have taken "Introduction to Development Studies" and/or "Development Studies". Also, knowledge of international relations, international organizations and foreign policy will be of benefit.

## International Environmental Policy

Raquel Moreno-Peñaranda

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 2nd

## [Outline and objectives]

Over the past few decades, the world has continued to face unprecedented 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. The course focuses on the vibrant field of 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.

## [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.

## [Schedule]

No.	Theme	Contents
1	Policy Dimensions of Global Environmental Change	Introduction to global environmental change; sustainable development; green economy.
2	Introduction to International Environmental Policy	Policy actors and processes: the role of governments, corporations, NGOs, communities and individuals; laws, regulations and other policy mechanisms.
3	Environmentalism I	What is environmentalism?; historical and socio-economic perspectives; controversies.
4	Environmentalism II	Local communities and environmental movements. Examples from industrialized and developing countries.
5	Environmental Certification I	Principles of environmental certification; corporate social responsibility.

6	Environmental Certification II	Examples of environmental certification: organic agriculture.
7	Environmental Certification III	Examples of environmental certification: alliances for sustainable palm oil.
8	International Environmental Agreements I	Introduction to the role of the United Nations system in environmental policy.
9	International Environmental Agreements II	The United Nation's Convention on Biological Diversity (CBD).
10	International Environmental Agreements III	The United Nation's Framework Convention on Climate Change (UNFCCC) (1992); the Kyoto Protocol (1997), the Paris Agreement (2015).
11	Sub-national Governments	The role of subnational governments, cities and other local authorities in international environmental policy.
12	Students' Presentations I	Students present their (group) project and discuss it with the class.
13	Students' Presentations II	Students present their (group) project and discuss it with the class.
14	Final Exam & Wrap-up	In class, short essay-like questions.

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

Students are required to complete assigned readings and/or visualize multimedia materials prior to class. They are also required to prepare short weekly commentaries in advance, so they can participate in class discussions.

## [Textbooks]

none

## [References]

Puppim de Oliveira, Jose A. (Ed). (2012). *Green Economy and Good Governance for Sustainable Development: Opportunities, Promises and Concerns*. Tokyo: UNU Press.

## [Grading criteria]

- Participation in class activities 35%
- Group project and presentation: 35%
- Final exam: 30%

## [Changes following student comments]

none

## [Equipment student needs to prepare]

none

## [Others]

Enough knowledge of English to comprehend assigned readings and multi-media materials. Interest in the subject. Preferred: have taken a previous (introductory) class in environmental sciences at college level.

## [Prerequisite]

none

## International Law

Marie Tomita

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Fri 1st

## 【Outline and objectives】

This course aims to explain the basic principles of law, and the various roles and practices and limitations of international law in modern international society. Students will acquire multifaceted knowledge of international law and international society through readings, discussions and group work.

## 【Goal】

Upon completion of this course, students should have a better understanding of the practices, theories and limitations of international law.

## 【Method(s)】

(1) The first phase of this course will be lectures on the basic principles and theories related to (national) law in general and international law. Students are asked to read the provided readings before the lecture. Every class there will be quizzes and/or short essays to check whether the students have understood the topic. Also, short presentations will be asked of the students regarding certain topics. At the end of the first phase, a mid term exam will be given. Students are required to actively participate in the discussions during class.

(2) In the second phase of this course, particular topics in international law will be chosen, such as international human rights law, international refugee law, international environmental law, international law of the sea or others which may be of interest to the students. Each topic will be assigned to individual student and/or group of students (depending on the size of the class), and student(s) is (are) asked to make presentations. The details will be provided in class.

(3) In the final week, students will be asked to hand in reports. The topic will be notified during class.

## 【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance and introduction
2	Basic Principles of Law	What are the basic principles of law in general?
3	What is International Law? (1)	The nature of international law and the international society
4	What is International Law? (2)	The sources of international law
5	What is International Law? (3)	The law of treaties
6	Law Related to States	Personality, statehood, recognition, immunities
7	Jurisdiction under International Law	Jurisdiction of States
8	Review & Mid-term Exam	In class midterm exam
9	International Human Rights Law	Presentation by students
10	International Refugee Law	Presentation by students
11	International Environmental Law	Presentation by students
12	International Law of the Sea	Presentation by students
13	International Space Law	Presentation by students

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

Reading the assigned readings, writing assignments, preparation for the presentation.

## 【Textbooks】

Relevant materials will be distributed in class.

## 【References】

Martin Dixon. (2013). *Textbook on International Law*. Seventh edition. Oxford: OUP.

Malcolm Evans.(2018). *International Law*. Fifth edition. Oxford: OUP.

Vaughan Lowe. (2008). *Interntional Law*, Oxford: OUP.

Ian Brownlie. (2012). *Principles of International Law*. Eighth edition. Oxford: OUP.

Malcolm D. Evans.(2017). *Blackstone's Interantional Law Documents*. 13th edition. Oxford: OUP .

## 【Grading criteria】

Class participation, quizzes and other small assignments including reaction papers (20%)

Individual and/or group presentation (25%)

End term paper (25%)

Mid term exam (30%)

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Equipment student needs to prepare】

Internet access.

## 【Others】

Week 1 attendance is mandatory to register for this class. If the number of students wishing to take this course exceeds the limit, the lecturer will make a selection based on the questionnaire on the first class.

## 【Prerequisite】

Students are asked to have taken courses related to international relations, international organizations etc.

## Advanced Comparative Politics

Nathan Gilbert Quimpo

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Thu 5th**[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 thematic and country-to-country approaches. It provides students with a more thorough understanding of the contemporary discourses and debates on key topics studied in "Introduction to Comparative Politics," such as states, democratic and authoritarian regimes; political economy and development; nationalism and ethnicity; political violence; and the impact of globalization. The course also offers in-depth discussions on some important issues or themes that may have been only cursorily covered in introductory politics or comparative politics courses, such as theories and approaches in comparative politics; public policy and policymaking; political culture and political communication; political parties and electoral systems; and civil society and social movements. 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.

**[Goal]**

The course seeks to broaden and deepen the students' knowledge and understanding of comparative politics; 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.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Comparative Politics: Relevance, Challenge and Change	Relevance of comparative politics, challenge and change in comparative politics, comparing political systems
2	System and Process; The State in Comparative Perspective	Political culture and political socialization, interest representation, interest groups, and political parties, the nation-state
3	Policy and Policymaking; Bureaucracies	Government and policymaking, public policy, governments and bureaucracies
4	Politics in Britain; Democracies and Democratization	Politics in Britain (Powell et al., ch. 7), models of democracy (Ishiyama & Breuning, ch. 32), processes of democratization (Ishiyama & Breuning, ch. 33)
5	Politics in Germany; Political Communication	Politics in Germany (Powell et al., ch. 9), political communication (Caramani, ch. 19)
6	Politics in the United States; Elections and Electoral Systems	Politics in the United States (Powell et al., ch. 18), elections and referendums (Caramani, ch. 10)
7	Politics in Japan; Political Economy	Politics in Japan (Powell et al., ch. 10), political economy and globalization (Heywood, ch. 6)

8	Politics in Russia; Authoritarianism	Politics in Russia (Powell et al., ch. 11), durable authoritarianism (Levitsky & Way, 2016)
9	Politics in China; Development	Politics in China (Powell et al., ch. 12), development (Dickovick & Eastwood, ch. 5)
10	Politics in Brazil; Civil Society and Social Movements	Politics in Brazil (Powell et al., ch. 14), civil society (Ishiyama & Breuning, ch. 23), social movements (Ishiyama & Breuning, ch. 27)
11	Politics in India; Nationalism	Politics in India (Powell et al., ch. 16), nations and nationalism (Heywood, ch. 5)
12	Politics in Iran; Ethnicity, Gender and Identity Politics	Politics in Iran (Powell et al., ch. 15), politics, society and identity (Heywood, ch. 8)
13	Politics in Nigeria; Political Violence	Politics in Nigeria (Powell et al., ch. 17), civil wars (Ishiyama & Breuning, ch. 13), terrorism (Ishiyama & Breuning, ch. 14)
14	Exam & Warp-up	Final exam

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

Students are expected to have studied the assigned reading/s before coming to class.

**[Textbooks]**

G. Bingham Powell, Jr., Russell J. Dalton and Kaare Strom, 2018. *Comparative Politics Today: A World View*, 12th edition, London: Pearson.

**[References]**

- Daniele Caramani (ed.), 2017. *Comparative Politics*, 4th edition, Oxford: Oxford University Press.
- J. Tyler Dickovick & Jonathan Eastwood, 2016, *Comparative Politics: Integrating Theories, Methods, and Cases*, 2nd edition, Oxford: Oxford University Press.
- Andrew Heywood, 2013, *Politics*, 4th edition, Houndmills, UK: Palgrave.
- John T. Ishiyama & Marijke Breuning (eds.), 2011. *21st Century Political Science: A Reference Handbook*, Thousand Oaks: Sage Publications.
- Journal/internet articles and chapters from other books.

**[Grading criteria]**

Participation in discussions: 50% of overall course mark.

Final examination: 50%.

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

No prerequisites. It is recommended, however, that participants have taken at least a basic course in politics or an introductory course in comparative politics in previous semesters.



## Investment

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Fall | Year : 3~4  
 Day/Period : Tue 2nd

**[Outline and objectives]**

Bonds and stock investing. This is an intermediate level finance course that focuses on the concepts of bonds and stock investing: characteristics of bonds, bonds valuation, characteristics of stocks, stock valuation and dividend policy. Students will also apply investment theories into practice based on a virtual stock market simulation.

**[Goal]**

The end goal of the class is to apply the strategies of stock investing into an actual stock portfolio based on a virtual stock market simulation.

**[Method(s)]**

This course is taught primarily through lectures, presentations and discussions. Interactive class participation is encouraged.

**[Schedule]**

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Financial markets and institutions	Understanding financial markets and institutions
3	The Language of Stock Setting up your virtual account	Why stocks are good investment and how to invest in stocks
4	Investment Strategies (1)	Fundamental and technical analysis
5	Investment Strategies (2)	Learn from the masters Learn the book's investing strategy
6	Stocks and their Valuations (1)	Stock price vs intrinsic value
7	Stocks and their Valuations (2)	The discounted dividend model Constant growth stock
8	Stocks and their Valuations (3)	Valuing non-constant growth stock
9	Bonds and Their Valuation (1)	Key characteristics of bonds
10	Bonds and Their Valuation (2)	Bond valuation
11	Bonds and Their Valuation (3)	Assessing a bond's riskiness
12	Distribution to Shareholders	Dividends versus capital gains Dividend policy
13	Portfolio Reporting	Presentation and discussion
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

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

Read the chapters in the assigned reference book as well as textbook. Update and monitor your stock portfolio constantly.

**[Textbooks]**

No particular textbook.

**[References]**

Kelly, Jason. *The Neatest Little Guide to Stock Market Investing*, Penguin Group, 2012.

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

Keown, Arthur J, Martin, John D and Petty, William J. *Foundations of Finance: The Logic and Practice of Financial Management*, 7th Edition, Prentice Hall, 2011.

**[Grading criteria]**

Students will be evaluated based on class participation (20%), pop quizzes (20%), portfolio presentation and report (20%), and final exam (40%).

**[Changes following student comments]**

Not applicable.

**[Others]**

This course requires students to have a good understanding of Mathematics or Statistics.

**[Prerequisite]**

Foundations of Finance. Students who have not taken Foundations of Finance must have knowledge of finance such as time value of money (present value, future value, etc.), financial statement analysis and financial ratios.

## International Business

Shiaw Jia Eyo

Credit(s) : 2 | Semester : Spring | Year : 3~4  
 Day/Period : Fri 2nd

**[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.

**[Method(s)]**

This course is taught primarily through lecture and discussions. Interactive class participation is encouraged.

**[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	Organizational Participants that Make International Business	Focal firms, intermediaries, facilitators and governments.
5	The Environment of International Business (1)	The cultural environment
6	The Environment of International Business (2)	Ethics and international business
7	Government Intervention	Rationale and instruments of government intervention
8	Regional Economic Integration	The leading economic blocs
9	Emerging Markets, Developing Economies and Advanced Economies	Potential, risks and challenges
10	Case Study (1)	Group presentation and discussions
11	Case Study (2)	Group presentation and discussions
12	The International Monetary Fund and Financial Environment	Exchange rates, currencies, monetary and financial system.
13	International Business Issues	Debates of current issues in international business
14	Final Exam & Wrap-up	Assessing the understanding of the subject

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

Download and print out the handouts before each class. Read the assigned chapters in the textbook and complete any assignments given.

**[Textbooks]**

Cavusgil, Tamer S., Knight, Gary and Riesenberger, John. *International Business: The new Realities*, 4th Edition, Prentice Hall, 2016.

**[References]**

Further materials will be provided by the instructor.

**[Grading criteria]**

Students will be evaluated based on class participation (20%), assignments (20%), case study and presentation (15%) and one final exam (45%).

**[Changes following student comments]**

Not applicable.

**[Others]**

Students who are interested to take this course, must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

**[Prerequisite]**

Introduction to Business or knowledge of business.

**[Outline and objectives]**

The purpose of this course is to provide students with an in-depth understanding of the theoretical and practical processes of marketing services, with a particular focus on tourism. Organisations' marketing and relationships with customers have been evolving rapidly, driven particularly by globalisation and advances in technology. It is increasingly important to understand the impact of these changes in order to gain competitive advantage.

This course will consider strategic issues in services marketing, including recent theoretical developments relating to value creation and the 'Experience Economy'. We will also consider micro-marketing issues relating to service design, tourist behaviour and the challenges and opportunities for managers presented by technological developments.

Students will engage in additional learning opportunities such as group discussions and presentations. We will analyse a number of tourism-related case studies in addition to other service sectors.

**[Goal]**

This course aims to give students insights into the particular characteristics of marketing services such as tourism. After exploring current marketing theory on consumer value creation and the consumer experience, the course will apply these to the management and marketing of services. From the consumer perspective, students will learn about consumer behaviour, the impact of the service environment and forming relationships with service providers. From an organisational perspective, we will consider managing the service environment, innovation and developing service brands in order to facilitate consumer value creation.

**[Method(s)]**

Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. Students taking an active role in class is an important element of the course and will aid in your understanding of the material.

The group presentation on a given case study will assist your learning through the in-depth research, analysis and presentation of your opinions and recommendations.

**[Schedule]**

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: introducing the characteristics of services and the challenges of service marketing
2	Consumer Value Creation	Considering theories relating to the new marketing paradigm of value co-creation
3	The Experience Economy	Analysing the key propositions from the seminal text by Pine and Gilmore and the implications for service providers
4	Managing the Consumer Experience	Exploring different influences on the service experience, and the various stages of service delivery

5	Service Systems and the Servicescape	Exploring the design of the service environment and the impact on service consumption
6	Buyer Decision Making	Examining the influences on decision-making and how organisations can manage these
7	Innovation and New Service Development	Considering the challenges and opportunities that new service developments offer organisations
8	Developing Service Brands	Investigating destination branding and differentiation as competitive strategies
9	Service Quality	Examining consumer perceptions of quality and organisational strategy
10	Service Delivery	Examining the role of employees and self-serving technology in facilitating consumer value creation
11	Relationships and Networks	Exploring the importance of organisational and customer networks and how they can facilitate service consumption
12	Group Presentations	Student group presentations (topics will be assigned in class)
13	Marketing, Sustainability & Corporate Social Responsibility (CSR)	Considering organisational approaches towards sustainability and more responsible business approaches
14	Examination & Wrap-up	End of semester examination

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

Students will be assigned reading as preparation for classes. Students are expected to download and preview the lecture slides before each class.

**[Textbooks]**

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

**[References]**

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education  
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge  
Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill  
Pine, J. and Gilmore, J. (2011) (Updated Edition). *The Experience Economy*. Harvard: Harvard University Press

**[Grading criteria]**

Evaluation will be based on  
1. Class and online participation (20%)  
2. Group presentation and report (40%)  
3. Exam (40%)

The group work is assessed on an individual basis. Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.

**[Changes following student comments]**

This is a new course from 2018.

**[Prerequisite]**

None.

## Corporate Social Responsibility

Sairan Hayama

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Mon 3rd**[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.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Orientation & Introduction	Confirm the course syllabus and give instructions regarding readings and preparation for class meetings.
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses. Textbook: pp.3-25 (lecture & discussion)
3	The Cases for and against CSR -1	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
5	CSR Concepts and Theories -1	Explore the concepts and theories of CSR. Textbook: pp.66-96 (lecture & discussion)
6	CSR Concepts and Theories -2	Explore the concepts and theories of CSR. Textbook: pp.104-127 (lecture & discussion)
7	Responsibilities to Stakeholders -1	Who are the stakeholders? How should companies respond to these stakeholders? Textbook: pp.133-164 (lecture & discussion)
8	Responsibilities to Stakeholders -2	What are the responsibilities of companies for stakeholders? Textbook: pp.168-198 (lecture & discussion)
9	Case Study -1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.

10	CSR in the Marketplace	How to improve the bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive. Textbook: pp.213-250 (lecture & discussion)
11	Case Study -2	Company B- BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR in the Workplace	Discuss human rights and work-life balance issues in the workplace. Textbook: pp.253-289 (lecture & discussion)
13	Case Study -3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study -4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

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

Students are required to have their own text material copies and prepare for each class by reading through the materials to be covered before coming to class. The textbook is available in the library but you are recommended to have your own textbook.

**[Textbooks]**

Andrew Crane, Dirk Matten and Laura J. Spence (2014), *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge.

**[References]**

1. Andrew Crane & Dirk Matten (2016), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford Univ. Printing.
2. Charlotte Walker & John D. Kelly edited (2015), *Corporate Social Responsibility? : Human Rights in the New Global Economy*, University of Chicago Press.
3. Jeremy Moon (2015), *Corporate Social Responsibility: A Very Short Introduction*, Oxford Univ. Printing.
4. J.Okpara & S.O. Idowu edited (2016), *Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders* (CSR, Sustainability, Ethics & Governance), Springer.
5. Peter Baines (2015), *Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation*, Wrightbooks.

**[Grading criteria]**

Participation and attitude 30%, presentation and report / homework 30%, mid-term exam 20%, final exam 20%

**[Changes following student comments]**

Students taking this course are required to have basic business management knowledge.

**[Others]**

A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the class has priority.

**[Prerequisite]**

None.

## International Economics

Jacinta Bernadette R Shirakawa

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Thu 2nd

## [Outline and objectives]

In this course, we will discuss fundamental concepts and principles in international trade and open macroeconomics. The first half of the course will focus on international trade, particularly trade models and trade policies. The second half of the course will examine foreign exchange markets and balance of payments. Economic vulnerabilities leading to financial crises as well as monetary policy choices will also be examined.

## [Goal]

The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in international trade and finance i.e. what drives countries to trade and how economies are linked through prices and macroeconomic quantities. Students should be able to discuss pertinent issues related to international macroeconomics, including trade policy, financial crises and policy responses.

## [Method(s)]

This course is comprised mainly of lectures, in-class activities, and discussions. In-class activities, such as discussions or answering problem sets may be conducted individually, in pairs, in small groups or with the entire class. Students are expected to participate actively and present their answers in class. Finally, students form groups to make a presentation at the end of the semester about financial crises and policy responses. (The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.)

## [Schedule]

No.	Theme	Contents
1	Introduction	Introduction to the course (Chapter 1)
2	International Trade Theory (1)	The Ricardian model Labor productivity and comparative advantage (Chapter 3)
3	International Trade Theory (2)	The specific factors model Income distribution, labor mobility (Chapter 4)
4	International Trade Theory (3)	The Heckscher-Ohlin model Relative prices and the pattern of trade (Chapter 5)
5	International Trade Theory (4)	The standard trade model (Chapter 6)
6	Mid-term Exam	In class written exam
7	Financial Crises	A history of financial crisis and policy responses
8	Exchange Rates (1)	Exchange rates and the foreign exchange market (Chapters 14, 15)
9	Exchange Rates (2)	Monetary approach in the long run (Chapter 16)
10	Exchange Rates (3)	Asset approach in the short run (Chapter 17)
11	Balance of Payments (1)	National income accounting and the balance of payments (Chapter 13)
12	Balance of Payments (2)	The open economy trilemma Exchange rate regimes (Chapters 18, 19)

13	Final Exam & Warp-up	In class written exam
14	Student Group Presentations	Financial crises, recessions, and policy responses

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

1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.

2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.

3. Familiarization with current issues- Each week, 1-2 students are assigned to present in class a 1-3 minute summary of a newspaper article related to international trade or international finance. Students are free to choose a newspaper article they find relevant and interesting.

4. Student Group Presentation- Students form small groups to make a presentation on the causes and policies implemented for a particular country affected by a financial crisis.

## [Textbooks]

Krugman, Paul, Maurice Obstfeld and Marc Melitz, *International Economics: Theory & Policy*, 10th ed. (Essex: Pearson Education Limited, 2015)

## [References]

For additional reading, the student may refer to the following materials:

Reinhart, Carmen and Kenneth S. Rogoff, *This Time is Different: Eight Centuries of Financial Folly*. (Princeton: Princeton University Press, 2009)

International Monetary Fund. 2009. World Economic Outlook: Crisis and Recovery. Washington, April.

International Monetary Fund. 2011. World Economic Outlook: Slow Growth, Rising Risks. Washington, September.

Other materials, if any, will be given by the instructor or shall be announced in class.

## [Grading criteria]

Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)

\*The two lowest-graded assignments will not be included in the calculation of the final grade.

Case Study Analysis: 15%

Midterm Exam: 30%

Final Exam: 30%

## [Changes following student comments]

Not applicable.

## [Others]

This course requires students to have a good understanding of mathematics and graphic analysis.

## [Prerequisite]

No class prerequisites. However, students will benefit from taking an introductory course in economics beforehand.

## Advanced Accounting

Noriaki Okamoto

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Fri 4th

## 【Outline and objectives】

The aim of "Accounting (A6282)" is to understand what corporate financial statements are and how to prepare them. In this "Advanced Accounting" course, the main objective is to learn how to read and analyze corporate financial statements. As all corporations are supposed to follow the same set of accounting standards (GAAP), the resultant outcome (accounting information) is objectively compared. The technique of financial statement analysis is useful not only to investors but also accountants, financial analysts and business consultants. In addition to how to read basic corporate financial statements (balance sheet, income statement, and cash flow statement), this course briefly covers some advanced accounting topics such as auditing and financial valuation.

## 【Goal】

Students will be able to become familiar with reading and analyzing corporate financial statements. Real corporate financial statements are often used for the case studies in this course. Therefore, students can gain experiences of practically using ratios to analyze corporate financial numbers. Also, students can gain knowledge of related fields such as auditing.

## 【Method(s)】

This course is taught through lectures, discussions and exercises. At my discretion, I may assign one or more mini-projects to be completed during, or outside of, the class. In the final presentation, students are required to choose one listed company, analyze its financial statements, and recommend its stock. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Learn and discuss how financial statement analysis is conducted (handouts and slides)
2	Three Basic Financial Statements	Review and discuss the basic financial statements (Ch. 3-5, handouts and slides)
3	Using Financial Statements for Short-Term Analysis ①	Learning some ratios for a short-term financial analysis (Ch. 8, handouts and slides)
4	Using Financial Statements for Short-Term Analysis ②	Apply the technique of short-term financial analysis to the real corporate financial numbers (Ch. 8, handouts and slides)
5	Using Financial Statements for Long-Term Analysis ①	Learning some ratios for a long-term financial analysis (Ch. 9, handouts and slides)
6	Using Financial Statements for Long-Term Analysis ②	Apply the technique of long-term financial analysis to the real corporate financial numbers (Ch. 9, handouts and slides)

7	Review of Short and Long-Term Analysis	Comprehensive review of short and long-term financial ratio analysis (Ch.8 and 9, handouts and slides)
8	Review & Mid-Term Exam	Mid-term exam (Ratios)
9	Analysis of Cash Flows ①	Learn how to analyze the numbers on the cash flow statement (Ch. 5, handouts and slides)
10	Analysis of Cash Flows ②	Learn how to analyze the numbers on the cash flow statement (Ch. 5, handouts and slides)
11	Auditing	Understand the significance and the overview of auditing (Ch. 10)
12	Corporate Valuation	Learn more practical corporate valuation techniques (e.g., Du Pont analysis)
13	Final Presentation ①	Individual presentations about each corporate financial statement analysis
14	Final Presentation ②	Individual presentations about each corporate financial statement analysis

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

Students are expected to read the assigned textbook chapters before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course.

## 【Textbooks】

Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

## 【References】

Wayne A. Label, Cheryl Kennedy Henderson (2015), *Study Guide and Workbook for Accounting for Non-Accountants* 3rd edition, Solana Dreams Publishing Company.

Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.

Thomas R. Robinson, Elaine Henry, Wendy L. Pirie, and Michael A. Broihahn (2015), *International Financial Statement Analysis* 3rd edition, CFA Institute, Wiley.

## 【Grading criteria】

Projects / homework 20%,  
Class participation / discussion 15%, Mid-term exam 35%, and final presentation 30%

## 【Changes following student comments】

None

## 【Equipment student needs to prepare】

A calculator

## 【Prerequisite】

Students are expected to have basic knowledge of accounting (e.g. Accounting: A6282).

## Supply Chain Management

Muhammad Mohsin Hakeem

Credit(s) : 2 | Semester : Fall | Year : 3~4  
Day/Period : Wed 5th**[Outline and objectives]**

The main objective of this course is to understand the Supply Chain Management (SCM) process. SCM is about movement of material and information among different firms involved in value addition process, from first stage of raw material to distribution of final product to end customers. We will take an interdisciplinary approach to develop our understanding of Supply Chain Networks by discussing issues from marketing (distribution channels), finance (investment and risk management), operations management (business process), and logistics (transportation network) among others. The course also discusses optimal ways to manage supply chains of different multinational corporations (MNCs) according to their size and mode of operations in their respective markets. The course is designed to include "Case Studies" of different companies to explain the theoretical concepts with real world examples.

**[Goal]**

1. Should be able to understand the basic concepts of Supply Chain Management process.
2. Understand the role of Supply Chain Management in global economy.
3. Should be able to identify the structure of Supply Chain Networks of different MNCs.
4. Understand and evaluate the supply chain management strategies used by companies in different business environments.
5. Evaluate the risk and advantages of international supply chains.

**[Method(s)]**

The course contents will include lecture handouts, case studies and other discussion materials brought into the class by instructor. Readings (cases/discussion material) are assigned for each class; students are expected to complete the readings beforehand. Active participation is required and expected. The format of course will follow lectures and discussions with emphasis on understanding and evaluation of issues faced by global companies while managing their supply chains.

**[Schedule]**

No.	Theme	Contents
1	Introductory Session	Course description, objectives and expectations Introduction of Supply Chain Management Examples of supply chains
2	Business Models, Sourcing and Coordination	Competitive and supply chain strategies Purchasing vs. procurement deep supplier relationship
3	Supply Chain Performance Metrics	Evaluating performance of supply chains Supply chain network efficiency Drivers of supply chain performance SCM Case Study 1
4	Distribution Networks	Distribution network in supply chain Distribution strategy

5	Supply Chain Network Design	Understanding network structure Network design decisions and framework Models for facility location and capacity allocation
6	Global Supply Chain Networks (I)	Impact of globalization on supply chain networks Manufacturing hubs around the globe Risk management in global networks
7	Global Supply Chain Networks (II)	Evaluation of supply chain decisions SCM Case Study 2
8	Forecasting and Planning Issues	Finding optimal strategy Basic approach to demand forecasting
9	Sales and Operations	Managing supply and demand Planning and implementation issues Sales and operations planning examples
10	The Value of Information	Coordinated supply chain design How to use big data to drive your supply chain SCM Case Study 3
11	Inventories in Supply Chain	Managing inventory cycles Suppliers network and uncertainty Inventory strategy and managing network
12	Supply Chain Sustainability	Key pillars of sustainability Process integration Building a sustainable supply chain SCM Case Study 4
13	Supply Chain and Disruptive Innovations	Understanding strategic shift and disruptive technologies The role of strategy Online vendors and traditional retail
14	Review and Final Exam	Review and final exam

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

Students are expected to complete regular reading assignments.

**[Textbooks]**

Course involves reading material (reference text, case studies, and news articles), videos and class discussions. (Handouts and reading materials will be provided by lecturer.)

**[References]**

Chopra, Sunil and Peter Meindl, *Supply Chain Management*, Sixth Edition, Person Education, Inc., Upper Saddle River, NJ, 2015.

Johnsen, Thomas, Mickey Howard, and Joe Miemczyk, *Purchasing and Supply Chain Management: A Sustainability Perspective*, Routledge, 2014.

**[Grading criteria]**

Class Participation (30%), Assignments and Quizzes (30%) and Final Exam (40%)

**[Changes following student comments]**

Student requests and comments will be taken into consideration.

**[Prerequisite]**

None

**[Outline and objectives]**

Increasingly, the global financial system plays a pivotal role in the economic world order. This course essentially covers the movements and the trends of the global financial markets and the working of the multinational firms. Furthermore, it explains the necessary conceptual apparatus in a way that is both challenging and interesting. For this purpose, material is presented in a lively, interesting and relevant fashion by focusing on topical financial issues.

**[Goal]**

The course intends to:

1. Impart the capacity to understand the theory and application of techniques of finance, in real world situations.
2. Illustrate the big picture of international finance and thereby explaining how various pieces fit together.
3. Show you that finance is fun.

**[Method(s)]**

The class is designed to be:

1. Interactive: With a strong emphasis on student participation.
2. Updated: With the real time examples of unfolding events.
3. Critical and Analytical: Understanding the whys and hows of global financial system.
4. Accessible: Breaking down the complex jargon in simple terms.

**[Schedule]**

No.	Theme	Contents
1	International Finance: Let the Fun Begin	- Overview of the course - Overview of the international financial markets
2	International Trade Flows	- National income accounting - Gross domestic product - The balance of payments
3	Exchange Rates	- Foreign exchange markets - An asset approach to the FOREX market - Currency wars - Relevant cases
4	Money, Inflation and Interest Rates	- Basics of monetary policy - Determinants of interest rates - Philips curve - Relevant cases
5	Exchange Rate Determinations in the Long Run	- Law of one price - Purchasing power parity - Relevant cases
6	Output and Exchange Rates in the Short Run	- Aggregate demand - The Interaction of fiscal and monetary policies - Liquidity trap - Relevant cases
7	Fixed Exchange Rates and FOREX Interventions	- Central Bank interventions - Stabilization policy - Capital flight - Relevant cases
8	International Monetary System: A Historical Perspective	- Gold standard - Bretton woods system and the IMF - Relevant cases

9	Financial Globalization	- International capital market and gains from trade - Challenges of regulating international banking - Relevant cases
10	Growth of the Derivative Markets	- Overview of the futures/forward and options market - Rise of commodities trade - The price of hedging - Relevant cases
11	Global Financial Crises	- Banking fragility - Rise of contagion - Algebra of moral hazard - The idea of decoupling - Relevant cases
12	Optimum Currency Areas	- The case of the Euro - The theory of optimum currency areas - Euro crisis
13	Emerging Market	- The growth trends - Income inequality - Structural reforms - Relevant cases
14	Future of International Finance	- On cryptocurrencies and automation

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

Students are expected to review class material, complete assignments, and find relevant material.

**[Textbooks]**

Krugman P. R., Obstfeld M. and Melitz M. (2018). *International Finance: Theory and Policy* (11th Edition). Pearson Education.

**[References]**

Pilbeam K. (2013). *International Finance* (4th Edition). Palgrave Macmillan.

**[Grading criteria]**

Contribution to the class discussion 30% (An indicator of class participation)

Class Presentations 20% (Includes the short presentation)

Short Tests 30% (There will be two short tests given during the class)

Short Report 20% (Each student is required to submit a short report)

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

None.



## Financial Statement Analysis

May May Ho

Credit(s) : 2 | Semester : Spring | Year : 3~4  
Day/Period : Mon 2nd**[Outline and objectives]**

The aim of Financial Statement Analysis is to understand what corporate financial statements are and how to prepare them. In this Financial Statement Analysis course, the main objective is to learn how to read and analyze corporate financial statements. As all corporations are supposed to follow the same set of accounting standards (Generally Accepted Accounting Principles or GAAP), the resultant outcome (accounting information) can be objectively compared. The technique of financial statement analysis is useful not only to investors but also accountants, financial analysts and business consultants. In addition to learn how to read basic corporate financial statements such as the Statement of Financial Position, Statement of Financial Income and Statement of Cashflow, this course covers some advanced accounting topics such as auditing as well as contemporary issues such as corporate fraud, impact on financial statements when there is a change in accounting standards and Sustainability Reporting.

**[Goal]**

Students will be able to become familiar with reading and analyzing corporate financial statements. Real corporate financial statements are used for case studies in this course allowing students to see practical uses of ratios to analyze corporate financial numbers. Furthermore, students will gain knowledge of related fields such as auditing.

**[Method(s)]**

This course is taught through lectures, discussions and exercises. Students may be assigned one or more mini-projects to be completed during, or outside of, the class. In the final presentation, students are required to choose one listed company, analyze its financial statements, and give their recommendations. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Discuss how financial statement analysis is performed
2	Three Basic Financial Statements	Review and discuss the basic financial statements - Statement of Financial Position, Statement of Financial Income and Statement of Cashflows
3	Using Financial Statements for Short-Term Analysis	Apply ratios for a short-term financial analysis Apply the technique of short-term financial analysis to the real corporate financial numbers
4	Using Financial Statements for Long-Term Analysis	Apply ratios for a long-term financial analysis Apply the technique of long-term financial analysis to the real corporate financial numbers

5	Review of Short and Long-Term Analysis	Comprehensive review of short and long-term financial ratio analysis Interpret Financial Statement case studies
6	Analysis of Cash Flows	Prepare the cash flow statement and discuss importance of cash flow statement and working capital.
7	Further Analysis of Cash Flows	Analyse the numbers on the Statement of Cashflows
8	Review & Mid-Term Exam	Mid-term exam (ratios and cash flow analysis)
9	Auditing	Discuss the significance and the impact of auditing on the financial statements
10	Change in Accounting Standards	Discuss the outline the framework of the International Accounting Standards and the impact of changes of accounting standards on the Financial Statements.
11	Corporate Fraud, Risk Management and Sustainability Reporting	Discuss the problem of corporate fraud, how to reduce such risks and how companies work on its longevity with their involvement into sustainability of its business and environment.
12	Case Study	Comparative time-series financial statement analysis
13	Final Presentation	Individual presentations about each corporate financial statement
14	Final Presentation	Individual presentations about each corporate financial statement

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

Students are expected to read the assigned readings and slides of the next class before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course.

**[Textbooks]**

None. Electronic handouts will be provided.

**[References]**

None

**[Grading criteria]**

Projects / homework 20%,  
Class participation / discussion 15%, Mid-term exam 35%, and final presentation 30%

**[Changes following student comments]**

N/A

**[Equipment student needs to prepare]**

None.

**[Others]**

None.

**[Prerequisite]**

Students are expected to have basic knowledge of accounting (e.g. Accounting: A6282).

## Seminar: British Culture and Literature I

Mitsutoshi Somura

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Tue 4th, Tue 5th

## [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.

## [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.

## [Schedule]

No.	Theme	Contents
1	Introduction	Course overview
2	Britain after the 1980s Reading Literature	Students' presentations, inquiries and discussion
3	Country and People 1 Reading Literature	Students' presentations, inquiries and discussion
4	Country and People 2 Reading Literature	Students' presentations, inquiries and discussion
5	Religion Reading Literature	Students' presentations, inquiries and discussion
6	Politics Reading Literature	Students' presentations, inquiries and discussion
7	Government and Regions Reading Literature	Students' Presentations, inquiries and discussion
8	Economy Reading Literature	Students' presentations, inquiries and discussion
9	Class Reading Literature	Students' presentations, inquiries and discussion
10	Welfare Reading Literature	Students' presentations, inquiries and discussion
11	Education Reading Literature	Students' presentations, inquiries and discussion
12	Family Reading Literature	Students' presentations, inquiries and discussion
13	Media Reading Literature	Students' presentations, inquiries and discussion

14	Course Review Reading Literature	Course review, students' inquiries, and discussion
----	-------------------------------------	--

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

Students are expected to complete assignments as instructed and prepare for class. Continue to research into his/her topic and write an essay.

## [Textbooks]

Christopher, David. (2015). *British Culture: An Introduction* (3rd. edn.). London: Routledge.

Another textbook and reading materials will be specified at the beginning of the seminar.

## [References]

Higgins, Michael, Clarissa Smith and John Storey. (eds.) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn.). Cambridge: Polity Press.

Oakland, John. (2016). *British Civilization: An Introduction* (8th edn.). London: Routledge.

Stevenson, R. (2004). *The Oxford English Literary History Series, v.12. 1960-2000: The Last of England?*. Oxford: OUP.

Davies, Alistair and Alan Sinfield. (eds.) (2000). *British Culture of the Postwar: An Introduction to Literature and Society 1945-1999*. London: Routledge.

Childs, Peter and Mike Storry. (eds.) (1999). *Encyclopedia of Contemporary British Culture*. Abingdon: Routledge.

For detailed timeline in Britain 1947-2005 : [http://www.bbc.co.uk/history/british/timeline/present\\_timeline\\_noflash.shtml](http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml)

## [Grading criteria]

Grades are based on class participation (50%), and 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.

## Seminar: British Culture and Literature II

Mitsutoshi Somura

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Tue 4th, Tue 5th

## [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.

## [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.

## [Schedule]

No.	Theme	Contents
1	Introduction Reading Literature	Course overview
2	Cultural Timeline after the 1980s 1 Reading Literature	Students' presentations, inquiries and discussion
3	Cultural Timeline after the 1980s 2 Reading Literature	Students' presentations, inquiries and discussion
4	Heritage and Britishness Reading Literature	Students' presentations, inquiries and discussion
5	Literature 1 Reading Literature	Students' presentations, inquiries and discussion
6	Literature 2 Reading Literature	Students' presentations, inquiries and discussion
7	Literature 3 Reading Literature	Students' presentations, inquiries and discussion
8	Literature 4 Reading Literature	Students' presentations, inquiries and discussion
9	Cinema Reading Literature	Students' presentations, inquiries and discussion
10	Television and Radio Reading Literature	Students' presentations, inquiries and discussion
11	Popular Music Reading Literature	Students' presentations, inquiries and discussion
12	Art, Fashion and Architecture Reading Literature	Students' presentations, inquiries and discussion

13	Sports Reading Literature	Students' presentations, inquiries and discussion
14	Course Review	Course review, students' inquiries, and discussions

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

Students are expected to complete assignments as instructed and make preparations for class. Continue to research into his/her topic and write an essay.

## [Textbooks]

Christopher, David. (2015). *British Culture: An Introduction* (3rd. edn.). London: Routledge.

Other textbooks and reading materials will be specified at the beginning of the seminar.

## [References]

Higgins Michael, Clarissa Smith and John Storey. (eds.) (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: CUP.

Abercrombie, Nicholas and Alan Warde. (2000). *Contemporary British Society* (3rd edn.). Cambridge: Polity Press.

Oakland, John. (2016). *British Civilization: An Introduction* (8th edn.). London: Routledge.

Stevenson, R. (2004). *The Oxford English Literary History Series, v.12. 1960-2000: The Last of England?* Oxford: OUP.

Davies Alistair and Alan Sinfield. (eds.) (2000). *British Culture of the Postwar: An Introduction to Literature and Society 1945-1999*. London: Routledge.

Childs Peter and Mike Storry. (eds.) (1999). *Encyclopedia of Contemporary British Culture*. Abingdon: Routledge.

For detailed timeline in Britain 1947-2005: [http://www.bbc.co.uk/history/british/timeline/present\\_timeline\\_noflash.shtml](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.

## Seminar: Language Teaching and Learning I

Machiko Kobori

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Tue 4th, Tue 5th

## 【Outline and objectives】

The course is for students wanting to explore effective teaching and learning methods in L2 education. It explains how to elicit and maintain learners' motivation. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning.

This course focuses on issues affecting learner motivation in the language classroom. It provides different approaches for understanding L2 motivation. It encourages students to consider how they can contribute to learner achievement. It provides opportunities for developing practical techniques that motivate language learners.

## 【Goal】

The course provides opportunities to:

1. Explore challenging issues in language teaching and learning.
2. Acquire knowledge and methods for teaching languages.

## 【Method(s)】

1. Students learn basic ideas for effective teaching.
2. Students are required to make topic presentations and complete a reflective essay.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance on seminar I
2	What is Motivation?	Exploring motivation (1)
3	What is Motivation?	Exploring motivation (2)
4	What is Motivation?	Theories of motivation in psychology (1)
5	What is Motivation?	Theories of motivation in psychology (2)
6	What is Motivation?	Motivation to learn a foreign/second language (1)
7	What is Motivation?	Motivation to learn a foreign/second language (2)
8	What is Motivation?	Motivation to learn another language (1)
9	What is Motivation?	Motivation to learn another language (2)
10	Motivation and Language Teaching	Motivation in practice (1)
11	Motivation and Language Teaching	Motivation in practice (2)
12	Motivation and Language Teaching	Motivation in context (1)
13	Motivation and Language Teaching	Motivation in context (2)
14	Consolidation	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 a topic, prepare a presentation, and write a reflective paper.

## 【Textbooks】

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Pearson Education.

## 【References】

1. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, Language Identity and the L2 Self*. Multilingual Matters.
2. Dörnyei, Z. (2005). *The Psychology of the Language Learner*. Lawrence Erlbaum.
2. Schunk, D. H. (2016). *Handbook of Self-Regulation of Learning and Performance*. (2nd ed.). Routledge.

## 【Grading criteria】

Evaluation will be based on:

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

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

PC

## 【Prerequisite】

ESL Education I, II, III or TESOL I, II, III

## Seminar: Language Teaching and Learning II

Machiko Kobori

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Thu 3rd, Thu 4th

## [Outline and objectives]

The course is for students wanting to explore effective teaching and learning methods in L2 education. It explains how to elicit and maintain learners' motivation. It encourages students to examine, reflect on and discuss significant aspects of successful teaching and language learning.

This course focuses on issues affecting learner motivation in the language classroom. It provides different approaches for understanding L2 motivation. It encourages students to consider how they can contribute to learner achievement. It provides opportunities for developing practical techniques

## [Goal]

The course provides opportunities to:

1. Explore challenging issues in language teaching and learning.
2. Acquire knowledge and methods for teaching languages.

## [Method(s)]

1. Students learn basic ideas for effective teaching.
2. Students are required to make topic presentations and complete a reflective essay.

## [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 historical overview of L2 motivation (1)
3	Exploring L2 Motivation Research Studies (2)	Original text reading (1): Review of the historical overview of L2 motivation (2)
4	Exploring L2 Motivation Research Studies (3)	Original text reading (2): Review of the theories of L2 Motivation (1)
5	Exploring L2 Motivation Research Studies (4)	Original text reading (2): Review of the theories of L2 Motivation (2)
6	Exploring L2 Motivation Research Studies (5)	Original text reading (3): L2 motivation and language teaching (1)
7	Exploring L2 Motivation Research Studies (6)	Original text reading (3): L2 motivation and language teaching (2)
8	Exploring L2 Motivation Research studies (7)	Researching motivation (1)
9	Exploring L2 Motivation Research Studies (8)	Researching motivation (2)
10	Exploring L2 Motivation Research Studies (9)	Essay writing: topics and methods (1)
11	Exploring L2 Motivation Research Studies (10)	Essay writing: topics and methods (2)
12	Exploring L2 Motivation Research Studies (11)	Essay writing: presentation and discussion (1)
13	Exploring L2 Motivation Research Studies (12)	Essay writing: presentation and discussion (2)

## 14 Consolidation 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 a topic, prepare a presentation, and write a reflective paper.

## [Textbooks]

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Pearson Education.

## [References]

1. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Routledge.
2. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, Language Identity and the L2 Self*. Multilingual Matters.
3. Schunk, D. H. (2016). *Handbook of Self-Regulation of Learning and Performance*. (2nd ed.). Routledge.

## [Grading criteria]

Evaluation will be based on:

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

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

## [Changes following student comments]

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

## [Equipment student needs to prepare]

PC

## [Prerequisite]

Seminar: Language Teaching and Learning I  
 ESL Education I, II, III or TESOL I, II, III

## Seminar: Writing and Magazine Production I

Michael Bettridge

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Thu 2nd, Thu 3rd

## 【Outline and objectives】

Writing, magazine design and production.

## 【Goal】

The course goal is twofold: (1) to produce well-written pieces of nonfiction and creative writing; (2) to design and produce a magazine-journal of the students' course work.

## 【Method(s)】

The course guides students through specific model examples and exercises for writing and magazine production. The students will produce original works and edit said works for inclusion in the seminar magazine-journal. Reading, writing, rewriting and creativity are the tools of success in the class. As such, this course will improve the students' employability skills of critical and creative thinking, written and oral communication, self-innovation and motivation, as well as those of collecting, analyzing, and producing information.

## 【Schedule】

No.	Theme	Contents
1	Course Requirements	Overview of this term's writing goals and responsibilities.
2	The Magazine Concept	An examination of a range of magazines and journals for style and design. Identifying the demographic or target market.
3	1) The Mini-Profile 2) Magazine Concept: Writing Topics	1) Biographical writing: getting to know your subject. 2) Theme and writing assignments.
4	The Personal Essay	The non-fiction story: writing about a personal event.
5	The Personal Essay	The non-fiction story: writing about a personal event.
6	Course work review and correction	Editing and rewriting.
7	The Issue Essay	Commentary: writing opinion pieces.
8	The Issue Essay	Commentary: writing opinion pieces.
9	The Scene Story	Exercises in observation: writing about time and place.
10	The Scene Story	Exercises in observation: writing about time and place.
11	Course work review and correction	Editing and rewriting. Designing.
12	Writing for the Trades	The feature article: writing about what you know best.
13	Writing for the Trades	The feature article: writing about what you know best.
14	Course work review and correction	Reviewing, editing and rewriting.

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

Students must do required writing, research and reading for each class.

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

Stilman, Anne. *Grammatically Correct: The Essential Guide to Spelling, Style, Usage, Grammar, and Punctuation*. Writers Digest Books, 2010.

## 【Grading criteria】

Evaluation will be based on class participation (50%) and written and group work (50%).

## 【Changes following student comments】

Students requested more in-class time to work on individual writing and design projects.

## 【Equipment student needs to prepare】

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

## 【Others】

Enrollment is limited to 3rd and 4th year students.

## 【Prerequisite】

Permission from the instructor to enroll in the course.

## Seminar: Writing and Magazine Production II

Michael Bettridge

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Mon 2nd, Mon 3rd

## 【Outline and objectives】

Writing, magazine design and production.

## 【Goal】

The course goal is twofold: (1) to produce well-written pieces of nonfiction and creative writing; (2) to design and produce a magazine-journal of the students' course work.

## 【Method(s)】

The course guides students through specific model examples and exercises for writing and magazine production. The students will produce original works and edit said works for inclusion in the seminar magazine-journal. Reading, writing, rewriting and creativity are the tools of success in the class. As such, this course will improve the students' employability skills of critical and creative thinking, written and oral communication, self-innovation and motivation, as well as those of collecting, analyzing, and producing information.

## 【Schedule】

No.	Theme	Contents
1	Course Requirements	Review of work done in the first term. Overview of this term's writing goals and student responsibilities.
2	The Magazine Design	Group work on design of the magazine for the target readership.
3	The Interview	Discovering and describing character, personality and motivation through the interview.
4	The Interview	Discovering and describing character, personality and motivation through the interview.
5	Writing About Culture	Reading and writing about the media and popular culture.
6	Flash Fiction and Poetry	Creative writing in brief: narrative and verse.
7	Flash Fiction and Poetry	Creative writing in brief: narrative and verse.
8	Ads and Advertising	Print advertisement analysis exercises and worksheet: visuals, captions, headlines, target audience.
9	Ads and Advertising	Design and presentation of an original ad with catch phrase.
10	The Review Essay	Writing non-fiction: the restaurant and movie review.
11	The Review Essay	Writing non-fiction: the restaurant and movie review.
12	Course work review	Editing and rewriting.
13	Finishing touches	First draft of the magazine. Corrections and revisions.
14	Finished magazine	Final corrections and revisions.

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

Students must do required writing, research and reading for each class.

## 【Textbooks】

Reading material will be made available for downloading on 授業支援システム (H'etudes).

## 【References】

Stilman, Anne. *Grammatically Correct: The Essential Guide to Spelling, Style, Usage, Grammar, and Punctuation*. Writers Digest Books, 2010.

## 【Grading criteria】

Evaluation will be based on class participation (50%) and written and group work (50%).

## 【Changes following student comments】

Students requested more in-class time to work on individual writing and design projects.

## 【Equipment student needs to prepare】

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

## 【Others】

Enrollment is limited to 3rd and 4th year students.

## 【Prerequisite】

Writing and Magazine Production I

## Seminar: Intersectionality I

Diana Khor

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Mon 4th, Mon 5th

## [Outline and objectives]

Race, class, gender and sexuality, nation and so on constitute our identities, shape our experiences, and constrain as well as enrich our lives. Importantly, they constitute interconnecting sources of inequality in society and in the world today. In this seminar, students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

## [Goal]

The main goal of this seminar is to develop students' sensitivity towards issues of inequality, including, but not limited to, race, class, gender, sexuality, and nationality, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

## [Method(s)]

Since this course is a seminar, it is taught primarily through presentations and discussions. Students give presentations on selected readings as well as on their own research. Further, they also engage in discussions based on critical reading of extant research and theories, as well as on current relevant social issues.

## [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 Critiquing Academic Works	Overview of conducting and writing social research Learning to critique a journal article
3	Reading on Intersectionality (1)	Student presentation and discussion of reading on the intersectional approach
4	Reading on Intersectionality (2)	Student presentation and discussion of reading on the intersectional approach
5	Research Proposal	Student presentation of research interests and topics Learning to use library resources in research
6	Seminar Research	Presentation and discussion of the results seminar research
7	Progress in Research	Mid-term report of students' individual research
8	Research Reading Discussion (1)	Presentation and discussion of a reading related to students' research
9	Research Reading Discussion (2)	Presentation and discussion of a reading related to students' research

10	Research Reading Discussion (3)	Presentation and discussion of a reading related to students' research
11	Research Reading Discussion (4)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultations on research project
13	Research Paper Presentations (1)	Student presentations and discussion of research
14	Research Paper Presentations (2)	Student presentations and discussion of research

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

Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them and one another.

## [Textbooks]

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on HfEudes.

## [References]

- Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
- Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
- Berger, M. T., & Guidroz, K. (eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender*. Chapel Hill, NC: University of North Carolina Press.
- Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice*. New Brunswick, NJ: Rutgers University Press.
- Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.

## [Grading criteria]

Clear instructions and goals are set for each of the assignments to be completed. The grade will be calculated as follows: participation in class discussion (10%), reading presentations and critique (20%), research topic presentation and research paper presentation (20%), a research paper (50%).

## [Changes following student comments]

Students have been fully satisfied with the course, saying that it was intense but worthwhile. Cognizant of students' heavy workload, 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.



## Seminar: Intersectionality II

Diana Khor

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Mon 4th, Mon 5th

## [Outline and objectives]

Continuing with what they have learned in the spring semester in "Seminar: Intersectionality I", students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

## [Goal]

The main goal of this seminar is to develop students' sensitivity towards issues of inequality, including, but not limited to, race, class, gender, sexuality, and nationality, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality".

Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

## [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.

## [Schedule]

No.	Theme	Contents
1	Overview	Getting re-acquainted Reflection on what students have learned in the Spring semester
2	Research Topic Presentation	Reflecting on the research conducted in the Spring semester, students will present on their research ideas (third year students) or plans (fourth year students) for this semester
3	Seminar Reading and Research Themes	Discussion on the focus of this semester's reading and collaborative seminar research
4	Seminar Reading (1)	Student presentation and discussion on a reading relevant to intersectionality
5	Seminar Reading (2)	Student presentation and discussion on a reading relevant to intersectionality
6	Seminar Research Presentation	Presentation and discussion on the results of the first seminar research
7	Seminar Reading (3)	Student presentation and discussion on a reading relevant to intersectionality
8	Progress in Research	Research paper progress report and help session. Decision on individual research readings
9	Research Reading Discussion (1)	Presentation and discussion of a reading related to students' research

10	Research Reading Discussion (2)	Presentation and discussion of a reading related to students' research
11	Research Reading Discussion (3)	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)	Research paper presentations and discussions
14	Research Paper Presentations (2)	Research paper presentations and discussions

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

Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them.

## [Textbooks]

No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on HfEudes.

## [References]

- Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
- Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
- Berger, M. T., & Guidroz, K.(eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender*. Chapel Hill, NC: University of North Carolina Press.
- Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice*. New Brunswick, NJ: Rutgers University Press.
- Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
- Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and power: Intersectional and Transnational Perspectives*. London: Routledge.

## [Grading criteria]

Clear instructions and goals are set for each of the assignments to be completed. The grade will be calculated as follows: participation in class discussion (10%), reading presentations and critique (20%), research topic presentation and research paper presentation (20%), a research paper (50%).

## [Changes following student comments]

Students have been fully satisfied with the course, saying that it is intense but worthwhile. Cognizant of students' heavy workload, 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.

## Seminar: The Diversity of English I

Yutai Watanabe

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Fir 3rd, Fri 4th

## [Outline and objectives]

The English language, once only spoken in the British Isles, has spread around the world with an estimated 1.5 billion people as native or non-native speakers. At the same time, the language has been developing a wide range of variations, depending on the social and cultural contexts in which it has been transplanted and used. This seminar is mainly concerned with the phonetic and lexical features of English(es) both in the Inner and Expanding Circles. We start out the spring semester by confirming our conceptual framework based on Kachru's (1985) three-circle model and Schneider's (2007) dynamic model of postcolonial Englishes. Then we focus on the 'lesser-known' varieties of the Inner Circle English, including New Zealand English (NZE) and Canadian English; how they are similar to and distinguishable from Australian and US English, respectively.

## [Goal]

By the end of the course, students will:

- (1) understand the evolution and diversity of the English language,
- (2) recognise the phonetic and lexical features of NZE and Canadian English, and
- (3) get used to analysing sound recordings for research purposes.

## [Method(s)]

This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference books. The other students in the class contribute to the discussion with their questions and observations. We also identify distinctive phonetic features in the films produced for local viewers. In the seminar, the instructor is more of a facilitator, available to assist and advise students when necessary.

## [Schedule]

No.	Theme	Contents
1	Course Overview	(1) Outlining the course content and instructional methodologies (2) APA style: In-text and reference citations (3) Hoesi and GIS libraries and online databases
2	Introduction	(1) Phonemes and allophones (2) Kachru's three-circle model of English
3	Formation of NZE and Schneider's Dynamic Model (Part 1)	(1) Outline of the model (2) Phase I (1790s-1840) (3) Phase II (1840-1907)
4	Formation of NZE and Schneider's Dynamic Model (Part 2)	Phase III (1907-1973)
5	Formation of NZE and Schneider's Dynamic Model (Part 3)	(1) Phase IV (1973-1990s) (2) Phase V (1990s-)

6	Sound Change of NZE in Progress (Part 1)	(1) Rhoticity (2) /l/ vocalisation (3) TR-affrication (4) Flapping /t/
7	Sound Change of NZE in Progress (Part 2)	(1) TH-fronting (2) Short front vowels (3) The NEAR/SQUARE merger
8	Sound Change of NZE in Progress (Part 3)	(1) Closing diphthongs (2) Grown or 'growen' (3) Less stress-timed English
9	NZ Accents in Films	Phonetic features observed in NZ films
10	NZE Vocabulary	(1) Maori loan words (2) Australian and American influence
11	Canadian English (Part 1)	(1) History (2) Multilingualism
12	Canadian English (Part 2)	(1) Phonology (2) Lexicon
13	Least-known Varieties of the Inner Circle English	(1) Falkland Islands English (2) Tristan da Cunha English (3) Pitcairn Islands English
14	Conclusion	(1) Review and final discussion (2) Preparation for projects

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

Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. They may also need to spend considerable time listening to and analysing sound recordings.

## [Textbooks]

Hay, J., Maclagan, M., & Gordon, E. (2008). *New Zealand English*. Edinburgh: Edinburgh University Press.  
 The accompanying audio files are available at the following URL: <http://www.lel.ed.ac.uk/dialects/nz.html>

## [References]

Detailed references are listed on the website, while the following books will be helpful as a general introduction.  
 Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge: Cambridge University Press.  
 Melchers, G., & Shaw, P. (2011). *World Englishes* (2nd ed.). London: Hodder Education.  
 Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Abingdon: Routledge.

## [Grading criteria]

Evaluation will be based on class discussion (30%) and presentation (70%). More than two unexcused absences per semester will result in failure of the course.

## [Changes following student comments]

The schedule and contents may be modified based on students' interests and needs.

## [Equipment student needs to prepare]

The reference materials are downloadable in PDF format.

## [Others]

Successful applicants must be knowledgeable and enthusiastic about the seminar themes. It is essential that they have completed most 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca* with good grades.

## [Prerequisite]

No strict prerequisite is required.

## Seminar: The Diversity of English II

Yutai Watanabe

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Fri 3rd, Fri 4th

## [Outline and objectives]

English is the language most commonly used in international business, education and mass media, and is spoken by more than one billion people in the world as non-native users alone. The fall semester is dedicated to examining English in the Expanding Circle, particularly in the mainland Europe and Japan. While analysing the features of L2-accented English, we compare the two regions in the users' ideologies and attitudes towards English as a lingua franca (ELF). In the process of individual and/or collaborative research, we also discuss a number of sociolinguistic issues: the dichotomy between L1 and L2 speakers, the native-speakerism, plurilingual individuals in multilingual societies, etc.

## [Goal]

By the end of the course, students will:

- (1) learn the diversity of English in the Expanding Circle,
- (2) recognise the features of L2-accented English,
- (3) understand the use and status of ELF around the world, and
- (4) get used to analysing sound recordings for research purposes.

## [Method(s)]

This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference books. The other students in the class contribute to the discussion with their questions and observations. Each student is expected to write a short and extended essay on their chosen topic towards the end of the 3rd and 4th year, respectively.

## [Schedule]

No.	Theme	Contents
1	Introduction	(1) The world's major languages (2) Indo-European language family (3) Ideas about research projects
2	English in the Expanding Circle	(1) Limitations of Kachru's (1985) model (2) English proficiency
3	Other Models of World English(es)	(1) McArthur (1987) (2) Modiano (1999) (3) Svartvik & Leech (2006)
4	English in Mainland Europe	(1) Dutch-accented English and English in the Netherlands (2) Swedish-accented English and English in Sweden (3) European attitudes towards English
5	English in Japan	(1) Japanese-accented English (2) Japanese attitudes towards English
6	English as a Lingua Franca	(1) ELF and reconceptualisation of English (Seidlhofer, 2011) (2) EFL vs. ELF (Seidlhofer, 2011)

7	Native-speakerism and Native-speakerism	(1) Characteristics of the native speaker (Davies, 2003) (2) Pedagogical issues
8	International English	(1) English and EU (2) English and ASEAN nations (3) English as a medium of instruction (EMI) in Europe
9	Current Use of English in Japan	(1) Education (2) Business and employment (3) Media and show business (4) Linguistic landscape
10	Preparation for Projects (Part 1)	For 3rd-year students
11	Preparation for Projects (Part 2)	For 4th-year students
12	Students' Presentation (Part 1)	Review and questions
13	Students' Presentation (Part 2)	Review and questions
14	Conclusion	(1) Final discussion and future perspectives (2) Submission of the essays

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

Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. They may also need to spend considerable time listening to and analysing sound recordings.

## [Textbooks]

Swan, M., & Smith, B. (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). Cambridge: Cambridge University Press.

## [References]

Detailed references are listed on the website, while the following books will be helpful as a general introduction.  
 Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Abingdon: Routledge.  
 Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.

## [Grading criteria]

Evaluation will be based on class discussion (20%), presentation (30%) and a submitted essay (50%). More than two unexcused absences per semester will result in failure of the course.

## [Changes following student comments]

The schedule and contents may be modified based on students' interests and needs.

## [Equipment student needs to prepare]

The reference materials are downloadable in PDF format.

## [Others]

Successful applicants must be knowledgeable and enthusiastic about the seminar themes. It is essential that they have completed most 200-level linguistics courses, particularly *Sociolinguistics* and *English as a Lingua Franca* with good grades.

## [Prerequisite]

No strict prerequisite is required.

## Seminar: Language in the Mind I

Peter Evans

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Tue 4th, Tue 5th

## [Outline and objectives]

We shall look at choice and variation in the lexicon – primarily that of English. We shall make considerable use of corpora, broadly understood.

## [Goal]

By the end of the course students will have a deeper understanding of affixation, compounding, and perhaps also other processes of word formation, as well as productivity. They will know how to use the BYU corpora and other resources, and how to search through and otherwise manipulate large quantities of text in their own computers.

These skills and areas of familiarity have applications outside linguistics. As for more general employability skills, students will get practice in gathering information, developing and evaluating hypotheses, and of course explaining findings and ideas.

## [Method(s)]

We start by quickly revising various aspects of morphological derivation (primarily those that are important in English), while also looking at and practising the use of corpora and other resources.

Thereafter, much more of class time will be spent on student discussions and presentations, although quite how this will be done will depend on student numbers.

This subject does not lend itself easily to conventional presentations (with photos, little videos, etc), but students will have to take the lead in discussions as well as present their findings and analyses.

## [Schedule]

No.	Theme	Contents
1	(Re)introduction	Basic (re)introduction to morphology and corpora
2	Open-access Corpora and Resources (i)	Corpora from BYU and elsewhere
3	Open-access Corpora and Resources (ii)	LexTutor, Project Gutenberg, and other resources
4	Frequency	Investigating the relative frequencies of morphological alternatives
5	Productivity (i)	A survey of productivity in affixation and elsewhere
6	Productivity (ii)	Case studies in productivity
7	Choice in Inflectional Morphology	A corpus-informed reexamination of the constraints on comparative/superlative inflection
8	Compounding (i)	Issues in derivation via compounding
9	Compounding (ii)	Further issues in derivation via compounding
10	Research Project Design	Looking at a small number of simple research projects
11	Preparation for the Presentations	Dealing with any problems that may have arisen on the way to the upcoming presentations

12	Presentations	Term paper – related presentations by all
13	Term Paper Clinic	Q&A, troubleshooting, and miscellaneous help for the term papers
14	Review and Looking Ahead	Considering problems that have arisen; preparation for the next semester

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

Reading, thinking, online searching and other preparation

## [Textbooks]

None

## [References]

Wendy Anderson and John Corbett, *Exploring English with Online Corpora*, 2nd ed (2017); Laurie Bauer, Rochelle Lieber and Ingo Plag, *The Oxford Reference Guide to English Morphology* (2013); R M W Dixon, *Making New Words* (2014); Rochelle Lieber and Pavol Štekauer (eds), *The Oxford Handbook of Compounding* (2011); Rochelle Lieber and Pavol Štekauer (eds), *The Oxford Handbook of Derivational Morphology* (2014); Hans Marchand, *The Categories and Types of Present-Day English Word-Formation*, 2nd ed (1969); Ingo Plag, *Word Formation in English* (1983).

## [Grading criteria]

Two term papers (20% + 30%), quizzes (20%), class participation (30%)

## [Changes following student comments]

Avoidance of extensive use of any book with particularly dense prose; more opportunities for independent research.

## [Equipment student needs to prepare]

A computer will often be very useful. (A phone might suffice, but some of the websites we use assume that the user has a large screen.) Best are the students' own computers, in which they can freely install software – all of which will be legally free of charge.

## [Prerequisite]

Success in previous linguistics courses. Students will need an interest in language, an elementary understanding of how to use their own computers (or a willingness to acquire this), and an appetite for a rigorous approach and for hard thinking.

## Seminar: Language in the Mind II

Peter Evans

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Tue 4th, Tue 5th

## 【Outline and objectives】

A deeper exploration of the issues and methods introduced in *Seminar: Language in the Mind I*.

## 【Goal】

By the end of the course, students should be equipped to pose intelligent questions about language use, to make quantitative investigations, and to make informed analyses of the results.

As for “employability skills”, students will get practice in gathering information, developing and evaluating hypotheses, and of course explaining findings and ideas.

## 【Method(s)】

Much of class time will be spent on student discussions and presentations. Quite how this will be done will depend on what seems to work best and on student numbers, but students will describe their own hypotheses, research methods, results and interpretations, and give constructively critical comments on those of others.

## 【Schedule】

No.	Theme	Contents
1	Introduction	Refresher on what was achieved in the spring semester
2	Group Research	Devising a subject for group research
3	Research Topics	Presentations on plans for individual research
4	Hypothesis and Planning	Determining exactly what is being investigated
5	Group Research Progress (i)	Discussion on the group project(s)
6	Research Workshop (i)	Consultation on individual research
7	Group Research Progress (ii)	Presentations on the group project(s)
8	Group Research Finalizing	Consultations on the group project(s)
9	Quick Research Paper Presentations	Students' presentations of their individual research
10	Research Workshop (ii)	Consultation on individual research (continued)
11	Research Workshop (iii)	Consultation on individual research (continued)
12	Research Paper Presentations	Students' final presentations of their individual research
13	Term Paper Clinic	Q&A, troubleshooting, and miscellaneous help for the term papers
14	Review and Looking Ahead	Considering problems that have arisen; preparation for the next semester

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

Reading, thinking, other preparation – and creation of a research paper

## 【Textbooks】

None

## 【References】

Wendy Anderson and John Corbett, *Exploring English with Online Corpora*, 2nd ed (2017); Laurie Bauer, Rochelle Lieber and Ingo Plag, *The Oxford Reference Guide to English Morphology* (2013); R M W Dixon, *Making New Words* (2014); Rochelle Lieber and Pavol Štekauer (eds), *The Oxford Handbook of Compounding* (2011); Rochelle Lieber and Pavol Štekauer (eds), *The Oxford Handbook of Derivational Morphology* (2014); Hans Marchand, *The Categories and Types of Present-Day English Word-Formation*, 2nd ed (1969); Ingo Plag, *Word Formation in English* (1983).

## 【Grading criteria】

Individual research paper (60%), group research paper (20%), individual presentations and other class participation (20%)

## 【Changes following student comments】

More care in checking the subject areas of proposed research projects at an early stage, in order to minimize the risk of embarking on research that will go nowhere

## 【Equipment student needs to prepare】

A computer. Best are the students' own computers, in which they can freely install software – all of which will be legally free of charge.

## 【Prerequisite】

Normally, *Seminar: Language in the Mind I*

## Seminar: Self and Culture I

Toshiaki Sasao

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Wed 3rd, Wed 4th

## [Outline and objectives]

The focus of this year's Seminar I (Spring) and II (Fall) will be put on a deeper understanding and analysis of the relationship between self and culture, drawing on the empirical literature in social, developmental, cultural, and community psychology. During the Spring Term, both classic and contemporary theories / concepts will be reviewed through readings and active discussion in classroom sessions and critical writings on a weekly basis. Based on what we learn about the topic, we will discuss some real-life applications in the Fall Term. As such, the overall objectives include understanding and learning about the intricacies of cultural influences in the increasingly diverse and global society, and designing and implementing an evidence-based, empirical research bearing on the intersection of self and culture in personal lives. An additional objective is to recognize that culture is above and beyond what we know from our media and distinct differences in national and geographical boundaries, religion, ideology, and politics.

## [Goal]

Upon completion of the course, students are expected to achieve the following goals:

- to learn classic and modern theories and concepts of culture and self along with controversial issues in examining culture in psychological science via literature review and in-depth discussion;
- to develop a working knowledge of different approaches and methods in discovering how socio-cultural context influences mind, thoughts, emotion, and behavior;
- to develop a deeper understanding of our own lives, using knowledge and wisdom gained through the Seminar; and
- to develop action research skills and knowledge to apply selected social psychological theories (including problem definition, assessment, action, and evaluation) to a real-life context, culminating in a research paper or a senior thesis (in the case of 4th-year students).

## [Method(s)]

This course combines several different kinds of pedagogical strategies including student-led weekly class discussion, presentations, and peer editing. The requirements of the course includes: (a) active participation, preparation, and engagement; (b) class discussion management and leadership skills (c) a research proposal in APA format and oral presentation; and (d) in-class reflection papers.

## [Schedule]

No.	Theme	Contents
1	Introduction and Overview	Shares a course overview, expectations, & requirements
2	The Role of Culture in Human Behaviors and Social Contexts	Discusses how and why culture has been neglected in research and practice
3	What is Culture? Models and Issues (1)	Discusses various models and concepts related to culture and cultural processes along with issues
4	What is Culture? Models and Issues (2)	Discusses various models and concepts related to culture and cultural processes along with issues
5	Methods and Approaches (1)	Discusses types of research designs and approaches in research and practice on cultural influences

6	Methods and Approaches (2)	Discusses types of research designs and approaches in research and practice on cultural influences
7	Enculturation and Acculturation	Discusses issues in enculturation and acculturation processes
8	Identity and Culture (1)	Discusses contemporary models of identity and research issues
9	Identity and Culture (2)	Discusses contemporary models of identity and research issues
10	Culture, Language & Communication	Discusses the co-evolution of language and culture through communication
11	Culture and Physical Health	Reviews and discusses health psychology literature on culture
12	Culture and Mental Health	Reviews and discusses clinical issues in the increasingly diverse society
13	Culture, Gender, and Religion: Intersectionality issues	Discusses intersectionality issues involving several social categories
14	Review, Presentation, Reflection, and Celebration	Reviews the entire semester, and shares student research proposals

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

Students are expected to complete all the reading assignments (if any), and are prepared to lead class activities and discussion. Discussion questions and comments need to be posted online prior to class sessions and to lead class discussion with those questions.

## [Textbooks]

Readings from book chapters and professional journals (e.g., *American Psychologist*, *Journal of Personality and Social Psychology*) will be available in class or uploaded on the class website.

## [References]

Since students are expected to prepare a research proposal, they are highly recommended to obtain the following textbook to learn about relevant research methods.

Crano, W.D., Brewer, M.B., & Lac, A. (2014). *Principles and methods of social research* (3rd ed.). New York: Routledge.

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 (30%); (b) class discussion management and leadership skills (20%); (c) a research proposal in APA format and oral presentation (40%); and (d) in-class reflection papers (10%).

## [Changes following student comments]

Since the instructor has never taught this course before, no comments from students exist.

## [Others]

Students are strongly encouraged to have taken a statistics course prior to this course.

## [Prerequisite]

Students must have successfully completed Social Psychology (Interpersonal Relations) 1 or 2 (preferably both) and Social Research Methods (Research in Social Psychology).

## Seminar: Self and Culture II

Toshiaki Sasao

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Wed 3rd, Wed 4th

**[Outline and objectives]**

The focus of this year's Seminar I (Spring) and II (Fall) will be put on a deeper understanding and analysis of the relationship between self and culture, drawing on the empirical literature in social, developmental, cultural, and community psychology. During the Spring Term, both classic and contemporary theories and concepts will be reviewed through readings and active discussion in classroom sessions and critical writings on a weekly basis. Based on what we learn about the topic, we will discuss some real-life applications in the Fall Term. As such, the overall objectives for the Fall Term include refining and finalizing the research proposal developed in the Spring Term, implementing the research project, collecting and analyzing empirical data, writing a final research paper or a senior thesis, and orally presenting a paper on an individual basis.

**[Goal]**

Upon completion of the course, students are expected to achieve the following goals:

- (a) to design and implement a small-scale empirical study on the basis of previous research and skills learned during the Spring Term;
- (b) to analyze and interpret collected data using statistical software (e.g., SPSS, AMOS);
- (c) to write up a research paper formatted in APA style; and
- (d) to develop oral presentation skills.

**[Method(s)]**

This course combines several different kinds of pedagogical strategies including student-led weekly class discussion, presentations, and peer editing. The requirements of the course includes: (a) active participation, preparation, and engagement; (b) class discussion management and leadership skills and (c) a research paper or a senior thesis paper in APA format and oral presentation.

**[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	Reviews and shares student research proposals
4	Preparing for Research Implementation	Discusses the procedural matters for implementing research
5	Research Debriefing & Feedback (1)	Shares and gets feedback on the progress of student research
6	Research Debriefing & Feedback (2)	Shares and gets feedback on the progress of student research
7	Analyzing and Interpreting Data (1)	Shares and gets feedback on data analyses
8	Analyzing and Interpreting Data (2)	Shares and gets feedback on data analyses
9	Analyzing and Interpreting Data (3)	Shares and gets feedback on data analyses

10	Writing and Presenting an APA Research Paper (1)	Reviews APA writing and engages in peer review
11	Writing and Presenting an APA Research paper (2)	Reviews APA writing and engages in peer review
12	Writing and Presenting an APA Research paper (3)	Reviews APA writing and engages in peer review
13	Toward Transformative Research Paradigm in Social Psychology	Introduces a new paradigm in social psychology research on culture and self
14	Research Fair on "Self and Culture"	Reviews the entire semester, and shares research findings

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

Students are expected to complete all the reading assignments (if any), and are prepared to lead class activities, discussion and presentation. Discussion questions or presentation materials need to be posted online prior to class sessions.

**[Textbooks]**

Readings from book chapters and professional journals (e.g., *American Psychologist*, *Journal of Personality and Social Psychology*) will be available in class or uploaded on the class website.

**[References]**

As in the Spring Term, since students are preparing to write on their research results, they are highly recommended to consult the following textbook about relevant research methods.

Crano, W.D., Brewer, M.B., & Lac, A. (2014). *Principles and methods of social research* (3rd ed.). New York: Routledge.

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 (20%); (b) class discussion management and leadership skills (20%); (c) a research paper or senior thesis paper in APA format and oral presentation (60%).

**[Changes following student comments]**

Students were able to make the most of the two-period class by actively engaging in discussions. I hope to encourage students to be better prepared for their presentations.

**[Others]**

Students are strongly encouraged to take a statistics course prior to this seminar.

**[Prerequisite]**

Students must have successfully completed Social Psychology (Interpersonal Relations) 1 or 2 (preferably both) and Social Research Methods (Research in Social Psychology).

## Seminar: International Relations A I

Hiromi Fujishige

Credit(s) : 4 | Semester : Spring | Year : 3~4  
Day/Period : Fri 3rd, Fri 4th

## 【Outline and objectives】

This is the first-quarter of the two-year seminar for graduation theses writing. After registering for this seminar, students will be expected to write up a thesis during their fourth semester (this usually coincides with the fourth-year fall semester). When students can only register for three semesters or less and they have a valid reason for doing so (e.g., studying abroad), they may complete an alternative extended essay; that is, the shorter version of a thesis.

This seminar is designed especially for students who are interested in international security-related issues. The instructor will apply a comprehensive definition to security. In doing so, the scope of this seminar will cover a wide variety of issues, ranging from traditional military/defense-related problems to unconventional security agendas (e.g., human security, environmental security, development issues.)

More broadly, other topics may also be pursued, provided they relate to the discipline of International Relations.

These possibilities include, for example, diplomatic issues (e.g., US-Japan relations), institutional problems (e.g., UN Reform), historical topics (e.g., US-Soviet relations during World War II), ethical issues (e.g., moral justification of nuclear bombing) and theoretical questions (e.g., human rights as the international norm).

## 【Goal】

Upon the completion of this course, students are expected to have acquired the basic knowledge and planning skills required to write a thesis.

The class will enhance student employability skills in several ways: First, collecting materials will improve information gathering skills. Second, reviewing materials will promote critical thinking skills. Third, writing a research proposal will develop the ability to analyze materials and time management skills. Finally, making a class presentation will sharpen oral skills so that students may properly deliver their ideas and persuade an audience.

During the first semester, students will be expected to complete their research proposals.

## 【Method(s)】

(1) In week 2-12, the instructor will provide the fundamental knowledge/skills required for thesis writing. Accordingly, students are expected to complete their research proposal step by step. Each two-period class will be composed of the following elements: lectures, individual works (e.g., finding topics), group discussions and brief individual tutorings. The instructor will put the most emphasis on student progress. Student work will be checked every week and comments and advice will be given to help to improve his/her preparation.

(2) In week 13-14, students will be expected to make an individual presentation based on their research proposal. This will reflect feedback from the instructor and their classmates.

(3) At the end of the semester, the students will be requested to submit their written research proposal.

## 【Schedule】

No.	Theme	Contents
1	Guidance	Course guidance / screening
2	Essentials for Thesis Writing	Purpose / procedure / coherence / originality / research proposal
3	Finding your Topic	What are you interested in? Is it worthwhile doing research?

4	Exploring the Existing Materials	Library tour: mastering the use of library resources
5	Collecting the Existing Materials	Listing the materials relevant to your topic
6	Information Gathering	Information gathering / Ordering
7	Reviewing / Criticizing the Existing Materials	What are the existing arguments? How do you criticize them?
8	Finding your Question	What questions should be asked?
9	Finding your Hypothesis	How can you attest to your hypothesis?
10	Organizing the Structure	Organizing the flow of your argument
11	Finding the Way of Analysis / Methodology	How can you attest to your hypothesis?
12	Writing your Research Proposal	Topic / literature review / question / hypothesis / importance / methodology / limits
13	Presentation	Making a presentation on your research proposal
14	Review	Reviewing your progress during the spring semester / Setting your agenda for the autumn semester

【Work to be done outside of class (preparation, etc.)】  
Completing the research proposal.

## 【Textbooks】

Relevant materials will be distributed in class

## 【References】

Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors* [new ed.], Routledge, 2007.

## 【Grading criteria】

Class participation (15%)  
Weekly assignments [week 3-10] (40%)  
Presentation (15%)  
Research proposal (30%).

## 【Changes following student comments】

Student requests and comments will be taken into consideration.

## 【Others】

**Week 1 attendance is mandatory to register for this class.**

## 【Prerequisite】

None.



## Seminar: International Relations A II

Hiromi Fujishige

Credit(s) : 4 | Semester : Fall | Year : 3~4  
Day/Period : Fri 3rd, Fri 4th

## [Outline and objectives]

This is the first-quarter of the two-year seminar for graduation theses writing. After registering for this seminar, students will be expected to write up a thesis during their fourth semester (this usually coincides with the fourth-year fall semester).

When students can only register for three semesters or less and they have a valid reason for doing so (e.g., studying abroad), they may complete an alternative extended essay; that is, the shorter version of a thesis.

This seminar is designed especially for students who are interested in international security-related issues. The instructor will apply a comprehensive definition to security. In doing so, the scope of this seminar will cover a wide variety of issues, ranging from traditional military/defense-related problems to unconventional security agendas (e.g., human security, environmental security, development issues.)

More broadly, other topics may also be pursued, provided they relate to the discipline of International Relations. These possibilities include, for example, diplomatic issues (e.g., US-Japan relations), institutional problems (e.g., UN Reform), historical topics (e.g., US-Soviet relations during World War II), ethical issues (e.g., moral justification of nuclear bombing) and theoretical questions (e.g., human rights as the international norm).

## [Goal]

Upon completion of the course, students are expected to have the basic knowledge and skills required for thesis writing. They are also supposed to have acquired solid preparation and planning skills for their thesis writing.

The class will enhance student employability skills in several ways: First, collecting materials will improve information gathering skills. Second, reviewing materials will promote critical thinking skills. Third, writing a research proposal will develop the ability to analyze materials and time management skills. Finally, making a class presentation will sharpen oral skills so that students may properly deliver their ideas and persuade audiences.

In the second semester, students are expected to complete their introduction and one of cases.

## [Method(s)]

(1) In week 2-12, the instructor will provide the necessary knowledge/skills required for thesis writing.

(2) Students are expected to complete and submit their introduction by week 6.

(3) In week 13-14, students will be expected to make an individual presentation on their case chapter.

## [Schedule]

No.	Theme	Contents
1	Guidance	Course guidance
2	Examining your Hypothesis Again	Is your hypothesis sustainable?
3	Titling your Thesis	What is an "attractive" title?
4	Writing an Introduction (1)	Topic / literature review / question / hypothesis / importance / methodology / limits
5	Writing an Introduction (2)	Completing your introduction
6	Analyzing Materials	How can you analyze your materials?

7	Persuasive Argument	How can you persuade your readers?
8	Reaching a Tentative Conclusion	What is your tentative conclusion?
9	Writing a Case (1)	Collecting relevant materials / note-taking
10	Writing a Case (2)	Analyzing the case
11	Charts and Diagram	Effectively using charts and diagrams
12	Citation	Citation method / avoiding plagiarism
13	Presentation	Presenting your case
14	Review	Reviewing your progress in the fall semester / setting your agenda for the next year

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

Completing an introduction and a case for the thesis,

## [Textbooks]

Relevant materials will be distributed in class.

## [References]

Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors* [new ed.], Routledge, 2007.

## [Grading criteria]

Class participation (10%)

Writing an introduction (40%)

Writing a case (40%)

Presentation (10%)

## [Changes following student comments]

Student requests and comments will be taken into consideration.

## [Prerequisite]

**Successful completion of Seminar I (International Relations A) is a PREREQUISITE to take this seminar. Also, Week 1 attendance is mandatory to register for this class.**

## Seminar: International Relations B I

Rui Saraiva

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Thu 4th, Thu 5th

**[Outline and objectives]**

This is an annual seminar course, examining major questions in international relations (IR). The theme of the 2018 seminar is **"Prospects for a World Order in the 21st Century"**.

The beginning of the 21st century has witnessed dramatic changes in international relations. It has become increasingly obvious that "wealth and power are moving from the West to the East and the world order dominated by the United States and Europe is giving way to one increasingly shared with non-Western states with the rise of emerging powers, including China, India and Brazil" (Ikenberry 2008). At the same time, the legitimacy of Western liberal norms and values (such as democracy and free markets) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by non-Western countries. Moreover, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, transnational corporations, and terrorist groups. These drastic changes pose the question: **What will be the shape of the world order in the 21st century?**

In order to address this question, this seminar will examine the following:

- 1) Shifts in power distribution among major states, including the United States, China, Japan, India, and the major European countries.
- 2) Prospects for international institutions and global governance.
- 3) The rise of non-state actors: the role of NGOs and multinational corporations in world politics.
- 4) Competition among differing norms and values: disputes over democracy, capitalism, human rights, and self-determination in the Middle East, Africa, and East Asia.

Seminar participants will examine these critical issues by **utilizing major theories of IR.**

**[Goal]**

The course objectives are:

- 1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
- 2) To enable students to establish a firm foundation for studying IR at graduate level;
- 3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

**[Method(s)]**

The first semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.

During the second semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics, role-play, and simulation studies).

Students will be required to write several short essays and one research paper during the course. Students can choose any topics within the discipline of IR. Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Dissertation subjects can be on anything within the IR discipline. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Course outline
2	Review of IR Theories	Reviewing IR theories
3	Review of IR Theories Research and Writing Methods I	Reviewing IR theories Research and writing methods
4	Seminar Topic 1 Research and Writing Methods II	Discussion on the assigned topic Research and writing methods
5	Seminar Topic 2 (Debate 1)	Discussion on the assigned topic
6	Seminar Topic 3 Research and Writing Methods III	Discussion on the assigned topic Research and writing methods
7	Seminar Topic 4 (Debate 2)	Discussion on the assigned topic
8	The Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 5	Discussion on the assigned topic
10	Seminar Topic 6 (Debate 3)	Discussion on the assigned topic
11	Seminar Topic 7	Discussion on the assigned topic
12	Seminar Topic 8 (Debate 4)	Discussion on the assigned topic
13	Seminar Topic 9	Discussion on the assigned topic
14	Research Topic Presentation	Presenting a research topic (3rd year students) and a final research proposal (4th year students)

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

Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks.

**[Textbooks]**

Students are required to pore over assigned readings specified by the lecturer.

**[References]**

Information relating to references will be provided during the course.

**[Grading criteria]**

Third year students: Essays (40%), Presentations and Discussions (35%), Debate (25%). Fourth year students: Mid-Term and Final Presentations (50%), Research Proposals (50%).

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

**Students wishing to take this seminar are required to have completed "Introduction to International Relations I" or "Introduction to International Relations" .**

## Seminar: International Relations B II

Rui Saraiva

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Thu 4th, Thu 5th

## [Outline and objectives]

This is an annual seminar course, examining major questions in international relations (IR). The theme of the 2018 seminar is **"Prospects for a World Order in the 21st Century"**.

The beginning of the 21st century has witnessed dramatic changes in international relations. It has become increasingly obvious that "wealth and power are moving from the West to the East and the world order dominated by the United States and Europe is giving way to one increasingly shared with non-Western states with the rise of emerging powers, including China, India and Brazil" (Ikenberry 2008). At the same time, the legitimacy of Western liberal norms and values (such as democracy and free markets) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by non-Western countries. Moreover, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, transnational corporations, and terrorist groups. These drastic changes pose the question: **What will be the shape of the world order in the 21st century?**

In order to address this question, this seminar will examine the following:

- 1) Shifts in power distribution among major states, including the United States, China, Japan, India, and the major European countries.
- 2) Prospects for international institutions and global governance.
- 3) The rise of non-state actors: the role of NGOs and multinational corporations in world politics.
- 4) Competition among differing norms and values: disputes over democracy, capitalism, human rights, and self-determination in the Middle East, Africa, and East Asia.

Seminar participants will examine these critical issues by **utilizing major theories of IR.**

## [Goal]

The course objectives are:

- 1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
- 2) To enable students to establish a firm foundation for studying IR at graduate level;
- 3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

## [Method(s)]

The first semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.

During the second semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics and class simulation studies (role play game).

Students will be required to write several short essays and one research paper during the course. Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables.

## [Schedule]

No.	Theme	Contents
1	Revised Research Proposal I (3rd year students)	Presenting revised research proposals
2	Revised Research Proposal II (3rd year students)	Presenting revised research proposals
3	Mid-term Presentation (4th year students)	Reporting progress on research papers
4	Debate 1	Conducting debate on the assigned topics
5	Role play 1	Conducting a simulation and role play exercise
6	Mid-term Presentation (3rd year students)	Reporting progress on research papers
7	Mid-term Presentation (3rd year students)	Reporting progress on research papers
8	Research Project Workshop	Individual consultation on research project
9	Debate 2	Conducting debate on the assigned topic
10	Role play 2	Conducting role play
11	Semi-final Presentation (4th year students)	Reporting progress on research papers
12	Debate 3	Conducting a debate on the assigned topic
13	Role Play 3	Conducting a simulation and role play exercise
14	Final Presentation on Research Papers	Presenting research papers

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

Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. For this reason, students are expected to organize study groups (sub-seminars) outside of class.

This seminar will host a summer camp.

## [Textbooks]

Students are required to pore over assigned readings specified by the lecturer.

## [References]

Information relating to references will be provided during the course.

## [Grading criteria]

Third year students: Research Papers (50%), Presentations and Discussions (25%), Role Play (25%).

Fourth year students: Dissertations (including Mid-Term and Final Presentations (100%).

## [Changes following student comments]

Not applicable.

## [Prerequisite]

**Students wishing to take this seminar are required to have completed either "Introduction to International Relations I" or "Introduction to International Relations II."**

## Seminar: Entrepreneurship &amp; Innovation I

Shiaw Jia Eyo

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Fri 3rd, Fri 4th

**[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.

**[Method(s)]**

This seminar introduces students to the concept of entrepreneurship and innovation. This is a growing economic doctrine that positions knowledge, technology, entrepreneurship, and innovation at the center of the economic model. Through readings of academic journals and textbooks, students will learn the concepts, theories and research being done in this field. Key concepts related to this seminar include dimensions of innovation (product, process, radical, incremental, disruptive, open innovation); invention and commercialization of innovation; entrepreneurship; start-ups and venture capital; diffusion of innovation; and policy towards innovation. This course is taught primarily through presentations and discussions. Students give presentations on selected readings as well as on their own research. In addition, students will develop a research topic of their interest to pursue in the following semester.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Getting acquainted Overview of the seminar, Importance of entrepreneurship and innovation
2	Innovation Management (1)	Theories of innovation
3	Innovation Management (2)	Dimensions of innovation Case study and presentations
4	National Systems of Innovation and Entrepreneurship (1)	How the system can influence innovation The role of entrepreneurs
5	National Systems of Innovation and Entrepreneurship (2)	Case study and presentations
6	Technology Diffusion and Markets (1)	Diffusion of technology and market adoption
7	Technology Diffusion and Markets (2)	Case study and presentations
8	Managing Innovation Within Firms (1)	How firms manage to achieve success in innovation
9	Managing Innovation Within Firms (2)	Case study and presentations

10	Operations and Process Innovation	Innovations in operation management and product design
11	Managing Intellectual Property	Intellectual properties and limitations
12	Managing Organizational Knowledge (1)	Technology life cycles and concept of learning organizations
13	Managing Organizational Knowledge (2)	Case study and presentations
14	Wrap-up	Reflection on what we have learnt

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

Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings adequately to be able to engage in active discussion in class.

**[Textbooks]**

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017

**[References]**

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015

Kuratko, Donald F. *Entrepreneurship: Theory, Process, and Practice*, 10th edition. Cengage, 2016

Drucker, Peter. *Innovation and Entrepreneurship*, Harper Business, 2006

Christensen, Clayton. *The Innovation Dilemma*, Harvard Business Review, 2013

Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley. 2016

and other case studies and reading materials.

**[Grading criteria]**

Students will be evaluated based on class participation (20%), case study presentations and discussions (60%) and a term paper (20%).

**[Changes following student comments]**

Not applicable

**[Prerequisite]**

Knowledge of business and finance. Students must have completed at least 4 courses in business.

## Seminar: Entrepreneurship &amp; Innovation II

Shiaw Jia Eyo

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Fri 3rd, Fri 4th

**[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.

**[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.

**[Schedule]**

No.	Theme	Contents
1	Introduction	Getting re-acquainted Review of theories we have learnt
2	Strategic Alliances and Networks (1)	Use of strategic alliances, risks and limitations
3	Strategic Alliances and Networks (2)	Case study and presentation
4	Business Models (1)	How firms create value by applying business model thinking
5	Business Models (2)	Case study and presentation
6	Product and Brand Strategy (1)	Concept of platforms and brand strategy in new product development
7	Product and Brand Strategy (2)	Case study and presentation
8	New Product Development (1)	Different models of new product development
9	New Product Development (2)	Case study and presentation
10	New Service Innovation (1)	The role of technology in new service innovation
11	New Service Innovation (2)	Case study and presentation
12	Market Research and its Influence on New Product Development	Contributions of market research
13	Managing the New Product Development Process	Issues of product failures
14	Wrap-up	Reflection on what we have learnt

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

Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings adequately to be able to engage in active discussion in class.

**[Textbooks]**

Trott, Paul. *Innovation Management and New Product Development*, 6th edition. Pearson. 2017

**[References]**

Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship*, 3rd edition. Wiley, 2015  
 Kuratko, Donald F. *Entrepreneurship: Theory, Process, and Practice*, 10th edition. Cengage, 2016  
 Drucker, Peter. *Innovation and Entrepreneurship*, Harper Business, 2006  
 Christensen, Clayton. *The Innovation Dilemma*, Harvard Business Review, 2013  
 Grant, Robert. *Contemporary strategy analysis: text and cases*, 9th edition, Wiley. 2016  
 and other case studies and reading materials.

**[Grading criteria]**

Students will be evaluated based on class participation (20%), case study presentations and discussions (60%) and a term paper (20%).

**[Changes following student comments]**

Not applicable.

**[Prerequisite]**

Passed Seminar: Entrepreneurship and Innovation I

## Seminar: Global Strategic Management I

Takamasa Fukuoka

Credit(s) : 4 | Semester : Spring | Year : 3~4  
 Day/Period : Fri 3rd, Fri 4th

## 【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.

## 【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.

## 【Schedule】

No.	Theme	Contents
1	Overview	Confirmation of the goals of this seminar and the responsibility of each seminar member
2	Research Method	Understanding of the Qualitative and Quantitative approach with various samples
3	Analysis of Management Strategy (1)	Understanding of the analysis methods for management strategy
4	Analysis of Management Strategy (2)	Understanding of the analysis methods for management strategy
5	Case Study (1)	Discussion on the case study from the strategic view point
6	Case Study (2)	Discussion on the case study from the strategic view point
7	Case Study (3)	Discussion on the case study from the strategic view point
8	Library Tour	Learning of how to use the library database
9	Prior Research (1)	Presentation and discussion on the prior research
10	Prior Research (2)	Presentation and discussion on the prior research
11	Prior Research (3)	Presentation and discussion on the prior research

12	Presentation for Research Proposal (1)	Presentations and discussion on the individual research proposal
13	Presentation for Research Proposal (2)	Presentations and discussion on the individual research proposal
14	Wrap-up	Wrap-up

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

- Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
- Students need to make good preparations for individual / group study
- Students are encouraged to join the summer training camp

## 【Textbooks】

No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

## 【References】

Harvard business school case studies (details will be provided by the instructor)

## 【Grading criteria】

Participation (presentation / discussion etc.) — 40%

Assignment — 20%

Interim Report (3rd year students) — 40%

Final Report (4th year student) — 40%

## 【Changes following student comments】

N/A

## 【Prerequisite】

None.

## Seminar: Global Strategic Management II

Takamasa Fukuoka

Credit(s) : 4 | Semester : Fall | Year : 3~4  
Day/Period : Fri 3rd, Fri 4th

## 【Outline and objectives】

This is a continuation of the seminar from the Global Strategic Management I, but putting more emphasis on planning and conducting independent research based on what students learn in the Spring semester. Furthermore, students are expected to participate in a business contest in the course, work with companies / local governments, and conduct a field study.

This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

## 【Goal】

By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn "practical wisdom" by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

## 【Method(s)】

To achieve the goal, this seminar is mainly conducted through : (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager's perspective, (f) making presentation and discussion based on “facts and data” and “experience”, (g) participating in business contests.

In addition, we sometimes use case methods being currently used by the MBA program in western countries.

## 【Schedule】

No.	Theme	Contents
1	Overview and Review	Overview of the course guidelines for the fall semester and review of work done in the Spring semester
2	Preparation of the Field Study	Preparation of field study based on students' interest
3	Field Study (Outside the Campus)	Conduct of field study based on students' interest
4	Presentation and Discussion	Presentation and Discussion based on the findings in the field study
5	Guest Lecture and Work Shop	Guest lecture and workshop are conducted by business persons or the persons concerned
6	Preparation of Business Plan Competition (1) — Marketing Analysis	Marketing analysis (analysis of the status quo)

7	Preparation of Business Plan Competition (2) — Planning	Planning from a strategic view point
8	Preparation of Business Plan Competition (3) — Presentation and Discussion	Presentation and discussion
9	Preparation of Business Plan Competition (4) — Final Presentation and Discussion	Revised presentation and discussion
10	Case Study (1)	Discussion on the case study from the strategic view point
11	Case Study (2)	Discussion on the case study from the strategic view point
12	Oral Presentation for Individual Research (1)	Presentation and discussion on the research conducted by each member of the seminar
13	Oral Presentation for Individual Research (2)	Presentation and discussion on the research conducted by each member of the seminar
14	Wrap-up	Wrap-up

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

- Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
- Students need to make good preparations for individual / group study
- Students are encouraged to join the summer training camp

## 【Textbooks】

No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

## 【References】

Harvard business school case studies (details will be provided by the instructor)

## 【Grading criteria】

Participation (presentation / discussion etc.) — 40%  
Assignment — 20%  
Interim Report (3rd year students) — 40%  
Final Report (4th year student) — 40%

## 【Changes following student comments】

N/A

## 【Prerequisite】

Global Strategic Management I

## Seminar: Culture and Globalization I

Shunsuke Nozawa

Credit(s) : 4 | Semester : Spring | Year : 3~4  
Day/Period : Fri 4th, Fri 5th

## [Outline and objectives]

This seminar uses the lens of culture to investigate conditions and consequences of interdependence in our globalizing world. How are global forces transforming the everyday realities of local communities? How do people relate larger, abstract social processes to their personal and collective projects? Drawing mainly from anthropological study of various facets of global processes, you will develop research skills and knowledge and conduct a qualitative research project of your own. Whether you pursue graduate-level studies or careers in other fields beyond your undergraduate experience, such skills and knowledge are vital to the cultivation of global citizenship. As such the seminar develops a deeper understanding of our contemporary world while serving as a platform to cultivate your intellectual power to think and act upon this world.

## [Goal]

This seminar 1) explores scholarly literature for an investigation of the culture of globalization and the globalization of cultures; 2) examines ethnographic case studies through close reading; 3) develops concrete, qualitative research skills for independent research projects; 4) assists students with analytic and persuasive writing skills, with an eye toward the transition from undergraduate studies to either graduate studies or to careers beyond GIS.

## [Method(s)]

The first semester is spent getting acquainted with fundamental theories and case studies exploring the relationship between culture and globalization. We will also feature small assignments intermittently, either a review statement, a research update, or a field-based mini-project. In the second semester, students begin developing (third-year students) and conducting (fourth-year students) their individual projects. Details of the reading/ discussion schedule will be adjusted according to the specific intellectual needs of the seminar participants. Generally, each week's meeting will usually consist of two readings, including a case study, whose discussion is led by a student. As we move into the second semester, case-study readings will be increasingly replaced by research updates, readings suggested by students, and more writing assignments. In certain weeks, we will focus specifically on methodological issues, which could be conceptual (e.g. (re)reading case studies for their methodological import, exploring the nature of evidence, etc), or practical (e.g. practicing interviews, refining research questions, etc.). Requirements consist of regular weekly readings, research exercises, and a final written assessment of your research progress.

## [Schedule]

No.	Theme	Contents
1	Seminar Introduction	Description of course goals; notes on theory, reading, methods, writing; the globalization of cultures and the culture of globalization; encountering signs of the global, signs of the local
2	Politics of "Culture"	What work does it do today - for whom?; who is interested in its definition?; "culture" under the gaze of the global

3	Politics of "Globalization"	Genealogy of the word, its rhetoric; who is interested in its definition?; imagination of "global(ized) culture"
4	Signs of the Global	Field exercises; discussion of individual research projects
5	"Global Japan"	Music, language, fashion, sports
6	Research Design I: Research Questions and Evidence	Two levels of inquiry, of argumentation; the nature of evidence; the scope of research
7	Research Design II: Methods and Literature Review	How to generate evidence; the "field" in "multi-sited" ethnography; the 'where' and 'when' - and 'how' - of research encounter; knowing the history of the "field"; exploring the scholarly archive
8	People: "Community"	Migration, diaspora, colonialism
9	Institutions: "Recognition"	Politics of recognition; UN and world-institutions; cultural diplomacy; etc.
10	Research Reports I	Third-year: description of the "field"
11	Research Reports II	Fourth-year: research updates
12	Things: "Circulation"	Food, infrastructure, ecology
13	Media: "Translation"	Virtual connectivity; modes of translation/ commensuration; "localization"; etc.
14	Final Discussion	Roundtable on first- semester conclusions and second-semester expectations

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

Students are expected to come to class having read and prepared to discuss readings.

## [Textbooks]

No official textbook will be used for the seminar. Readings will be made available online through the course management system or provided in class.

## [References]

Geertz, C. (1977). *The Interpretation of Cultures: Selected Essays*. New York: Basic Books. ISBN: 0465087302  
Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, MN: University of Minnesota Press. ISBN: 0816627932

## [Grading criteria]

Participation: 40%

Guided reading/research discussions: 20%

Final research summary: 40%

## [Changes following student comments]

Case studies and other readings have been changed or updated.

## [Prerequisite]

Introduction to Cultural Anthropology; Cultural Globalization; also, students must concurrently enroll in two 300-level courses: Social Theory and Ethnographic Methods



## Seminar: Culture and Globalization II

Shunsuke Nozawa

Credit(s) : 4 | Semester : Fall | Year : 3~4  
Day/Period : Fri 4th, Fri 5th**[Outline and objectives]**

The second semester of this seminar continues analyzing changing aspects of culture under conditions of increasing globalization. Focus shifts from instructor-led sessions on theory, method, and case studies to student-led sessions on readings relevant to the student's individual research and a report on research progress.

**[Goal]**

Continuing from the first semester, this seminar 1) explores scholarly literature for an investigation of the culture of globalization and the globalization of cultures; 2) examines ethnographic case studies through close reading; 3) develops concrete, qualitative research skills for independent research projects; 4) assists students with analytic and persuasive writing skills, with an eye toward the transition from undergraduate studies to either graduate studies or to careers beyond GIS.

**[Method(s)]**

The second semester of the seminar continues with theory and case study readings building off first-semester material. However, in this semester, students will take the lead. In the first session of each meeting, we will discuss a case study reading selected by the student in consultation with the instructor. In the second meeting, we will hear a report on the student's research. Students work throughout the semester on their individual research projects, aiming to present a formal version of their research project at the end of the semester, in the form of research proposal (third-year students) or research paper (fourth-year students).

**[Schedule]**

No.	Theme	Contents
1	Seminar Introduction	Description of course goals
2	Student Reports	Updates on summer reading and research
3	Ethics of Anthropology	Fieldwork and ethical responsibility; ethics of writing
4	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
5	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
6	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
7	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
8	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
9	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress

10	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
11	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
12	Guided Discussion and Research Update	Student-led discussion of reference reading and update on individual research project progress
13	Student Presentations	Conference-style presentations
14	Student Presentations	Conference-style presentations

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

Students are expected to come to class having read and prepared to discuss readings.

**[Textbooks]**

No official textbook will be used for the seminar. Readings will be made available online through the course management system or provided in class.

**[References]**

American Anthropological Association. *Ethics Resources*. <http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1895>

**[Grading criteria]**

Participation: 40%

Guided reading discussions: 20%

Final research report and paper: 40%

**[Changes following student comments]**

Case studies and other readings have been changed or updated.

**[Prerequisite]**

Introduction to Cultural Anthropology; Cultural Globalization; also, students must concurrently enroll in two 300-level courses: Social Theory and Ethnographic Methods

## Seminar: Tourism Management I

John Melvin

Credit(s) : 4 | Semester : Spring | Year : 3~4  
Day/Period : Mon 3rd, Mon 4th

### [Outline and objectives]

While governments are quick to laud the economic benefits that tourists can bring, there are growing concerns about the impact of relentless growth of global tourism on the environment as well as the socio-cultural wellbeing of host communities. Driven largely by deregulation, globalisation and technological developments, the overarching focus on growth that has driven post-WW2 development is being increasingly challenged and questioned.

Adopting a lens of sustainability, this semester considers the management and marketing of tourism. Combining analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations, students will gain insights into the factors driving tourism development. Students will be introduced to different qualitative research methods, and will acquire the tools to critically investigate tourism in a context of their choice. This will form the basis of an extended research paper that will be completed during the second year of the semester.

### [Goal]

The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.

Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

### [Method(s)]

The seminar consists of in-depth analysis of various issues related to sustainable tourism management in the form of discussion, presentation and writing. In the opening 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 engage in a more in-depth consideration of relevant literature. By the end of the 2nd semester, students are expected to have developed a firm research proposal.

In the second year of the seminar, students will research and write their extended research paper. While students are encouraged to take greater responsibility for their own studies, guidance will be provided both in-class and also through individual consultation with me.

In order to get the most from each seminar, students must commit to undertake the reading assignments. These take the form of Core Readings (chapters/articles containing key concepts or empirical investigations relating to various aspects of tourism management) and Current Readings (of topical news stories).

While some seminars will be instructor-led, students will play an increasing role in leading discussions on the Core Readings. As students' own research develops later in the seminar, they will give presentations on various aspects of their research, and share their growing expertise with others.

### [Schedule]

No.	Theme	Contents
1	Introduction	Overview of the seminar; The importance of adopting sustainable management 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 different business case studies
6	Seminar Reading 4	Considering fourth case study on the tourist experience
7	Seminar Reading 5	Considering fifth case study on destination management
8	Research Project	Discussion on students' topics and research questions
9	Seminar Reading 6	Considering sixth case study on service quality
10	Seminar Reading 7	Considering seventh case study on destination differentiation
11	Research Workshop and Consultation	Individual consultations on students' research projects
12	Presentations on Student Research Proposal 1	Presentations and discussions on students' individual research
13	Presentations on Student Research Proposal 2	Presentations and discussions on students' individual research
14	Final Discussion	Roundtable discussion on first-semester progress and expectations for the second semester

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

Students must complete the assigned reading as preparation for classes.

### [Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

### [References]

Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism*. London: SAGE

McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge

Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill

### [Grading criteria]

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Final Paper (40%).

Fourth year students: Class Participation (40%) and Final Paper (60%).

Students are expected to complete all the assigned reading and homework to get the most benefit from the seminar.

### [Changes following student comments]

This is a new course from 2018.

### [Equipment student needs to prepare]

Students should bring a laptop or tablet PC to class.

### [Prerequisite]

Seminar students should have taken some of the following Business & Economy courses: Introduction to Tourism Studies; Introduction to Business; Principles of Marketing; Marketing in Japan; Tourism Development in Japan; Event Management; Sustainable Tourism Management; Marketing Management.

Seminar students are strongly encouraged to concurrently enrol in Services Marketing (new 300-level course).

## Seminar: Tourism Management II

John Melvin

Credit(s) : 4 | Semester : Fall | Year : 3~4  
 Day/Period : Mon 3rd, Mon 4th

### [Outline and objectives]

This seminar continues from the Tourism Management I seminar, though with a greater focus on students' independent research projects. In addition to a field trip, students are expected to conduct investigative research that will form the basis of an extended research paper to be completed during the second year of the semester.

Building on knowledge acquired in the Spring seminar on the management and marketing of tourism, the class content will continue to blend analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations on tourism management.

### [Goal]

The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.

Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

### [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 engage in a more in-depth consideration of relevant literature. By the end of the 2nd semester, students are expected to have developed 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. These take the form of Core Readings (chapters/articles containing key concepts or empirical investigations relating to various aspects of tourism management) and Current Readings (of topical news stories).

While some seminars will be instructor-led, students will play an increasing role in leading discussions on the Core Readings.

### [Schedule]

No.	Theme	Contents
1	Introduction	Overview of the Fall seminar; reflection on what students have learned in the Spring semester
2	Research Topic Presentation	Based on the research conducted in the Spring semester and over the summer break, students will present their research proposals (3rd year students) or research plans (4th year students) for this semester

3	Seminar Reading and Research Themes	Discussion on the focus of this semester's reading
4	Seminar Reading 1	Considering first case study on tourism management
5	Field Study Preparation	Preparation for the field study based on students' interests
6	Field Study (off-campus)	Conducting the field study at a tourism-related site
7	Field Study Feedback	Considering the field study findings
8	Research Project Progress Update	Research project progress report; discussion of readings
9	Seminar Reading 2	Considering second case study on tourism management
10	Seminar Reading 3	Considering third case study on tourism management
11	Research Workshop and Consultation	Individual consultations on students' research projects
12	Presentations on Student Research Projects 1	Presentations and discussions on students' individual research projects
13	Presentations on Student Research Projects 2	Presentations and discussions on students' individual research projects
14	Final Discussion	Roundtable discussion on second-semester progress and expectations for the second year

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

Students must complete the assigned reading as preparation for classes.

### [Textbooks]

There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available on the course website.

### [References]

Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism*. London: SAGE  
 McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing*. London: Routledge  
 Palmer, A. (2014) (7th Edition) *Services Marketing*. London: McGraw Hill

### [Grading criteria]

Third year students: Class Participation (30%), Assignments and Presentation (30%) and Final Paper (40%).

Fourth year students: Class Participation (40%) and Final Paper (60%).

Students are expected to complete all the assigned reading and homework to get the most benefit from the seminar.

### [Changes following student comments]

This is a new course from 2018.

### [Equipment student needs to prepare]

Students should bring a laptop or tablet PC to class.

### [Prerequisite]

Seminar students should have passed Seminar: Tourism Management I and have taken the new Services Marketing course in the Spring semester.

## GIS Independent Study and Essay I & II Course Schedule

Independent Study and Essay (ISE) I & II is a 400-level, two semester course. Open to fourth-year students only, ISE is recommended to those who want to do advanced research and writing or are considering graduate school. Students enroll in both sections (I and II). Each section is worth two credits.

ISE does not have scheduled class periods, and is not held in a classroom. The student works independently under the supervision of a professor. Consultation with the professor, who must be a full-time GIS instructor offering Seminar courses, normally will be done during the professor's office hours, but might also be done by email.

A list of full-time instructors can be found on pages 241 of the **GIS Syllabus** 2018 catalogue.

The steps for ISE registration, consultation with the supervising professor, the research, writing and submission of the required 4,000- to 6,000-word essay are described in items 1 to 6:

1. Prior to registering for the course, the student must contact a professor, verify his or her availability, meet to discuss research plans, and ask permission to submit the professor's name as the course supervisor. If that permission is given, the student then submits information ① to ④ typed in English on A4 size paper to the GIS Office.

- ① Student name and ID number
- ② Name of the supervising professor
- ③ Research topic
- ④ Research plan

※ **April entrants to GIS** must submit the above information by the first day of the registration day in April of their fourth year, while **September entrants to GIS** must submit it by the first day of the registration day in September of their fourth year.

2. The student researches and collects material. (April entrants: April to July. September entrants: September to January.)

3. The student meets and corresponds regularly with the supervising professor to discuss research progress and results. (April entrants: April to July / September to January. September entrants: September to January / April to July.)

4. The student submits a detailed progress report to the supervising professor. (April entrants submit by the last day of class in July. September entrants submit by the last day of class in January.)

5. Continuing guidance: language, content and thesis check. (April entrants: September to December. September entrants: April to early June.)

6. The student completes and submits the essay to the supervising professor. (April entrants submit by the last day of classes in January. September entrants submit by the last day of classes in July.)

## Office Hours

Instructors are available for consultation on course-related matters.

During the period when classes are held, full-time professors have regular office hours, shown below.

<b>Professor's Name</b>	<b>Day &amp; Time</b>	<b>Room</b>
Mitsutoshi Somura	Tuesday 12:30 - 13:10	GIS Reference room
Michael Bettridge	Thursday 15:10 - 16:40	BT 1315
Peter Evans	Tuesday 10:50 - 12:30	GIS Reference room
Shiaw Jia Eyo	Tuesday 12:30 - 13:10	GIS Reference room
Hiromi Fujishige	Friday 12:30 - 13:10	GIS Reference room
Takamasa Fukuoka	Monday 11:10 - 12:30	GIS Reference room
Diana Khor	Thursday 12:30 - 13:10	GIS Reference room
Machiko Kobori	Tuesday 14:00 - 15:00	BT 1907
Gary McLeod	Tuesday 15:30 - 16:30	Hitokuchizaka 604
Yu Niiya	Sabbatical leave	
Yutai Watanabe	Tuesday 13:10 - 14:00	GIS Reference room
Takeshi Yuzawa	Sabbatical leave	
John Melvin	Tuesday 11:00 - 12:00	GIS Reference room

< Visiting professors & Part-time instructors >

Available for consultation or questions in classroom before or after the class.



## Timetable from Monday to Saturday

			Mon	Tue	Wed
1	9:00   10:40	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
2	10:50   12:30	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
3	13:10   14:50	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
4	15:00   16:40	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
5	16:50   18:30	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
6	18:35   20:15	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
7	20:20   22:00	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			

			Thu	Fri	Sat
1	9:00   10:40	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
2	10:50   12:30	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
3	13:10   14:50	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
4	15:00   16:40	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
5	16:50   18:30	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
6	18:35   20:15	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			
7	20:20   22:00	S	Title		
			Instructor		
			Classroom		
	F	Title			
		Instructor			
		Classroom			



# MEMO

**MEMO**





学生証番号	
氏 名	